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A MODIFIED DELPHI EVALUATION AND FORECAST
OF ATHLETIC RECRUITMENT AND SUBSIDIZATION IN THE
ONTARIO WOMEN'S INTERCOLLEGIATE ATHLETIC ASSOCIATION

BY

BRENDA J. MCCARRON

A Thesis
submitted to the Faculty of Graduate Studies
through the Faculty of Human Kinetics
in Partial Fulfillment of the requirements
for the Degree of Master of Human Kinetics
at the University of Windsor

Windsor, Ontario.

1979

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by

Brenda J. McCarron

This investigation involved application of the principles of evaluation research to a sport organization. Specifically, information about athletic recruitment and subsidization as it influenced the OWIAA was gathered, analysed, and fed back to the organization for possible utilization in policy formulation.

Three rounds of modified Delphi Technique were administered to OWIAA executive members, athletic directors, co-ordinators of women's athletic programs, and the coaches of basketball, volleyball, track and field, and swimming teams. The initial method of data collection involved a Semi-Directed Focused Interview (SDFI), with follow up Verbal Opinionnaire to identify the ultimate goal, conflict, significant events and control, individuals and groups, stress and strain, and recommended changes in athletic recruiting and subsidizing in the OWIAA. Two subsequent rounds of written opinionnaires solicited consensus on a number of items pertaining to the topic. Respondents were asked to comment on the past (1973), the present (1978), and the probable future (1983) as well as the desirability, probability, and impact of 72 items describing athletic recruitment and subsidization.

Analysis indicated that recruiting and subsidizing were not popular issues in 1973. There was evidence of athletic recruiting becoming an important issue by 1978, and both recruiting and subsidizing becoming significant in the future. Respondents indicated that: (1) women's intercollegiate were becoming high powered similar to the

men's athletics, (2) elite athletes would select a university for competitive experience and recognition, (3) athletic recruitment will occur in high visibility sports, as coaches become pressured to recruit in order to compete successfully, (4) many Canadian athletes will be drawn to the United States by recruitment efforts and offers of scholarships, (5) subsidization will not likely be an important issue, except possibly in high visibility sports, and (6) athletic criteria may be considered along with academic criteria in the awarding of financial aid.

Further, respondents felt that there was need to operationally define and control recruiting and subsidizing by regulations and directives rather than by self policing. The OWIAA will likely deal with athletic recruiting and subsidizing by legislating explicit rules and directives by 1983.

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CHAPTER I

IDENTIFICATION

To be effective in their execution, organizations must continually strive for intelligent and insightful decision making. This is true whether the main focus of the organization is profit generating or providing a service to its members. This investigation involved the application of the principles of evaluation research to the decision making process of a sport organization.

The Ontario Women's Intercollegiate Athletic Association (OWIAA) is an organization comprised of 15 Ontario universities and one Quebec university with special playing privileges. The function of this organization is to administer a sports program and to supervise intercollegiate athletic competition within the province (OWIAA, OUAA, 1977: 45).

In recent years some Canadian sport administrators have become concerned that some universities are attempting to strengthen their intercollegiate teams by seeking out elite athletes and enticing them to attend their universities for reasons other than academic. Such practices are incongruous with the stated philosophies of the Canadian Intercollegiate Athletic Union (CIAU), Ontario Universities Athletic Association (OUAA), and the OWIAA. Consequently, these Associations have begun to examine the issues of athletic recruiting and subsidizing in regard to their member universities. In some instances the Associations have initiated action to define and describe what are considered acceptable and unacceptable practices, and to formulate policies to control the activities of their members.

This investigation has gathered information about athletic recruitment and subsidization as it applies to the OWIAA by means of a modified Delphi Technique. The information was then analysed and fed back to the organization for possible utilization in policy formulation.

There are certain inherent advantages that the modified Delphi Technique has over more conventional forms of decision making. In this investigation the modified Delphi Technique was considered applicable because of the possibility of a wide range of opinion of the respondents, and because of the necessity to include projections into the future. The Delphi Technique enables issues not amenable to solution solely by scientific means to be examined, and provides the practitioner with useful information for decision making and policy formulation.

Need for the Study

At the time this investigation was initiated, the OWIAA was without a specific policy statement regarding athletic recruitment and subsidization. The OWIAA was contemplating a change in this position as a result of suggestions made by several members at previous OWIAA meetings (OWIAA minutes, 1977c).

In 1977 an OWIAA committee was formed, subsequent to the recommendations of the previous OWIAA delegates meeting. The task of the committee was to investigate athletic recruitment and scholarship and to report back to the membership at a subsequent OWIAA meeting. Little was accomplished, however, because the committee failed to meet regularly, causing one member to recommend that the committee be dissolved (Prpich, 1977). This committee unofficially disbanded.

In May, 1978 OWIAA members convened for the annual meeting. Two University of Windsor students who had previously obtained permission to attend the meeting were allowed to

audio-interview OWIAA coaches and athletic directors at that time. In addition, many OWIAA delegates present at the meeting completed a one page opinionnaire on athletic recruitment and subsidization in the OWIAA.

Many of those interviewed indicated that recruitment and subsidization of student athletes were areas of personal concern (McCarron and Sukarukoff, interviews, 1978). These individuals felt that their positions as athletic administrators obligated them to make decisions about athletic recruitment and subsidization that would be in the best interest of the students attending their university. Several OWIAA members expressed concern that recruitment and subsidization were not well understood by themselves and other OWIAA coaches and athletic directors (ibid). Furthermore, the OWIAA did not offer clarification and interpretation in the form of guidelines. Each university adheres to its own set of policy guidelines, however, these must conform with OWIAA regulations. Since there are no OWIAA criteria for the establishment of policies in regard to athletic recruitment, universities have adopted policies that are consonant with the general philosophy of their athletic department and university.

This investigation examined the attitudes and beliefs of OWIAA members about athletic recruitment and subsidization in the OWIAA. A data collection technique known as modified Delphi was used to encourage OWIAA members to focus on the topics and arrive at a consensus opinion. Information disclosed by this study has been presented to the OWIAA in the form of a final report, for possible utilization in the decision making process. Hence, the results of this investigation have immediate practical application. With increased knowledge of the beliefs, opinions, and preferences of OWIAA members themselves, the probability of arriving at an appropriate decision is increased. The alternative choices are to retain the present position of no policy, or to opt for a policy that will direct and supervise, or restrict,

athletic recruitment and subsidization in the member universities of the OWIAA.

Additionally, this investigation may be of benefit to athletic organizations that provide a service by offering a competitive sports program to their members, especially those organizations evaluating their policies and practices of athletic recruitment and subsidization. A study of the recruitment and subsidization practices and policies of a women's athletic organization may help to bring a new perspective to the deliberations of other sport organizations. The relevant issues identified in women's intercollegiate athletics in Ontario may be of significance to the corresponding men's associations.

Statement of the Problem

The purpose of this investigation was to examine athletic recruitment and subsidization in the OWIAA, as revealed by the attitudes and beliefs of OWIAA members.

Subproblems

To examine athletic recruitment and subsidization in greater depth, the researcher investigated the following:

1. The Probability of athletic recruitment and subsidization practices and policies (likely/unlikely)
2. The Desirability of athletic recruitment and subsidization practices and policies (desirable/undesirable)
3. The Impact of athletic recruitment and subsidization practices and policies (great/slight)
4. The trend and direction of change from past (1973) to present (1978) to future (1983) (increasing/decreasing)

Delimitations

The researcher has chosen to impose the following restrictions:

1. Opinions of the OWIAA executive, athletic directors, and

co-ordinators of women's athletic programs, as well as coaches of women's intercollegiate basketball, swimming, volleyball, and track and field teams have been collected and analysed.

2. Recognized member universities belonging to the OWIAA have been included in this investigation. The decision was made to exclude McGill University, since they are not full members, and they do not participate at OWIAA meetings.

Assumptions

The scope of this investigation necessitated two basic assumptions:

1. Individuals perceived the statements of the Semi-Directed Focused Interview (SDFI) schedule and opinionnaires as intended by the investigator. Items contained in the written opinionnaires were generated by the OWIAA members themselves.
2. Realizing the value of the information contained in the final report to the OWIAA, subjects completed the written opinionnaires and responded to the interview questions as truthfully and accurately as possible.

Limitations

The researcher acknowledged the following limitations and undertook measures to eliminate or minimize their effects:

1. Individuals may have been reluctant to accurately describe the policies and practices of their universities if they perceived them to be in violation of social norms and feared reprisal by the OWIAA or other universities, or by their colleagues within the university.
2. Individuals who did not feel that recruitment and subsidization were important issues may have been less inclined to co-operate with the requests of the researcher.
3. Because of the rapidly advancing nature of women's athletics in Ontario, many individuals involved have been

members of the OWIAA less than five years. They were still asked to provide opinions on the past (1973) if they felt competent to respond, since many individuals had second hand knowledge of the situation.

Hypotheses

The following tenets were examined:

1. Athletic role (administrator, or coach)

H₀ The opinions and beliefs about athletic recruitment expressed by coaches will be similar to the opinions and beliefs expressed by athletic administrators.

$$(R_{\text{coach}} = R_{\text{admin}})$$

H₁ The opinions and beliefs about athletic recruitment expressed by coaches will be significantly different than the opinions and beliefs expressed by athletic administrators.

$$(R_{\text{coach}} \neq R_{\text{admin}})$$

H₀ The opinions and beliefs about athletic subsidization expressed by coaches will be similar to the opinions and beliefs expressed by athletic administrators.

$$(S_{\text{coach}} = S_{\text{admin}})$$

H₁ The opinions and beliefs about athletic subsidization expressed by coaches will be significantly different than the opinions and beliefs expressed by athletic administrators.

$$(S_{\text{coach}} \neq S_{\text{admin}})$$

where: R. = recruitment of student athletes

S. = subsidization of student athletes

coach = coaches of intercollegiate teams included in this investigation

admin = executive of the OWIAA, athletic directors and co-ordinators of women's athletic programs included in this investigation

2. Team sports, Individual sports

H₀ The opinions and beliefs about athletic recruitment of coaches of team sports will be similar to the opinions and beliefs of coaches of individual sports.

$$(R_{\text{team}} = R_{\text{indiv}})$$

- H_1 The opinions and beliefs about athletic recruitment of coaches of team sports will be significantly different than the opinions and beliefs of coaches of individual sports. $(R_{\text{team}} \neq R_{\text{indiv}})$
- H_0 The opinions and beliefs about athletic subsidization held by coaches of team sports will be similar to the opinions and beliefs held by coaches of individual sports. $(S_{\text{team}} = S_{\text{indiv}})$
- H_1 The opinions and beliefs about athletic subsidization held by coaches of team sports will be significantly different than the opinions and beliefs held by coaches of individual sports. $(S_{\text{team}} \neq S_{\text{indiv}})$

where: team = coaches of athletic contests where five or more individuals compete together
 indiv = coaches of athletic contests where one or two individuals compete together

3. Time

- H_0 The opinions and beliefs about athletic recruitment in 1973 will be similar to the opinions and beliefs for 1978, and 1983, as expressed by OWIAA representatives. $(R_{1973} = R_{1978} = R_{1983})$
- H_1 The opinions and beliefs about athletic recruitment in 1973 will be significantly different from the opinions and beliefs expressed by OWIAA representatives for 1978, which will also be significantly different from the opinions and beliefs expressed for 1983. $(R_{1973} \neq R_{1978} \neq R_{1983})$
- H_0 The opinions and beliefs about athletic subsidization in 1973 will be similar to the opinions and beliefs for 1978, and 1983, as expressed by OWIAA representatives. $(S_{1973} = S_{1978} = S_{1983})$
- H_1 The opinions and beliefs about athletic subsidization in 1973 will be significantly different from the opinions and beliefs expressed by OWIAA representatives

for 1978, which will also be significantly different from the opinions and beliefs expressed for 1983.

(S.1973 ≠ S.1978 ≠ S.1983)

where: 1973 = the past situation in the OWIAA
 1978 = the present situation in the OWIAA
 1983 = the future situation in the OWIAA

Definition of Terms

Canadian Intercollegiate Athletic Union (CIAU): was the national organization governing men's intercollegiate athletics, until recent amalgamation with the CWIAU in 1977.

Canadian Interuniversity Athletic Association (CIAU): the organization resulting from the union of the CIAU and the CWIAU.

Canadian Women's Intercollegiate Athletic Union (CWIAU): the national organization governing women's intercollegiate athletics until recent amalgamation with the CIAU.

Catchment area: the normal geographic area, surrounding a university, from which the majority of students attending the institution are drawn.

Consensus: the general agreement between individuals, in that a particular opinion or belief represents the stance most acceptable to a 2/3 majority.

Feedback: information supplied to individuals, informing them of the group responses from previous data collection.

Future: the situation as it will probably exist in the OWIAA member universities five years from the time this investigation was undertaken, as forecasted by individuals included in this investigation; the 1982-1983 season.

Independent scales: the three scales included in this investigation: Desirability, Probability, and Impact, are not dependent or contingent upon each other in any manner.

Intercollegiate athlete (or student athlete): any student authorized to represent the university by performing in sanctioned OWIAA athletic contests or events.

Modified Delphi Survey Instrument: based on the items identified by SDFI, an opinionnaire is developed and circulated to a larger sample, collected, analysed, revised, and administered again to the same sample. On subsequent rounds this opinionnaire is accompanied by a statement of the results from the previous round.

Modified Delphi Technique: a method for group decision making and prediction, involving successive rounds of data collection and analysis, with feedback indicating the responses of the entire group on the previous round, and occasionally, the responses of the individual subjects as well (Hedley, 1977).

Opinionnaire: a research instrument designed to gather the opinions of individuals by having them react to a series of statements about an issue.

Ontario Universities Athletic Association (OUAA): the provincial organization governing men's intercollegiate athletics.

Ontario Women's Intercollegiate Athletic Association (OWIAA): the provincial organization corresponding to the OUAA, which governs women's intercollegiate athletics. An organization comprised of 16 universities, the OWIAA was formed to encourage participation in athletic activities, to supervise and control intercollegiate competition within the Association, and to stimulate and promote sound character and sportsmanship (OWIAA, OUAA, 1977: 45).

OWIAA members: all individuals involved in intercollegiate athletic competition which is governed by OWIAA policy. Included are student athletes, officials, coaches, the official representatives of OWIAA member universities, and the executive of the OWIAA.

Past: the situation as it existed at OWIAA member universities five years prior to the time of this investigation; the 1972-1973 season.

Present: the situation as it currently exists in OWIAA member universities; the 1977-1978 season.

Recruitment: the identification, encouragement and/or seeking out of prospective student athletes to attend a particular university.

Scholarships: monies granted to a student based on academic performance. The administration of these funds is through the Awards Office of the academic institution or a recognized acceptable external organization (Walters, 1978).

Semi-Directed Focused Interview (SDFI): an alternative to written methods of data collection, involving asking of general questions from a prepared interview schedule, based on an appropriate model and focus. SDFI is somewhat open ended, allowing subjects to identify and discuss items that they view as being relevant.

Subsidization: the prepayment or reimbursement in money or kind for athletic ability, regardless of whether or not academic ability and/or financial need were included as considerations (Walters, 1978).

Third Party Scholarships: a scholarship involving an athlete (first party), and a group or individual external to the academic institution, such as Government or industry (second party), with the university outside the transaction (as a third party).

Trend: the direction of change, based on prevailing tendencies, as indicated by the consensus of a group of individuals.

Visibility: a subjective assessment of the amount of media coverage (television, newspaper articles, radio broadcasts) that a sport or individual team receives, as determined by a panel of experts.

General Format

This investigation was based on the structure known as the IDEA format. The IDEA format was developed by the Sport Institute for Research/Change Agent Research (SIR/CAR) at the University of Windsor. This format is particularly applicable to evaluation research and problem solving in

sport organizations. The IDEA format is a research strategy that entails a chronological progression from:

- I Identification of the problem or issue to be evaluated for the organization.
 - D Delineation of a research strategy through examination of the literature and other sources such as interviewing and personal observation.
 - E Evaluation procedures that allow opinions and behaviour of organizational members to be operationally defined and assessed.
 - A Action prescription that suggests remedial measures or an alternative course of action to the organizational members.
- (Moriarty, 1976c)

Identification

At the time this investigation was initiated, the OWIAA was without a specific policy statement to evaluate and control athletic recruitment and subsidization. The organization was experiencing some inner conflict as a result of the varying positions adopted by the member universities.

This investigation examined athletic recruitment and subsidization in the OWIAA, as expressed by the opinions and beliefs of selected OWIAA members. The issues being examined have been limited to investigation of the (a) Desirability, (b) Probability, and (c) Impact of athletic recruitment and subsidization in the OWIAA. As well, the trend and direction of change from past to present to future were examined.

Delineation

The exploratory nature of this investigation necessitated a broad foundation of related information. An existing body of knowledge relating specifically to the topic chosen was not available. Consequently, the following sources of literature were examined and incorporated into this investigation:

1. Information describing the practices, policies, and the philosophical tenets of women's and men's intercollegiate

athletics focusing on athletic recruitment, scholarships, and subsidization, and the historical development of policies.

2. Information pertaining to organizational development, and evaluation and policy research.
3. Information about Delphi Technique applications, and the SIR/CAR methodology, their theoretical basis, and scientific utility.

Substantiating material for this investigation came from a variety of sources, including published and unpublished papers, books, conference and convention reports, the minutes of meetings, newspaper clippings, government as well as private documents, organizational constitutions, and audio-interviews. A computer retrieval search failed to yield significant information concerning athletic recruiting and subsidizing in women's intercollegiate sports in the Association for Intercollegiate Athletics for Women (AIAW). A manual library search was then undertaken, and this resulted in the discovery of numerous articles relevant to this investigation. Additionally, personal contacts and associates provided the researcher with supplemental information from their personal libraries and files.

Evaluation

Three rounds of modified Delphi Technique were administered to collect and refine opinions and statements of attitudes about athletic recruiting and subsidizing in the OWIAA. Respondents included the executive of the OWIAA, athletic directors or co-ordinators of women's intercollegiate programs, and coaches of basketball, volleyball, track and field, and swimming teams that were recognized full members of the OWIAA, 1978-1979 season.

The initial method of data collection involved Semi-Directed Focused Interviews (SDFI) conducted with 16 OWIAA members present at the May, 1978 annual meeting. The purpose of this audio-interview was to identify the ultimate

goal, conflict, significant events and control, individuals and groups, social stress and constituent strain, and recommended changes in athletic recruiting and subsidizing in the OWIAA. A follow up one page Verbal Opinionnaire was also administered to the interview subjects and other individuals present at the annual meeting.

Based on items generated by content analysis of the SDFI interviews, two subsequent rounds of modified Delphi written opinionnaires were designed. These opinionnaires were then sent to all subjects included in this investigation. Respondents were asked to comment on the past (1973), the present (1978), and the probable future (1983). In addition to the three time sequences, respondents provided opinions on the Desirability, the Probability, and the Impact of 72 items relevant to athletic recruitment and subsidization in the OWIAA.

The initial written opinionnaire collected opinions from the respondents. This information was analysed by the Statistical Package for the Social Sciences (subprogram frequencies) and fed back to the OWIAA as an interim report. The second round of written opinionnaire was constructed so that subjects would have knowledge of how the group as a whole responded on the previous round. In light of this information, subjects were requested to restate their opinions concerning athletic recruitment and subsidization and the OWIAA. This information was analysed in greater detail than the Round One opinionnaire. Specifically, the following procedures were conducted for statistical inference:

1. Frequency response of OWIAA members to the 72 opinion statements, and the following demographic variables:
 - (a) athletic role
 - (b) team sports, individual sports
 - (c) time

2. Comparison of (a) Desirability, Probability, and Impact, and (b) past, present, and future, and (c) demographic variables, by Analysis of Variance to determine the component sources of variance among the group means.

Action

Information about the influence of athletic recruitment and subsidization in the OWIAA was gathered, analysed, and fed back to the organization for possible utilization in future policy formulation. The OWIAA now possesses a comprehensive report on the situation within the sphere of intercollegiate athletics that it supervises, as well as a projection of likely future trends. Members have clearly indicated which items they regarded as being desirable, as well as those most likely to occur if the present situation is continued. By commenting on the impact of items, members have identified the priority items that should be examined.

Now that this information is in the possession of the organization, they are able to utilize it in decision making and policy formulation. Hopefully, the ensuing discussion of this material will lead to affirmative action that will increase the effectiveness of the organization.

Summary

The organization of the remainder of this thesis is listed below:

- Chapter II Delineation, including examination of athletic organizations and their recruiting and subsidizing policies.
- Chapter III Theoretical basis for methodology, organizational research, modified Delphi Technique, the SIR model.
- Chapter IV Experimental procedures, selection of subjects.
- Chapter V Audio-interview, and Verbal opinionnaire results.
- Chapter VI Written opinionnaire, Round Two results.
- Chapter VII Summary of results, conclusions, and suggestions for future research.

CHAPTER II

DELINEATION

Recruitment and subsidization in women's intercollegiate athletics have not been extensively researched. In particular, there is an acute absence of Canadian literature pertaining to these topics. In Canada and the United States there are many individuals who are knowledgeable about these aspects of intercollegiate athletics. Their opinions and personal experiences are published in committee reports, journal articles, and the proceedings of conventions and conferences. The researcher examined many of these papers to gain insight into athletic recruiting and subsidizing.

To generate supporting material for this investigation, several intercollegiate athletic associations, similar to the OWIAA in focus and development, were examined. Specifically, the OWIAA, CWIAU, AIAW, CIAU, AND OUAA were researched, in respect to their historical development and regulations concerning athletic recruitment and subsidization.

Government sponsored investigations have also been included in this review. The Government indirectly influences intercollegiate athletics through policies of amateur sport and education. The documents examined in this review are The Report of the Task Force on Sport for Canadians (Rea, Wintel, and Greene, 1969), Toward A National Policy on Amateur Sport (Office of the State Fitness and Amateur Sport, Canada, 1977), and Title IX of the Education Amendments (Department of Health, Education, and Welfare, United States, 1975d).

Other reports and studies examined intercollegiate athletics and included sections on athletic recruiting and/or

subsidization. Pertinent material was extracted from these reports and included in this review.

Canadian Intercollegiate Athletics

The organizational development of Canadian intercollegiate athletics has proceeded at a steady rate of growth and evolution since the latter part of the 19th century. From the modest beginning when students organized sports activity as a diversion from academic endeavours, intercollegiate athletics have advanced to highly organized regional and national associations for men and women students. Control and administration has shifted from the hands of the students to university appointed personnel. The intercollegiate associations of modern day have organizational constitutions and by laws, and playing regulations specific to each sport activity.

In Canada, university athletics had evolved spontaneously during the latter decades of the 19th century as a result of student demand for games and play. Sports were initially introduced into Canadian universities in the British tradition. At some French speaking universities the French philosophy prevailed. An examination of Canadian university sport culture reveals a coalescence of traditional British (sport for sport sake) and French (sport as participation) ideals with the more recent influence of the United States (athletic excellence) (Moriarty, 1975: 22).

Increasing academic and athletic contact with the United States had a significant influence also. The result was the development of a distinctive Canadian pattern (Matthews, 1974: 5). The Carnegie Report on Athletics noted the dissimilarity of athletics in Canada and the United States:

In Canada, the situation during 1886-1900 was vastly different. At English speaking universities... a natural adherence to the English tradition of games and sports,... and, a predilection for scholarship on the part of undergraduates, all served to keep athletics in a position different from that which they were coming to occupy in the United States.

(Salvage et al, 1929: 25)

Initially, athletics were controlled and supported by the students. Only when the tremendous growth of university athletics became irreversible and questionable ethical practices such as the recruiting of athletes became linked to athletic programs did institutional sanction result (Matthews, 1974: 23). The educational authorities attempted to rectify the situation by demanding that the appropriate controls be established over competitive athletic programs.

Athletic governance bodies, such as the National Conference of Canadian Universities, and the Maritime Inter-collegiate Athletic Union were formed as administrators recognized the need to identify the purpose and role of athletics in Canadian universities and to exert control over athletic activities (ibid: 24). The concept that an athletic program has no place in higher education unless it is designed for student participation and based on educational objectives was widely accepted.

Athletic conferences had made a significant beginning in the control of intercollegiate athletics by 1935, as sports and competition thrived. During the years 1939-1945 athletic competition in Canada was very low key due to the involvement in World War II.

At this time there were those who continued to adhere to the broad concept of amateurism, although it was conceded that in the immediate pre-war years many universities had been tolerating some forms of aid to their athletes. The hope was expressed that such unethical practices would be discouraged in the post-war era, now that a fresh start was being made (ibid: 41).

With the upsurge in university enrollments after 1945, the intercollegiate athletic programs entered a pronounced growth period. Conditions were favourable for competitive athletics and club programs to develop. Through the 1960's it became evident that there was a growing interest in less structured forms of activity (ibid: 14). Emphasis on fitness

programs, carryover sports, and recreational programs grew.

During the post-war years women's programs remained low key for a much longer period, with a slower pace of development and expansion. No doubt a factor was that in the early years when men's intercollegiate programs were becoming established, women students represented a much smaller proportion of total enrollment (ibid: 56).

Presently athletic competition for men and women students at regional levels is keen, although some imbalance does exist. The athletic conferences are highly organized; there are regulations that direct how competition is to proceed, with sanctions to those who violate league rules. These controls are designed so as to suitably reflect the philosophy of athletic participation in the university environment.

The OWIAA

Since 1971, the Ontario Women's Intercollegiate Athletic Association (OWIAA) has been the provincial governing body of women's interuniversity athletics. The philosophy to which this organization adheres states that:

Women should be encouraged and educated to use sport as a vehicle for development of self. It shall be the responsibility of the OWIAA to contribute to the multi-dimensional sport society and to assure the athlete of a meaningful role within that society while upholding our responsibilities as participatory units of academic communities.... The OWIAA accepts the responsibility for administering a structure of sport participation which, founded on traditional values as held by our cultural framework, is advantageous to women of university involvement.... The formulation of our structure will be guided first, by the needs of the participating athletes; by the changes in sport itself; and by the cultural environment. Our structure remains within that unique framework of Sport which is governed by the dual development construct of the athlete in an educational setting.

(OWIAA, OUA, 1977-78: 45)

Representatives from the member universities convene several times yearly to review the events of the past year and to update policies in a continuing effort to conform to the

OWIAA, OUA, 1977-78: 45

stated philosophy. The OWIAA seeks to coalesce traditional Canadian sport values with the present cultural environment.

The OWIAA has rapidly grown since 1971, and now sanctions 20 athletic events for women, with squash and cross country running being recent additions (OWIAA, 1977-78)¹. As substantially larger numbers of women take part in competitive athletics, the interest, skill level, and status rise appreciably. Women's athletic programs are getting a larger portion of the sport budget and more time in the gym than previously (Boland, 1975: 11).

In the OWIAA the incentives for winning have risen correspondingly with the growth of athletics, and competition has become keen. This is particularly true in those events leading to national championship play or offering opportunities for international competition as representatives of Ontario or Canada. Athletic administrators have become aware of the additional benefits derived by winning championships. Among the incentives to field top calibre teams are: the opportunity for travel, the status derived from media exposure and sport as entertainment, the prestige of developing elite athletes for amateur and professional competition, and the use of successful athletic programs for general student recruiting, to offset the predicted declines in enrollment (Macintosh, 1979: 12).

Within the OWIAA, regional competition is of a high calibre, although some imbalance does exist. Some individuals felt that this imbalance is caused by some universities and coaches engaging in practices of questionable ethics. Others felt that this competitive imbalance causes universities to resort to certain practices to remain competitive (McCarron and Sukarukoff, interviews, 1978).

The OWIAA eligibility regulations stipulate that athletes must be non-professional, and be registered as full time students. The procedure for verifying the eligibility of a competitor is to post a letter to the past-president of the league, stating the case. A judgement is made and the petitioner is informed of the executive decision (OWIAA, operations manual,

1977: 2).

It is significant to note that OWIAA members have stated that they believe that athletic recruitment and possibly some subsidization of female student athletes is occurring. These individuals were asked to comment on why universities and coaches would engage in these practices (the ultimate goal of athletic recruiting and subsidizing). The most frequent responses were "to build a strong team" and "to win" (McCarron and Sukarukoff, interviews, 1978).

Since the OWIAA does not have any regulations regarding athletic recruitment and providing financial aid to female athletes, member institutions adopt their own policies. These institutional policies range from the conservative to the liberal, and are generally a reflection of the men's athletic program and overall philosophy of the university (ibid). The fact remains that there is concern that some institutions are gaining competitive advantage because of the discrepancy between the policies of individual universities.

The topic of introducing legislation to control athletic recruitment and subsidization had been brought up at several OWIAA meetings (OWIAA minutes, 1978). In 1977 the motion was passed that a committee be struck to continue the investigation into recruitment and athletic scholarships. The ensuing committee addressed itself to the following topics (Prpich, 1977):

- (1) Appointment of a Chairman
- (2) Influences of Direction, CWIAU position, OUAA and amalgamation implications, effects of present OWIAA policies
- (3) Methods of Solicitation, relationship of National Coach, use of enticements, alumni involvement, Third party scholarships
- (4) Methods of control, transfer rule, enforcement, penalties
- (5) Establishment of OWIAA guidelines

The committee subsequently dissolved, leaving the OWIAA no closer to resolving the issues pertaining to the recruitment and subsidization of female student athletes.

The CWIAU

The Canadian Women's Intercollegiate Athletic Union (CWIAU) originated in response to requests for national championships in women's intercollegiate sports. By 1967 there was considerable interest generated by women's athletic groups and women's intercollegiate conferences in Canada, to offer to athletes a national competitive structure (Swain, 1978: 96). Administrators of women's athletic programs generally agreed that women's sports in Canadian universities were not being encouraged, developed, or supported, in comparison with the male athletic programs (ibid: 100).

The CWIAU came into existence in 1970, when the first delegates from across Canada convened to propose a constitution and governing by laws. Since CWIAU members were drawn from the regional intercollegiate conferences, the national governing body has regulations that bear strong resemblance to those of the regional associations.

The stated purpose of the Union was:

1. To promote, develop, and encourage women's intercollegiate athletics in Canada, and
2. To promote, organize, supervise, and control women's national intercollegiate athletic competitions.

(CWIAU By Laws, 1971: 1)

The CWIAU regulations specified that each association shall have the power to draw its own constitution and by laws, providing that such constitutions and by laws were not inconsistent with those of the CWIAU (ibid). The eligibility of a student to participate in a CWIAU championship was determined by the regional association involved.

The OWIAA and other regional associations were represented in the CWIAU by delegates. The OWIAA representatives have been directed to safeguard the philosophy and principles held by the OWIAA, and subsequently the CWIAU. Any new legislation occurring in either the CWIAU or OWIAA had to be communicated to the other organization (ibid). To date, there have been no major conflicts in regard to the policies of the CWIAU and OWIAA.

With the creation of the CWIAU, women's intercollegiate athletics gained national prominence. The status of national titles, and the media coverage of championship games places even more emphasis on women's intercollegiate athletics.

The AIAW

In the United States, the female counterpart of the CWIAU is the Association for Intercollegiate Athletics for Women (AIAW), established in 1971. In its first year of national athletic governance charter membership numbered more than 200 institutions; and national tournaments were conducted in 7 sports (National Directory of College Athletics, 1973).

The historical development of women's intercollegiate athletics in the United States also had a great influence on the development of Canadian sport for women. Between 1917-1924 intercollegiate athletics for women were very popular in the United States (Hodgdon, 1973; Gilbert and Williamson, 1974a: 95). There was widespread competition in many areas of sport involvement. Basketball was played extensively, and often women's and men's games were scheduled as doubleheaders.

In 1923, a national committee headed by Mrs. H. Hoover was formed to investigate abuses in women's athletics. Her report criticized the use of females for sport entertainment, citing that athletic competitions were disgraceful for women and should be terminated. Many states adopted the prudish recommendations and either abolished or limited all women's sports. Highly restrictive regulations designed to protect women from over-exerting themselves and to preserve their virtuosity forced the curtailment of serious athletic competition from 1925 to 1946 (Hodgdon, 1973). Women resorted to participation in intramural sports.

During the post-war period (1947-1965) there was renewed interest in women's athletics. From 1965 onward there has been unprecedented growth and development. After the 1960 Olympic Games in Rome many Americans were awakened to the fact the

United States lacked serious athletic competition for women. It was realized that the time had come to emphasize this phase of athletics (National Directory of College Athletics, 1973).

The AIAW philosophy maintains that the justification of intercollegiate athletics should be its educational value, and the focus should be on the individual participant in her role as student athlete (Hult, 1978: 18). Other philosophical tenets such as fair competition for all, concern for the welfare of the participants, institutional autonomy wherever viable, and protection of the human dignity of the student athlete closely approximate the philosophical beliefs of the OWIAA and CWIAU.

Initially the AIAW ruling stipulated that any woman holding an athletic scholarship was barred from competing in women's intercollegiate athletics that it sanctions. AIAW regulations also prevented students at an institution from participating in a sanctioned competition if any woman at that school received an athletic scholarship. These policies were adopted to protect female athletes from the abuses of recruiting and exploitation (Gilbert and Williamson, 1974a: 91-92). The AIAW wished to avoid the entire issue of athletic scholarships and the associated problems that complicated athletics in the NCAA. Faced with legal action the AIAW has since reassessed the situation and decided to rescind the regulation, allowing women on athletic scholarships to take part in sanctioned events (Hult, 1978: 20).

The AIAW had been involved as defendant in numerous lawsuits (AAHPER Update, 1973). Plaintiffs claimed that they were denied benefit of equal protection because as female recipients of athletic scholarships they could not participate in intercollegiate competitions. Plaintiffs also claimed that the enforcement of the AIAW ruling resulted in fewer scholarships being available to women, which constituted discrimination on the basis of sex. It was the AIAW's decision to change the rules regarding scholarships, without abandoning the principles of the organization. The AIAW chose to regulate rather than

prohibit the administration of financial assistance to women athletes, to assure that college women would not be denied equal protection of the law (ibid). This ruling came despite the fact women were almost totally excluded from the scholarship system, which was and still remains the principle means of developing elite American athletes.

Because of its status as the national athletic organization for women's intercollegiate athletics, the AIAW has been the subject of several studies. Marcus (1974) undertook an investigation to identify and analyse the contemporary changes occurring in women's intercollegiate athletic programs in AIAW member schools. A questionnaire was administered to women involved with intercollegiate athletics. Items were designed to elicit the following information: nature of changes, the channels employed, persons or organizations responsible for initiating, accomplishing, or opposing changes, problems encountered, and perceptions of the future. Data were analysed and the results indicated that the major changes occurring were budget status (23% of the change), status of sports offered (13%), and status of coaches and coaching (10%). In addition, valuable information was obtained about each change situation via the questionnaires, and this was fed back to the organization. Marcus concluded that AIAW members were competent to describe and predict future changes.

Criticism of the investigation conducted by Marcus can be made based on the fact that subjects may have been led by the questions, and that their responses to some extent represent the personal bias of the researcher. Also, the results have been reported as a percentage of the total amount of change occurring, yet there are no data to explain the direction of change or its causes.

Holland (1976) investigated American athletic governance systems, and she included the NAIA, NCAA, NJCAA, and the AIAW in her comparative analysis. All organizations had specific eligibility rules about the number of years of participation, transfer students, amateur status, and scholastic level.

requirements. The NCAA allowed universities to subsidize one visit to the campus for each prospective student, but no tryout. The AIAW did not allow any visits or tryouts by potential student athletes. Both the NCAA and AIAW allowed universities to provide financial aid.

At the time of Holland's investigation athletes of NCAA member institutions normally received a full 4 year scholarship, covering their academic stay at the university. This ruling has since been amended to specify that financial aid is to be awarded on a renewable per year basis to the maximum of 4 years.

Athletes of the AIAW member universities received aid on a one year basis. There were a maximum number of scholarships allowed per sport. The author did not report recruiting and subsidizing policies of the other athletic organizations listed.

In 1976 the AIAW Ad Hoc Committee to Study Recruiting published its final report (AIAW, 1976). The Committee was formed so that recruitment and subsidization could be studied fully, and as an aid to the AIAW, in its efforts to develop an educationally and financially sound plan for the subsidization and recruitment of student athletes. At that time coaches in the AIAW were allowed to recruit athletes, providing that they adhered to the AIAW guidelines that had been set forth. Coaches were not given release time or expenses to recruit student athletes. Those who chose to recruit did so with no reimbursement. The Ad Hoc Committee recommended that staff time and effort should be devoted to building a comprehensive program, rather than to recruiting efforts (ibid).

The 1978 Delegate Assembly of the AIAW was an historical event for female athletes. A delicate balance was achieved through the ethics and eligibility legislation which reiterated the AIAW's commitment to its fundamental educational principles (Hult, 1978: 18). The Association remained cognizant of the basic philosophical differences with men's intercollegiate athletics in respect to focus, emphasis, and eligibility requirements.

The most significant legislation of the 1978 Delegate

Assembly pertained to athletic scholarships and recruiting procedures (Hult, 1978: 18-20; AIAW minutes, 1978; Athletic Purchasing and Facilities, 1978: 36; AAHPER Update, 1978). The AIAW rescinded the 1977 Delegate Assembly action limiting financial aid to tuition. The 1978 regulation stipulated that financial aid based on athletic ability was not to exceed the value of tuition, fees, and room and board. Further, any institution could provide book loans and offer tutoring services.

Specific guidelines for the implementation of athletic recruiting were laid out. Up until 1978 coaches were not allowed release time to scout talented female athletes. The AIAW did not wish to have its members harassing high school students, so recruitment was not permitted unless the student made initial contact. The regulation adopted in 1978 stated that institutions may henceforth pay all expenses incurred by Athletic Department personnel who attend scheduled high school athletic contests for the purpose of assessing the talent of prospective student athletes. The old regulation did not seem in the best interest of the growth of athletics (Hult, 1978: 19). AIAW coaches had been attending athletic contests at their own expense in order to scout talented athletes for the increasing number of scholarships available. It did not seem sensible to provide scholarships without somehow assessing the talent of the students receiving the scholarships.

New regulations allowed institutions to conduct group or individual auditions for prospective student athletes on campus. Each athlete was allowed to participate in one audition per sport, yearly. This regulation was deemed necessary so that skill and potential ability could be evaluated for the awarding of athletic scholarships, and because lack of media exposure made identification of elite athletes difficult.

To avoid harassment of high school athletes and their families the AIAW regulation stipulated that Intercollegiate Athletic Department personnel may not initiate contact with high school students until the student has completed her junior year. The AIAW believed that high school coaches could deal

with recruitment on a sound educational and professional level (Hult, 1978: 20). It was decided to permit only high school coaches to discuss the athlete with AIAW coaches. High school students were not to be contacted directly.

To establish a framework for recruiting and subsidizing, the AIAW implemented the 'Letter of Intent'. Any time an institution offered financial aid based on athletic ability a letter of intent must accompany the offer. In offering financial aid to prospective student athletes, the terms of the agreement between the student and the institution must specify the exact conditions, such as those conditions under which the scholarship may be withdrawn or not renewed. Once the Letter of Intent is signed by the student, the entire transaction becomes binding for both parties. Also, all institutions must cease active recruiting efforts involving known signed students.

The AIAW has detailed these and other policies relating to athletic recruiting and scholarship and forwarded the material to all member institutions. All recruiting and subsidizing conduct must be consistent with AIAW regulations. A Rules Standards Committee has evolved from the Ethics and Eligibility Committee, and the former committee has been implemented with the power to investigate suspected policy violations by individual institutions.

The AIAW believes its self-policing policy is a successful system for the enforcement of AIAW rules (Hult, 1978: 20). The membership has been informed of all serious violations and the resultant penalties. Self reports and reports by other institutions, and investigations by the Rules Standards Committee have resulted in 45 institutions with sanctions. The penalties range from censure and reprimand to denial of access to national championships.

Commencing in 1981, competition will be separated into 3 divisions depending on the nature of financial aid awarded to students on the basis of athletic ability (Holland, AIAW meeting, 1978: 40). Divisional structuring was deemed necessary to ensure fair competition for all institutions. Division I will

be comprised of all institutions awarding full scholarships as stipulated by AIAW regulations. Division II will be those schools awarding 25% or less than the maximum dollar amount of a full scholarship. Division III will be those institutions that do not award any financial aid on the basis of athletic ability.

The AIAW maintains that high school athletes have basic human rights and that AIAW members should uphold the philosophical tenets of the organization when recruiting student athletes. To facilitate the recruiting process the AIAW has developed a brochure to be distributed to high school athletic associations. This brochure explains the AIAW regulations in an attempt to clarify the newer regulations, especially those pertaining to athletic recruiting (Holland, 1978: 40-41).

Effects of Title IX Legislation

In the past, female student athletes have had less opportunity than males to attend American universities on athletic scholarships. Numerous studies indicate that female students received less scholarship assistance than did males (U. S. Department of Health, Education, and Welfare, 1975a: 29). Traditionally, universities have budgeted much more money for men's athletics than for the corresponding women's programs (Gilbert and Williamson, 1974a: 89). The equipment, locker room facilities, medical and training facilities, and supplies allotted to women's athletics were inferior to those allocated to men's teams. The opportunity to practice in the gymnasium was often limited, as was the accessibility to travel opportunities, good coaching, tutoring, and publicity. In comparison to the men's program, the women's athletic program was often remarkably inferior (Detroit News, December 10, 1978).

Recent federal legislation in the United States prohibited discriminatory practices in education. Title IX of the Education Amendments of 1972 specified that:

No person in the United States shall, on the ground of race, colour, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to

discrimination under any program or activity receiving financial assistance, or be so treated, on the basis of sex under most educational programs of activities receiving Federal assistance. (U. S. Department of Health, Education, and Welfare, 1975a: ii)

Provisions of Title IX defined the basic responsibility of educational institutions. Equal opportunity to participate in the athletic program must be provided to members of both sexes (U. S. Department of Health, Education, and Welfare, 1975c: 39). Section 86.41 prohibited discrimination on the basis of sex in the operation of any interscholastic, club or intramural athletic program offered by an educational institution. Section 86.37(c) set forth requirements for ensuring equal opportunity in the provision of athletic scholarships. Section 86.3(c) required that educational institutions carefully evaluate their policies and practices in terms of compliance by July 21, 1976. Where institutional policies were inconsistent with the provisions of the Educational Amendments, remedial measures were to be taken during the adjustment period. Institutions were required to conduct self evaluation to assure compliance with the entire Title IX regulation, by providing equal opportunities for men and women to compete in athletics. The new legislation obliged institutions to take a reasonable approach in the awarding of athletic scholarships.

Title IX has served as a springboard for ideological introspection for women's athletics (Malmisur, 1976: 136). In particular, the AIAW has had to re-examine its focus and adjust some of its policies, such as those involving recruiting and athletic scholarships. Major policy changes enacted by American universities in compliance with Title IX involved the focal issue of funding of the women's programs (NAPECW, 1975: 15). Athletic administrators did not want to downgrade the men's intercollegiate program by withdrawing funds, yet the university must provide equal opportunity for women's athletics to develop.

Prichard (1976: 9) stated that despite the good intentions

and constructive effort of the AIAW, we are beginning to see the development of abuses similar to those prevailing in men's athletics. Title IX has precipitated some unethical practices, such as false reporting of recruiting and subsidization activities, the transfer of elite female athletes from one university to another, and outright violations of AIAW regulations. Prichard envisioned equality as generating an escalation in women's athletics as universities strive for regional and national championships, and the associated recognition.

Many universities have reassessed their programs and made changes as necessary. The University of Florida is one such example of compliance with Title IX (Lacey, 1973: 14). The previously all male athletic program has been expanded to include 5 women's sports. The new women's program offers regional and national competition to female student athletes of the University.

The CIAU

The Canadian Intercollegiate Athletic Union (CIAU) was the national organization governing men's intercollegiate athletics. The amalgamation in 1978 with the CWIAU broadened its focus to include both men's and women's athletics². The CIAU administers a diverse sports program, offering competition in 23 intercollegiate sports, and leading to 9 national championships (CIAU pamphlet, undated). Specific guidelines have been developed by the CIAU to regulate and supervise the practices of its 47 member universities. The CIAU philosophy states that "a university athletic program must in fact as well as in theory, never lose sight of the values that are basic to a sound educational program" (ibid).

Some athletic directors and coaches believe that CIAU universities should be allowed to offer athletic scholarships. This would give the student athlete the opportunity to develop athletic excellence while launching Canada into an era of increased significance for university athletics. Other athletic directors and coaches express a negative opinion,

maintaining that the acceptance of athletic scholarships will deny the athlete an opportunity to develop athletic and academic excellence. Athletic scholarships will put Canada on the path of uncontrolled recruiting, subsidizing, and the anti-educational practices identified with university athletics in the United States (Jansen, 1971: 1). Presently, it is difficult to ascertain which point of view is more correct.

Canadian universities have traditionally opposed the concept of athletic scholarships for philosophical reasons. In recent years many athletic administrators have moderated their position and the introduction of Fitness and Amateur Canada Awards, Educational Grants-in-Aid, and Molson's Hockey Scholarships have revived the fundamental question of athletic scholarships (ibid).

In spite of the CIAU constitutional policy, some member institutions have awarded grants-in-aid to student athletes by subtle use of the award structures within their university. Many of the problems associated with athletic scholarships, such as under the table funding and academic abuse have become apparent, and have been cited by numerous individuals in personal interviews (Warner et al, 1978: 14). In many cases financial aid for student athletes has become more discreet, taking such forms as bursaries or leadership awards, and sports federation awards (Dewar, 1978).

To engage in CIAU sponsored activities an athlete must be a full time student of the university. Article VI, Section 5 stipulated that:

A student shall not be eligible to compete in any Union contest, who is receiving an athletic scholarship or subsidy from the member he represents, or any organization under the jurisdiction of the member (CIAU, 1977: 11).

Since there was very little information pertaining to athletic scholarships in the Canadian sector, the CIAU has encouraged open debate on the scholarship issue by its members (Jansen, 1971: 9). Also, investigations conducted by Doug Hargreaves (1975) and Keith Harris³ (1976) and discussions such as Scholarship Panel at the 1971 CAHPER conference have helped to

identify the consensus of opinion of athletic administrators.

At the 1973 Annual Meeting of the CIAU Delegates, the following pieces of legislation were adopted to enable the Union to enforce its regulations regarding athletic scholarships:

That should a member institution be found guilty of violating Article VI, Section 5 of the CIAU By Laws (scholarships), that member shall not be permitted to enter teams or individual athletes in any CIAU competition for a period of two years (CIAU, 1973a: 34).

That for non-adherence to CIAU playing rules and regulations, the Executive Director be empowered to forfeit the contest or contests. This to include all regular league, play-off and championship contests (ibid: 11).

Thus the membership gave the CIAU the authority to act on violations of CIAU By Laws by imposing sanctions on any university found to be in disobedience of its regulations.

In 1977 the CIAU updated the By Laws concerning recruiting regulations (CIAU, 1977). New legislation specified that Alumni organizations who were officially affiliated with the university must be governed by university policy, in accordance with CIAU regulations. Another addition to the By Laws was an item stating that university funded recruiting trips for athletic personnel must be consistent with the general policies of the university.

Of the various intercollegiate athletic associations in Canada, the CIAU has emerged as the organization most willing to face, and hopefully deal with the issues of athletic recruiting and subsidizing. This is perhaps due to the power and authority that member institutions have delegated to the CIAU.

The OUAA

The Ontario Universities Athletic Association (OUAA) was created to encourage participation in athletic activities, to supervise and control athletics within the Association, and to stimulate a healthy attitude towards sport in Ontario (OUAA, 1977b). The OUAA has eligibility regulations allowing registered full time students to compete in sanctioned activities

for 5 years. The Director of Athletics (identified and authorized as the representative of the university) of each member institution rules in the eligibility of athletes representing the university. His decision is accepted, unless challenged by another Director.

The By Laws specify that OUAA teams may not compete in post seasonal play with teams that recruit athletes with scholarships (OUAA, 1977a). Philosophically, the OUAA contends that the athletic teams of an institution should be composed of students who were attracted to the institution by its educational program (The OUAA Ad Hoc Committee on Recruiting, 1975: 1).

The subsidization regulations of the OUAA are very similar to those legislated by the national governing body, the CIAU (Harris, 1976; OUAA, 1977a, 1977b). Loans, bursaries, and grants-in-aid reserved exclusively for students who participate in intercollegiate athletics are unacceptable. However, students who participate in intercollegiate athletics shall not be denied access to funds available to other students. Scholarships reserved exclusively for students who participate in intercollegiate athletics are unacceptable, except for Third Party Scholarships approved by the OUAA. Approved Third Parties are Sports Canada and Hockey Canada; all other organizations are unacceptable third parties, unless authorized by the OUAA as acceptable.

Scholarships awarded to students already attending the university in recognition of outstanding academic achievements combined with athletic ability are acceptable, but only in the student's final year of the first undergraduate degree (OUAA, 1977a). In this sense the scholarship is not considered a recruitment device. It is unacceptable for universities to waive tuition fees and/or residence fees for student athletes, except as payment for legitimate on-campus jobs. Alumni organizations must be governed by university policy including OUAA legislation regarding bursaries and scholarships. It is therefore, unacceptable for these groups to designate funds for athletes, other than those acceptable to the OUAA.

The recruitment of potential student athletes is also a major area of concern since recruitment often goes hand in hand with subsidization. OUAA policies (OUAA, 1977a, 1977b) are outlined briefly here. It is unacceptable to use university funds for high school liason and/or recruitment trips by members of the Athletic Department. It is acceptable for prospective student athletes to visit the university campus, as guests of the university, but only once. It is acceptable for the university to provide meals but not overnight accomodation and transportation expenses during such visits. It is unacceptable for universities to publicize a student athlete's decision to attend a particular university. It is unacceptable for the Athletic Department to be involved in locating off-campus jobs for students.

The OUAA has traditionally been a leader in resisting the potential problems of athletic scholarships (The OUAA Ad Hoc Committee on Recruiting, 1975: 1). The problem of recruiting is regarded as being latently as serious as that of athletic scholarships. The proposed philosophy⁴ of the OUAA stated:

Efforts to recruit students because of their athletic ability for the purpose of developing athletic teams are viewed as unworthy of institutions of higher learning and tend to commercialism and subsidization. Further, the encouragement or condonation by an institution of any individual connected with the university, engaged in the recruitment and subsidization of athletes is symptomatic of an unwholesome athletic situation.... Member universities should discourage coaches and/or administrators from soliciting and influencing student athletes to select their university on the basis of athletic motives. Courtesy should be observed in response to enquiries by potential students, directed to a member institution, but the practice of actively pursuing prospective student athletes through correspondence or in person should be discouraged. (ibid)

The Task Force Report

The Task Force on Sport for Canadians (Rea, Wintel, and Greene, 1969) examined the Canadian sport heritage and made recommendations for the development of amateur athletes through government assistance. The obvious intent of the

Task Force was to promote elite athleticism. Included in their recommendations were the following (Rea, Wintel, and Greene, 1969: 61-83): (1) that the Government provide grants to employ professional coaches, and that the Government institute a series of exchanges between Canada and other nations whereby our coaches could study the latest techniques abroad and foreign coaches could inform and inspire our coaches and athletes; (2) that the Government establish a corps of outstanding athletes and coaches as resource people, available to the various provincial Departments of Education and regional school systems; (3) that a non-profit organization to be known as Sport Canada be established to provide a focus for the administration, support, and growth of sport in Canada; and (4) that the Government provide the Directorate of Fitness and Amateur Sport with sufficient funds to award bursaries to outstanding athletes in a program comparable to that of the Canada Council for outstanding musicians and artists.

The Task Force did not address itself to the issue of athletic recruitment since it was not solely concerned with intercollegiate competition. The Task Force did conclude that bursaries and financial aid can be given to athletes without bad effects if the award is made outside of the school system, and there is no tampering with the standards and practices of the schools.

The Matthews Report

A. W. Matthews (1974: 45-59) investigated the purpose and role of intercollegiate athletics in Canadian universities, and the interrelationship between athletics and academics. He examined the issues of athletic recruiting and subsidization because of their potential impact on intercollegiate athletics and academics.

Historically, Canadian universities as well as their regional associations have opposed the concept of athletic scholarships. Matthews is in agreement with this position. He contends that if the purpose of financial aid is to

strengthen university teams by attracting highly skilled athletes, then it should be determined if this is best accomplished through assembling a winning team or by improving the program, facilities, and coaching.

In assessing the need for financial assistance to enable an athlete to obtain a university education while developing athletic skills, Matthews recognised the objective as desirable but questioned whether a significant need exists. Universities have a variety of scholarships, bursaries, and loans available to all students, so to contend that athletes are prevented from entering university by a lack of funds is to overstate the case. Additionally, Third Party Scholarships and Federal grants-in-aid assist Canadian student athletes to obtain an education and continue in a competitive sports program. Matthews regarded Third Party Scholarships as acceptable providing the outside agency understands that the grant is not tied to attendance at any specific university.

Addressing the problem of Canadian athletes attending American universities on full scholarships, Matthews stated that the counter inducement proffered by Canadian universities would not deter athletes who have received offers from what is considered as the 'big time in college sport'. Matthews recommended that athletic ability or performance not be a criteria for any financial awards offered by a university. He took the position that the athletic program at a university exists to serve the interests of the student population, not to create a system whereby the student athlete is encouraged and expected to serve the university. Such funds as the university can make available should be used to upgrade and strengthen athletic programs in the interest of student participation.

Matthews felt that the recruiting of student athletes to attend a particular university in order to further their education while developing athletic skills should not be condemned out of hand. However, recruiting practices are

questionable when they involve the use of university personnel and funds for initiating contact with students beyond those areas in which the university normally publicizes its program.

Matthews shares with many administrators and officials the concern that the philosophy that some universities can only compete if they actively recruit athletes leads to a vicious circle and in the end all must lose. He estimated that 90% of the practices which we consider objectionable are directly attributable to recruiting, such as the increasing commercialization of university sports. Matthews recommended that any exchanges with athletes who reside outside the boundaries of normal student recruitment be by mail, not visitation, and only occur when initiated by the prospective applicant.

Donlevy Report

Within the past decade, the growth of intercollegiate athletics, as demonstrated by the institution of national championships in many sports, has resulted in the need for a strong national organization (Donlevy, 1975: 3). Among other issues that have challenged the CIAU, the development of an in-depth policy on athletic scholarship has been a primary concern to the member universities.

Aside from the ethical and philosophical considerations, James Donlevy (1975) investigated the financial feasibility of implementing various forms of athletic scholarships, ranging from tuition grants to full ride scholarships. In addition to the actual scholarship costs he examined the related secondary costs, including coaches' salaries, recruiting expenses, administrative staff costs, equipment and travel expenses. Donlevy concluded that with all possible revenue and expense factors considered, the establishment of athletic scholarships would produce deficits in all Canadian universities except one (Donlevy, 1975:). Therefore, existing pragmatic considerations indicate that the feasibility of providing financial aid to student athletes cannot be demonstrated.

The Hargreaves Study

Doug Hargreaves (1975) conducted an investigation to define and describe specific practices of athletic scholarships and subsidies which were considered acceptable and unacceptable to Canadian university athletic administrators. This survey was to be a preliminary step for CIAU legislation.

Data collection methods consisted of 2 rounds of questionnaire. The first questionnaire was constructed with an open-ended format to allow the athletic administrators to list and describe known practices of financial support. The second questionnaire was compiled from the responses to the first, but based on a very structured format with responses indicated on a 5 point Likert scale.

Analysis of the responses revealed that the definition of acceptable practices relating to athletic scholarships, as perceived by the respondents, was surprisingly liberal, and in many cases was in conflict with the literal interpretation of Article VI of the CIAU By-Laws. There was a distinct indication of the existence of two schools of thought among the respondents in regard to financial aid. One group accepted scholarships based on a combination of need, academic, and athletic ability; and the other group accepted bursaries in recognition of a contribution to the university only.

The majority of respondents felt that the CIAU should continue to recognize and accept Third Party Scholarships, such as the Hockey Canada Awards. The CIAU should also expand the acceptance of Third Party Scholarships, provided attendance at a specific university was not a condition of acceptance. The majority agreed that scholarships for athletes would be acceptable if all universities could offer identical financial support.

Respondents felt that university committees, alumni, the local business community, and the athletic department were unacceptable parties for the administration of loans or bursaries based on athletic ability. Further, the activity of these parties should be governed by university policy, including

the CIAU legislation regarding scholarships. The responses of the athletic administrators indicated that the CIAU should not attempt to legislate quality or competitiveness, but restrict its activities to ensuring that university intercollegiate teams are representative of the general student body. It was generally agreed that a means other than institutional integrity was required to maintain control of financial aid.

The 1971 CAHPER Conference

In 1971 members of the Canadian Association of Health, Physical Education and Recreation (CAHPER) convened to discuss the effects of athletic scholarships and recruiting on Canadian sport, particularly intercollegiate athletics. Many Canadian sport administrators representing diverse interests were present. Regimbal, Van Vliet, Lefaiivre, MacIntosh, Lawson, and Zeigler expressed their views for and against subsidization as members of a panel designated to discuss the issue (CAHPER, 1971).

Maurice Regimbal began by pointing out that Canadian discussions of athletic recruitment and subsidization have tended to center on the athletic monster created by American colleges. Canadian sport associations are striving to avoid duplication of the American situation without first assessing our own situation. Canadian policy decisions should reflect Canadian needs. Regimbal further explained that the CIAU decision to endorse national competition and the Task Force recommendation to subsidize elite athletes places great emphasis on winning and having competitive teams. Many universities because of their size or geographic location or for other reasons feel that they cannot compete without active efforts to induce elite athletes to attend their university. Regimbal felt that each university must assess its own situation, and make decisions that reflect its philosophy. The university should then set up the type of program that best suits its needs, whether or not this included athletic recruiting and/or subsidization.

Maury Van Vliet responded to the comments made by Regimbal by stating that most Canadians want excellence in coaching, equipment, facilities, and program. Financial aid to athletes is not really a concern since many forms of financial assistance are already available to all students who wish to attend university. Van Vliet stated that it was not feasible financially for Canadian universities to provide athletic scholarships. Furthermore, American universities can outbid any Canadian university for a talented athlete. The CIAU has already initiated movement to specify what constitutes acceptable forms of financial aid such as Third Party Scholarships, and to start enforcing their regulations.

The position of the Federal Government of Canada was detailed by Lou Lefavre. The purpose in providing Government sponsored Third Party Scholarships is to increase the skill level of participation and to keep elite athletes at Canadian universities, which will in turn strengthen the sports system and develop our international contingencies. The training and competitive demands placed on top calibre athletes makes it impossible for them to work, attend university, and compete. In 1971, educational grants-in-aid were awarded to 600 elite athletes, so that they could obtain quality training programs and facilities. There were no government directives concerning which university each chose to attend. The athletes were not required to participate in the university program, only in some organized form of the particular sport.

Donald MacIntosh felt that the recruitment of athletes and the commercialism of sport are detrimental to Canadian university athletics. He pointed out that athletic recruiting involves cost in human resources and finances, which means that other aspects of the university program will suffer. Scholarships, when administered by a Third Party external to the university do not affect the financial status of the university, nor do they necessarily lead to commercialization. Recruiting, however, will cause budgetary restrictions on the entire athletic program possibly leading to a reduction in the

number of intercollegiate sports offered by the university, or limiting the physical education program in some manner. Athletic recruiting leads to the commercialization of sports, which threatens the scope of athletic programs as well as the traditional university philosophy of sport. MacIntosh felt that the CIAU must legislate against the threat of commercialization and those universities who do not wish to abide by CIAU policies. There is a need for the CIAU to have a statement of purposes, in his opinion.

Patricia Lawson, President of the CWIAU in 1971 was the next reactor. She felt that the purpose of athletic scholarships is to improve the calibre of Canadian National Teams, and to reward special ability or athletic talent, much as music and art scholarships do. Third Party Scholarships may broaden the base of high school athletic talent by providing an incentive for young athletes who aspire to become elite athletes. Despite the Government's intent she felt that Canadian intercollegiate athletics must reflect the educational standards of the universities and the CIAU. At present, Lawson feels that we cannot realistically dream of competing with the American universities who have enormous athletic budgets.

Earle Zeigler commented that we should not necessarily condemn universities that recruit student athletes to attend a particular university for the purpose of getting an education. Only when unethical recruiting practices occur for purposes other than the student's best interests, should athletic administrators become concerned. Canadians can learn something from the American experience with athletic recruiting and scholarships. Zeigler felt that university involvement in the recruitment and subsidization of athletes would make a travesty of Canadian educational ideals. He warned that the Federal Government should enter the Canadian athletic scene very cautiously. Our priorities should be with establishing fine programs and hiring good coaches.

Implications of the Green Paper

In 1978, the Office of the Minister of State Fitness and Amateur Sport released a working paper (Green Paper) entitled Toward A National Policy on Amateur Sport. The fundamental thesis of this paper is that a centralized federally controlled organization is conducive to the development of elite Canadian athletes who in turn will encourage Canadians to participate in sports and become physically fit (SIR/CAR, 1978: 1). The Minister of State Fitness and Amateur Sport views producing elite athletes and having a fit nation as two interdependent outcomes of a broad based system of athletics (Campagnolo, 1976: 4-5). She contends that the Canadian school system is a vital part of the delivery system of fitness and elite athleticism.

The Green Paper makes it clear that the Federal Government intends for Canadian universities to become more involved in the effort to develop elite athletes for international sports competition (Macintosh, 1979: 12). This projected involvement has serious implications for university intercollegiate sports competition.

Some individuals view the use of existing intercollegiate programs to develop elite athletes as invariably leading to further imbalance of competition among Canadian universities (Macintosh, 1979: 12). Student athletes who aspire to international competition would gravitate to those universities that have the best facilities and national coaches, causing lopsided competition and demoralization of weaker teams. The result undoubtedly, would be the abolishment of many sports at some universities, as well as the possibility of two tiers of competition among Canadian universities.

Intercollegiate athletic competition as it presently exists could be affected (SIR/CAR, 1978: 8-13). The practice of 'carding' national athletes and the administering of federally controlled financial enticements could elevate intercollegiate athletics to a new era of professionalism contrary to the traditional goals of Canadian intercollegiate competition. The

free market system guiding the flow of sports personnel and resources would be eliminated as the Federal Government selects bases for the national team. University coaches may be enticed to recruit 'carded' and third party scholarship athletes to attend their university, or resort to other practices of questionable ethics to maintain a competitive team. The gravitation of good athletes to certain universities already can be observed in the major sports. Additional federally sponsored financial enticements would accelerate this trend (Macintosh, 1979: 13).

The concept of emphasizing elite athleticism is not consonant with the traditional philosophy of the CIAU, OUAA, and OWIAA. It is difficult to fully estimate the impact that implementation of the principles of the Green Paper would have on these organizations. Certainly, the central issues of recruiting athletes and financial aid would have to be examined and dealt with.

Summary

Considerable literature has been written on athletic recruiting and subsidizing in both American and Canadian inter-collegiate athletics. The earliest investigations dealt primarily with men's athletics, but in recent years, there has been an increase in the number of investigations of women's programs.

Most athletic associations in the United States have accepted recruiting and subsidizing, but with misgivings. Since implementation of Title IX, the women have progressively accepted athletic scholarships, and finally, recruiting.

In Canada, both men's and women's athletic associations have rejected athletic scholarships on philosophic grounds. The Federal Government has been an advocate of athletic scholarships, and has succeeded in establishing Third Party scholarships, which go to Canadian university athletes. To date, however, most universities have rejected the idea of athletic scholarships.

Footnotes

1. For a complete listing of OWIAA sanctioned sports, consult the OWIAA,OUAA Directory, 1977-1978: 59-70. Also listed in the Directory are the sports offered by each OWIAA university and the coaches of each sport (ibid: 47-58).
2. The amalgamated organization resulting from the union of the CIAU and the CWIAU was named the Canadian Inter-university Athletic Union (CIAU). The organization retained the call letters of the former CIAU.
3. At the request of the OUAA president and the Administrative council Keith Harris (1976) surveyed OUAA athletic administrators using the instrument developed by Doug Hargreaves. The results of the survey outlined acceptable and unacceptable practices relating to By Law 5.3.2, Interpretation of Eligibility (athletic recruiting and scholarship).
4. The OUAA Subcommittee on Recruiting recommended that OUAA members adopt the philosophy statement. The OUAA membership rejected the statement in favour of a more liberal policy stating that excessive amounts of money must not be expended on recruiting.

CHAPTER III

THEORETICAL BASIS FOR SELECTED METHODOLOGY

Organizational research is most effectively conducted in the field situation, where natural conditions are accepted as realistic limitations. Often, the organizational environment is an important consideration when developing a research strategy. Due to the evaluative nature of this investigation, the IDEA format was employed to direct and focus the research.

The modified Delphi Technique used in this investigation was developed in conjunction with several other theoretical constructs from the fields of sport and business administration. The SDFI audio-interviewing technique elicited items from the organizational members which were incorporated into subsequent data collection by written opinionnaire. The SIR model organized data collection into interrelated components that allowed analysis of the issues and the organization. The procedures used represent formative research into the policy formulation processes of a sport organization.

Organizational Research and Development

In modern society, service organizations such as the OWIAA must devise means of maximizing effectiveness and efficiency so that they can continue to perform a useful function. Often this involves a continuing process of adaptation as the organization strives to match the demands of the constantly changing environment. Through the efficient allocation of resources and effective programming based on well defined goals and objectives, an organization can maximize its development potential.

Many organizations suffer from the tendency to deal with

problems and conflicts in terms of the present only. Rutman (1977: 22) claimed that organizations should not assume that the accomplishment of immediate and modest goals will necessarily lead to the attainment of ultimate long term goals. Many organizations fail to bring about needed change until the situation has progressed to open conflict; either because they do not possess the knowledge and experience necessary to make the decision, or other duties keep organizational members from focusing on the developing problem.

This investigation entailed application of the principles of evaluation research to a sport organization. Evaluation research (Rutman, 1977: 7) involves the process of ascertaining the decision making areas of concern, selecting the appropriate and relevant information, and finally, collecting and analysing that information in order to report summary data useful to decision makers in their selection among alternative courses of action. Thus, evaluation research encourages organizations to become or remain viable, to adapt to new conditions, to solve problems, and to learn from their experiences (Wendell and Bell, 1973: 16).

Many organizations have sought professional help in the form of management consultants. These individuals possess specialized knowledge in planning and decision making that they can apply to the organizational situation. The desired end product is efficiency and effectiveness in relation to organizational goals. By applying organizational research techniques to problems encountered in the organization's ongoing development, consultants can identify processes and procedures that would have immediate practical application (Moriarty, 1975: 1).

Moriarty (ibid) has pointed out that sport and athletic administrators face many of the same problems as government and business organizations, yet to date little or no organizational development and/or research has been conducted with sport organizations.

Evaluation Research

Evaluation research is becoming increasingly accepted as a useful means of planning and policy making for organizations (Rutman, 1977: 15). The complexity of modern organizations necessitates the application of scientific procedures to accumulate reliable and valid data about issues that arise. The growing interest in evaluation research is related to the contribution it is expected to make toward improved planning and better management (ibid).

Appreciating the potential contributions of evaluation research, this investigation has been undertaken to assist the OWIAA in identifying and evaluating current athletic recruitment and subsidization policies and practices, in predicting future trends, and in gaining an appreciation of antecedent activities. To maintain its effectiveness, this sport organization must use its decision making power to formulate a policy statement to control and direct the behaviour of its member universities.

Policy decisions should be made with consideration of the answers to the following questions:

1. What is actually occurring in OWIAA member universities in regard to their policies and practices relating to athletic recruiting and subsidizing?
2. Is there a demonstrated need to change the present OWIAA policy (does it seem adequate or inadequate for the present situation)?
3. What is the desirable future and how can this most likely be effected by OWIAA policies?
4. What will the future be like if no planned change is undertaken?
5. What lessons can be learned from analysis of the past OWIAA situation?
6. What are the important issues that should be dealt with? In what order of priority should these issues be examined?

Evaluation research implies that decision making can arrive at more effective management techniques if there is knowledge about the various alternatives. By identifying what knowledge is required and scientifically structuring data

collection, the probability of using the relevant information is increased. Alkin (in Rutman, 1977: 16-17) states that:

Evaluation is the process of ascertaining the decision areas of concern, selecting the appropriate information and collecting and analysing information in order to report summary data useful to decision makers in selecting among alternatives for program development and policy making.

Rutman (ibid) further explained that emphasis is placed on approaching the highest practical degree of scientific adequacy. Attention is paid to maximizing the rigor in dealing with such basic methodological issues as reliability, validity, sampling, research design, and data analysis.

Evaluation research is viewed by some individuals as being necessarily holistic in nature (Zucker, 1977: 108), dealing with many facets of the organization. The problems encountered because the research is being conducted in the field situation necessitate both qualitative and quantitative assessment. Often, timeliness is of greater priority than completeness, and the researcher is unable to manipulate and control some of the variables being investigated (ibid).

Field investigations are attempts to observe the reality of the situation. Kerlinger (1973: 406-408) recognized that field studies have basic advantages and disadvantages. The weaknesses of the field approach are caused mainly by the lack of control over many variables. As a result, the precision of measurement, as compared to the laboratory condition, is lacking. The strengths of utilizing field survey methods are that significant practical questions can be analysed, and exploratory investigations can lay the groundwork for further experimental testing of theoretical constructs.

Evaluation research relies on the available information and uses a variety of data gathering procedures to describe the organization and its climate. In this investigation, audio-interviewing and written opinionnaires were used to collect data on the nature and scope of athletic recruiting and subsidizing in the OWIAA, and in identifying its effects.

External validity is a major concern of evaluation

research because inferences from the results extend to decision making in the practical situation (Rutman, 1977: 35-37). The extent to which findings can be generalized encourages utilization of the results by the organization involved and other organizations facing the same or similar issues. Yet, poor utilization of research findings is often observed, with evaluation research, despite the interaction between the researcher, policy makers, and administrators. Therefore, a dissemination approach should be included in the research strategy (ibid), such as feedback to the organization utilizing more direct forms of communication (conferences, personalized reports, and more interaction).

SIR/CAR Methodology

The Sports Institute for Research through Change Agent Research (SIR/CAR) is an interdisciplinary, public, professional study action group which brings together theoreticians and practitioners for (1) community service, (2) the discovery of knowledge, and (3) the dissemination of that knowledge (Moriarty, Duthie, and Ragab, 1975: 1-2). SIR/CAR was developed in response to the scarcity of organizational research involving athletic and sport organizations. Field studies conducted by SIR/CAR provide results that have immediate application to the organization involved. Additionally, SIR/CAR investigations apply organizational research techniques to problems of organizational development, thus bringing theory into practice.

Theoretical research studies and conceptual models developed by the Ohio State University Leadership Institute, the University of Michigan Institute for Social Research Center and the Research Center for Group Dynamics, the University of Illinois Group Effectiveness Research Laboratory, and other organizations have formed the practical and theoretical base for the SIR model (Figure 1) (ibid: 6). The significance of the SIR model is in the synthesis of the various theoretical constructs and models into a macro, interdisciplinary framework. The SIR model focuses on the

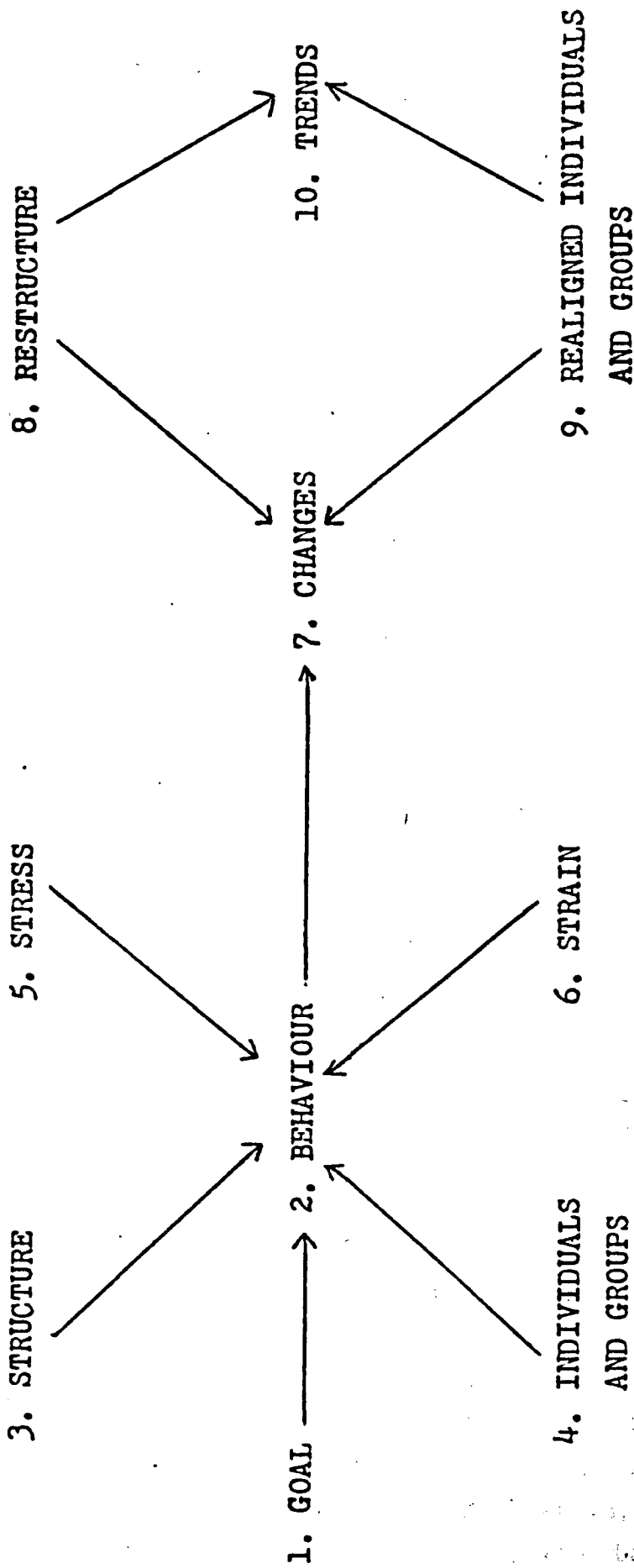


FIGURE 1. THE SIR MODEL

present and the future, rather than analysis of the past.

Analysis of an organization by the SIR model involves examination of the ultimate goal or mission, conflict or obstacles preventing achievement of that goal, analysis and identification of dissonance between structure and groups, detection of social stress and constituent strain, and brainstorming on alternate management techniques (immediate, intermediate, and long range) (ibid: 7). The SIR model encourages a futuristic look for intervention and planned change. Adjustments after SIR/CAR intervention mainly occur in the ultimate goal of the organization, the structure, and individuals and groups.

Change Agent Research (CAR) is a combination of organizational development and organizational change research coalesced into a single system. The three phases involved include:

Phase I organizational audit and communication feedback

Phase II participative clinics, consultation

Phase III organizational reaudit

Change Agent Research is more flexible and open-ended than conventional planned change strategies. Data collection most often includes the SAW methodology:

S Seeing or observing.

A Asking or audio-interviewing,

W Written opinionnaire and reference source material.

The main focus of CAR is on increasing the effectiveness and efficiency of the organization by problem solving, managing change from within the organization, and concentrating on present and future goals (ibid).

University of Windsor SIR/CAR teams have conducted numerous investigations, primarily with mutual benefit and service organizations¹. One such investigation was prompted by the Windsor Minor Lacrosse Association (Moriarty and Jones, 1975). The purpose of the research was to diagnose the nature

of the problems and to assist in initiating change in order to reduce the gap between stated goals and actual behaviour. The responses of executives, officials, coaches, parents and players to a Semi-Directed Focused Interview (SDFI) identified the ultimate goal and conflict or obstacles that prevented achievement of the goals. A written opinionnaire was developed from the responses of the audio-interviews and distributed to two samples: (1) players and parents involved in 1975, and (2) players and parents involved in 1974, but not in 1975. Personal observation consisted of recording facial expressions and aggressive acts during instructional periods and games. Both the audio-interviews and written opinionnaires showed a strong avowed long range philosophic commitment to amateur sport, but a weaker commitment in practical intermediate and immediate objectives. Monitoring of behaviour revealed a rift between goals and actual behaviour (which tended toward that exhibited in professional athletics). In summary, SIR/CAR showed that the organization has selected the amateur sport direction, and efforts should be made to ensure that everyone strives in this direction in all aspects of the organization.

Another SIR/CAR investigation dealt with the Windsor Aquatic Club age class swimming (Moriarty and Olafson, 1976). The sample for this study consisted of participants in the international age class swimming meet, sponsored by the Windsor Aquatic Club on October 19 and 20, 1974. SDFI interviews were conducted with a cross section of 70 executives, coaches, swimmers, parents, officials, sponsors, and spectators. A modified Delphi Technique was employed and the responses recorded by the SDFI were employed in designing a written opinionnaire. Both adults (200) and swimmers (600) expressed their attitudes and beliefs on a 5 point facial behaviour attitude scale, consisting of the following figures:



Analysis of the interview material and written opinionnaires showed that adults involved in age class swimming were committed to high level sports excellence, while the swimmers sought fun, socialization, and excellence. Behavioural data recorded by audio-visual means and personal observation reflected similar perception. SIR/CAR recommended that a professional coach would be more appropriate to meet the goals of WAC than a volunteer coach.

SIR/CAR field studies have been conducted at the local and international level, as well as with community service groups². SIR/CAR provides a systems analysis technique for evaluation and policy research in voluntary and service organizations (Moriarty and Zarebski, 1978), whenever problems arise at the administrative decision making level.

The Modified Delphi Technique

To be effective, organizations must strive for intelligent and insightful decision making about issues that pertain to their functioning. Consequently, decision making and judgement analysis have both served as the theme of many theses and papers in organizational research. The focus of this investigation was group decision making.

In rational decision making there is no substitute for knowledge or the empirical determination of quantities and qualities, if this is technically feasible. Some decisions, especially those involving projections into the future cannot be derived from existing knowledge; nor from empirical study, because this is infeasible or impractical (Goldschmidt, 1975: 199). The problem for the decision maker is "How does one secure expert opinion, in the absence of knowledge?" (ibid).

Group decisions are often employed when the scope of the problem is such that no one individual has sufficient authority, expertise, or knowledge to affect a solution. Grouping experts together often causes hindering side effects, which can

negatively affect the quality of the final judgement. Emergent leaders tend to dominate groups by their influence, and the credibility of decisions is otherwise affected by individual personalities and the organizational status of individuals.

Frequently compromise decisions are obtained, rather than consensus decisions (Ford, 1975: 139; Brockhaus, 1975: 128; Tersine and Riggs, 1976). Also, committees and conferences often leave the participants exhausted, discouraged, and frustrated, because of the endless meanderings and lack of resolution by the group (Tersine and Riggs, 1976)

The Delphi Technique was introduced by Dalkey and Helmer of the RAND Corporation, as an instrument for long range forecasting (Brockhaus, 1975: 128). The original Delphi polled a panel of experts for their own predictions. Based on their responses an edited list was prepared and presented to the panel in the second round, requesting the probable date of occurrence of the items (Hill and Fowles, 1975: 183).

The Delphi Technique serves as a means of gaining consensus by a series of questionnaire and feedback rounds, employing experts who are usually remote from one another. Dalkey has demonstrated that the anonymity can improve the group's ability to make accurate predictions, since it negates the tendencies for individuals to conform to group opinion (Ford, 1975: 139; Rouse and Sheridan, 1975; Tersine and Riggs, 1976).

The Delphi Technique is a method of systematically soliciting, collecting, tabulating, and evaluating independent expert opinion, without formal group discussion. The elimination of interaction among respondents is a deliberate attempt to avoid the disadvantages of the more traditional use of experts in discussions, committees, and conferences (Brockhaus, 1975: 128; Tersine and Riggs, 1976).

In the conventional form of the Technique, respondents are questioned and requestioned on subsequent rounds by mailed questionnaires. In each round, the participants are asked to respond again, in light of the central tendency of the entire

group's previous round. A respondent with low commitment and low certainty in his or her responses may be expected to be more receptive to information supporting alternative answers, than if this individual were highly committed (Ford, 1975: 142). Consensus, therefore, is not compelled, it is elicited (Hill and Fowles, 1975: 180).

Dalkey and Turoff have considered the possibility of using Delphi Techniques for policy decisions and value judgements. The significance of the Technique lies in its ability to obtain the intuitive insights of experts and then apply their judgements systematically (Brockhaus, 1975: 128).

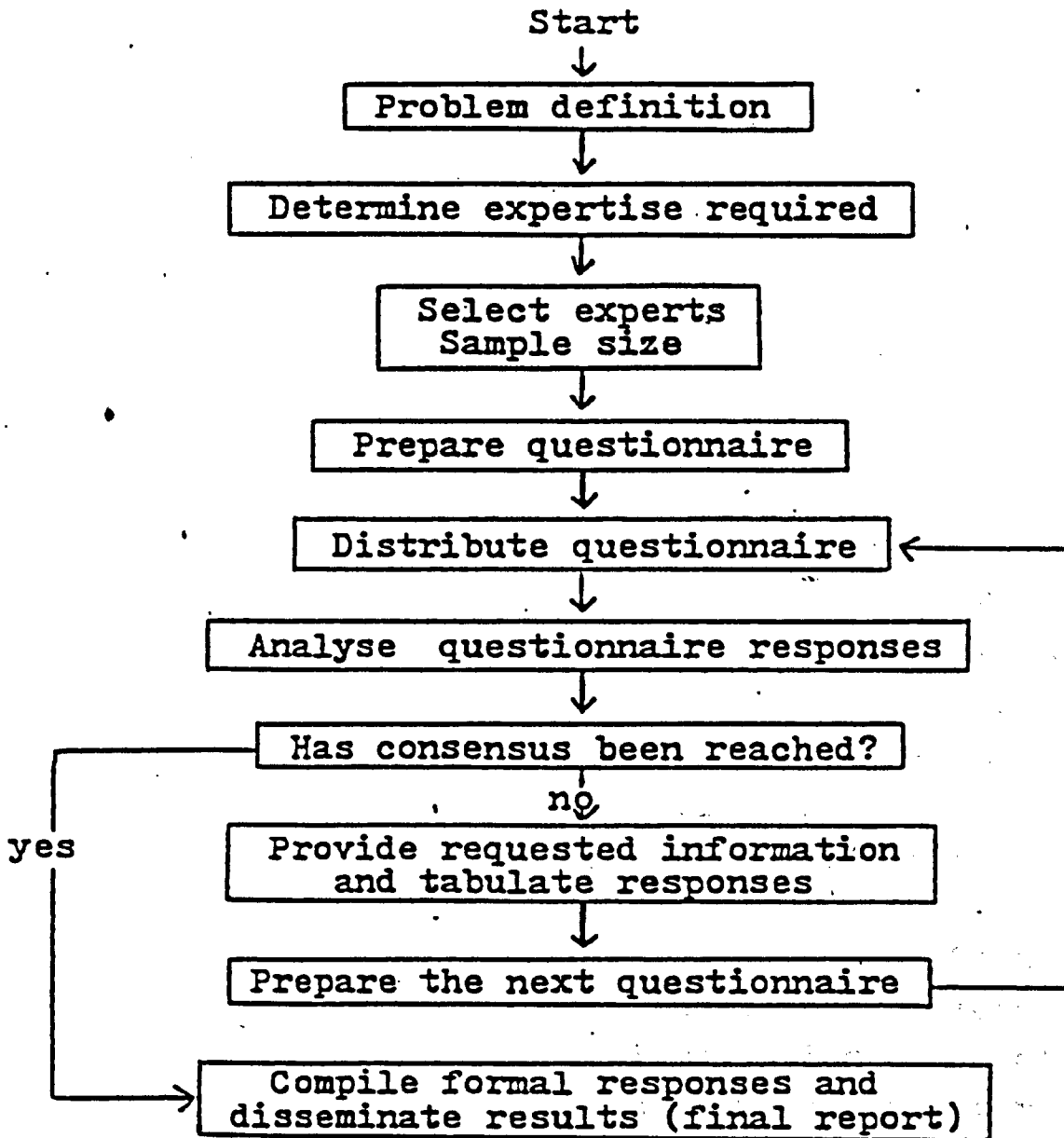
To date, there have been over 1500 Delphi Technique applications, many involving modified procedures. Individuals are continuing to find new ways of using the Delphi to suit their needs. Consequently, many novel versions of the Delphi Technique are appearing in the literature (Nelson, 1978).

At some time after the introduction of any new technique, it is necessary to document the various applications and to examine the effectiveness of each procedural variation. Evaluation is an essential ingredient to better design in the future (Goldschmidt, 1975: 195).

Tersine and Riggs (1976) are among the numerous authors who have recently taken a critical look at the Delphi Technique. Their procedural model takes the reader through a step by step application of the Technique, just as a practitioner might proceed. Their model is depicted in Figure 2.

The present Delphi Technique does have a number of advantages over other more conventional forecast methods which make it particularly attractive. These include: (1) gathers opinions from a broader group of experts than can be assembled in a single place without great difficulty (2) evaluates issues not amenable to solution solely by scientific methods (3) allows groups to reach true consensus decisions (4) eliminates social-psychological implications of face to face encounters (5) involves subordinates, everyone has equal say

FIGURE 2. MODEL OF THE DELPHI TECHNIQUE



in the final decision (6) involves feedback to group members, making them feel involved, and maintaining interest (7) eliminates ego involvement, individuals do not have to defend their opinions, so that individuals may change their minds in light of new information (8) eliminates halo effects (swayed by impressive others) (9) forces individuals to avoid rambling along related issues and to get to the principal issue at hand, and (10) compares favourably with committees in terms of cost in

time and money (Love, 1975; Rouse, 1975; Scheele, 1975).

Tersine and Riggs (1976) report of a study comparing Delphi to confrontational decision making. Under controlled conditions groups of individuals were asked to predict items. When the predictions by both methods were compared to actual occurrences, the Delphi was a more accurate predictor in 13 of 16 cases, and less accurate in 2 cases.

Yet there remains concern that the Delphi Technique is not a scientifically structured activity. The inherent flexibility of the Delphi Technique makes it particularly amenable to criticism.

Sackman ostensibly set out to survey Delphi applications, and he found the product mislabeled, poorly packaged, varying in quality, of uncertain benefit, and potentially addictive to the unsuspecting procurer of administrative research and management information (Scheele, 1975). Many of his colleagues (Goldschmidt, 1975; Scheele, 1975; Coates, 1975) have criticized Sackman stating that his evaluation of the Delphi Technique turns out instead to be a criticism of the manner in which various practitioners have chosen to implement the different aspects of the Technique.

Sackman has made the reader very aware that Delphi practitioners have been lax in adhering to professional standards relating to the design and implementation of questionnaires, respondent sampling, and other items characteristic of opinion polling (Goldschmidt, 1975: 207). In particular, Delphi practitioners are criticized for not taking sufficient care in the construction of their questionnaires and opinionnaires. This is a valid criticism, many individuals do not bother to pretest their instruments or take any other measures to ensure that the instrument is appropriate for the subjects (ibid).

The intent of the original Delphi Technique was to allow experts to name important future developments in their area of expertise, and to predict likely occurrences (ibid). To the extent that the Delphi experimenter structures the initial

statements, the expert judgement is deprived of half of its intended role in Delphi. Furthermore, the respondent is faced with what may be an ambiguous or unfamiliar item statement. If subject opinion is available, it should be relied upon to initiate the item statements. Otherwise, the opportunity exists for the experimenter to affect the results by using the pre-structuring approach, as the list of possible events or items is circumscribed (Hill and Fowles, 1975: 183).

Most Delphi investigators make use of mailed questionnaires to collect information. Many potential respondents consider the effort involved in completing questionnaires to be worthwhile, others may regard responding as a burden and only devote cursory attention to the completion of the questionnaire (ibid). This problem is not only experienced in Delphi studies, but in all research involving written questionnaires. Recognition of some of these problems has led Delphi Technique investigators to abandon rigid mailed questionnaires, in favour of less structured personal interviews with subjects (ibid: 185).

In Delphi investigations there is a tendency to high panel attrition, possibly due to the elaborate nature of data collection. Respondent attrition represents an opportunity for selection bias to affect the accuracy of the results. High rates of attrition may mean that the final results are based on an unrepresentative subset of the original sample (Hill and Fowles, 1975: 182). The researcher should attempt to discount this possibility by examining the characteristics of the respondents and the non respondents. In the discussion accompanying the reporting of the results, the researcher should note any dissimilarities between those who responded and those who did not, and try to elicit reasons for the non responses.

The individual applying the Delphi can unwittingly induce error by the choice of subjects and their expertise, the number of opinionnaire rounds, what constitutes consensus, and the number of experts required. Also, the topic can be value laden, an emotionally charged issue, or deal with the future or with issues of high uncertainty.

Another point of contention involving the Delphi Technique is "How much consensus is enough?" (Hill and Fowles, 1975: 185). The Delphi literature is for the most part silent on this point, leaving the determination of consensus up to the individual researcher. The most commonly accepted approach to the issue of measuring consensus appears to be the use of a simple, but uniformly applied standard. This arbitrarily set criterion has been set as agreement among 50%, 60%, and up to 90% of the respondents. Perhaps the best rule of thumb is to let the purpose and significance of the results guide the researcher in determining how much consensus is required. The voting rule of the organization should also be considered (Is a simple majority or two thirds majority required for the passing of legislation?).

The lack of recognized administrative standards, as well as the procedural requirements of Delphi, place great demands upon the judgements of the experimenter at a number of crucial points. Lack of methodological expertise is possibly the most serious shortcoming of the Delphi Technique.

Whether in the selection of the panel, the editing of initial responses about possible future developments, the structuring of questions for following rounds, or the selection of divergent predictions for feedback to the panel, in all areas the researcher has no firm methodological guidance and must often rely on purely private assessments (Hill and Fowles, 1975: 184).

However, this is not to say that the Delphi Technique should be abandoned. Hill and Fowles (1975: 183-186) provide information on how a researcher or practitioner might increase the rigorousness of his or her experiment, by examining and enhancing the reliability and validity of the Delphi Technique.

Reliability refers to the dependability of measurement across different replications, and is usually achieved through the standardization of research procedures. Reliability can be enhanced by carefully designing unambiguous questionnaires, exerting care in panel selection, carefully selecting experts, taking measures to minimize respondent attrition, employing a

precise definition of consensus, and undertaking other measures to overcome the problems inherent in mailed questionnaire research (ibid).

Validity is concerned with the extent to which differences found by the measurement device reflect true differences that occur in the actual situation (Emory, 1976: 120). In Delphi investigations the researcher must attempt to construct measurement tools that have the ability to measure accurately as well as adequately covering the topic. Another consideration is the representativeness of the sample, since inferences must be made back to the larger population.

Validity is measured by how accurately projections match what really happens. The assumption made by Delphi validity is that predictions so derived are as accurate or better than predictions made by other methods. Hill and Fowles (1975) felt that the Delphi Technique can possess both data and method validity if the researcher takes steps to avoid experimental techniques that reduce validity, such as selection bias, and poor test instrument design.

Most Delphi authors felt that the Technique has its place in research, however, there is difficulty in gauging its usefulness. Eventually, the Delphi Technique will be judged on the basis of its performance rather than by its methodological rigor. The following quote best reflects the sentiment of the majority of Delphi authors:

There is more to be salvaged from the Delphi experience of the past 10 years than the premise. Although the need for forecasting procedures has grown increasingly conspicuous, the social scientists who should have been the first to respond were reluctant to do so. The devisers of the Delphi Technique were willing to explore this uncharted methodological territory. Their venturesomeness should serve as encouragement for subsequent excursions. The need to explore the future is so great, and the difficulty of doing so is so extreme, that excessive caution will not suffice (Hill and Fowles, 1975: 190).

Most individuals will concede that the Delphi Technique and other forecasting methodologies are in need of improvement, standardization, and even reformulation. The more basic

challenge is to establish the logical progression of research that will produce forecast techniques that can better predict the future (Scheele, 1975; Nelson, 1978).

Within the past decade sport administrators have joined management personnel in other fields in recognizing the potential merit of the Delphi Technique as a tool for planning, predicting, and problem solving. Particularly, the Delphi Technique is appropriate as a means of obtaining information in instances of value laden issues, and issues requiring future projections.

There have been several attempts to forecast, involving sport organizations. Philip Nault (1976) developed a long range projection of probable future conditions in the Canadian Amateur Hockey Association (CAHA), to serve as a reference for the generation of policy recommendations. Using a modified Delphi Technique, Nault attempted to identify and evaluate future goals and procedures in the CAHA. The questionnaire was designed to elicit responses on the Probability, Desirability, and Impact of item statements. Three rounds of questionnaire were administered to a population of knowledgeable experts on the topic of Canadian amateur hockey. Statistical analysis included the calculation of means, semi-interquartile scores, and probability-desirability differentials. The population for the final analysis numbered 21. Nault concluded that the modified Delphi Technique employed to identify and evaluate future goals and procedures appeared as successful as committee approaches to opinion gathering. He recommended the Delphi Technique as a useful instrument for future policy planning.

Dennis Chai (1977) used 3 rounds of questionnaires with 36 experts to identify possible and probable conditions of leisure around the year 2000. Subjects commented on the probability and desirability of each of 103 activity statements, as well as the year in which the event would likely occur. Subjects also commented on their competence to respond. Results indicated that in the future, leisure will have a larger role

in society, and that a more humanistic world will develop by the year 2000. Chai concluded by recommending that this and similar studies should be used by policy makers now, to prepare for the future.

Robert Hedley (1977) used a modified Delphi Technique to develop a 5 year projection of probable and desirable developments and their impact on the Ontario Federation of School Athletic Associations (OFSAA). Eighty three members of the OFSAA legislative council were surveyed in 2 rounds of opinionnaire, to determine the probable future direction of school athletics.

An open-ended questionnaire (the SIR model was employed as a guideline for the selection and interpretation of items) was administered to generate items for inclusion on the opinionnaires. The Round One opinionnaire was mailed to all subjects, and requested that they comment on the Probability, Desirability, and Impact (on a 5 point scale) of 83 items as perceived to exist in 1981. The Round Two opinionnaire retained the same format as Round One, except that the percentage frequencies were fed back. Subjects were asked to respond again in light of this information.

Data were analysed by the SPSS programs for frequencies, medians, and semi-interquartile ranges. From this data the final identification of major issues and the comparative evaluation of these issues in terms of importance, probability, and desirability were conducted. Hedley noted that a high degree of convergence of opinion on opinionnaire statement items justified a high degree of confidence in the estimation of the future.

Hedley summarized by noting that OFSAA legislators expressed a clear consensus in that they wanted an all encompassing program, to maximize participation, and to service all sport and athletic skill levels. Hedley presented his final report to OFSAA. With this evaluation of their priority goals, the organization is able to implement policies that will lead to the fulfillment of these goals.

Quigley (1977) conducted a comparative longitudinal analysis of Little League Baseball with organizations from Windsor, Ontario, and British Columbia. He examined the principle focus of each organization (athletic excellence or socializing sport) over three time periods (1972, 1976, 1980) by means of a modified Delphi Technique. A written opinionnaire was administered to members of each organization to gather information about the probability, desirability, and impact of item statements.

The results of this investigation demonstrated that in 1972 all organizations indicated involvement in the direction of athletic excellence. The Windsor little league group then participated in a SIR/CAR clinic designed to realign behaviour with the avowed goals of Little League Baseball. Data collection in 1976 revealed that Ontario and British Columbia were still trending toward athletic excellence. Windsor, on the other hand, demonstrated a change toward socializing sport. Evidence of this study provided scientific documentation of the effectiveness of SIR/CAR intervention as a method for changing organizations.

Zarebski (1978) re-examined the data collected by Quigley in order to evaluate the construct validity of the modified Delphi technique and the SIR/CAR methodology. Specifically, this investigation focused on the durability of change occurring as the result of exposure to SIR/CAR intervention. Multi-variate analysis of variance was employed to analyse data acquired from a modified Delphi written opinionnaire. Behavioural data recorded by personal observation was analysed by Analysis of Variance.

The Windsor, Ontario, and British Columbia groups all demonstrated involvement with athletic excellence in 1972. There was no significant differences between the groups. However, re-examination in 1976 revealed that a change had occurred in Windsor that had not occurred in the other groups. This change was attributed to SIR/CAR and not just an overall shift

in goals and attitudes , since Ontario and British Columbia did not change their direction. Future projections by Ontario and British Columbia demonstrated involvement with athletic excellence in 1980. Windsor assumed a neutral position desiring involvement with both athletic excellence and socializing sport. This investigation generated supportive evidence for the construct validity of the modified Delphi technique and the SIR/CAR method of conducting organizational change.

Summary

The nature of modern organizations necessitates the use of scientific procedures to collect and analyse information reliably, and validly. Evaluation research attempts to observe the reality of the situation, while accepting the limitations of field research. Evaluation research encourages organizations to adapt to new conditions, and to learn from their experiences.

SIR/CAR investigations apply the principles of organizational research to problems of organizational development. Thus, administrative theory is utilized within the practical setting, bringing effectiveness to the organization.

The modified Delphi Technique is a method of collecting and evaluating independent expert opinion. Within the past decade, sport administrators have joined management personnel in other fields in recognizing the potential merit of the Delphi Technique as an effective tool for planning, predicting, and problem solving.

Footnotes

1. SIR/CAR field studies have been conducted with sport organizations such as Windsor Minor Hockey (Moriarty and Duthie), Windsor District 5 Little League Baseball (SIR/CAR Task Force, 1974), and the Interschool sport association of the Secondary Schools of Ontario (SIR/CAR Task Force, 1977).
2. In addition to conducting organizational research with sport associations, SIR/CAR has been involved in investigations that provide community service. One such investigation is "Studies on Television Violence and Youth Sports" (Moriarty and McCabe, 1976).

CHAPTER IV

EVALUATION PROCEDURES

A modified version of the Delphi Technique was employed in this investigation. A sample of OWIAA members were audio-interviewed to identify the relevant issues relating to athletic recruitment and subsidization in the OWIAA. Information taken directly from the interview responses was formulated into a Round One opinionnaire which was distributed to the population. This opinionnaire was collected and analysed and the results were included in the Round Two opinionnaire as feedback. On the second round, subjects were instructed to respond again, in light of the information provided by the first round. The results of the second round were analysed and incorporated into a Final Report, which was presented to the OWIAA.

Selection of Subjects

The executive members of the OWIAA, athletic directors or co-ordinators of women's intercollegiate programs, and the coaches of basketball, volleyball, swimming, and track and field teams who were recognized full members of the OWIAA, 1977-1978 season were included in this investigation. These individuals were selected for their expertise in OWIAA matters and intercollegiate athletics. Most of the individuals involved were presently coaching an intercollegiate team entered in OWIAA competition during the 1977-1978 season. It was felt that they were the most capable individuals to describe the past, present, and projected future policies and practices of the OWIAA, and to offer opinions about the Desirability, Probability, and Impact of these items.

The OWIAA executive, athletic directors and co-ordinators, and coaches provided a broad representation of the OWIAA. These individuals comprised the various levels of authority in the OWIAA. The executive members of the OWIAA, and the administrators have direct input into the decision making process of the OWIAA. These individuals were selected for their knowledge of OWIAA policies and activities. As well, they could comment on the policies and practices relating to athletic recruiting and subsidizing of their particular university. Many of these individuals have been involved with the OWIAA since its inception, and it was felt that they could give an overview description of the situation. The coaches were included in this investigation because of their expertise pertaining to the individual sport with which they are involved.

The OWIAA member universities included in this investigation were the following:

Brock University
Carleton University
University of Guelph
Laurentian University
McMaster University
University of Ottawa
Queen's University
Ryerson Polytechnical Institute
Trent University
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
Wilfrid Laurier University
York University

The decision to exclude McGill University from this investigation was based on the fact that they were not considered a full voting member in the 1977-1978 season. Their involvement in the OWIAA was limited to participation in several areas of sport that were not offered at a competitive level by the women's intercollegiate athletic association of Quebec. Therefore, the researcher felt that subjects drawn from this university might not possess an intimate knowledge of the policies and practices of the OWIAA and its members.

The nature of this study required an exceptional amount of time and effort by the experimenter and the subjects. The modified Delphi Technique employed required that subjects participate in an audio-interview, a one page verbal opinionnaire, and 2 rounds of opinionnaire. It was decided to limit the population so that the researcher could devote more time to data collection and analysis. A further consideration was the expenditure in terms of time and money. For practical purposes it was decided to select a population of approximately 50 subjects.

A random selection of the desired subject population would provide poor coverage of the 15 OWIAA universities, and the more than 20 areas of sport in which intercollegiate teams participate. Therefore, it was determined that coaches should be selected systematically. In doing so, all coaches from several selected sports were included. Another consideration was the methodological ease in the mailing of 2 rounds of modified Delphi opinionnaires, retrieval, and analysis, when subjects are from a selected population.

The researcher selected coaches of OWIAA teams that would be representative of all teams competing in the OWIAA, and also allow examination of the hypotheses. In selection of the coaches to serve as subjects, the following criteria were considered:

1. Representative of team and individual sports
2. Coaches of teams that were in existence and competing in the OWIAA prior to 1973, and in all likelihood will probably still be competing in 1983
3. Most of the 15 OWIAA member universities must have teams participating in the sport, in organized OWIAA competition.

In some instances, individuals served in more than one capacity. For example, an athletic director could also have coached the basketball team of that university. In such cases the individual was included in this investigation according to the highest position held in the hierarchy. The ranking of positions was: OWIAA executive, followed by athletic directors and co-ordinators of women's athletic programs, followed by coaches.

Administration of Instrument

The initial method of obtaining information about athletic recruitment and subsidization in the OWIAA involved audio-interviewing. Open-ended Semi Directed Focused Interviews were conducted with 16 OWIAA members who were present at the 1978 OWIAA annual meeting, held in Ottawa.

A sample of coaches, athletic directors, co-ordinators of women's athletic programs, and OWIAA executive members was selected from the various OWIAA university members present at the meeting. Each university must send one voting member (Usually the administrator of the women's athletic program), they may have one delegate member, and they may bring observers until the meeting facilities are filled. Subjects who participated in the interviews were asked to comment on a series of sequentially ordered statements and questions relating to athletic recruitment and subsidization in the OWIAA.

The SDFI schedule was constructed primarily from items identified by the SIR model (Moriarty, 1976a,b; Hedley, 1977). Included were the following major categories of the SIR model:

1. The ultimate goal(s) of the intercollegiate athletic program of the university and/or of athletic recruitment and subsidization.
2. Conflict and obstacles to the successful attainment of the goal(s) specified in number 1.
3. Significant events and structure of the university athletic program and/or the OWIAA that would be involved in athletic recruitment and subsidization.
4. Significant groups and/or individuals involved in athletic recruitment and subsidization.
5. Social stress from outside the organization (university and OWIAA) due to the policies and/or practices relating to athletic recruitment and subsidization.
6. Constituent strain from within the organization (university and OWIAA) due to the policies and/or practices relating to athletic recruitment and subsidization.
7. Management techniques and sanctions employed by the university and/or OWIAA, that would affect the recruitment and subsidization of student athletes.

Respondents were asked to comment on the items as they pertained to the past (1973), the present (1978), and the probable future (1983). Also, respondents were instructed to comment on the Desirability (desirable/undesirable), the Probability (likely/unlikely), and the Impact (slight/great), of the items that they were mentioning and describing.

The audio-interview schedule contained additional questions relating specifically to athletic recruitment and subsidization. These were generated by the researcher after an extensive review of the literature pertaining to athletic recruitment and subsidization in other sport organizations. A copy of the SDFI schedule used to audio-interview subjects is contained in Appendix A.

The audio-interviews were conducted by 2 trained interviewers, who followed a SDFI schedule which was identical for all subjects. The interviewers had previously participated in a discussion about audio-interviewing techniques. Topics that were discussed included the need to remain unbiased, speaking clearly, and how to avoid leading and reinforcing the subject. The interviewers also prepared for the audio-interviews by conducting practice interviews with the SDFI schedule with several graduate students at the Faculty of Human Kinetics, University of Windsor. The interviewed students then commented on the form of the interviewers (eg: spoke too fast, nodded while subject was talking), so that corrections could be made in technique.

At the OWIAA meeting in Ottawa, a room adjacent to the meeting room was secured for the purpose of conducting the audio-interviews. The researcher presented a brief description of the research at the OWIAA meeting, and informed all OWIAA members present that the interviews were being conducted throughout the duration of the meetings. OWIAA members were requested to participate in the audio-interviews while the agenda items with which they were not involved were being discussed at the meeting. The OWIAA members co-operated with the requests of the researcher, presenting themselves for

interviews.

The interviewer informed each subject about the purpose of the audio-interview, and began the session by asking the individual to define athletic recruiting and subsidizing. The interviewer then proceeded to read the statements from the SDFI schedule asking the subject to comment on each item. Subjects were allowed some latitude in their responses, and often added information not directly prompted by the question statements. Since the nature of the interview was semi-focused, the interviewer brought subjects back on topic by either repeating the question, or proceeding to the next question statement. The length of the interview depended on the responses being given by the subject, and generally lasted about 40 minutes.

Interview sessions were recorded on cassette tape. Direct quotes and other pertinent information were transferred from the tapes to Audio-Interview Report Sheets (in Appendix B), thereby producing a permanent written record of each interview.

Data from the audio-interviews were summarized in the OWIAA Recruiting and Subsidizing Study -Interim Report (in Appendix C) prepared by McCarron and Sukarukoff (1978). Data analysis was of a qualitative nature, as the purpose of the audio-interviews was to generate content information. In the report, the various responses were arranged under the topic headings of the SIR model, followed by other selected items.

Immediately following the audio-interviews, OWIAA members completed a one page Verbal Opinionnaire (in Appendix D), which contained closely approximated items to the SDFI. The purpose of this was to determine by comparison, the reliability and objectivity of the audio-interviews. Several OWIAA members who were present at the meeting but who did not participate in the audio-interviews also completed the Verbal Opinionnaire.

Data from the Verbal Opinionnaires were transferred to coding sheets and analysed for significance by the Statistical

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Package for the Social Sciences (SPSS) subprogram frequencies. This information was described as a percentage of the total sample in the OWIAA Interim Report. This OWIAA Interim Report was brought to the CIAU meeting by the OWIAA delegate from the University of Windsor and distributed to OWIAA members present.

The second method of data collection was by the OWIAA opinionnaire Round One (in Appendix F). This opinionnaire was comprised of several questions (designed to collect demographic information) and 72 item statements relating to athletic recruitment and subsidization. Information provided by the analysis of the audio-interviews and Verbal Opinionnaires formed the basis of the OWIAA opinionnaire. Since a representative sample of the population was audio-interviewed, the items that they identified as being relevant were included in the OWIAA opinionnaire. This opinionnaire constituted Round One of the modified Delphi Technique, which was a more specific attempt to gather opinions about athletic recruiting and subsidizing than the SDFI. This was sent to the entire population involved.

The OWIAA opinionnaire Round One was divided into a section devoted to athletic recruiting and another section dealing with athletic subsidization (Appendix F). Items were grouped into a format utilizing the topic groupings of the SIR model. The opinionnaire was constructed so the subjects could select a response to indicate their opinions on the Desirability, Probability, and Impact. The following Likert-type scales were employed:

Desirability:	+2	+1	-1	-2
	Very			Very
	Desirable	Desirable	Undesirable	Undesirable
Probability:	+2	+1	-1	-2
	Very			Very
	Likely	Likely	Unlikely	Unlikely
Impact:	+2	+1	-1	-2
	Very Great			No
	Impact	Impact	Slight Impact	Impact

The OWIAA opinionnaire Round One was distributed by mail to the subjects included in this investigation. Respondents

each received a package containing the following items: a cover letter (in Appendix E), the OWIAA opinionnaire Round One, and a pre-addressed, stamped return envelope.

Respondents were asked to circle the response that they agreed with the most for Desirability, Probability, and Impact. Figure 3 illustrates an example of a typical question statement with the format for responding. Instructions indicated that subjects were to begin with the present, then proceed to the future, then reflect on the past. If the respondent was not involved with the OWIAA or the university in 1973, they were still requested to complete the section pertaining to the past, if they felt they could provide an accurate description.

Several weeks later a follow up letter (in Appendix G) and a copy of the OWIAA Round One were mailed to subjects from whom a response had not been received. The letter served to remind subjects that the quality of the final report made to the OWIAA was directly related to the responses received, and that their participation was a valuable contribution to this investigation.

After allowing several more weeks for opinionnaires to be returned the researcher proceeded with analysis. Raw data were analysed by the SPSS subprogram frequencies. A computer summary of Round One was thus achieved, describing the attitudes and opinions of OWIAA members about athletic recruitment and subsidization in the OWIAA.

The summary of Round One was incorporated into the format of the OWIAA opinionnaire Round Two. An example of a Round Two item statement and format for responding are contained in Figure 4. Items appeared on the second round opinionnaire (in Appendix K) in the exact same format as in Round One. Subjects were requested to respond on a 4 point forced choice scale selecting the response that best described their opinion for Desirability, Probability, and Impact. Subjects again commented on the present, future, and past.

Frequencies were included in each item statement so that each subject could observe how the group as a whole responded

FIGURE 3. EXAMPLE OF ITEM STATEMENT OF OWIAA OPINIONNAIRE ROUND ONE

SAMPLE ITEM	DESIRABILITY					PROBABILITY					IMPACT					
	Very Desirable	Desirable	Undesirable	Very Undesirable	Undesirable	Very Likely	Likely	Likely	Unlikely	Very Unlikely	Very Great Impact	Impact	Impact	Slight Impact	No Impact	
is	+2	+1	-1	-2	+2	+1	+2	+1	-1	-2	+2	+1	+2	+1	-1	-2
will be	+2	+1	-1	-2	+2	+1	+2	+1	-1	-2	+2	+1	+2	+1	-1	-2
was	+2	+1	-1	-2	+2	+1	+2	+1	-1	-2	+2	+1	+2	+1	-1	-2

FIGURE 4. EXAMPLE OF ITEM STATEMENT OF OWIAA OPINIONNAIRE ROUND TWO

SAMPLE ITEM	DESIRABILITY					PROBABILITY					IMPACT					
	Very Undesirable	Undesirable	No Response	Desirable	Very Desirable	Very Unlikely	Unlikely	Unlikely	No Response	Likely	Very Likely	No Response	Slight Impact	Impact	Very Great Impact	
is	(5)	(19)	(5)	(68)	(2)	()	()	(6)	(5)	(4)	(4)	()	(14)	(5)	(6)	(25)
will be	(5)	(14)	(5)	(24)	(4)	()	()	(5)	(6)	(2)	(2)	()	(9)	(5)	(4)	(27)
was	(10)	(6)	(10)	(33)	(10)	(4)	(12)	(9)	(4)	(9)	(4)	(9)	(11)	(9)	(7)	(9)

(expressed as a percentage of total response)

on the previous round. In light of this information they were instructed to indicate their opinion after receiving this knowledge, whether or not their opinion had changed or remained the same.

The OWIAA opinionnaire Round Two was mailed to all subjects regardless of whether or not the individual completed and returned the Round One opinionnaire. All other procedures pertaining to the mailing, follow up and retrieval of the Round Two opinionnaire were similar to Round One.

Data were retrieved from the Round Two opinionnaire using the same computer program for SPSS subprogram frequencies as in Round One. Further analysis included Analysis of Variance for significant differences between group means. Results were accepted as being significant at the $p < .05$ level because of the relatively small sample size.

The results of Round Two of the modified Delphi Technique were collated into a summary that was sent to each individual university taking part in this investigation. The researcher included a brief discussion and some interpretation of the results. Subjects received a letter thanking them for their time in making this investigation a success (in Appendix M), and informing them that the results have been forwarded to the OWIAA for discussion at a future meeting. An extensive summary was sent to the OWIAA executive.

Dependent Variable

This investigation examined the interrelationship between 3 independent variables and the reported attitudes and beliefs of OWIAA members about past, present, and probable future policies and practices in the OWIAA.

Subjects reported their attitudes and beliefs by indicating the response that they were most in agreement with on OWIAA opinionnaires Round One and Round Two. Subjects indicated their attitudes by commenting on the Desirability and Impact of opinionnaire items. Subjects indicated their beliefs about the item statements by selecting a response for Probability.

Independent Variables

Variable 1 Athletic role

Individuals were asked to indicate on the written opinionnaire which of the following position(s) they held in the OWIAA:

- coach
- co-ordinator of women's program
- athletic director
- OWIAA executive
- other (please specify)

To allow evaluation of the hypothesis dealing with athletic role, subjects were grouped into (a) coaches and (b) athletic administrators. This information can also be obtained from the OWIAA directory, 1977-1978.

Variable 2 Team sports, Individual sports

Individuals were asked to indicate on the written opinionnaire which of the following OWIAA sports they coached during the 1977-1978 season:

- basketball
- volleyball
- track and field
- swimming
- other (please specify)

Individuals were classified as coaches of team sports or coaches of individual sports according to the definitions provided for Hypothesis 2 in Chapter 1. Basketball and volleyball were considered as team sports and track and field, and swimming were considered as individual sports.

In instances where the individual did not indicate which sports they coached, information was obtained from the OWIAA directory, 1977-1978.

Variable 3 Time

The opinions and beliefs about athletic recruitment and subsidization, as expressed by OWIAA members were solicited for three time periods:

- (a) the past, 1972-1973 season
- (b) the present, 1977-1978 season
- (c) the future, 1982-1983 season.

On the written opinionnaire subjects were asked to respond for three time periods, by beginning with the present, then the future, then the past. Comparisons were then made between the time periods by Analysis of Variance.

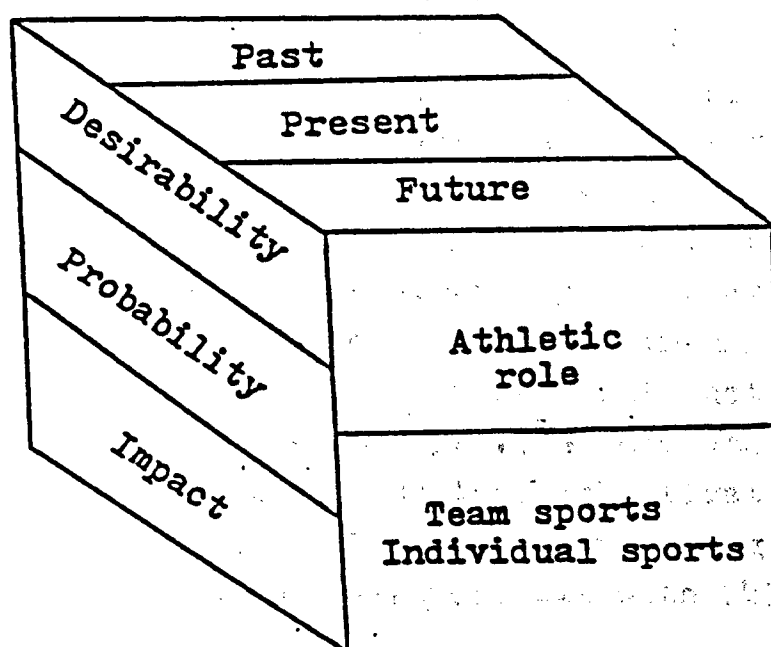


FIGURE 5. INTERRELATIONSHIP OF VARIABLES

CHAPTER V

AUDIO INTERVIEW AND VERBAL OPINIONNAIRE RESULTS

Semi Directed Focused Interviews

The sample for the audio-interviews consisted of 16 OWIAA representatives who were present at the 1978 annual meeting. Each individual was asked to comment freely on focusing statements generated by the SIR model. The following categories were designed to identify items of significance to athletic recruiting and subsidizing in OWIAA universities:

1. Ultimate goal or mission
2. Conflict and obstacles
3. Significant groups and individuals
4. Significant events and structure
5. Social stress from outside
6. Constituent strain from within
7. Management techniques and control
8. Recommended changes

In all instances a trained interviewer administered a standard interview schedule (in Appendix A) to the subject. The interviews were recorded on cassette tape and later transferred to Audio Interview Report Sheets (in Appendix B).

At the commencement of this investigation the researcher assured all participants that no identities would be revealed. Many OWIAA members perceived the issues involved to be controversial and were hesitant about giving information about their personal feelings and the policies of their university. By assuring confidentiality, the researcher felt that participants would be more likely to provide accurate descriptive information, essential to this investigation. Because of this situation personal credit cannot be given for direct quotes taken from audio-interviews with OWIAA representatives.

In general, the OWIAA members were co-operative in their responses. Several individuals chose not to give

a response for certain items, citing personal reasons. This was not detrimental to this investigation as the purpose of the interviews was to generate information that could be used in the formulation of the written opinionnaires. Since most of the interviewees responded to each statement, the purpose of the interviews was accomplished.

The qualitative data collected by the audio-interviews was summarized. Examination of the interview material showed the following responses.

Definition of Recruiting

There was general consensus that recruitment involved "a methodology of attracting students to a particular institution". Apart from this, respondents cited various and numerous modes of recruiting. These ranged from "offering some sort of material so that an athlete will choose to attend your school" to "going and speaking to potential students, and informing them of the opportunities at a particular institution, and why it would be desirable for them to come to that institution." Typically, coaches felt that recruiting was the "above board practice of telling people what you have to offer academically and athletically." Many individuals felt that contacting potential athletes should be allowed, but they should not be offered any incentives to come to a particular institution.

Definition of Subsidizing

Most individuals mentioned some form of financial enticement in their definition of athletic subsidization. There seemed to be two schools of thought about the rationale of subsidizing. On one side individuals felt it was "offering a reward or payment that you give to the student athlete for coming to your institution" and "financial help to those students for their athletic ability." This opinion reflects the situation of inducing athletes to become part of your athletic program. The other point of view that was expressed showed more consideration

of the athlete as a student in attendance at the university. Typical statements illustrating this feeling were "in some way, giving students something towards their education, books, residence, tuition, whatever, that allows them to come to the university" and "to help those involved in sports in university when they don't have the time to do part time jobs, they will receive money from the university, without having to use their spare time and study time."

Ultimate Goal of Recruiting and Subsidizing

Most interview subjects felt that the purpose of recruiting and subsidizing was "getting students there for the purpose of producing teams that are highly successful", and simply put by one athletic director, "to win." Another athletic director commented that the ultimate goal was "to go on developing sport qualities for those athletes arriving at the university, to help them go on developing as an athlete."

Several respondents felt that there were separate goals for recruiting and subsidizing, and they chose to comment on them individually. One coach felt that the goal of recruiting was "to make more people aware of what you have to offer by actively publicizing the good points of your organization. An athletic director from a different university thought of recruitment as "an attempt to find those athletes that you feel best fit into the total university scene, and this depends on the goal of your athletic program, whether to develop student athletes or to develop an elite program."

The ultimate goal of subsidization was less apparent than the goal of recruitment. One interviewee stated that "subsidizing was meant to help a student who might not have the opportunity otherwise." Another individual felt that subsidizing was "to get the cream of the crop", referring to the elite athletes. Several individuals chose not to

respond. A few others felt that "there is no goal for subsidizing", and "I'm not sure I agree with the concept of subsidizing."

Obstacles and Conflict

Many individuals sensed the inequalities that could be created within the league because of recruiting and subsidizing. One coach from a smaller institution stated "if others recruit, they are going to have a stacked team, and I won't be able to compete with them at all." Other coaches felt that if subsidization was allowed, the league would be over powered by the larger, richer institutions. Comments such as "the rich get richer, the poor get poorer", and "when two groups want a similar product 'bigger' and 'richer' schools can offer a lot more" were illustrative of this point of view.

Several individuals expressed personal concern about the welfare of student athletes. A respondent from a larger institution said "we all have our own individual feelings of responsibilities and biases." One coach described personal conflict as "the athlete going for academic or athletic reasons?" Other coaches felt "my goal would be obstructed if I were to give subsidy. For me subsidization is conflict", and "do you have a commitment to the people you recruit, a personal interest, what happens to the student, you must consider the individual's future."

Other obstacles were also mentioned, including the competition with American schools for elite Canadian athletes. Many OWIAA members were aware of this situation. One interviewee stated that "the United States are paying women for athletic ability, and are drawing Canadians away from Canadian universities by offering scholarships. This is mainly for women, because there is already a large supply of male athletes, and because of Title IX legislation."

Financial conflict and philosophical conflict were also mentioned as other sources of conflict.

Significant Events

Audio-interview respondents described the numerous significant events occurring in athletic recruiting and subsidizing. There was a wide range of response, covering many aspects of athletics, recruiting, and subsidizing. Several individuals mentioned the effects of declining enrollments, stating "high school liaison has been pushed because of the drop in enrollment."

In general, individuals were more willing to discuss and comment on recruiting rather than subsidizing. They also tended to look at their own league situation. One coach felt that other coaches recruited "as representatives of the university at seminars, conferences, and clinics." This same coach expressed a response that was typical for coaches "we are going to have to recruit if some other universities decide that they are going to recruit, it is going to force the rest of the universities to do something." Several other coaches alluded to the situation within the league, and in particular tiering. A basketball coach felt that "tiering leads to recruiting, ultimately trying to be the top and stay in a particular tier."

Athletic directors generally looked at the situation with a broader perspective. One individual felt it was significant that "groups were talking about recruiting and subsidizing at the national and provincial levels." Another cited problems because "different associations have different eligibility and transfer rules, there are unequal opportunities for competition."

Other items mentioned as being significant events were: American schools offering scholarships to Canadian athletes, the impact of the Green Paper and carding of top level athletes, and how much recruiting is occurring.

Structure

OWIAA member institutions adopt a structure through which the intercollegiate athletic program is administered.

Considerations frequently include the size of the university, the athletic department capabilities, the facilities available, and other factors as well. The types of structures mentioned in the audio-interviews included integrated athletics and physical education; autocratic, where individual coaches decide for their sport, and democratic committee decision making by the athletic department. In each case, athletic department personnel were informed of the policies of the university in regard to athletic recruiting and subsidizing.

Control of Recruiting and Subsidizing

Control for athletic recruiting and subsidizing was exerted by the athletic department of the particular institution, and by the OWIAA. It was pointed out by several individuals that there was presently no control mechanism for recruiting and subsidizing. One athletic director commented "nothing in the constitution says you can't recruit, the money and scholarships are controlled at the university, but there is no control over going out and talking to individuals." Another individual expressed a similar opinion "nothing has been said directly (by the OWIAA), things are said aside, there is a negativism towards recruitment." Others felt that "the OWIAA has to make definitions and take a stand", and "control is extremely difficult, we need an enforcing unit", and also "if no rules are made, we have to accept what goes on."

Within the sphere of the university, control was more apt to be achieved. Many individuals cited control through departmental decision and athletic advisory boards. In several instances, coaches were allowed latitude in conducting their sport. For example, at one university "the coach has full control of their sport within the guidelines that are set, they must stay within the budget, but make their own decisions." The representative of another university

explained that "athletics are controlled due to the university's policy on recruiting and subsidizing."

Significant Individuals and Groups

The coach was most commonly mentioned as a significant individual. One coach stated "because there is so much not defined, it becomes an individual decision." Athletic administrators were also felt to be influential because "by their approach, they determine the way things are done", and "it is important for the athletic director to be aware of what is going on, because that person is responsible to people." Several individuals also mentioned the student liaison officer and high school guidance counselors. One individual described how these individuals could become involved, stating "if the liaison officer is pro sports, if he hears of anyone interested in the university, he relays it to the athletic department immediately."

Other groups mentioned as being significant were alumni, student athletes presently in the program, high school coaches, the registrar's office, information services personnel, and female student graduates.

Social Stress

Almost half of the respondents replied that they did not experience any stress, and were not aware of any stress from outside the OWIAA. Those who did feel that there was social stress felt that it came mainly from "the public and media, pressure on teams to do well", and by people in the community "we will provide the best we can for individuals from the community." One individual described a situation at the university where "a benefactor, a businessman from the community" approached the athletic department privately, about the possibility of providing financial assistance to athletes.

Constituent Strain

Most respondents were able to describe several sources of internal conflict in regard to recruitment and subsidization policies. Much of the constituent strain was experienced within the athletic department of the university. One coach described the situation at the university "if stress is put on by the boss to start doing something, I don't know how I will feel." Others described conflict with their peers at the university.

Athletic directors described the strain to control the activities of coaches. One director wondered "how does the director know what coaches are doing?" Another described strain occurring at the university "the staff at school try to find a way to have a better club. We often find out those things after they have been done. They do it on their own."

Several athletic directors felt that "athletes demand the program" and "women athletes urged the department to try and improve the program", and that these activities caused strain. Also, the university could not control students recruiting other students on their own.

Several individuals felt personally torn philosophically. One member described her feelings "I am becoming less severe in regard to subsidization. We discriminate against athletes by saying you can't use your athletic skills the same way a person can use their music skills. Maybe we are too strict, we may be depriving them more than other students."

Other individuals mentioned strains due to financial restrictions for travel and meals, and philosophical disagreements between universities due to differing policies. There were a few respondents who did not perceive any internal conflict. One interviewee explained the situation at the university "we don't need to recruit because of our excellent physical education program, and with that we've won OWIAA championships."

Recommended Changes

Most recommended changes involved the principle policy formulating body, the OWIAA. Many individuals felt that the OWIAA should "air the ground and come to a common ground, understand the intent of recruitment, then part of our problems would be solved." Some individuals wondered "how much was 'above board' and 'below board' regarding recruiting" within the league. Others felt that it was necessary to make rules, effective but simple, and to get a working document.

Several individuals recommended examining the total athletic structure. Their responses recommended "a decrease in the intercollegiate program and an increase in club activity", and "either go high powered intercollegiate program where women attract an audience for money, or clubs, there is a need for a broad base."

Others made personal recommendations for and against recruiting and subsidizing. The following comments are examples of typical responses, "recruiting should not allow for any misleading things to be said to students, only factual presentations", "subsidy at the university level is not pragmatic at this time", "we are making a big mistake to get into recruiting and subsidizing, but I have no objection to rewarding excellence after the fact", and "I'd like to see financial backing of athletes."

Summary of Audio Interview Responses

A. Definition of recruiting:

- A.1 a means of attracting a student to a particular school
- A.2 above board practice of advertising a product
- A.3 attempt to bring the student athlete to your university who will assist in the development of athletic program
- A.4 methodology of attracting, enticing, seeking out athletes
- A.5 contacting the athlete

B. Definition of subsidizing:

- B.1 inducement given to a student athlete for a particular skill

- B.2 a scholarship, remuneration on attendance
- B.3 to help better athletes through school
- B.4 offering something so that students will choose your school over another
- B.5 to assist student athletes so they will not have to use up their study time and spare time to work

1. Ultimate goals:

- 1.1 to achieve the best athletic situation possible
- 1.2 to reach a higher level of excellence
- 1.3 to keep Canadian athletes in Canada
- 1.4 to help athletes develop their athletic ability along with their academics
- 1.5 to help better athletes through school through offering opportunity
- 1.6 to sell a product, to increase enrollment, draw students to the physical education program
- 1.7 to compete within the league
- 1.8 to give opportunity, to help athlete to continue to develop

2. Obstacles:

- 2.1 differing philosophies
- 2.2 financial constraints, rich get richer, poor get poorer
- 2.3 U.S. offering scholarships, draw Canadian women away from Canadian universities
- 2.4 competition for the same athlete
- 2.5 abuses of recruiting, is athlete attending school for academic reasons?
- 2.6 tendency to deal with present problems instead of future issues
- 2.7 confusion within the league
- 2.8 too much pressure on female athletes
- 2.9 bigger and richer schools can offer more in terms of facilities, program

3.1 Significant events

- 3.1.1 high school liaison officers being pushed because of drop in enrollment
- 3.1.2 publicity of athletic program does its own recruiting
- 3.1.3 tiering leads to recruiting, want to stay in top tier
- 3.1.4 if some university decides to recruit we will be forced to also
- 3.1.5 we discriminate against athletes by saying that you can not use athletic skills for advantage
- 3.1.6 schools with the most money have the best teams
- 3.1.7 even if there were rules against recruiting, they would be hard to enforce
- 3.1.8 comparisons made to men and the American sport system

- 3.1.9 coaches want their teams to represent the conference at national events
- 3.1.10 how much recruiting is done below the board?
- 3.1.11 coaches can recruit by representing the university at seminars, conferences, and clinics
- 3.1.12 talking about recruiting and subsidizing at the national and provincial level
- 3.1.13 Green paper and carding top level athletes have impact on Canadian athletics

3.2 Structure

- 3.2.1 integrate athletics and physical education program
- 3.2.2 hierarchy with leader, subleaders
- 3.2.3 autocratic-individual coaches decide for their sport
- 3.2.4 democratic-committee decides for athletic department

3.3 Control

- 3.3.1 departmental
- 3.3.2 athletic director sets policies
- 3.3.3 committees, eg: student council ratifies decisions
- 3.3.4 sport services and athletic advisory committee
- 3.3.5 individual coaches determine policies for their sport, but should keep athletic director informed
- 3.3.6 need an enforcing unit

4. Significant individuals and groups

- 4.1 coaches, part time and full time
- 4.2 administrators, athletic directors
- 4.3 student athletes
- 4.4 high school liaison officer
- 4.5 alumni, businessmen in the community
- 4.6 information services of the university
- 4.7 guidance counsellors
- 4.8 registrar's office
- 4.9 high school coaches
- 4.10 female student athletes that graduate

5. Social Stress

- 5.1 pressure on teams to do well
- 5.2 stress on the athlete, peer pressure
- 5.3 the needs of the athlete, social, study time, etc
- 5.4 money for the athletic program
- 5.5 by the people in the community
- 5.6 in terms of time and money
- 5.7 not aware of any stress
- 5.8 comparisons made to the United States
- 5.9 stress to win and get top athletes
- 5.10 alumni
- 5.11 parents
- 5.12 school principals, high school coaches
- 5.13 media

6. Constituent strain

- 6.1 all athletic programs do not have the same goals
- 6.2 financial burden of fielding teams, travel expense, equipment, etc
- 6.3 not aware of any strain
- 6.4 philosophical disagreements with other universities
- 6.5 conflict with team members
- 6.6 other staff in the department
- 6.7 pressure on self, dealing with the future of students

7. Recommended changes

- 7.1 we must be more realistic about the situation
- 7.2 we need consensus on the rules
- 7.3 there must be a controlling policy, a working document
- 7.4 like to see financial backing of athletes
- 7.5 need more direct communication between universities
- 7.6 stay the way it is with very little aggressive recruiting
- 7.7 air the topic and come to a common ground
- 7.8 understand the intent of recruiting, observing and encouraging students to attend your university are healthy
- 7.9 stop putting recruiting and subsidizing together
- 7.10 sell the entire university as a package
- 7.11 recruitment of all students is becoming important, all universities should get together and hand out information to potential students.
- 7.12 decrease the present intercollegiate program, and increase club activity
- 7.13 go to a high powered intercollegiate program
- 7.14 academics and athletics should be taken into consideration in the awarding of scholarships
- 7.15 not in favour of athletic scholarships
- 7.16 no objection to rewarding athletic excellence after the fact

8. The Influence of:

8.1 National Athletic Association

- 8.1.1 source of subsidies
- 8.1.2 (future) give money to the top and spread equally
- 8.1.3 no role
- 8.1.4 (future) control
- 8.1.5 enforcer of rules

8.2 Provincial Athletic Organization

- 8.2.1 offer opportunity to play
- 8.2.2 funding championships

- 8.2.3 travel expenses
- 8.2.4 (future)should promote the sport as a whole:
not as an individual school
- 8.2.5 no role
- 8.2.6 (future)control, rule making

8.3 Government

- 8.3.1 (future)to recruit to an activity but not
to a university
- 8.3.2 Grants-in-Aid
- 8.3.3 no role
- 8.3.4 subsidizing
- 8.3.5 (future)take more active financial role
- 8.3.6 program and faculty subsidization
- 8.3.7 present involvement is best

8.4 Other, I.e., alumni

- 8.4.1 against support of special groups
- 8.4.2 (future)general alumni fund which can be used
by any sport
- 8.4.3 pay for trips to make program more attractive
- 8.4.4 not any role
- 8.4.5 good as another funding unit
- 8.4.6 no alumni
- 8.4.7 (future)give to a particular group; be a
third party intervention

9. Quality and quantity

- 9.1 95% are from within our region
- 9.2 quality is rising in south western Ontario
- 9.3 positive effect on both
- 9.4 role
- 9.5 increases awareness to high school athletes/student
- 9.6 presuming recruiting is going on
- 9.7 (future) fantastic effect

10. How is your role influenced by recruiting and subsidizing?

- 10.1 subsidizing-none
- 10.2 not any now
- 10.3 (future) seek out better athletes

11 Recruiting is taking place (results reported by %)

true = 90% false = 10%

12. Recruiting is good/bad

good = 60% neutral = 30% bad = 10%

13. Subsidizing is taking place

true = 30% neutral = 30% false = 40%

14. Subsidizing is good/bad

good = 18% neutral = 18% bad = 55% no answer = 9%

15. Criticism

15.1 too much rumour, not enough fact

15.2 what is going on is unfair

15.3 positive about criticism

15.4 revolves round the abuse of recruiting and subsidizing

15.5 ones criticizing are envious and jealous of those succeeding

16. Can you recruit without subsidizing?

yes = 77% no = 23%

16.1 Recruiting without subsidizing is:

Desirable = 85% Undesirable = 15%

17. Can you subsidize without recruiting?

Yes = 50% No = 50%

17.1 Subsidizing with recruiting is;

Desirable = 0% Undecided = 33% Undesirable = 66%

18. Loan

18.1 difficult question

18.2 none

18.3 yes- especially jobs- mostly because of the job requirements

18.4 feel part time work is justified

19. Comments

19.1 The visible programs are the winning programs and they are the ones being attacked.

19.2 Too much discussion, no delineation of where we should start, no program of attack.

19.3 The day things are documented, that's when rules will be made.

- 19.4 Reward for academic excellence, so why not for athletic?
- 19.5 Under the table money giving (rumours) should be brought out into the open.
- 19.6 Shouldn't strive for excellence to the detriment of any other part of the program.
- 19.7 A strong program helps to recruit.
- 19.8 Must not forget to meet the needs of the athletes; ie. intramural and recreation, league teams, carded national athletes.
- 19.9 Different leagues because of unfair money advantages.
- 19.10 Fight recruiting from south of the border (United States).

Comments about Future

- 1. increase in recruiting and subsidizing
- 2. need black and white methodology
- 3. appeals board
- 4. institutions set own rules
- 5. stress increases, could decline if understood
- 6. need limitations
- 7. coaches continue to be significant
- 8. need equality
- 9. give money to the top or spread it equally
- 10. should promote sports as a whole
- 11. like to see subsidization come to pass
- 12. hope things remain the same
- 13. student enrollment declines
- 14. government in an active financial role
- 15. no response given
- 16. make rules simple

Comments about the Past

- 1. same as the present
- 2. less stress from within
- 3. same outside stress
- 4. less suspicions
- 5. no comment because of lack of knowledge
- 6. no talk about any of this
- 7. less publicity than in present
- 8. less competitiveness
- 9. fewer junior intercollegiate teams

One Page Verbal Opinionnaire

Twenty OWIAA members completed the opinionnaire, which was administered in conjunction with the audio-interviews. Responses were received from the representatives of 12 OWIAA member universities. The OWIAA was well represented by executive members, athletic directors, co-ordinators of women's athletic programs, and coaches.

The completed opinionnaires were analysed statistically by the SPSS program frequencies. Results were expressed as percentages of the total response.

It was evident upon analysis of the Verbal Opinionnaire (in Appendix D) that there was a need for OWIAA members to come to a better common understanding of athletic recruiting and subsidizing. Over half of the respondents (64%) found the topic to be controversial and misunderstood by a great many in the OWIAA. The majority (77%) also felt that there was a need for change in athletic recruiting and subsidizing policies.

Responses indicated that there were several forms of conflict resulting from recruiting and subsidizing in the OWIAA. Conflict and obstacles confronting recruiting and subsidizing were mainly of a philosophical nature (65% assigned this item a very high ranking). Organizational conflict and financial obstacles were also noted as being significant.

The major strains on athletic recruitment and subsidization policies from internal groups and individuals were felt to exist with athletic administrators (33%) and coaches (33%). These groups were responsible for establishing and implementing the policies of the university, and they are directly affected by athletic recruiting and subsidizing policies.

The structure for athletic recruiting and subsidizing was felt to be decentralized by 83% of the respondents. This was perhaps, an indication that recruiting and subsidizing occurs at the grass roots level of the organization, and involves coaches, student athletes, and prospective student

athletes. This might also mean that recruitment and subsidization occur covertly, without the consent or even knowledge of athletic administrators.

Respondents suggested that control and supervision for athletic recruitment and subsidization should occur at the national and/or provincial level. The CIAU and OWIAA would be the appropriate supervisory bodies.

In recommending the best way to bring about the needed change 84% responded that a combination of change from above and below seemed to offer the best solution. This would indicate that policy formulation should involve representatives from all levels of the OWIAA.

Summary of Verbal Opinionnaire Responses

Representation: 12 universities

Coach	45%	OWIAA executive	5%
Athletic administrator	35%	Co-ordinator	15%

Representation by Coaches

Field hockey	16%	Track and Field	5%
Skiing	11%	Basketball	16%
Tennis	16%	Volleyball	37%

1. Recruiting and subsidizing of athletes in your region is:
 - (23%) fine as it is
 - (65%) needs a little change
 - (12%) needs drastic change
2. The ultimate goal or mission of recruiting or subsidizing in your region is:
 - (36%) agreed upon and well understood
 - (64%) controversial and misunderstood
3. The nature of conflict and obstacles confronting recruiting and subsidization in your region, ranked in order of significance is:
 - philosophical - very high (65%)
 - high (12%)
 - low (12%)
 - other (< 6%)
 - organizational - high (39%)
 - average (39%)
 - other (< 16%)

financial - high (31%)
 very low (39%)
 other (<16%)

technical - average (31%)
 low (46%)
 other (<8%)

public relations - low (21%)
 very low (43%)
 other (<15%)

4. The structure for recruiting and subsidizing in your region is:
 (17%) centralized
 (83%) decentralized
5. Control for recruiting should be in the hands of:
 (33%) national administrators (CIAU)
 (33%) state/provincial administrators (OWIAA)
 (20%) regional administrators (eastern, western)
 (14%) local administrators (individual university)
6. The role of the coach/teacher involved in sports/athletics in a recruiting and subsidizing situation and the role of the teacher/coach involved in a non-recruiting and subsidizing situation requires:
 (28%) the same types of individuals
 (28%) different types of individuals
 (44%) depends upon the situation
7. The major stress or criticism of recruiting and subsidizing outside of the system comes from:
 (6%) the general public
 (11%) the media
 (0%) parents
 (11%) amateur teams
 (0%) government
 (0%) professional teams
 (5%) alumni
 (63%) other universities
 (6%) other
8. The major strain or pressure from within the institution comes from:
 (11%) students overall
 (0%) male students
 (6%) female students
 (33%) administrators
 (33%) coaches
 (6%) male athletes
 (0%) female athletes
 (6%) alumni
 (6%) other

9. If change is required in your system, what is, in your estimation, the best way of bringing it about?
(5%) from above
(11%) from below
(84%) a combination of these
10. The program of recruiting and subsidizing in sports and athletics for men and women should be:
(32%) integrated
(16%) segregated
(23%) separate but equal
(29%) under the jurisdiction of the most qualified personnel
11. Structure of sports and athletics most conducive to increasing the educational benefit for students is:
(47%) sports/athletics is integrated into physical education
(0%) physical education integrated into sports/athletics
(11%) segregated physical education and sports/athletics
(42%) physical education and sports/athletics separate but equal, sharing some facilities and personnel

CHAPTER VI

MODIFIED DELPHI OPINIONNAIRE RESULTS

OWIAA representatives provided the researcher with valuable information through their participation in the two rounds of OWIAA opinionnaire. Participants in this investigation devoted many hours of their time while sharing their expertise about athletic recruitment and subsidization. The response rate for the final round of the written opinionnaire was 46% (n = 27).

The broad scope of information examined in this investigation necessitated a systematic approach to analysis and discussion. The results have been fractioned into sections identified by the SIR model (ultimate goal, conflicts and obstacles, etc.) for presentation. Within each section information has been discussed in chronological order, commencing with desirability, then probability, and impact. Each section is concluded by a summary which describes the past, present, and future projections for athletic recruitment and subsidization, as well as the influence of athletic role, and sport coached.

A. The Ultimate Goal or Mission of Athletic Recruiting

The OWIAA opinionnaire contained five statements that solicited opinions about the ultimate goal of athletic recruiting. Included were the following items:

- Item 1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program.
- Item 2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered.

- Item 3. Athletic recruitment to promote balanced competition within the league (OWIAA).
- Item 4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program.
- Item 5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes).

Past Desirability

OWIAA representatives indicated that in the past, individuals were opposed to contact with potential student athletes (Items 3,4), other than that which occurred as a result of the provision of factual information (Item 1), and as a result of the general publicity of the athletic program (Item 2). Apparently, recruitment was acceptable if it was initiated by the student. Almost 3/4 of the sample felt that athletic recruitment to develop a centre for excellence (Item 5) was quite undesirable.

Past Probability

The majority indicated that recruitment after the provision of factual material through active publicity, and in response to inquiries (Items 1,2) was unlikely in the past. There was consensus (2/3 majority) that the following forms of athletic recruiting did not occur in 1973: athletic recruiting to encourage league balance, recruiting to contact suitable athletes, and recruiting to develop a centre for excellence (Items 3,4,5).

Past Impact

The impact or significance of athletic recruiting as revealed through the examination of the ultimate goal was described by OWIAA representatives as minimal. Less than 1/4 indicated that there was some impact for the items examined.

Present Desirability

Attitudes regarding the present (1978) revealed an increased acceptability towards athletic recruiting, including the more active forms of recruiting. Respondents

felt that providing factual information to interested students, and actively publicizing the athletic program (Items 1,2) were desirable. The majority still felt that active athletic recruiting (Items 3,4,5) was undesirable, although this was felt less strongly than in 1973.

Present Probability

Respondents were in agreement that most OWIAA universities were presently providing information to potential student athletes (Items 1,2). This activity, however, conformed with the general university policy for attracting students. There was a dramatic shift toward the opinion that some universities were actively contacting athletes for their athletic program, and to develop as a centre for excellence in a particular sport (Items 4,5). Recruitment to encourage league balance (Item 3) was felt to be somewhat unlikely. For all items surveyed, there was a significant shift in the direction of increased probability.

Present Impact

The ultimate goal of athletic recruiting was generally identified as a significant issue for 1978. The single item for which there was not a clear indication of impact was athletic recruiting to promote balanced league competition (Item 3).

Future Desirability

Projections for the future (1983) revealed that publicity of the athletic program, and the provision of information (Items 2,1) would be very desirable methods of athletic recruiting. Opinion was divided in regard to the future desirability of active athletic recruiting (Items 3,4,5). There was a slight shift toward increased acceptability of active recruiting than that noted for 1978.

Future Probability

OWIAA respondents indicated that there would probably be an increase in all forms of athletic recruiting, even beyond

that considered desirable. The lone exception was that recruitment to encourage league balance (Item 3) would still be considered unlikely. The majority of respondents felt that actively contacting student athletes, and attempts to develop a centre for athletic excellence (Items 4,5) were likely activities.

Future Impact

The impact of the ultimate goal of athletic recruiting will likely remain significant in the future. In all instances, a slight increase over that depicted for 1978 was predicted.

Summary

OWIAA respondents had a very precise delineation of acceptable and unacceptable forms of athletic recruitment. Recruitment was perceived as being desirable when initiated by interested potential students. When the contact was initiated by university personnel, it was felt that perhaps the recruitment might not be in the best interest of the athlete as a student. Future projections revealed that recruitment would be regarded as desirable, except in the case of a university attempting to establish an elite team or a centre for excellence, which were still regarded as undesirable. Interestingly, coaches and athletic directors did not differ significantly in their opinions with the lone exception of athletic recruitment to promote league balance. Coaches felt this to be somewhat desirable, while athletic directors felt that this was undesirable. An examination of the responses of coaches revealed that basketball and swimming coaches felt recruitment to balance league competition was desirable, while track and field coaches felt this to be quite undesirable.

Previously, OWIAA representatives did not feel that any forms of athletic recruitment were likely occurrences. The majority thought that most forms of recruitment (with the exception of recruitment to balance league competition) were probable in the present, and even more likely in the future.

The predicted probability of recruitment to develop an elite team and centre for excellence was greater than the predicted desirability, and the predicted probability of recruitment to balance competition was less than the projected desirability. There were no differences in opinion between coaches and athletic directors in regard to the probability of these events. Track and field coaches thought that recruitment to balance competition and to contact suitable athletes for the athletic program was more likely than did the other coaches.

Athletic recruiting was regarded with very little significance in the past. The issue was relatively unknown to the OWIAA in 1973, but by 1978 had come to be important. Individuals continued to feel that the ultimate goal would be important in the future. The most notable issues would be recruitment to develop a centre for excellence, recruitment as contacting suitable athletes for the athletic program, and recruitment as responding to students who have indicated an interest. The opinions of coaches were not appreciably different than those expressed by athletic directors and administrators. Coaches of track and field teams felt that active publicity for the athletic program was of significance in attracting student athletes. Conversely, swimming coaches felt that publicity of the program was an insignificant issue.

B. The Conflicts or Obstacles Preventing Achievement of Goals

The OWIAA opinionnaire contained four statements that polled the opinions of the OWIAA respondents on the conflicts to athletic recruiting. The following items were included:

- Item 6. OWIAA coaches understanding the implications associated with athletic recruitment.
- Item 7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment).
- Item 8. Philosophical differences between universities in regard to athletic recruitment of female students.
- Item 9. Criticism of athletic recruitment based on factual knowledge.

Past Desirability

Consensus of opinion revealed that it was very desirable for coaches to understand the implications of recruiting, and for factual criticism (Items 6,9) to be expressed. Philosophical differences between OWIAA universities, and the behaviour of coaches contrary to athletic department philosophy (Items 8,7) were viewed by the vast majority as being undesirable occurrences.

Past Probability

Respondents indicated that it was unlikely that OWIAA coaches understood the implications of athletic recruiting (Item 6) in the past, or that criticism based on factual information was directed at athletic recruiting (Item 9). Consensus of opinion was not reached on the statement citing the possibility of the behaviour of coaches inconsistent with athletic department philosophy (Item 7). Philosophical differences between universities (Item 8) was thought to be somewhat likely.

Past Impact

OWIAA representatives indicated that the impact of obstacles to athletic recruiting was only slight in the past. There was an indication that philosophical differences between universities (Item 8) was regarded as being relatively important in the past. In general, athletic recruiting was perceived as being low key in nature in 1973.

Present Desirability

For 1978, the majority responded that it was very desirable for coaches to fully comprehend the dimensions of athletic recruiting (Item 6). Also, respondents felt that communication through criticism based on factual information (Item 9) was desirable. As in 1973, OWIAA representatives felt that philosophical differences between universities, and the behaviour of coaches being inconsistent with the philosophy of the athletic department (Items 8,7) were very undesirable.

Present Probability

Respondents expressed confidence that more coaches were realizing the consequences of athletic recruiting (Item 6). However, the behaviour of coaches (Item 7) had not changed appreciably from the previous situation of divided opinion. There was no significant increase in the probability of factual criticism, and the incidence of philosophical differences between universities (Items 9,8) than that reported for 1973.

Present Impact

For the present, there was a measurable increase in the amount of impact for all items over that noted for 1973. Coaches understanding the implications of recruiting, and philosophical differences between universities (Items 6,8) were noted in particular as very significant issues.

Future Desirability

Future forecasts revealed that attitudes were very similar to those reported for 1978 regarding the desirability and undesirability of obstacles to recruiting. There was no significant difference observed from the present to the future.

Future Probability

The majority felt that coaches would likely understand the consequences of athletic recruiting (Item 6) in 1983. This opinion likely reflects the position that most individuals in the OWIAA will have gained knowledge and experience in this aspect of athletics. Responses also indicated that factual criticism, philosophical differences between universities, and behaviour of coaches inconsistent with departmental philosophy (Items 9,8,7) would not become more likely than that described for the present.

Future Impact

Individual respondents noted that some impact would be felt for the behaviour of coaches inconsistent with athletic

philosophy, and for criticism based on factual material (Items 7,9). Coaches understanding the ramifications of recruiting, and philosophical differences between universities (Items 6,8) were described as being very important future issues. These sentiments did not vary significantly with that expressed for the present.

Summary

There was consensus of opinion in regard to the desirability of OWIAA coaches understanding the possible consequences of recruiting, open discussion, and criticism of policies and practices. Philosophical differences between universities and the behaviour of coaches inconsistent with athletic department philosophy were both viewed as being very undesirable. The possible explanation is that differing philosophies may lead to league imbalance because of the diverse nature of individual universities. Both coaches and athletic administrators responded similarly. Also, the coaches of team sports were in general consensus with the coaches of individual sports.

In the past, it was unlikely that coaches fully understood the implications of athletic recruiting because of the limited exposure to the subject. For the same reason, the behaviour of coaches was not judged to be inconsistent with departmental philosophy. There was an indication that philosophical differences between universities existed for all time periods. Present and future projections revealed that the probability of all items exceeded the predicted desirability, with the exception of criticism of recruitment based on factual knowledge. For this item, the probability was less than what was felt to be acceptable. There was no appreciable difference between the opinions of coaches and administrators regarding the conflicts and obstacles to athletic recruiting. Track and field and other individual sport (except swimming) coaches thought it very likely that coaches understood the implications of recruiting, while

swimming and volleyball coaches felt this to be less likely. Swimming coaches also thought that criticism of recruitment policies and practices, based on factual knowledge was very likely, while volleyball coaches thought this unlikely.

OWIAA respondents felt that previously, the conflicts and obstacles to athletic recruiting were insignificant. This opinion has changed for the present and future to somewhat significant, and very significant in the case of coaches understanding the implications of athletic recruiting. Coaches felt that criticism of recruiting was somewhat important; athletic administrators thought that this item was less important. Further analysis revealed that volleyball coaches felt it was significant for coaches to understand the implications of recruiting, while swimming coaches thought the issue to be of minor significance. Swimming coaches also felt that criticism of recruitment was of very great impact.

C. Significant Events in Athletic Recruitment

OWIAA opinionnaire items 10 to 19 identified activities that were associated with athletic recruiting. Included were the following statements:

- Item 10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn).
- Item 11. Elite athletes selecting a university where they can obtain competitive experience and recognition.
- Item 12. Elite athletes selecting a university primarily for the academic program offered.
- Item 13. Intercollegiate athletics for women, featuring a high powered competitive program.
- Item 14. Athletic recruitment by coaches within the league (OWIAA).
- Item 15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record.
- Item 16. Athletic recruitment in high visibility and spectator sports.
- Item 17. Athletic recruitment in low visibility and non-spectator sports.

Item 18. Athletic recruitment when league tiering occurs.

Item 19. Media coverage of high school sports and the identification of high school athletes.

Past Desirability

OWIAA representatives who were surveyed in this investigation felt that it was desirable for female athletes to select a university primarily for the academic program (Item 12), and that these students should be drawn mainly from the normal catchment area (Item 10). There were two groups of opinion as to whether or not it was desirable for student athletes to select a university for competition and recognition (Item 11). For 1973, the identification and media coverage of high school athletes (Item 19) were regarded as desirable activities, because this enhanced the position of athletics in the educational community. High powered athletics (Item 13) such as that involving international competition were viewed as being slightly undesirable. Respondents indicated that athletic recruiting was very undesirable when the coach became involved, and in high, and low visibility sports (Items 14,16,17).

Past Probability

It was likely that female athletes were drawn mainly from the catchment basin, and that they selected a particular university for academic reasons, as well as for the opportunity to compete and gain recognition (Items 10,12,11). It was judged improbable that athletics for women were of a high powered nature, or that OWIAA coaches were involved in athletic recruiting in 1973 (Items 13,14,16,17). The OWIAA respondents did not reach consensus as to whether or not coaches felt the incentive to recruit (Item 15) in the past. It is possible that responses reflect personal experiences of the individual situations with which the respondents were involved. Certainly, individuals relied on personal experience when answering the opinionnaire.

Past Impact

The majority felt that it was important for athletes to

select a university for the academic program (Item 12), rather than for athletic related reasons. The other items describing significant events were perceived as being insignificant in the past. This was probably a result of the low profile of intercollegiate athletics for women and athletic recruiting at that time.

Present Desirability

Responses for 1978 indicated that for the present, there was more acceptability for athletes selecting a university for their personal reasons, whether academic or athletic (Items 10, 11,12). OWIAA respondents felt that high powered athletics and the identification and media coverage of high school athletes (Items 13,19) were desirable events. Possibly, respondents felt that the status of athletics was elevated through exposure at both the high school and intercollegiate level. Athletic recruiting was still viewed as being undesirable in both high and low visibility sports (Items 16,17), when performed by the coach (Item 14), and when league tiering occurs (Item 18).

Present Probability

Those responding still felt that female athletes were drawn primarily from the catchment basin (Item 10). Conversely, elite athletes were more concerned with obtaining good competition and recognition than the academic program (Item 11), and were apt to select a university where these could be obtained. There was a shift in opinion from that expressed for 1973 to the position that OWIAA athletics were becoming high powered (Item 13) to some extent. Responses also indicated that it was likely that some recruiting was occurring in the OWIAA (Item 18); more than 3/4 cited the coach as being involved in recruiting (Item 14). Recruitment was also more likely in high visibility than low visibility sports (Items 16,17). Furthermore, media coverage was mentioned as a likely means for identifying prominent high school female athletes (Item 19).

Present Impact

Elite athletes selecting a university for competition and recognition, coaches experiencing incentive to recruit, and athletic recruiting when league tiering occurs (Items 11, 15,18) were noted as significant issues for 1978. All other items were noted as somewhat significant, which was slightly more impact than had been recorded for the past. These trends may reflect the increasing concern expressed by OWIAA members about athletic recruiting in the OWIAA.

Future Desirability

Projections for 1983 forecast that it would be desirable for female athletes to select a university for competitive experience and recognition, and also for academic reasons (Items 11,12). This was felt less strongly than in 1973, however. There was a definite indication that high powered athletics would be desirable (Item 13), and that media coverage of high school athletics (Item 19) would become very desirable by 1983. These situations were becoming evident in OUAA athletics and possibly, the OWIAA felt that it should receive a portion of media exposure. Respondents did not alter their sentiments from the present to the future in regard to the undesirability of athletic recruitment in high and low visibility sports, or when league tiering occurs (Items 16, 17,18).

Future Probability

Respondents predicted that the trend of most OWIAA athletes coming from the catchment basin (Item 10) would continue into 1983. Consensus of opinion (2/3) indicated that athletes would still consider academic criteria when selecting a university (Item 12), and the vast majority projected that elite athletes would most certainly be concerned with obtaining good competition and recognition (Item 11). Respondents forecast that high powered athletics (Item 13), and coaches responding to increasing incentives to recruit (Item 15) would lead to active efforts of

recruiting (Item 14). Athletic recruiting was thought likely to occur if league tiering happens (Item 18), and moreso in high visibility sports than in low visibility sports (Items 16,17). Media coverage of high school athletics (Item 19) was still foreseen as a very probable activity.

Future Impact

There was consensus achieved for several events related to athletic recruiting. For 1983 the following issues were viewed as being of great importance: athletes selecting a university for competitive experience and recognition, coaches experiencing incentive to recruit, high powered intercollegiate athletics, and league tiering (Items 11,15, 13,18). All other issues were perceived as being of some impact. The majority felt that these items were of greater impact than had been estimated for the present.

Summary

OWIAA representatives felt that it was desirable for the majority of student athletes to be drawn from the catchment area. This indicated that many individuals felt the athletic program should serve the needs of the students who live in the area. Respondents indicated that elite athletes should consider the academic and athletic programs when selecting a university. It had previously been felt that elite athletes should consider academic criteria only, but opinions shifted for the present and future to acceptability for elite athletes selecting a university where they can obtain good competition. High powered intercollegiate programs were undesirable in the past, but considered desirable for the present and future. In general, athletic recruiting (by coaches, in high and low visibility sports, when tiering occurs) was undesirable in the past, this changed to somewhat desirable for the present and future. Media coverage of high school sports was deemed quite desirable for all time periods. There were no significant

differences between the opinions of coaches and athletic directors for the significant events in athletic recruiting. In the analysis of coaches by sport, swimming coaches expressed divergent opinions from the other coaches. Swimming coaches felt that it was undesirable for athletes to be drawn solely from the catchment area, and for elite athletes to select a university for recognition. Swimming coaches also thought that it was very undesirable for coaches to recruit athletes. A possible explanation for these opinions is that high school swimmers are familiar with the swimming programs offered by universities, and select a university where they can obtain good coaching, which may take them out of the natural catchment area. This being the case recruitment by coaches would not be necessary or desired.

Most individuals felt that it was probable that the majority of student athletes would be from the catchment area. With the increasing emphasis on national and international athletics in Canada, the elite athlete has come into prominence. OWIAA respondents thought that elite athletes considered both the academic and athletic programs of a university in making a selection. Previously, it was felt that academic criteria was more likely the basis for the decision. High powered, competitive athletics were considered unlikely in the past, but likely in the present and future. Most individuals thought that athletic recruiting in its various forms (by the coach, in high and low visibility sports, with league tiering, coaches experiencing incentive to recruit) was unlikely in the past. Approximately 70% of the respondents thought recruiting was likely now, and almost 60% felt it would be very likely by 1983. Media coverage of high school athletics was considered unlikely in the past, but quite likely in the present and future. The responses of coaches and athletic administrators were similar except for the opinions in regard to tiering. Coaches felt that tiering was more likely while athletic directors were divided

in opinion. Swimming coaches felt that it was very unlikely that elite athletes selected a university for experience and recognition, and that recruiting by coaches was very likely. The coaches of other individual sports thought that recruitment in high and low visibility sports was unlikely. This opinion reflects their involvement with what are usually considered minor sports at the university.

Respondents perceived most issues to be of relatively minor impact in the past. There was some indication that elite athletes and their selection of a university was considered somewhat important in the past. For the present, all significant events in athletic recruiting were mentioned as being of some impact. For the future, many items were still felt to be significant. There were several items, notably elite athletes selecting a university, high powered competitive intercollegiate athletics, coaches experiencing incentive to recruit, and athletic recruiting in high visibility sports, that were described by respondents as being of very great importance. For all situations the responses of coaches did not differ from the responses of administrative personnel. The coaches of individual sports (other than track and field, and swimming coaches) felt that high powered athletics, and recruiting in high and low visibility sports were situations of minor importance. Basketball coaches thought that high powered athletics for women were of more impact than did the other coaches.

D. Significant Groups and Individuals in Athletic Recruiting

Qualitative analysis of the audio-interviews identified the numerous groups and individuals who were significant in athletic recruiting. The most commonly mentioned groups and individuals were chosen for inclusion in this section. The following items were contained in this section:

Item 20. Recruitment by female athletes enrolled in our university and satisfied with the athletic program.

- Item 21. Out of country trained athletes competing in the OWIAA.
- Item 22. Student athletes attending school in the United States because of recruitment efforts.
- Item 23. Emphasis on elite athletes due to national and international competition.
- Item 24. Recruitment time and travel expenses allotted to coaches by universities within the league (OWIAA).
- Item 25. Athletic recruitment occurring when coaches represent the university at tournaments, clinics, and high school banquets.
- Item 26. The athletic director being aware of the activity of coaches at OWIAA universities.
- Item 27. Our athletic department having knowledge of alumni activities (eg: the recruitment of female athletes).
- Item 28. The involvement of the high school liaison officer and/or registrar in athletic recruitment at our university.
- Item 29. The involvement of the president and/or vice president of our university in major decisions concerning athletic recruitment.

Past Desirability

OWIAA representatives felt that it was desirable for female athletes to recruit other student athletes (Item 20), since no enticement was offered. The majority felt that it was undesirable for foreign athletes to compete in the OWIAA (Item 21), and very undesirable for Canadian athletes to be drawn to American colleges because of recruitment efforts (Item 22). Opinion was divided as to the desirability of emphasizing elite athletes (Item 23). Respondents were strongly against allowing coaches recruitment time and travel expenses (Item 24), but they were slightly in favour of athletic recruitment occurring when coaches represented the university at athletic functions (Item 25). Individuals thought it was very desirable for the athletic director to be aware of the activity of coaches, and for the athletic department to be aware of alumni activity (Items 26,27). For 1973, respondents felt the involvement of the liaison officer or registrar in athletic recruiting (Item 28) was undesirable; however, the involvement of the university president in major athletic

policy decisions was desirable (Item 29).

Past Probability

Respondents indicated that in 1973, out of country trained athletes competing in the OWIAA and Canadian student athletes attending school in the United States because of recruitment efforts (Items 21,22), were both unlikely occurrences. The majority felt that female athletes did some recruiting, and that coaches were involved in recruiting when they represented the university at athletic functions (Items 20,25). OWIAA representatives were undecided as to the probability of elite athleticism being emphasized (Item 23). Responses also revealed that some OWIAA members felt the athletic director was aware of the activity of OWIAA coaches (Item 26), while others maintained that this was unlikely. A similarly undecided response pattern was observed for the issue of whether the athletic department had knowledge of alumni activities in 1973 (Item 27). In all probability, the opinions expressed about the athletic director and athletic department were indicative of the personal experiences of the respondents. It was deemed unlikely that coaches were allowed recruitment time and expenses, or that the liaison officer, registrar was involved in athletic recruitment at OWIAA universities (Items 24,28).

Past Impact

The respondents indicated that in general, the involvement of individuals and groups in athletic recruiting was not very significant in previous times. Those groups and individuals identified as being significant were presently enrolled student athletes, and coaches representing the university at athletic functions (Items 20,25). Both these items were described as the most probable forms of athletic recruiting in the past. Additionally, individuals indicated by their responses to the opinionnaires and audio-interviews that it was significant that the athletic director be aware of the activity of coaches (Item 26). There was very little

significance attached to the following items: out of country trained athletes, Canadian student athletes attending school abroad, and the issue of recruitment time and travel expenses for coaches in 1973 (Items 21,22,24). These trends suggest that athletic recruiting was not previously a concern in women's intercollegiate athletics.

Present Desirability

In the present situation, it was still perceived as undesirable for out of country athletes to compete in the OWIAA, and for Canadian student athletes to attend school abroad (Items 21,22). OWIAA representatives felt that recruitment via 'word of mouth' by presently enrolled female athletes was a very desirable mode of attracting student athletes (Item 20). Individuals still felt strongly that the athletic director should be aware of the activity of coaches and that the athletic department should know of alumni operations (Items 26,27). There was a shift in opinion to acceptance of involving the liaison officer in the recruitment policies of the university, and recruitment by the coach at athletic functions (Items 28, 25). There was divided opinion concerning the desirability of allotting recruitment time and travel expenses to coaches, and the desirability of emphasizing elite athleticism (Items 24,23). Individuals felt that the president of the university should be involved in major policy decisions such as those concerning athletic recruitment (Item 29). This sentiment was felt more strongly for the present than for the past.

Present Probability

Respondents indicated that for the present situation, there was a significant increase in the involvement with athletic recruitment for all groups: female students presently enrolled, coaches representing the university, and high school liaison personnel (Items 20,25,28). A significant increase was noted in the probability of Canadian student athletes attending school in the United States (Item 22), but the likelihood of foreign students competing in the OWIAA

(Item 21) remained low. OWIAA representatives described an increase to somewhat likely that there was emphasis placed on elite athleticism (Item 23). Respondents were divided as to the probability of recruitment time and expenses being provided for coaches (Item 24). There were significant increases in the likelihood of communication between athletic director and coach, athletic department and alumni, and the university president and athletic policy formulating bodies (Items 26,27,29). This may be an indication of closer control being exerted in OWIAA athletics.

Present Impact

For 1978, there was significantly more impact attributable to the involvement of groups and individuals in athletic recruiting. With the exceptions of foreign athletes competing in the OWIAA, and the involvement of the university president in major athletic policy decisions (Items 21,29), all issues were perceived as being of some significance. This represents an increase over the amount of impact noted for the issues in 1973.

Future Desirability

Looking to the future of athletic recruiting, OWIAA respondents expressed opinions that were very similar to those mentioned for the present. The desirability of athletic recruiting tended toward acceptance if performed by female students or the OWIAA coach acting within the confines of the position (Items 20,25). For 1983, the majority felt that it would be undesirable for foreign student athletes to compete in the OWIAA, and for Canadian student athletes to be enticed to American colleges (Items 21,22).

Future Probability

Although individuals expressed feelings that most items would be likely in 1978, there was a significant increase projected for the future. The majority felt that athletic recruiting by female students and the coach at athletic functions (Items 20,25) would become very probable. The

majority also indicated that the OWIAA will continue to emphasize elite athletes (Item 23) in 1983, despite the apparent loss of Canadian athletes to schools in the United States (Item 22). Out of country trained athletes competing in the OWIAA (Item 21) was still not regarded as a likely occurrence, although there was a significant shift in the direction of increased probability, indicating a lack of consensus among OWIAA representatives. Other likely occurrences for the future included recruitment time and expenses for coaches, and increased involvement by the liaison officer in the identification of potential athletes (Items 24,28). The majority continued to feel that it was likely that the athletic director would have knowledge of the activity of coaches, the athletic department would have knowledge of alumni activities, and the university president would be involved in policy formulation within the athletic department (Items 26,27,29).

Future Impact

Future projections for the impact or significance of items revealed that those items identified as significant for the present (Items 20,22,23,24,25,26,27,28) continued to remain significant for the future. Notably, the emphasis on elite athletes, Canadian athletes attending school abroad, and recruitment time and travel expenses for OWIAA coaches (Items 23,22,24) were mentioned as being very significant issues. Those items perceived as being less significant were the involvement of the university president, and out of country trained athletes competing in the OWIAA (Items 29, 21).

Summary

OWIAA respondents felt that recruitment by 'word of mouth' by female students was a very desirable means of attracting athletes. It was perceived as being somewhat undesirable for foreign students to compete in the OWIAA, and very undesirable for Canadian students to be enticed to

the United States because of scholarship offers. Individuals were divided on the issues involving recruitment time and expenses for coaches, and emphasizing elite athletes. Respondents felt that it was very desirable for athletic directors to be aware of the activity of coaches, and for the athletic department to know of alumni activities. There was a slight indication that it was desirable for coaches to recruit when representing the university at athletic functions. Individuals also thought it desirable to involve the liaison officer in recruiting because of the unique contact with high schools that the position entails. Many individuals also thought that the university president should be part of decision making about athletic recruiting. The responses of coaches and athletic administrators were similar with one exception. Coaches felt that the president should be involved in major decisions affecting athletics, and the athletic directors were divided on the issue. The coaches of individual sports (except swimming and track and field) were most strongly opposed to Canadian athletes attending school in the United States because of recruitment efforts, and they felt the involvement of the president of the university in athletic policy decisions was undesirable.

For most groups and individuals in athletic recruiting, there was a shift in the projected probability from the past to the present and from the present to the future in the direction of increased likelihood. Recruitment by female athletes was felt to be likely in the past, moreso in the present, and very likely in the future. Foreign athletes competing in the OWIAA was felt to be very unlikely in the past, somewhat unlikely for 1978, with split opinion about the future. Respondents felt that it was likely in the present and future that Canadian athletes would choose to attend schools in the United States because of recruitment efforts. This loss of athletic talent would become very evident because of the forecast emphasis on elite athletes occurring in the

present and future. Respondents to the opinionnaire also felt that recruitment time and travelling expenses for coaches in the OWIAA was unlikely in the past, but would become likely in the future. Individuals felt that for all three time periods, coaches did some recruiting while acting as representatives of the university. As in the audio-interviews, OWIAA members felt that the athletic director was aware of the activity of coaches. Respondents forecast in the future, that this situation would be more likely than in the past. For the present and future, respondents thought it likely that the athletic department was aware of the activity of alumni. The involvement of the high school liaison officer was thought to be somewhat unlikely in the past, and likely in the future, as the need for general student recruiting continues to grow. OWIAA respondents were divided in opinion as to the probability of involvement of the university president in policy formulating about athletic recruiting. For all situations involving significant groups and individuals, coaches and athletic administrators responded similarly. Swimming coaches and the coaches of other individual sports (excluding track and field) felt that recruitment by female athletes was slightly unlikely, while all other coaches surveyed felt this activity to be quite likely. Also, the coaches of individual sports (excluding swimming and track and field) indicated that it was likely that out of country trained athletes competed in the OWIAA. All other coaches considered this situation to be somewhat unlikely.

The issues identified as being of greatest significance for the present and future were emphasis on elite athletes, recruitment time and travel expenses for coaches in the OWIAA, and athletic recruitment when coaches represent the university at athletic functions. Recruitment by female athletes presently enrolled, and athletic directors being aware of the activity of coaches were felt to be somewhat significant for all three time periods. Respondents felt that the issue

involving out of country trained athletes competing in the OWIAA was only of slight importance in the past and present, and there was divided opinion expressed for the future. Canadian student athletes attending school in the United States because of recruitment efforts was felt to be insignificant in the past, but quite significant in the present and future. Similarly, the involvement of the university president and/or vice president was of slight impact in the past, but this had trended toward some impact for the present and future. The athletic department having knowledge of alumni activities, and the involvement of the high school liaison officer in recruitment were felt to be somewhat significant for the present and projected future. The responses of athletic administrators did not differ significantly from the responses given by coaches. This indicated that both groups had similar perceptions of the situation. There were differences between the responses of the coaches of the various sports. Swimming coaches felt that recruitment by presently enrolled female athletes and the involvement of the high school liaison officer in recruiting were issues of minor importance. Also, swimming coaches felt that athletic directors being aware of the activity of coaches was of less significance, than did the other coaches. The coaches of individual sports (other than swimming and track and field) felt that recruitment by female athletes was of slight significance, but that the involvement of the liaison officer in recruiting was very significant. Track and field coaches felt that emphasis on elite athletes was of slight importance. In general, the coaches of team sports felt all issues to be of greater impact than did the coaches of individual sports.

E. Social Stress (from outside the OWIAA)

The opinionnaire contained 4 items describing possible sources of stress to the OWIAA from external individuals and organizations. Included were:

Item 30. High school teachers and principals being concerned

about harassment of their female athletes by universities.

- Item 31. Pressure from the local media on our female teams to be successful in league competition.
- Item 32. Criticism of our policies (regarding athletic recruitment) by the public and media, based on comparisons of the success of the Canadian and American athletic systems.
- Item 33. Explicit recruitment rules and directives from the government to universities.

Past Desirability

Respondents felt that it was desirable for high school personnel to be concerned about their students (Item 30). Conversely, OWIAA members expressed strong feelings of undesirability for pressure, and criticism to be successful by the media and public, and for any control or direction initiated by the government (Items 31,32,33).

Past Probability

For the past, all items were described as unlikely occurrences. Since OWIAA members have indicated that athletic recruiting is a more recent development, and that previously athletics were of a low key nature, it seemed plausible that previously there was very little social stress.

Past Impact

All items relating to social stress were judged by the majority to have only minimal impact for 1973. Several individuals did feel that high school personnel being concerned about harassment of their athletes (Item 30) was of some significance.

Present Desirability

The majority still felt that it was desirable for high school teachers and principals to be concerned about their athletes (Item 30), and that government control (Item 33) was very undesirable. Pressure from the local media to be successful (Item 31) was still deemed undesirable, but less so than in the past. Responses showed that OWIAA members still considered criticism of athletic policies by the public and

based on comparisons between the Canadian and American athletic systems very undesirable.

Present Probability

Respondents indicated that the government still did not issue directives to the universities to control or supervise athletic recruiting (Item 33) in 1978. There was lack of consensus for high school teachers and principals being concerned about harassment of their students (Item 30). Pressure from the media (Item 31) was thought to be less unlikely than in the past, and a majority felt that criticism of athletic policies based on comparisons with the American athletic system was unlikely to come from the public and media (Item 32).

Present Impact

There was no significant change in sentiment for the impact of high school teachers and principals being concerned about harassment of their athletes, pressure from the local media to field successful teams, and explicit directives from the government to universities (Items 30,31,33). These items were perceived as being of only slight importance. There was a significant shift in opinion to the direction of some importance for the item describing criticisms based on Canadian-American comparisons (Item 32). This may be indicative of concern that the Canadian athletic system is being criticized for not following the trend of the American athletic system.

Future Desirability

There was very little change in opinion observed from the present to the future. Individuals still felt that it was desirable for high school teachers and principals to be concerned about their athletes (Item 30). All other items describing criticism and pressure from the media, public, and government (Items 31,32,33) were deemed very undesirable by over 2/3 of the respondents.

Future Probability

Individuals felt that the likelihood of criticism by the public and media based on Canadian-American comparisons (Item 32) would remain probable in the future. It was predicted that all other forms of social stress would become more probable than in the present. The majority felt that high school personnel would be concerned about recruitment harassment of their students (Item 30). Most individuals felt that pressure from the local media to be successful (Item 31) would increase, although this was still deemed improbable. It was interesting that almost half of the respondents felt that the government would provide directives to universities regarding athletic policies (Item 33).

Future Impact

All items relating to social stress continued to increase in importance. The majority felt that high school personnel becoming concerned about recruitment harassment of their students (Item 30) will have some impact in 1983, as will the social stress involving criticism of athletic policies by media and the public, based on Canadian-American comparisons (Item 32). Pressure from the local media to be successful, and explicit government rules were not perceived as having more than minimal impact (Items 31,33).

Summary

Respondents felt that social stress and pressure exerted by the public and media to field successful teams was very undesirable for all three time periods. Also, explicit rules and directives from the government, was felt to be a very undesirable occurrence. This indicated that perhaps, the OWIAA felt that it was best qualified to supervise intercollegiate athletics without government interference. Respondents did indicate that it was desirable for high school coaches and principals to be concerned about recruitment harassment of their students. Coaches and athletic administrators responded similarly for all items. The coaches representing the various

sports responded similarly, except for the item describing high school personnel being concerned about harassment of their students. Volleyball coaches thought this was very desirable, while basketball coaches felt this to be slightly undesirable.

OWIAA respondents felt that it was unlikely that the local media exerted pressure on women's teams to be successful. For the past, respondents indicated that criticism of athletic policies based on comparisons between Canadian and American athletic systems was somewhat unlikely, however, individuals felt that this was likely for the present and future. Respondents indicated that explicit recruitment rules and directives coming from the government were unlikely in the past and present, and there was split opinion concerning the future. It was felt that high school personnel had no need to be concerned about recruitment harassment of students in the past, but that they would become increasingly concerned in the present, and even moreso in the future. There was no difference noted in the responses of coaches and athletic administrators, revealing that these groups had similar perceptions of social stress. Also, there was no significant differences in the responses of the coaches of the various sports.

Respondents as a whole did not indicate that any forms of social stress were of great significance. Forecasts did indicate that high school coaches and principals being concerned about harassment of their athletes, and criticism based on comparisons between the Canadian and American athletic systems would be of some impact in the future. Although both groups felt the issue to be somewhat insignificant, athletic administrators attached more significance to regulations coming from the government than did coaches. For all other items of social stress, responses were similar. Swimming coaches felt that criticisms of athletic policies based on comparisons between Canadian and American athletic systems, and explicit directives and rules from the government were of very great impact. All other coaches felt these issues to be of slight impact only.

F. Constituent Strain (stress from inside the OWIAA)

The OWIAA opinionnaire contained 7 statements that solicited opinions about constituent strain relating to athletic recruiting:

- Item 34. Female athletes urging their athletic department to improve the athletic program.
- Item 35. The incidence of female athletes "shopping around" for the best offer from a university.
- Item 36. Pressure on our coaches to do something because of the effects of the recruitment practices of other universities in the OWIAA.
- Item 37. Coaches being more concerned with representing the league (OWIAA) at national championships than with league competition.
- Item 38. Strain between individuals at our university due to differing philosophies about athletic recruitment (eg: other members pressuring coaches to recruit or not recruit).
- Item 39. Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams.
- Item 40. The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students.

Past Desirability

Most individuals felt that it was desirable for female athletes to press for improvement of the athletic program (Item 34), and it was also deemed very desirable that university funds be allocated to improving the women's athletic program (Item 39). Conversely, it was felt that female athletes "shopping around" for the best offer (Item 34) and the altering of academic requirements to allow athletes to enroll (Item 40) were very undesirable circumstances. Strain between individuals at the university due to differing philosophies, coaches being more concerned with national than league competition, and pressure on the coach to do something because of the policies of other universities (Items 38,37,36) were also felt to be very undesirable. Individuals expressed almost unanimous consensus in these opinions, clearly indicating their feelings about athletic recruiting.

Past Probability

Most individuals felt that most of the situations that commonly accompany athletic recruiting did not occur in the past. Responses showed that female athletes "shopping around" for the best offer from a university, pressure on coaches due to the athletic recruiting policies of other universities, and the altering of academic requirements (Items 35,36,40) were not likely events. The majority indicated that it was unlikely that there were university funds allocated to improving the existing athletic program (Item 39) by obtaining better coaches, and more attractive schedules. Also, in the past, coaches were not very concerned with national competition (Item 37), the focus being the league level. As indicated previously in preceding items, athletic recruitment appeared to be low key in the past, and respondents felt that there was very little pressure on the coach to react to the recruitment practices of other OWIAA coaches (Item 36). Similarly, over 3/4 felt that strain between individuals at the university because of differing philosophies of athletic recruitment (Item 38) was minimal.

Past Impact

Individuals felt that in previous times, the significant issues involved improving the athletic program as a means of attracting student athletes. Respondents noted that female students urging for improvement in the athletic program, and allocating university funds to improve the athletic program (Items 34,39) were the most significant issues of 1973. Other issues, among them female athletes "shopping around" for the best offer, pressure on coaches to do something because of the activity of other coaches, coaches being more concerned with national than league competition, and philosophical differences between individuals at the university, and the altering of academic requirements to allow athletes to enroll as full time students (Items 35,36,37,38,40) were felt to be somewhat insignificant.

Present Desirability

Respondents felt very strongly that it was desirable for female athletes to urge for an improved athletic program, and for the university to allocate funds for athletic program improvement (Items 34,39). These attitudes did not differ significantly from those expressed for the past. Nor was there any change in opinion about the undesirability of pressure on the coach to counteract the activity of other coaches, coaches being more concerned about national than league competition, strain between individuals at the university because of differing recruitment philosophies, and the altering of academic requirements to allow athletes to enroll full time (Items 36, 37,38,40). There was a significant shift in opinion from very undesirable to undesirable for the item referring to athletes "shopping around" for the best offer (Item 35). This opinion was similar to that expressed earlier (Item 11), that elite athletes should seek out a university for competitive experience and recognition.

Present Probability

For all items there was a significant shift to the direction of increased probability, which could be interpreted as an indication of the OWIAA experiencing more constituent strain in the present than the past. Female athletes "shopping around" for the best offer from a university, female athletes urging improvement in the athletic program, and pressure on OWIAA coaches to do something because of the recruitment practices of other universities (Items 35,34,36) were described as somewhat probable. Consensus of opinion was not achieved by the OWIAA individuals who responded on the following issues: coaches being more concerned about national than league competition, and allocating funds to the athletic department to obtain better coaches, facilities, and more attractive schedules (Items 37,39). In the case of the latter item, the responses possibly reflect that for 1978 there was some strain experienced among individuals at the university due to differing athletic recruitment philosophies (Item 38), and that the

altering of academic requirements to allow athletes to enroll as full time students (Item 40) was somewhat unlikely.

Present Impact

The significance of situations relating to improvement of the athletic program (Items 34,39) remained high. Other issues that were felt to be of some impact were the incidence of female athletes "shopping around" for the best offer from a university, pressure on the coach to do something because of the practices of other coaches, coaches being more concerned with competition at the national than league level, and strain between individuals due to differing athletic recruitment philosophies (Items 35,36,37,38). There was divided opinion in regard to whether or not the altering of academic requirements (Item 40) was an issue of slight or some impact.

Future Desirability

There was a significant increase expressed in the direction of very desirable for the situations involving improvement of the athletic program (Items 34,39). For the following items there was almost unanimous agreement in respect to their undesirability: coaches being more concerned with national than league competition, strain between individuals at the university due to differing philosophies about athletic recruiting, and the altering of academic requirements to allow athletes to enroll as full time students (Items 37,38,40). Issues that involved the incidence of female athletes "shopping around" for the best offer and pressure on coaches to react to the recruitment activity of other coaches (Items 35,36) were clearly labelled as undesirable, yet, in both instances nearly one quarter of the respondents felt they were desirable occurrences.

Future Probability

The trend of increased probability observed for the present compared to the past situation continued to occur for the future of constituent strain items. There was no appreciable increase over the present noted for all items except for female athletes seeking improvements in the athletic program, and

pressure on coaches to react to the athletic recruitment practices of other coaches (Items 34,33).

Future Impact

Individuals felt that items would continue to have the same impact as had been indicated for the present. The lone exception was pressure on the coach to do something because of the recruitment practices of other coaches in the OWIAA (Item 36), which was described as being of great impact for 1983.

Summary

Respondents to the opinionnaire felt that it was very desirable for female athletes to urge for improvements in the athletic program, and that it was desirable for the university to allocate funds to improve the athletic program. Many individuals stated in the audio-interviews that athletes were more apt to be recruited by a good athletic program than by other means. Individuals felt that it was very undesirable for female athletes to "shop around" for the best offer in the past, and that it was undesirable for the present and the future. Respondents felt that it was very undesirable to alter academic requirements for student athletes for all three time periods. Strain between individuals at the university due to differing philosophies about athletic recruiting was judged to be very undesirable. Coaches being more concerned about national competition than league competition, and pressure on coaches to react to the recruitment policies of other universities were both deemed undesirable for all time periods. For all items of constituent strain, the opinions of coaches were similar to the opinions of athletic administrators. Swimming coaches felt that it was slightly desirable for athletes to "shop around" and that it was very desirable for the university to allocate funds to improve the athletic program. All other groups of coaches felt that it was very undesirable to alter academic qualifications, while swimming coaches felt that it was only somewhat undesirable. The coaches of other individual sports (with the exception of

swimming and track and field) felt that female athletes "shopping around" was very undesirable and that allocating university funds to upgrade the athletic program was only somewhat desirable.

Respondents were divided as to the probability in the past of female athletes urging for improvement in the athletic program. Most of the respondents felt this was likely in the present and future. Female athletes "shopping around" for the best offer from a university was thought to be very unlikely in the past but likely in the present and future. Likewise, respondents felt that it was improbable that there was pressure on the coach to respond to the recruitment policies of other universities in the past, however, this was considered probable in the present and future. OWIAA representatives felt that it was improbable for the past that coaches were more concerned with national than league competition. For the present and future, there was divided opinion. Respondents felt that it was unlikely that strain among individuals at the university occurred in the past, this feeling changed to likely for the present and future. There was divided opinion as to the probability of upgrading the athletic program through university funds for the present and future, but individuals felt this was unlikely in the past. The altering of academic requirements for athletes was deemed unlikely for all time periods. Coaches and athletic administrators responded similarly for all items involving the probability of constituent strain. Track and field and swimming coaches expressed divided opinion in regard to the probability of female athletes urging for improvement in the athletic program. All other coaches felt that this was a probable occurrence. Swimming coaches also differed significantly from other coaches in their response for the altering of academic requirements for athletes, by indicating that this was a likely occurrence.

The issues involved as constituent strain were not felt to be of great significance. Female athletes urging for improvements in the athletic program, and the allocation of

university funds to upgrade the athletic program were both considered to be of some impact for all time periods. The altering of academic requirements to allow athletes to enroll as full time students was felt to be neither significant or insignificant for all time periods. Respondents indicated that female athletes "shopping around", strain between individuals at the university due to differing philosophies, pressure on coaches to do something in response to the recruitment policies of other universities, and coaches being more concerned with national than league competition were all considered to be of slight impact for the past, but of some significance for the present and future. Athletic administrators and coaches responded similarly. The coaches of the various sports did not differ significantly in their responses, with the exception of tennis coaches, who felt that female athletes urging for improvement in the athletic program was of less impact than did the other coaches.

G. Management Techniques, Control, and Recommended Changes

The OWIAA opinionnaire examined 7 items that dealt with management, control and planning for the future. Among these items were:

- Item 41. Communicating university policy regarding athletic recruitment to coaches.
- Item 42. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport.
- Item 43. The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors.
- Item 44. Controlling athletic recruitment in the OWIAA by regulations which are self enforced.
- Item 45. The attempt by the OWIAA to provide an operational definition of athletic recruitment.
- Item 46. Recruitment of athletes being a way of life for most coaches in the OWIAA.
- Item 47. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic recruitment).

Past Desirability

OWIAA respondents felt that it was very desirable for the OWIAA to examine athletic recruiting, to establish guiding regulations, and to communicate these to the member universities and coaches (Items 41,43,47). In addition, individuals felt that providing an operational definition for athletic recruitment (Item 45) was a very desirable outcome. Controlling athletic recruiting by regulations that are self enforced (Item 44) was judged to be somewhat desirable. Recruitment of student athletes when coaches are allowed to make decisions pertaining to their sport, and recruitment of athletes becoming a way of life in the OWIAA (Items 42,46) were both described as very undesirable by the majority. A small minority of 1/5 of the respondents did feel that these two situations were somewhat desirable, however.

Past Probability

For the past, OWIAA representatives indicated that there were no explicit rules and directives outlining the enforcement policies relating to athletic recruitment (Item 47). It was also determined improbable that the OWIAA attempted to provide an operational definition of athletic recruiting (Item 45) as clarification for member institutions. Responses indicated that athletic recruiting was controlled somewhat by self enforced regulations (Item 44). Opinion was divided as to whether or not the OWIAA dealt with athletic recruiting to the satisfaction of OWIAA members (Item 43). For the past, it was probable that university policy about recruiting was communicated to coaches (Item 41). There was consensus of opinion that athletic recruiting as a way of life in the OWIAA, and recruitment by coaches allowed to make decisions relating to their sport (Items 46,42).

Past Impact

The majority felt that communicating university policies to coaches (Item 41) was the most significant issue of the past, and this item was described as being somewhat significant by the majority. There was divided opinion indicating a lack

of consensus on the following issues: athletic recruiting when coaches are allowed to make decisions in their sport, controlling recruiting by self enforced regulations, and the OWIAA attempting to operationally define athletic recruiting (Items 42,44,45). Individuals felt that the formulation of explicit rules for athletic recruiting, and the OWIAA providing an operational definition and otherwise regulating athletic recruiting (Items 47,45,43) were of little significance in the past.

Present Desirability

For the present, the desirability of most issues (Items 41,42,43,44,45,46) did not alter appreciably from that expressed for the past. Individuals continued to feel that it was very desirable for the OWIAA to investigate athletic recruitment, and to provide an operational definition and enforcement directives (Items 43,45,47). There was a significant increase in the direction of very desirable for the OWIAA forming explicit rules and directives outlining the enforcement policies of the OWIAA. Respondents thought this was a very desirable occurrence for 1978.

Present Probability

In several instances, the projected probability did not differ significantly with that expressed for 1973. Communicating university policy regarding athletic recruitment to coaches, the OWIAA dealing with recruitment to the satisfaction of coaches and athletic directors, and controlling athletic recruiting by self enforced regulations (Items 41, 43,44) remained unchanged. Almost unanimous consensus showed that the OWIAA was attempting to provide an operational definition for athletic recruitment (Item 45) and almost 3/4 felt the OWIAA was attempting to formulate explicit rules and directives to outline recruitment enforcement policies (Item 47). Athletic recruitment when coaches are allowed to make decisions about their sport (Item 42) was termed slightly probable, and recruitment of athletes as a way of life (Item 46) was judged to be improbable.

Present Impact

For almost all issues describing management, control and recommended changes, there were projected increases in the impact. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport, the OWIAA dealing satisfactorily with athletic recruitment, athletic recruitment self controlled by regulations, the OWIAA attempting to operationally define athletic recruitment, and the formulation of explicit guidelines and directives outlining acceptable behaviour in regard to athletic recruitment, and communicating university policy to coaches (Items 42,43,44,45,47,41) were all described as having some impact. Only the issue involving recruitment becoming a way of life in the OWIAA (Item 46) was felt to be of slight impact.

Future Desirability

Projections for 1983 revealed that OWIAA respondents did not feel that the issues pertaining to management control and change would become more significant than as expressed for the present. In many instances, desirability remained the same for the three time periods.

Future Probability

The majority felt that the OWIAA would very likely formulate explicit rules and directives for athletic recruiting (Item 47) in the future, and that the OWIAA would attempt to operationally define athletic recruiting (Item 45). Most individuals felt that the OWIAA would very likely deal with athletic recruiting to the satisfaction of OWIAA members (Item 43). Individuals were again undecided about athletic recruiting when coaches were allowed to make their own decisions about their sport (Item 42), but the majority did indicate that recruitment may likely become a way of life in the OWIAA (Item 46). There was lack of consensus expressed for self control of recruitment (Item 44), indicating that many individuals were sceptical as to whether or not this could be achieved. Responses showed that coaches would very likely be

informed of the recruitment policies of the university.

Future Impact

The issues forecast as being of the greatest impact in the future were: communicating university policy to coaches, the OWIAA dealing with recruitment to the satisfaction of members, and the formulation of explicit rules and directives by the OWIAA (Items 41,43,47). The issues of athletic recruitment when coaches were allowed to make decisions relating to their sport, controlling recruiting by self enforced regulations, recruitment of athletes becoming a way of life in the OWIAA, and the OWIAA attempting an operational definition of recruiting (Items 42,44,46,45) were projected as being of some impact.

Summary

For all time periods, respondents felt that it was very desirable for the OWIAA to attempt an operational definition for athletic recruiting and for the OWIAA to deal with athletic recruitment. It was also deemed very desirable for university policy regarding athletic recruitment to be communicated to coaches. Respondents felt that it was undesirable for athletic recruitment to occur when coaches were allowed to make decisions pertaining to their sport, and for recruitment to become a way of life in the OWIAA. Opinionnaire replies indicated that OWIAA members thought it desirable for the OWIAA to formulate explicit rules and directives outlining enforcement policies, and that these policies should be self enforced by the OWIAA. The opinions of coaches and athletic administrators did not differ significantly. Both groups were in favour of the OWIAA taking action to regulate athletic recruiting. The responses of the various coaches also reflected consensus about the need for action.

OWIAA representatives felt that it was probable that athletic recruitment policies of the university would be communicated to coaches. Individuals were unable to reach consensus as to whether or not recruitment occurred when coaches were allowed to make decisions pertaining to their sport, but most individuals agreed that recruitment as a way of life

in the league was very unlikely in the past, unlikely in the present, but probable in the future. There was divided opinion in regard to whether or not recruitment could be controlled by self enforced regulations. For the past and present, respondents were split as to the likelihood of the OWIAA dealing with athletic recruitment to the satisfaction of members, but most felt that this would be likely in the future. Respondents felt that the OWIAA did not attempt an operational definition of recruiting or formulate explicit rules and directives for recruiting in the past. These activities were described as likely for the present and the future. Coaches and athletic administrators were alike in their responses. The coaches of the various sports also expressed similar opinions with one exception. Swimming coaches felt that it was likely that recruitment of athletes would become the way of life in the league, while volleyball coaches and track and field coaches felt that it was unlikely that this would come about.

Respondents felt that it was quite important to communicate university policy regarding athletic recruitment to coaches for all time periods. Athletic recruitment when coaches are allowed to make decisions for their sport was thought to be insignificant in the past, but significant in the present and future. Similarly, recruitment becoming a way of life in the OWIAA was felt to be an unimportant issue in the past and present, and somewhat important for the future. OWIAA representatives described the formulation of rules and directives, and the attempt to provide an operational definition of recruiting as insignificant for the past, but significant for the present and future. Respondents thought that it would become significant in the present and future for the OWIAA to deal with recruitment to the satisfaction of members, and for athletic recruitment to be regulated by self enforced controls. Athletic directors felt that the OWIAA dealing with recruitment to the satisfaction of members was of greater significance than did coaches, who were divided on the issue. For this same issue, the coaches of individual sports (excluding track and

field and swimming) felt there was very great impact involved, while other coaches responded that the issue was somewhat significant.

A. The Ultimate Goal or Mission of Athletic Subsidization

There were 4 items describing the ultimate goal of athletic subsidization.

- Item 1. Subsidization to provide an opportunity for athletes to attend university by giving financial assistance.
- Item 2. Subsidization to keep Canadian athletes at Canadian universities.
- Item 3. Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities.
- Item 4. Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability.

Past Desirability

For the past, subsidization to provide opportunity to attend university by providing financial assistance, subsidization of one elite team to maintain the athletic program, and subsidization as reimbursement for skill (Items 1,3,4), were deemed very undesirable situations by the majority. Also, subsidization to keep Canadian athletes at home (Item 2) was felt to be somewhat undesirable.

Past Probability

Individuals responded that subsidization as reimbursement of athletic skill, subsidization of one elite team so as to maintain and extend educational opportunities, and subsidization to provide opportunity through offering financial assistance (Items 4,3,1) were judged as very improbable. OWIAA representatives also felt that subsidization to keep Canadian athletes at home was somewhat unlikely.

Past Impact

The majority of respondents indicate that the items relating to the ultimate goal of athletic recruiting were relatively unimportant in the past.

Present Desirability

Opinions shifted from very undesirable to lack of consensus concerning the desirability of subsidization to provide opportunity through financial assistance, and subsidization to keep Canadian athletes at Canadian universities (Items 1,2). Subsidization of one elite team to maintain the program, and subsidization as reimbursement for exceptional ability (Items 3,4) remained very undesirable.

Present Probability

In all instances there was a predicted increase in the probability of occurrence for the items. It was still felt that subsidization of one elite team to maintain the program and subsidization as reimbursement (Items 3,4,) were unlikely. There was divided opinion in regard to the likelihood of subsidization to provide opportunity and subsidization to keep Canadian athletes from attending school abroad (Items 1,2).

Present Impact

Subsidization to provide opportunity through financial assistance and subsidization to keep Canadian athletes in Canada (Items 1,2) were accorded some impact by the majority. Respondents also felt that subsidization of one elite team to maintain the athletic program, and subsidization as reimbursement for exceptional athletic ability (Items 3,4) were still considered relatively unimportant.

Future Desirability

There was no appreciable change expressed in the desirability of items in the future over what had been determined for the present.

Future Probability

There were increases evident in the direction of increased probability for all items. Respondents forecast that subsidization to provide opportunity and subsidization to keep Canadian athletes at Canadian universities (Items 1,2) were somewhat likely. There was lack of consensus indicating two schools of thought on whether or not subsidization of one elite team

to maintain the athletic program, and subsidization as reimbursement for exceptional ability (Items 3,4) were probable.

Future Impact

Respondents forecast that subsidization to provide opportunity, and to keep athletes at Canadian universities (Items 1,2) were the issues of greatest significance. Both were judged to be of some impact. There was lack of consensus on subsidization of one elite team, and as reimbursement for athletic ability (Items 3,4).

Summary

Athletic subsidization as providing an opportunity through the offer of financial assistance was very undesirable in the past. For the present and future, there was split opinion, indicating that many individuals had shifted their opinions to somewhat desirable. Subsidization to keep Canadian athletes at Canadian universities was not regarded as a desirable activity in the past. However, for the present and future, many individuals had changed their opinions to somewhat desirable, creating two distinct groups of opinion. Subsidization as reimbursement for athletic skills, and subsidization of one elite team were felt to be very undesirable for all times. There was no significant difference noted between the responses of athletic administrators and coaches. Nor was there any difference among the responses of the various coaching groups.

Respondents felt that subsidization to provide the opportunity for athletes to attend university was unlikely in the past, but this would become likely in the future. Subsidization to keep Canadian athletes at Canadian universities was also felt to be unlikely in the past, but probable in the future. Subsidization of one elite team and subsidization as reimbursement for athletic skills were felt to be very unlikely in the past, somewhat unlikely in the present, with divided opinion expressed for the future. For all items,

coaches and administrators responded similarly. Swimming coaches felt that it was probable that subsidization as reimbursement for athletic skills occurred, while other coaches felt this to be unlikely.

Subsidization to keep Canadian athletes in Canada was felt to be of some impact for the present and future, and of slight impact for the past. Respondents indicated that subsidization to provide an opportunity for athletes by offering financial assistance was somewhat important for the future, but was insignificant in the past. Subsidization as reimbursement for athletic skills, and subsidization of one elite team were described as insignificant for the past and present, and only slightly more significant for the future. The responses of coaches and athletic administrators revealed similar perceptions. Swimming coaches did feel that subsidization as reimbursement for athletic skills was an important issue.

B. The Conflicts or Obstacles Preventing Achievement of Goals

There were 3 issues identified as possible obstacles to achieving a suitable policy for athletic subsidization.

Included were the following statements:

- Item 5. OWIAA coaches understanding the implications associated with athletic subsidization.
- Item 6. Philosophical agreement between universities about athletic subsidization.
- Item 7. Criticism of athletic subsidization based on factual knowledge.

Past Desirability

In the past, it was very desirable for coaches to understand the implications associated with athletic subsidization, and for philosophical agreement among universities. (Items 5,6). Factual criticism of athletic subsidization (Item 7) was judged as relatively desirable.

Past Probability

There was divided opinion about the probability of OWIAA

coaches understanding the implications of subsidization (Item 5). Respondents felt that philosophical agreement between OWIAA universities about athletic subsidization (Item 6) was somewhat unlikely as was criticism of athletic subsidization based on factual knowledge (Item 7).

Past Impact

There was divided opinion for all items describing the conflicts associated with athletic subsidization. No clear consensus was evident as to the degree of impact for the items.

Present Desirability

There was no significant change observed for items from the past to the present. All issues were judged to be very desirable outcomes.

Present Probability

There was a clear indication for the present that OWIAA coaches understood the implications of subsidization and criticism of subsidization based on factual information was occurring (Items 5,7). Respondents still felt that philosophical agreement between universities about subsidization (Item 6) was improbable.

Present Impact

Clearly, consensus was achieved on the issues involving the conflict or obstacles of athletic subsidization. In all instances, the majority felt that the issue was somewhat significant for 1978.

Future Desirability

Forecasts for the future indicated that OWIAA representatives still considered OWIAA coaches understanding the implications of subsidization, philosophical agreement between universities, and criticism based on factual knowledge (Items 5,6,7) to be very desirable.

Future Probability

Respondents felt that OWIAA coaches understanding the implications of subsidization, and criticism of subsidization based on factual knowledge (Items 5,7) were still likely

occurrences. Philosophical agreement between universities was still felt to be unlikely.

Future Impact

All issues were still forecast as being of some impact. There was no appreciable change recorded from the present to the future situation in the OWIAA.

Summary

Respondents felt that it was very desirable for all time periods that OWIAA coaches understood the implications of athletic subsidization, and that there was philosophical agreement between universities about subsidization. Criticism of athletic subsidization based on factual knowledge was felt to be desirable in the past and present, and a very desirable occurrence for the future. In the audio-interviews, OWIAA members had indicated that they hoped in the future that the OWIAA would openly debate the pros and cons of athletic subsidization, and clear the air. Athletic directors felt that criticism of athletic subsidization was very desirable, while coaches felt that this was somewhat desirable. Swimming coaches felt that philosophical agreement between universities was only somewhat desirable, compared to the other coaches, who indicated that this was very desirable.

Most of the opinionnaire respondents felt that it was likely for the present and future that OWIAA coaches would understand the implications of athletic subsidizing. Individuals indicated that it was unlikely that there was philosophical agreement between universities about subsidization for all the time periods. Respondents felt that criticism of athletic subsidization based on factual knowledge was improbable in the past, but considered likely in the present and future. Coaches indicated that it was probable that OWIAA coaches understood the implications of subsidizing, while athletic directors were divided as to the probability of this item. There was no difference in the responses of the various coaches.

OWIAA coaches understanding the implications of subsidizing athletes, philosophical agreement between universities, and criticism of subsidization based on factual knowledge were all considered somewhat important for the present and future. There was divided opinion concerning the past impact of these items. Coaches and athletic administrators had similar perceptions of impact for these issues. Also, the coaches of the various sports did not differ in opinion.

C. Significant Events in Athletic Subsidization

The OWIAA opinionnaire contained 6 statements describing the prominent events associated with athletic subsidization. The following items were examined:

- Item 8. Preference given to athletes over other students in the academic program in the selection for part time employment.
- Item 9. Equitable distribution of third party scholarship athletes throughout the league (OWIAA).
- Item 10. Athletic subsidization being offered to students by coaches within the league.
- Item 11. Athletic subsidization in high visibility and spectator sports.
- Item 12. Athletic subsidization in low visibility and non-spectator sports.
- Item 13. In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications.

Past Desirability

Over 2/3 of the respondents felt that athletic subsidization being offered by coaches, preference given to athletes over other students in the selection for part time employment, and athletic subsidization in both high and low visibility sports (Items 10,8,11,12) were very undesirable occurrences. The majority felt that it was desirable that Third Party scholarships be equitably distributed throughout the league (Item 9), and that athletic participation be taken into consideration in the awarding of financial awards (Item 13).

Past Probability

According to responses, athletic subsidization was very improbable in the past (Items 10,11,12), and it was unlikely that athletic skill or participation was taken into consideration in the awarding of financial aid (Item 13). Nor did athletes receive preferential treatment over other students in the awarding of part time employment (Item 8). OWIAA coaches and athletic directors felt that there was probably not equitable distribution of Third Party scholarships to OWIAA member institutions (Item 9).

Past Impact

All items were described as being relatively insignificant in the past. OWIAA respondents felt that subsidization was not a concern of the league (Items 8,9,11,13), particularly in low visibility sports and involving the coaches (Items 12,10).

Present Desirability

The majority felt that it was still very undesirable to give preference to athletes over other students in the selection for part time employment, for the coach to offer subsidization to students, and in high and low visibility sports (Items 8,10,11,12). Individuals were also in agreement that there should be equitable distribution of Third Party scholarships among OWIAA universities (Item 9). There was a clear indication that respondents felt that a contribution to the university through athletics should be taken into consideration along with other criteria in the granting of financial awards (Item 13).

Present Probability

For the present, a majority determined that quite possibly, preference was given to athletes over other students in the awarding of financial aid (Item 8). All other situations involving significant events in athletic subsidization were judged to be improbable.

Present Impact

In all instances, respondents felt that the significant events described would increase in impact for the present over that noted for the past. Employment preference given to athletes over other students, equitable distribution of Third Party scholarships, subsidization offered to students by coaches, and subsidization in high visibility sports (Items 8, 9,10) were thought to be significant issues. Athletic subsidization in low visibility sports, and athletic ability being considered a criterion when awarding financial aid (Items 12,13), were still felt to be of slight impact.

Future Desirability

The desirability of the significant events in athletic subsidization did not change notably over that described for the present. Equitable distribution of Third Party scholarships (Item 9) remained undesirable over all time periods. Other items cited as being very desirable over the three time periods were: athletic subsidization offered by coaches, and subsidization in high and low visibility sports (Items 10,11, 12).

Future Probability

The majority felt that preference would be given to athletes over other students in the selection for part time employment (Item 8), and that subsidization in high visibility sports (Item 11) was likely to occur. Along with this, respondents forecast that athletic considerations would be included among the criteria for awarding financial aid (Item 13). OWIAA representatives predicted that equitable distribution of Third Party scholarships (Item 9), and the coach involved in the offering of scholarships (Item 10) would both be somewhat unlikely. It was deemed improbable that there would be subsidization in the so called low visibility, non-spectator sports (Item 12).

Future Impact

For the future, there was no significant increase over

the present in the importance of the following: preference given to athletes over other students in the hiring for part time employment, equitable Third Party scholarship distribution, athletic subsidization being offered by coaches, and in high visibility sports (Items 8,9,10,11). These issues were cited as being of definite impact for the future. The impact of subsidization in low visibility sports, and athletic ability as a consideration when awarding financial aid (Items 12,13) were unresolved issues, with individuals taking stances in two distinct groups, probable and improbable.

Summary

Athletic subsidization in high and low visibility sports was felt to be very undesirable by respondents. Subsidization was also thought to be very undesirable when offered to students by the coach. These opinions were consistent over the past, present, and future. Individuals felt that it was very undesirable in the past, and somewhat undesirable for the present and future, that preference be given to athletes over other students in the selection for part time employment. Respondents thought that equitable distribution of Third Party scholarships, and athletics being taken into consideration along with academics as criteria for the awarding of approved subsidization, were desirable outcomes for the past, present, and future. Athletic administrators held similar perceptions to coaches in regard to the desirability of significant events. OWIAA coaches, with the exception of swimming coaches felt that subsidization being offered by coaches was very undesirable. Swimming coaches regarded this activity as somewhat undesirable.

Respondents indicated that in the future, it was likely that preference would be given to athletes over other students in the selection for employment at the university, and that athletics would be taken into consideration along with academics in the selection for financial awards. Individuals

felt that it was unlikely that subsidization would occur in low visibility sports, or in high visibility sports in the past and present. There was an indication that subsidization in high visibility sports will be probable in the future. Most of the respondents felt that subsidization being offered by OWIAA coaches was very unlikely in the past, and somewhat unlikely for the present. There was split opinion regarding the probability of this activity occurring in the future. Respondents did not feel for any of the time periods that equitable distribution of Third Party scholarships was likely. The opinions of coaches and administrators did not differ significantly as to the probability of significant events. Swimming coaches felt that it was unlikely that preference was given to athletes over other students in the selection for employment, and that equitable distribution of Third Party scholarships was likely. The coaches of individual sports (excepting track and field and swimming) thought that athletic subsidization in low visibility sports was very unlikely, and that Third Party scholarships were equitably distributed throughout the league.

The events identified as being of impact for the present and future were preference to athletes over other students in the selection for employment, equitable distribution of Third Party scholarships, athletic subsidization offered by coaches, and subsidization in high visibility, spectator sports. These events were perceived as being of slight impact in the past. Athletic subsidization in low visibility sports and the inclusion of athletic criteria along with academics for consideration for financial awards, were both not considered to be significant for any of the time periods. For all events, the opinions of coaches and athletic administrative personnel were similar. The coaches of individual sports (other than track and field and swimming) thought that equitable distribution of Third Party scholarships and preference given to athletes in the selection for employment were of slight impact only, but that athletic subsidization in high visibility

sports was of some impact. The various coaches had different perceptions of athletic subsidization, ranging from favouritism of athletes in the selection for part time employment, to subsidization being offered by coaches. Their responses indicate the areas that they perceived to be important.

D. Significant Groups and Individuals in Athletic Subsidization

OWIAA opinionnaire items 14 to 17 in the section on subsidization solicited opinions about individuals likely to be associated with athletic subsidization. The following items were included in this section:

- Item 14. Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes.
- Item 15. Individuals in the community providing scholarships and bursaries for female athletes based on academic criteria.
- Item 16. Subsidization by American schools reducing the quality of athletes attending Canadian universities.
- Item 17. Government involvement (Third Party scholarship funding for athletes) at our university.

Past Desirability

Previously, it was very undesirable for elite Canadian athletes to be drawn to American schools by scholarship offers, and for benefactors to become involved by providing scholarships to female athletes at the university (Items 16,14). Individuals in the community providing scholarships based on academic criteria to female athletes, and Third Party scholarship funding for athletes (Items 15,17) were described as desirable occurrences.

Past Probability

In the past, it was very improbable that members of the athletic department were approached by benefactors desirous of providing subsidization to athletes and that subsidization by American schools reduced the quality of athletes attending OWIAA universities (Items 14,16). The majority also felt that scholarships based on academic criteria offered by individuals

in the community (Item 15) was an unlikely occurrence. There was lack of consensus regarding the probability of Third Party scholarship funding at OWIAA universities (Item 17).

Past Impact

All issues were described as being of slight impact by more than 2/3 of the respondents. Presumably, athletic subsidization was not a significant issue in the past.

Present Desirability

OWIAA respondents were unable to achieve consensus in regard to the desirability of benefactors, with the intent of offering financial assistance to athletes, approaching members of the athletic department about this possibility (Item 14). For the present, individuals still felt that subsidization of Canadian athletes by American schools (Item 16) was very undesirable. Individuals felt that Third Party scholarships based on academic criteria sponsored by individuals in the community (Items 17,15) were desirable.

Present Probability

There was a predicted increase in the probability of all items relating to the significant individuals and groups in subsidization. The vast majority still felt that it was improbable that benefactors approached athletic department personnel in regard to providing athletic scholarships (Item 14). Opinions shifted somewhat toward the direction of increased probability, creating a lack of consensus for individuals providing scholarships based on academic criteria, and subsidization by American schools reducing the quality of athletes attending Canadian universities (Items 15,16). There was an indication by the majority that government involvement in athletic subsidization (Item 17) was somewhat likely at their university in 1978.

Present Impact

Respondents felt that the issues were of greater significance in the present than the past, when little impact was attributed to individuals and groups in athletic

subsidization. For the present, all issues were felt to fall between slight and some impact.

Future Desirability

The desirability of all items did not increase or decrease over what was reported for the present situation. Individuals did not expect that their feelings towards subsidization would change for the future.

Future Probability

Individuals were in consensus (2/3 majority) that the following situations were likely in the future: community members providing scholarships to athletes based on academic criteria, subsidization by American schools reducing the quality of athletes at Canadian universities, and government involvement through Third Party scholarships (Items 15,16,17). A slight majority determined that it was somewhat probable that benefactors would approach athletic personnel concerning the possibility of offering subsidization to athletes (Item 14) in the future.

Future Impact

The trend of increasing significance observed for the present continued into the future situation. The majority felt that all items were significant for the future.

Summary

OWIAA representatives felt that subsidization of Canadian athletes by American schools was very undesirable for the past, present and future. Benefactors approaching the athletic department about the possibility of providing athletic scholarships was described as very undesirable for the past and slightly undesirable for the present and future, although there was a small group of individuals who felt this was somewhat desirable. There were no objections to individuals in the community providing academic based scholarships to athletes for all time periods. Likewise, respondents felt that Third Party scholarship funding was quite desirable. Coaches thought that academic scholarships for athletes coming

from members in the community were more desirable than did administrators. Coaches also felt that subsidization of Canadian female athletes by American colleges was very undesirable, while athletic administrators felt this was somewhat undesirable. The coaches of swimming and basketball were opposed to subsidization of Canadian athletes by American schools, but not as strongly as the other coaches.

Benefactors approaching university personnel about the possibility of athletic scholarships, was very unlikely in the past, and somewhat unlikely in the present. Individuals did feel that this was somewhat likely for the future. Respondents indicated that academic based scholarships for athletes from individuals in the community was improbable in the past, but this would become probable in the future. Subsidization offered Canadian athletes by American schools was thought to be unlikely in the past, and likely in the future. There were two groups of opinion indicated for the present, as individuals were divided about the probability of this occurring. Government Third Party scholarships were believed to be unlikely in the past, and likely in the present and future. Coaches and administrators had similar feelings about the probability of groups and individuals being involved in athletic subsidization. The coaches of the various sports did differ in opinion on several issues. The coaches of individual sports (other than track and field and swimming) thought that subsidization of Canadian athletes by American schools, and individuals from the community providing funding for academic scholarships for athletes were likely occurrences, while the other coaches were less inclined to feel these activities were probable. Swimming coaches felt these occurrences were quite unlikely.

Respondents indicated that government involvement through Third Party scholarships was the only activity having significance for the present. For the future, benefactors offering scholarships to athletes, members of the community offering academic scholarships, subsidization by American schools, and government involvement were all thought to be somewhat

significant. These same issues were felt to be of slight significance in the past. The opinions of coaches and athletic administrators were alike. The coaches of individual sports felt that benefactors approaching the athletic department about the possibility of subsidizing athletes, and individuals from the community offering academic scholarships for athletes were of greater impact than did the coaches of the other sports. Volleyball coaches felt that these issues were of the least significance.

E. Social Stress

One item that surveyed opinion about the social stress on athletic subsidization was included in the opinionnaire. The following item was examined:

Item 18. Criticism from the public and media about the effects of our policies relating to athletic subsidization.

Past Desirability

Criticism from the public and media about the effects of athletic subsidization (Item 18) was felt to be desirable by some and undesirable by others in the past.

Past Probability

A 3/4 majority felt that criticism of subsidization by the media and public (Item 18) was unlikely in the past.

Past Impact

The issue was described as being relatively insignificant in the past.

Present Desirability

There was still lack of consensus regarding the desirability of criticism of the universities' policies by the media and public (Item 18).

Present Probability

Individuals felt that criticism of university policy regarding subsidization by the media and public (Item 18) was somewhat likely for the present.

Present Impact

There was a definite shift in opinion in the direction of slight to some impact for the issue describing social stress.

Future Desirability

There was no noted change in opinion regarding the desirability of criticism of subsidization policies by the media and press (Item 18). Individuals were still unresolved in their opinions.

Future Probability

Respondents felt this particular form of social stress would be likely to occur in the future.

Future Impact

OWIAA representatives indicated that for the future, the issue would be of some stress only.

Summary

There was lack of consensus about the desirability of criticism from the public and media about the policies of athletic subsidization for all time periods. Coaches and athletic administrators responded similarly. Also, the coaches of the various sports did not differ significantly in opinion.

Respondents felt that criticism of policies relating to subsidization by the public and media was unlikely in the past, but would become likely in the present and future. There was no significant difference noted between the responses of coaches and administrative personnel, and between the responses of coaches of the various sports.

There was little impact for criticism of policies relating to subsidization by the public and media, noted for the past. For the present and future, respondents were divided in opinion. As a group, coaches did not differ significantly from administrators in opinion. However, swimming coaches and the coaches of other individual sports (excluding track and field) felt that criticism of policies by the public and media was a significant issue.

F. Constituent Strain (stress from inside the OWIAA)

The OWIAA opinionnaire contained two statements describing possible sources of internal conflict about athletic subsidization. Included were the following items:

- Item 19. Strain among individuals at our university due to differing philosophies about athletic subsidization (eg: pressure to subsidize or not subsidize).
- Item 20. Criticism of our policies relating to athletic subsidization by other universities in the OWIAA.

Past Desirability

For the past, respondents felt that strain among individuals due to differing philosophies, and criticism from other universities (Items 19,20) were very undesirable.

Past Probability

There was consensus of opinion that criticism of university policy relating to athletic subsidization and strain among individuals at the university due to differing philosophies of athletic subsidization (Items 20,19) were unlikely occurrences.

Past Impact

Constituent strain was perceived as being of slight impact in 1973.

Present Desirability

Strain among individuals at the university due to different philosophies about subsidization (Item 19) was still felt to be very undesirable. Criticism of university policies relating to subsidization (Item 20) was described as somewhat undesirable.

Present Probability

The majority still felt that constituent strain in the form of criticism of policies and differing philosophies among individuals (Items 20,19) were somewhat unlikely.

Present Impact

Criticism of university policies by other universities

(Item 20) was still felt to be somewhat insignificant. There was lack of consensus for the issue dealing with strain among individuals at the university due to differing philosophies of athletic subsidization. Some individuals thought the issue to be of slight impact, while others thought it was of some impact.

Future Desirability

There was no change in opinion about the undesirability of constituent strain involving criticism from other universities, and strain among individuals at the university due to differing philosophies (Items 20,19).

Future Probability

Future projections revealed that there was lack of consensus concerning the probability of strain among individuals due to differing philosophies (Item 19). A majority felt that criticism of university policy by other university members in OWIAA (Item 20) would be likely.

Future Impact

Both items were perceived by many OWIAA representatives as being more important than in the present. The resultant lack of consensus indicated that many individuals felt the issues to be of slight impact while others felt that constituent strain for 1983 was of some impact.

Summary

Strain among individuals at the university due to differing philosophies about subsidization, and criticism of policies relating to subsidization were both considered very undesirable for all time periods. Athletic administrators expressed opinions that were similar to those expressed by coaches. Swimming coaches differed from the other coaches by indicating that strain among individuals at the university was only somewhat undesirable.

Respondents felt that strain among individuals at the university due to differing philosophies about subsidization was improbable in the past. There was divided opinion about

the probability of this activity in the present and future. Criticism of university policies relating to subsidization, by other universities was thought to be unlikely in the past, but becoming somewhat likely in the future. There was no difference among the responses of the various coaches or between the opinions of coaches and athletic administrators.

There was only slight impact attributed to strain between individuals at the university, and criticism of policies by other universities in the past. Respondents were divided as to whether there was slight or some impact involved for the present and future. Coaches and athletic administrators had similar perceptions of impact. Swimming coaches felt that criticism of policies by other universities was quite significant, while volleyball coaches and the coaches of other individual sports (excepting track and field) felt this activity to be quite insignificant.

G. Management Techniques, Control, and Recommended Changes

Audio-interview responses identified 5 issues associated with athletic subsidization. The most frequently cited responses were:

- Item 21. Athletic subsidization when coaches are allowed to make decisions pertaining to their sport.
- Item 22. The OWIAA as a regulatory body dealing with athletic subsidization to the satisfaction of coaches and athletic directors.
- Item 23. Subsidization controlled by regulations that are self enforced by the OWIAA.
- Item 24. The attempt by the OWIAA to provide an operational definition of athletic subsidization.
- Item 25. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidization).

Past Desirability

The majority felt that athletic subsidization was very undesirable when coaches are allowed to make decisions pertaining to their sport (Item 21). Respondents thought

self enforced regulations as a means of controlling athletic subsidization in the OWIAA was slightly undesirable. Most OWIAA respondents felt that it was desirable for the OWIAA to operationally define athletic subsidization, and to formulate explicit rules and directives and otherwise regulate athletic subsidization (Items 24,25,22).

Past Probability

There was consensus of opinion indicating that all situations were unlikely in the past. This result was also obtained from the audio-interviews.

Past Impact

For 1973, individuals responded that all issues were of slight impact. This could possibly be attributed to the low key nature of athletic subsidization in the past.

Present Desirability

There was a marked increase in the desirability of the OWIAA attempting to provide an operational definition for athletic subsidization, and explicit rules and directives to outline the enforcement policies for subsidization (Items 24, 25). The majority felt these occurrences to be very desirable. Conversely, subsidization when the coaches are allowed to make decisions pertaining to their sport (Item 21) was perceived as less undesirable than in the past. The desirability of the OWIAA regulating subsidization (Item 22) and the undesirability of subsidization controlled by self enforced policies (Item 23) remained unchanged.

Present Probability

The likelihood of subsidization when coaches are allowed to make decisions, subsidization controlled by self enforced regulations, and the attempt of the OWIAA to operationally define athletic subsidization (Items 21,23,24) did not change significantly from the past. There was an appreciable increase to somewhat probable that the OWIAA was in the process of formulating rules and directives to control

subsidization (Item 25). The OWIAA regulating subsidization to the satisfaction of OWIAA members (Item 22) shifted from very unlikely in the past, to somewhat unlikely for the present.

Present Impact

OWIAA representatives felt that the issues involving management techniques, control, and change were of slightly more importance than was described for the past. In all instances, there was a significant shift in the direction of some impact.

Future Desirability

Future projections revealed that the OWIAA attempting to define athletic subsidization and the formulation of regulations and directives to control subsidization (Items 24,25) would be very desirable for 1983. The desirability of all other items remained relatively unchanged.

Future Probability

There was no predicted change in the improbability of athletic subsidization when coaches are allowed to make decisions pertaining to their sport, and subsidization controlled by self regulation (Items 21,23). Individuals felt that the OWIAA would probably attempt an operational definition for subsidization, and formulate enforcement policies (Items 24, 25) by 1983. There was lack of consensus as to whether or not the OWIAA would deal with subsidization to the satisfaction of OWIAA members (Item 22).

Future Impact

For 1983, the amount of predicted impact for the following issues remained unchanged: subsidization when coaches make decisions pertaining to their sport, the OWIAA dealing with subsidization to the satisfaction of members, and subsidization controlled by self enforced regulations (Items 21,22,23). The attempt by the OWIAA to define subsidization, and the formulation of rules and directives

to control subsidization (Items 24,25) were projected as being very significant in the future.

Summary

Respondents felt that subsidization when coaches are allowed to make decisions pertaining to their sport, was very undesirable in the past, and somewhat undesirable for the present and future. Individuals felt that the OWIAA attempting to define athletic subsidization, and formulating rules and directives to enforce subsidization policies were very desirable outcomes for all time periods. Also, the OWIAA regulating subsidization to the satisfaction of coaches, was felt to be somewhat desirable for all times. There was lack of consensus as to the desirability of controlling subsidization by self enforced regulations. The responses of coaches and athletic administrators did not differ significantly. However, swimming coaches felt that the OWIAA dealing with subsidization, and formulating rules and directives to enforce policies, were undesirable activities.

It was unlikely for all times, that subsidization occurred when coaches were allowed to make decisions pertaining to their sport. Respondents also felt that it was unlikely in the past and present that the OWIAA dealt with subsidization to the satisfaction of members. There was some indication that this activity would likely occur in the future. For the present and the future, respondents felt that the OWIAA would attempt to operationally define subsidization, and formulate enforcement policies. These activities were deemed unlikely in the past. There were two groups of opinion, indicating a lack of consensus for subsidization controlled by self enforced regulations. For all issues describing management, control, and change, coaches and administrators responded similarly. Swimming coaches thought that subsidization was likely when coaches were making decisions for their sport, and that the formulation of explicit rules and directives outlining subsidization policies was unlikely. On the other hand,

volleyball coaches felt that the OWIAA would likely formulate rules and directives to enforce subsidization policies.

Most of the respondents felt that management, control, and change in athletic subsidization was of slight impact in the past. There was lack of consensus regarding the impact of subsidization when coaches make decisions for their sport, and subsidization controlled by self enforcement, for the present and future. The OWIAA attempting an operational definition, and formulating enforcement rules and directives for subsidization were felt to be significant issues for the present and future. Track and field coaches thought that it was likely that the OWIAA as a supervisory body would deal with athletic subsidization to the satisfaction of members, while swimming coaches felt that this was unlikely. For all items, the responses of coaches as a group did not differ significantly from the opinions expressed by athletic administrators.

CHAPTER VII

ACTION

At the time this investigation was initiated, the OWIAA was without a specific policy statement regarding athletic recruitment and subsidization. Many OWIAA members wished to formulate policies to control these activities, however, they experienced difficulty in establishing the need for change, and in gaining the support of the OWIAA collectively.

This investigation was undertaken to assist the OWIAA in its attempt to regulate athletic recruitment and subsidization by applying the principles of evaluation research to the decision making process. Specifically, this study examined the attitudes and beliefs of OWIAA members about athletic recruitment and subsidization in the OWIAA.

Semi directed focused interviews were conducted with OWIAA members to identify the relevant issues in athletic recruitment and subsidization. The SIR model formed the basis for the audio-interviews, and respondents were asked to comment on the desirability, probability, and impact of issues for three time periods, the past (1973), the present (1978), and the future (1983). Two rounds of follow up written opinionnaire examined the key issues in an attempt to build consensus on items. A final report made available to the OWIAA resulted from analysis of audio interviews and written opinionnaire responses.

Evaluation and Forecast

Qualitative data collection by audio-interviews revealed that individuals considered athletic recruiting as a methodology for attracting students to a particular institution. Most respondents felt that speaking to potential students and actively publicizing the athletic

program were acceptable behaviours. Individuals defined athletic subsidization as offering financial enticement to students. There were two views expressed about the rationale of subsidization. One view implied that subsidization attracted athletes to the university. The other view saw subsidization as reimbursement for contributions to the university.

The ultimate goal of recruiting and subsidizing was to get elite athletes to the university, and to produce highly successful teams. Viewed separately, the goal of recruiting was described as making people aware of what the university has to offer by actively publicizing. The ultimate goal of subsidizing was to help students to attend university by offering opportunity through financial assistance.

Respondents felt that inequalities would be created if some teams recruited and/or offered subsidization, while others did not. Universities could over power the league by choosing to attract elite athletes. In addition, the loss of athletes to the United States because of scholarship offers posed a threat to the OWIAA. Individuals commented that they experienced personal conflict over recruitment and subsidization, and that there was antagonism between individuals due to differing philosophies.

Declining enrollment, and the emphasis on high school liaison were foreseen as significant events for the future of the OWIAA. Also, individuals were suspicious of other coaches, and felt that if they were recruiting and subsidizing, the rest would have to do likewise just to stay abreast in competition. Tiering was also felt to put pressure on coaches and teams.

Several respondents pointed out in the audio-interviews that presently, there were no control mechanisms for recruiting and subsidizing in the OWIAA. Individuals felt that the OWIAA has to take a stand, make definitions, and control recruiting and subsidizing through an enforcing unit.

The coach was mentioned as the most significant

individual involved in recruiting and subsidizing. Respondents indicated that presently enrolled student athletes, and graduated athletes (alumni) could be active in recruitment. The high school liaison officer was noted as a significant contact between the university and the high school.

There was minimal stress reported coming from external sources. Possibly, pressure was put on teams to do well by the media and public in some university communities. Internal conflict in the OWIAA was felt to occur because of the differing philosophies of the representatives of the various universities. Athletic directors complained about coaches recruiting on their own, and not keeping the department notified of their activities. Financial restrictions were also cited as being obstacles, because without financial backing the athletic department cannot hope to upgrade the program and attract athletes.

Audio-interview respondents felt that the OWIAA should discuss and openly debate recruitment and subsidization. Other respondents mentioned that it was necessary to make rules and to get a working document.

Interestingly, 90% of the respondents felt that recruiting was occurring in the league, and 60% replied that this was desirable. Only 30% felt that subsidizing was taking place, and 55% felt that this was bad.

Analysis of the Verbal Opinionnaires revealed that there was a need for OWIAA members to come to a better understanding of athletic recruiting and subsidizing. Over half of the respondents (64%) found the topic to be controversial and misunderstood. A further 77% felt that there was a need for change in recruiting and subsidizing policies.

Conflict and obstacles to recruiting and subsidizing were mainly philosophical, organizational, and financial in nature. The major internal strain was felt to exist with athletic administrators and coaches.

The structure for athletic recruiting and subsidizing was described by the majority as being decentralized. Respondents suggested that control for recruiting and subsidizing should

occur at the national and/or provincial level(s). In recommending the best means of bringing about change, respondents replied that a combination of change from above and below seemed to offer the best solution.

The modified Delphi opinionnaire responses provided valuable information about the desirability, probability, and impact for 72 items formulated from audio-interview responses. Individuals also expressed their opinions for the past, the present, and the future.

OWIAA respondents thought that acceptable forms of athletic recruiting involved providing factual information to interested students, and actively publicizing the athletic program. Recruitment to develop a centre for excellence was regarded as undesirable. Respondents thought that universities would continue to actively publicize athletic programs and provide information to students. There was also an indication that recruitment to contact elite athletes would be likely in the future. Publicity of the athletic program, and recruitment as contacting elite athletes were identified as the most significant issues for the future.

Respondents felt that it was desirable for coaches to understand the implications of athletic recruiting, and for coaches to abide by the policies of the university. Philosophical differences about recruiting between universities were regarded as very undesirable. In the future, coaches would likely understand the implications of recruiting better than in the past. For all time periods, respondents felt that philosophical differences between universities were unavoidable. The important issues for the present and future were coaches understanding the implications of recruiting, and factually based criticism of recruiting.

Respondents felt that most of the female athletes should come from the catchment basin, but that elite athletes should select a university for the academic and athletic program. Also, media coverage of high school athletes was felt to be desirable for all time periods. Athletic recruiting was

described as somewhat desirable for the future. Respondents forecast that most athletes would be from the catchment basin, with the exception of elite athletes who would select a university for the athletic program offered. High powered intercollegiate athletics, complete with recruitment of athletes in high visibility sports and media coverage of high school athletics was foreseen as probable in the future. Most respondents felt that tiering would occur in the present, and future. Elite athletes selecting a university for athletic reasons, coaches experiencing incentives to recruit, and recruitment by coaches were viewed as the events of most significance for the future.

Recruitment by female athletes was described as a very desirable activity. Respondents also felt that it was desirable for the athletic director to know about the activity of coaches, and for the athletic department to know about alumni activities. Recruitment of Canadian athletes by American colleges was felt to be very undesirable. In the future, female student athletes would very likely do some recruiting of athletes. Canadian athletes would still be drawn to American colleges by active recruiting efforts. Individuals felt that elite athletes, who had previously received little attention, would be the focus of attention in the present and future. In the present and future, it was probable that the athletic director was aware of the activity of OWIAA coaches. The issues that were felt to have the greatest significance for the future were the emphasis on elite athletes due to national and international competition, recruitment time and travel expenses for coaches, and athletic recruiting by coaches acting as representatives of the university at athletic functions.

Social stress from the media and public was felt to be very undesirable. Also, government intervention was described as being very undesirable for all time periods. Criticism from the public and media based on comparisons between the American and Canadian athletic systems, was felt

to be a probable occurrence for the future. Also, it was described as probable that high school personnel would become concerned about harassment of their athletes in the future. Social stress was not felt to be an issue of great significance for any time period.

Respondents felt that it was desirable for the university to allocate funds for improvements in the athletic program, and for female athletes to urge for such improvements. The altering of academic requirements to accommodate athletes, and coaches being more concerned with national competition than league competition were felt to be very undesirable. Philosophical strain between individuals at the university, and pressure put on coaches to recruit were also viewed as very undesirable. Respondents felt that it was somewhat likely for the future that funds will be allocated for improving the athletic program and that athletes will urge for these improvements. There will likely be pressure on coaches to counteract the recruitment practices of other universities in the present and future. Also, some respondents felt that female athletes would look for the best offer from a university. Previously, there was very little strain among individuals at the university, due to philosophical differences. Strain was likely to be evident in the present and future. The issue of greatest impact was pressure on coaches to counteract the recruitment policies of other universities, and female athletes "shopping around" for the best offer from a university. Allocating university funds for improvements to the athletic program was considered to be of some impact.

Individuals felt that it was very desirable for coaches to know the athletic policies of the university. OWIAA members felt that it was very desirable for the OWIAA to deal with recruitment to the satisfaction of members by operationally defining recruiting, and formulating rules to outline enforcement. Recruitment by coaches, and recruitment becoming a way of life in the league were termed as undesirable. Respondents

socialship throughout the league

felt that coaches would be aware of the policies of the university for all time periods. For the future, individuals thought that the OWIAA would regulate recruiting by providing a working definition and directives and rules for enforcement. Individuals felt that possibly, recruitment could become a way of life in the OWIAA. The important issues for the present and future were identified as, the formulation of enforcement policies, the attempt to operationally define recruiting, the OWIAA regulating recruitment to the satisfaction of members, and recruiting controlled by self enforced regulations. For the future and present, it was also determined that university athletic policies being communicated to coaches was a significant issue.

Athletic subsidization was described as very undesirable when it was offered to provide opportunity, to attract elite athletes, and as reimbursement. Some individuals felt that subsidization to keep Canadian athletes in Canada was acceptable. Respondents thought that subsidization to provide opportunity through financial assistance, and to keep athletes in Canada was somewhat likely in the future. Two issues were identified as being of significance, subsidization as offering financial assistance to athletes, and subsidization to keep athletes in Canada.

Most respondents felt that it was very desirable for coaches to understand the implications associated with subsidization, and for factual criticism to be expressed. Philosophical agreement about subsidization was also described as being very desirable. Individuals felt that coaches would understand the consequences of subsidizing, and that criticism would be expressed in the present and future. Philosophical agreement, criticism of subsidization, and coaches understanding the implications of subsidization were all established as significant activities for the present and future.

OWIAA members felt that athletic contributions should be taken into consideration along with academic criteria in the awarding of financial awards. Respondents felt that equitable distribution of Third Party scholarships throughout the league

was desirable for all time periods. Athletic subsidization as offered by the coach, and in high and low visibility sports was described as very undesirable. Preferences to athletes in the awarding of employment at the university was also felt to be very undesirable. Individuals felt that athletics would be part of the criteria for awards in the future, and that athletes would receive preference in the selection for part time employment. Athletic subsidization was not felt to be likely, except for the future in high visibility sports. The significant issues were equitable distribution of Third Party scholarship athletes, and subsidization being offered by the coach, especially in high visibility sports.

Subsidization of Canadian athletes by American schools was judged to be very undesirable for all time periods. Government scholarship funding for athletes was acceptable, as was subsidization from members of the community, providing the scholarship was based on academic criteria. Individuals felt that the quality of athletes attending OWIAA institutions would be reduced in the future because of scholarships offered by American schools. Third Party scholarship athletes would probably be at most OWIAA universities in the future. Also, scholarships based on academic criteria for athletes would probably be made available by individuals in the community in the future. Respondents felt that all issues referring to significant groups described would be somewhat important in the future.

Criticism from the public and media due to athletic policies relating to athletic subsidization was judged to be likely in the present and future. Individuals were unable to decide whether or not this would be desirable. Social stress was not felt to be significant for any time period.

Philosophical strain among individuals at the university, and criticism of subsidization policies were both

considered to be significant and undesirable.

judged as very undesirable. Criticism of policies by other universities was described as somewhat probable for the future. Both issues were not felt to be of significance.

Respondents felt that athletic subsidization when coaches are allowed to make decisions about their sport was undesirable. Attempts by the OWIAA to define subsidization, and to formulate policies for enforcement were judged to be desirable. OWIAA members felt that the OWIAA acting as a regulatory body for subsidization was a desirable event. The OWIAA attempting to operationally define subsidization, and the formulation of rules and directives outlining enforcement policies were felt to be likely in the future. Only issues relating to the OWIAA's attempt to define and regulate subsidization were judged to be of significance for the present and future.

Conclusions

The OWIAA was well represented in this investigation by OWIAA members. Of the 15 universities included in this study, 12 were represented in the audio-interviews, 14 were represented by the Verbal Opinionnaire, 12 were represented on the first round of the written opinionnaire, and 13 were represented on the second round of written opinionnaire. It should be pointed out that there were many individuals involved in only one or two instances of data collection, as well as approximately 10 individuals who participated in all four instances. In this respect the response rate is actually greater than the 46% who responded on the final round of written opinionnaire. Despite the involvement of somewhat different response groups the results obtained from the interviews, and the opinionnaires were consistent.

From analysis of the responses, it became evident that OWIAA members held strong opinions and beliefs about athletic recruitment and subsidization. Generally, OWIAA members felt that recruitment by publicizing the program and speaking to interested students was desirable and likely.

Recruitment as actively seeking out athletes was not a desirable activity, but most felt that it would become likely. All forms of recruitment were likely to occur by 1983.

Intercollegiate athletics for women are becoming significant as competitiveness increases. This was felt to be a healthy growth, but respondents perceived that the associated emphasis on national competition and elite athletes will likely affect the OWIAA adversely.

Subsidization for most OWIAA members was philosophically unacceptable, when provided by the university. Government Third Party scholarships were felt to be desirable. It was hoped that these scholarships would entice Canadian athletes to remain in Canada and participate in intercollegiate programs. OWIAA members did not feel that these government scholarships effectively stopped the drain of Canadian athletes to American colleges.

There were no major differences of opinions noted between athletic administrators and coaches (Hypothesis 1). This result is significant in that it indicates that both the higher and lower levels of the OWIAA perceived the situation similarly, and they had similar attitudes towards recruiting and subsidizing.

The analysis of coaches by sport (Hypothesis 2) revealed that swimming coaches and the coaches of other individual sports (except track and field) held attitudes and beliefs that were significantly different from the other coaches. Their attitudes were more accepting of recruiting and subsidizing, and they felt that both activities were occurring within the league. Further investigation would be necessary to determine why these responses were divergent from the other coaches.

There was a consistent trend in respect to time (Hypothesis 3). The desirability of most activities relating to recruitment and subsidization did not change over time. The little change that did occur was in the direction of increased desirability. Athletic recruiting and subsidizing

were perceived as unlikely in the past, possible or probable for the present, and quite likely in the future. The impact of most items gradually increased from the past to the present, to the future. Several items, which were judged to be the most significant events, experienced distinct increases in the amount of impact forecast for the present and future.

Recommendations for the OWIAA

OWIAA members have clearly indicated which items they regarded as being desirable, as well as those items most likely to occur if the present situation is continued. Also, by commenting on the impact of items, members have identified the priority items that should be examined and dealt with.

This information is now in the possession of OWIAA members. The organization has a clear picture of how individuals felt about athletic recruitment and subsidization. This information has been gathered so that it can be utilized in decision making and policy formulation. Hopefully, the ensuing discussion of this material will lead toward affirmative action that will increase the effectiveness with which the OWIAA governs intercollegiate athletics.

Many individuals were concerned with the philosophical differences among individuals at the university, and among member institutions. The results of this investigation should be evaluated in regard to how well they reflect the stated philosophy of the OWIAA (on page 15). Perhaps it is time to assess whether actual behaviour is consonant with the OWIAA's philosophy. If there is discrepancy, then possibly a review of behaviour and/or philosophy is warranted. This in itself might be justification for further investigation of the OWIAA.

Future Research

The following areas identify potential topics for related future research.

1. The ability of the modified Delphi Technique to forecast can only be validated via longitudinal investigation of the predictions. Replication of this study in 1983 (5 years hence) would allow evaluation of the accuracy of forecasts, as well as determine how well respondents perceived the present and future.
2. The data from this investigation is being stored at the SIR/CAR archives, University of Windsor. Many other interactions between variables could be examined with the existing data. The following questions could be investigated: (1) Is there any difference in the attitudes and beliefs of part time coaches and full time coaches? (2) How much consensus was gained from the first round to the second round of written opinionnaire? and (3) Did the number of years of involvement in the OWIAA or at a particular institution influence the attitudes and beliefs of OWIAA members?
3. Several interesting results emerged that could be pursued further. Respondents felt that tiering, which was implemented to allow for the discrepancy in competition, actually encouraged recruiting rather than discouraging it. This issue could be delved into further detail. Also, despite the government scholarships, Canadian athletes are still being drawn to the United States. An investigation could determine why this is occurring, and how it can be controlled.

APPENDIX A

Schedule - Audio Modified Delphi Opinionnaire (AMDO)

Semi-Directed Focused Interview (SDFI)

List the following below in pencil on the cassette label before the interview.

Name of the interviewer _____
 Name of the interviewee _____
 Position _____ School _____ League _____ Association _____
 Date _____ Place _____
 Focus of Interview (Organization) _____

NOTE: _____ = (name of organization)

Initial Statement: The University of Windsor and the OWIAA are working cooperatively to identify the practices and desirability of athletic recruiting and subsidizing

Reinforcing Statement: You are one of those closest to school/amateur sport, and therefore I would appreciate an opportunity to interview you and record your observations and feelings on this topic.

ACTUAL OR PROBABLE, DESIRABLE, IMPACT?

Elicit response on Items #1 - 12 for a) the present, b) the future (10 years from now), and c) the past (10 years ago).

(If desired response could also be elicited on various levels of the organization, i.e., a) school or team, b) local league, c) regional association, d) provincial/state organization, e) national or international organization, etc.)

1. Would you please define athletic recruitment
- 1.2 Would you please define athletic subsidization
- 1.3 Could you please identify the ultimate goal (mission) (1) you see in athletic recruitment and subsidization
2. Could you comment on conflict (obstacles) (2) which prevent achievement of this goal.

Events

3. Could you identify significant events (3) you see in recruiting and subsidizing such as (3-a) task (or aim) at this time.
4. Could you comment on (3-b) structure (or organization) for the school. (How)
5. Could you comment on (3-c) control (or administration)

Individuals and Groups

6. Could you please identify significant (4) individuals or groups involved in athletic recruitment and subsidization.
7. Could you comment on (4-a) their traits (or characteristics).
8. Could you comment on (4-b) their situation (or roles).
9. Could you comment on (4-c) their behavior (or expectations).

External to Focus - Supra

10. Could you comment on (5) social stress on athletic recruiting and subsidizing from outside the organization.

External to Focus - Intra

11. Could you comment on (6) constituent strain on recruiting and subsidizing from within the organization.
 12. Could you comment on (7) recommended changes (or alternate management techniques) you would like to see in athletic recruitment and subsidization
- Revert to #1 - 12 for each of a) future (10 years from now), b) the past (10 years ago), and/or a) school or team, b) local league, c) regional association, d) provincial/state association and/or e) national or international organizations.

NOTE: Throughout Numbers 1 - 12, attempt to elicit responses on three independent scales of the modified Delphi, i.e., a) what is actual or probable, b) what is desirable, and c) the impact.

- 12.1 Looking ten years into the future please project for the variables we have just looked at, i.e., (a) goal, (b) conflict, (c) structure, (d) individuals and groups (e) stress and strain and (f) changes.
- 12.2 Could you reflect to ten years ago and comment on these variables.

13. Would you comment on the role of the following organizations in _____
athletic recruitment and subsidization
- a) national athletic organizations
 - b) provincial/state athletic organizations
 - c) regional or local athletic associations
 - d) government/state involvement in _____
 - e) other organizations or individuals groups such as alumni, sponsors, etc.
14. What effect does recruiting and subsidizing have upon the quantity and quality of athletes/players in your school/organization from your region? From other regions?
15. What effect does recruiting and subsidizing have on your role?
16. Recruitment _____ is taking place - true or false?
17. Recruitment _____ is good or bad?
18. Subsidization _____ is taking place - true or false?
19. Subsidization _____ is good or bad?
20. How do you feel about criticism of athletic recruiting and subsidizing .
21. Is it possible to have recruiting without subsidizing?
 Yes or No. Desirable or Undesirable
22. Is it possible to have subsidizing without recruiting?
 Yes or No. Desirable or Undesirable

At this point revert to any covert conflict which was alluded to during the interview.
 Close with a positive thank-you reaction for the time and expertise of the interviewee.

Semi-Directed Focused Interview Audio Interview Report

Name of Interviewer: _____
 Name of Interviewee: _____
 Position: _____
 Date: _____
 Focus of Interview: _____
 School: _____
 Place: _____

Questions/Focus	Present	Future	Past
1. Definition of R			
2. Definition of S			
3. Ultimate goal of R & S			
4. Obstacles in achieving this goal			

Questions/Focus	Present	Future	Past
1. Significant events with respect to task or aim			
4. Structure for your school (how K&S) - organization			
5. Control of K&S			
6. Individuals and groups			
7. Significant traits			
8. Significant situation			
9. Significant Behavior			

- 3 -

Questions/Focus	Present	Future	Past
10. Social stress from outside			
11. Constituent stress (inside)			
12. Recommended changes in R & S			
13. Influence of:			
13.A National Athletic Association			
13.B Provincial/State Athletic Organization			
13.C Regional/Local Athletic Organization			
13.D Government/State Organization			
13.E Other eg. alumni			

-A-

Questions/Focus	Present	Future	Past
14. R & S and quality and quantity of athletes from your region			
15. How is your role influenced by R & S			
16. How is taking place -			
17. How is taking place - Good/bad			
18. How is taking place -			
19. How is taking place - Good/bad			
20. How do you feel about criticisms of R & S			
21. R without S, Y/N, Desirable/Undesirable			
22. S without R, Y/N, Desirable/Undesirable			
23. Other problems and highlights with respect to R & S			

by Brenda McCarron and Debbie Sukarukoff
SIR/CAR University of Windsor

Identification

The OWIAA is currently composed of fifteen Ontario universities. The function of this organization is to coordinate and supervise competitive programs for women students within the province.

The members of this organization meet regularly throughout the year to discuss pertinent issues, manage problems and formulate new policies. The issues of athletic recruitment and subsidization have been raised by members at OWIAA meetings over the past several years (OWIAA minutes, 1977, 1978). Members have indicated concern about the effects of uncontrolled recruitment and subsidization on the students and the league.

Delineation

Studies of women's athletic recruiting and subsidizing are virtually non-existent in Ontario. Therefore, as recommended by the SAW format and based on the SIR Model, an open-ended Semi-Directed Focused Interview (SDFI) schedule was used as the initial method of data collection (Moriarty, 1976; Hedley, 1977). The items contained in the SDFI are those identified by the Sir Model:

1. ultimate goal
2. conflict and obstacles
3. significant events and structure
4. significant groups and/or individuals
5. social stress from outside
6. constituent strain from within
7. management techniques.

Respondents were asked to comment on the previously mentioned items using consideration of the following scales:

1. Past, present and probable future
2. Actuality/probability, impact, and desirability.

Evaluation

The sample for this study consisted of the Executive of the OWIAA (8), athletic directors/coordinators (15), coaches of basketball (15), volleyball (14), swimming and synchronized (18) and track and field (9) teams.

The Asking-Audio Interviews and Verbal Opinionnaires with the SDFI were used to help identify the ultimate goal, conflicts, significant events and control, individuals and groups, stress and strain, and recommended changes in athletic recruiting and subsidizing in OWIAA universities.

The qualitative data collected by audio interview was summarized. Data from the Verbal Opinionnaires was transferred to IBM cards and analyzed for significance by Statistical Package for the Social Sciences (SPSS) and cross tabulation.

Action

Examination of the interview material showed the following items prevalent.

A Definition of recruiting:

- A.1 soliciting, active
- A.2 methodology of attracting, enticing, seeking out
- A.3 above board practice of advertising a product

B Subsidizing:

- B.1 financial help, gain, inducement
- B.2 negative connotation of recruiting

1. Ultimate goals:

- 1.1 to achieve best athletic situation
- 1.2 reach a higher excellence level
- 1.3 give opportunity
- 1.4 sell a product, increase enrolment
- 1.5 help better athletes through school
- 1.6 to compete within the league
- 1.7 help athletes develop their athletic ability along with their academics

2. Obstacles:

- 2.1 "Have and have nots"
- 2.2 Philosophies
- 2.3 Financial
- 2.4 U.S. - offering scholarships

3.1 Significant Events

- 3.1.1 high school liaison officers being pushed because of drop in enrolment
- 3.1.2 school with the most money has the best teams
- 3.1.3 tiering -- leads to recruiting

3.2 Structure

- 3.2.1 hierarchy - leader, subleaders
- 3.2.2 autocratic - one coach's decision
- 3.2.3 democratic - committee decision

3.3 Control

- 3.3.1 departmental
- 3.3.2 athletic director
- 3.3.3 not presently controlled
- 3.3.4 committee
- 3.3.5 sports services and advisory committee

4.0 Significant individuals and groups

- 4.0.1 coaches
- 4.0.2 directors
- 4.0.3 athletes
- 4.0.4 liaison officer
- 4.0.5 alumni
- 4.0.6 information services
- 4.0.7 guidance counsellors
- 4.0.8 registrar's office
- 4.0.9 high school coaches

4.1 Traits

- 4.1.1 interest, sacrifice, willingness to take time
- 4.1.2 assertive
- 4.1.3 confident
- 4.1.4 dynamic
- 4.1.5 no different than others
- 4.1.6 undesirable businesslike

4.2 Situation

- 4.2.1 university athletes entice other athletes
- 4.2.2 other jobs beside coaching

4.3 Behavior

- 4.3.1 diverse with no general pattern
- 4.3.2 similar expectations
 - problem with definition of organization

5. Social Stress

- 5.1 stress on the athlete, peer pressure
- 5.2 U.S.
- 5.3 time
- 5.4 money
- 5.5 none
- 5.6 not aware of any
- 5.7 "to win" - to get top athletes
- 5.8 athletes need
- 5.9 alumni
- 5.10 parents
- 5.11 school principals
- 5.12 strain of academic vs athletics
- 5.13 philosophical differences
- 5.14 subsidization
- 5.15 media

6. Constituent stress

- 6.1 parents
- 6.2 school principals
- 6.3 funds
- 6.4 none "b we have an excellent program"
- 6.5 not aware^c of any
- 6.6 none
- 6.7 philosophical
- 6.8 conflict with team members
- 6.9 other staff

7. Recommended changes

- 7.1 need equality
- 7.2 consensus on rules
- 7.3 like to see financial backing of athletes
- 7.4 stay way it is with very little aggressive (R)
- 7.5 continue to be honest - sell athletics/academics
- 7.6 stop putting R & S together
- 7.7 if scholarships -- separate leagues
- 7.8 make rules simple
- 7.9 air the topic and come to a common ground
- 7.10 understand the intent of R
- 7.11 sell university as a package
- 7.12 + intercollegiate program present; † club activity

8. Influence of:

8.1 National Athletic Association

- 8.1.1 subsidies (source of)
- fut.8.1.2 give money to the top and spread equally
- 8.1.3 no role
- fut.8.1.4 control
- 8.1.5 enforcer of rules

8.2 Provincial Athletic Organization

- 8.2.1 offer opportunity to play
- 8.2.2 funding championships
- 8.2.3 travel expenses
- fut.8.2.4 should promote the sport as a whole, not as individual school
- 8.2.5 no role
- fut.8.2.6 control, rule making

8.3 Government

- fut.8.3.1 to (R) to an activity but not to a university
- 8.3.2 Grants-in-Aid
- 8.3.3 no role
- 8.3.4 subsidizing
- fut.8.3.5 take a more active financial role
- 8.3.6 program and faculty subsidization
- 8.3.7 present involvement is best

8.4 Other, i.e., alumni

- 8.4.1 against support of special groups
- fut.8.4.2 general alumni fund which can be used by any sport
- 8.4.3 pay for trips to make program more attractive
- 8.4.4 not any role
- 8.4.5 good as another funding unit
- 8.4.6 no alumni
- fut.8.4.7 give to a particular group/be a third party intervention

9. Quality and quantity

- 9.1 95% are from within our region
- 9.2 quality is rising in SWO
- 9.3 positive effect on both
- 9.4 role
- 9.5 increases awareness to high school athletes/students
- 9.6 presuming R is going on
- fut.9.7 fantastic effect

10. How is your role influences by R/S

- 10.1 none (S)
- 10.2 not any now
- fut.10.3 seek out better athletes

11. Recruiting is taking place (results reported by X)

true = 90; false = 10;

12. Recruiting is good/bad

good = 60; neutral = 30; bad = 10

13. Subsidizing is taking place

true = 30; neutral = 30; false = 40

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14. Subsidizing is good/bad

good = 18; neutral = 18; bad = 55; no answer = 9

15. Criticism

15.1 too much rumour, not enough fact

15.2 what is going on is unfair

15.3 positive about criticism

15.4 revolves round the abuse of R & S

15.5 ones criticizing are envious and jealous of those succeeding

16. Can you recruit without subsidizing

Yes = 77; No = 13

16.1 Recruiting without subsidizing is

Desirable = 85; Undesirable = 15

17. Can you subsidize without recruiting

Yes = 50 No = 50

17.1 Subsidizing with recruiting is

Desirable = 0; Undecided = 33; Undesirable = 66

18. Loan

18.1 difficult question

18.2 none

18.3 yes - especially jobs - mostly ^b of job requirements

18.4 feel part time work is justified^c

19. Comments

19.1 The visible programs are the winning programs and they are the ones being attacked

19.2 Too much discussion, no delineation of where we should start, no program of attack

19.3 The day things are documented, that's when rules will be made

19.4 Reward for academic excellence, so why not for athletic - done right

19.5 Under the table money giving (rumours) should be brought out into the open.

19.6 Shouldn't strive for excellence to the detriment of any other part of the program

19.7 A strong program helps to recruit

19.8 Must not forget to meet the needs of the athletes - intramural and recreation
- league -- teams
- for carded athletes
national athletes

19.9 Different leagues - ^b_c of unfair money advantages

19.10 Fight recruiting from south of the border.

Future

Past

1. increase in recruiting and subsidizing
2. need black and white methodology
3. appeals board
4. institutions set own rules
5. stress increase, could decline if understood
6. need limitations
7. coaches continue to be significant
8. need equality
9. give money to top - spread equally
10. should promote sport as whole
11. like to see subsidization come to pass
12. hope remains the same
13. enrolment declines
14. government - active financial role
15. no answer
16. make rules simple

1. same as present (2)
2. less stress from within
3. same stress - outside
4. less suspicions
5. no comment ^b/_c lack of knowledge (2)
6. no talk about any of this
7. more publicity now
8. competitiveness less
9. less junior programs

1 SAW = Seeing by Personal Observation and Media Monitoring; Asking by Semi-Directed Focused Interview (SDFI) and Verbal opinionnaire; and Written opinionnaire based on the SDFI.

OWIAA Report

This investigation is being undertaken to assist the OWIAA in identifying and evaluating current recruitment and subsidization practices and policies, in predicting future trends and in appreciating antecedent activities.

An OWIAA committee failed to generate the desired information on R & S and was subsequently disbanded. In OWIAA meetings over the past few years OWIAA members have raised the question of athletic recruitment and subsidization and they have indicated concern about the effects of uncontrolled recruitment and subsidization on the students, and the league.

The OWIAA had its annual meeting in early May, 1978. Several University of Windsor students were present at the meeting and were allowed to audio-interview OWIAA members. In addition, many of the OWIAA delegates completed a one-page verbal opinionnaire on recruitment and subsidization.

Twenty verbal opinionnaires were completed and returned to the investigators. These were subject to computer analysis using the SPSS program crosstabs.

Frequencies are reported as % on sample 1-page opinionnaire.

One Page Verbal Opinionnaire

Results

Coach	45%	OWIAA Exec.	5%	Field Hockey	16%	Track & Field	5%	12 different universities	OWIAA	100%
Athletic Administrator	35%	Co-ordinator	15%	Skiing	11%	Basketball	16%			
				Tennis	16%	Volleyball	37%			

1. Recruiting and subsidizing of athletes in your region is (23%) fine as it is (65%) needs a little change (12%) needs drastic change.
2. The ultimate goal or mission of recruiting or subsidizing in your region is (36%) agreed upon and well understood (64%) controversial and misunderstood.
3. The nature of conflict and obstacles confronting recruiting and subsidizing in your region, ranked in order of significance, is technical -- average 31% philosophical -- very high 65% organizational -- high 39% public relations -- low 21% financial -- high 31%
 low 46% others < 8%
 high 12% average 39% very low 43%
 low 12% others < 16%
 others < 6%

4. The structure for recruiting and subsidizing in your region is (17%) centralized (83%) decentralized
5. Control for recruiting should be in the hands of (33%) national administrators (20%) regional administrators (33%) state/provincial administrators (14%) local administrators
6. The role of the coach/teacher involved in sports/athletics in a recruiting and subsidizing situation and the role of the teacher/coach involved in a non-recruiting and subsidizing situation requires 28% the same types of individuals 28% different types of individuals 44% depends upon the situation
7. The major stress or criticism of recruiting and subsidizing outside of the system comes from (6%) the general public (11%) media (0%) parents-- (11%) amateur teams (0%) government (5%) alumni (63%) other schools/ Others 6%
8. The major strain or pressure from within the institution comes from (11) students overall (0) male students (6) female students (33) coaches (6) male athletes/players (6) alumni other 6%
9. If change is required in your system, what is, in your estimation, the best way of bringing it about? (5) from above (11) from below (84) a combination of these
10. The program of recruiting and subsidizing in sports/athletics for men and women should be (32) integrated (16) segregated
11. Structure of sports/athletics most conducive to increasing the educational benefit for students is 47 sports/athletics is integrated into physical education 0 physical education is integrated into sports/athletics 11 segregated physical education and sports/athletics 42 physical education and sports/athletics are separate but equal, sharing some facilities and personnel

One Page Verbal Opinionnaire

Please indicate your preference by checking (✓) one (1) choice only in the items listed below:

1. Recruiting and subsidizing of athletes in your region is fine as it is needs a little change needs drastic change.
2. The ultimate goal or mission of recruiting or subsidizing in your region is agreed upon and well understood controversial and misunderstood
3. The nature of conflict and obstacles confronting recruiting and subsidizing in your region, ranked in order of significance, is (indicate 1 through 5)
 technical philosophical organizational public relations financial
4. The structure for recruiting and subsidizing in your region is centralized decentralized
5. Control for recruiting and subsidizing should be in the hands of national administrators regional administrators state/provincial administrators local administrators
6. The role of the coach/teacher involved in sports/athletics in a recruiting and subsidizing situation and the role of the teacher/coach involved in a non-recruiting and subsidizing situation requires
 the same types of individuals different types of individuals depends upon the situation
7. The major stress or criticism of recruiting and subsidizing outside of the system comes from the general public media
 parents amateur teams government professional teams alumni other schools /Others _____
8. The major strain or pressure from within the institution comes from students overall male students female students
 administrators coaches male athletes/players female athletes/players alumni
9. If change is required in your system, what is, in your estimation, the best way of bringing it about?
 from above from below a combination of these
10. The program of recruiting and subsidizing in sports/athletics for men and women should be integrated segregated
 separate but equal under the jurisdiction of the most qualified personnel
11. Structure of sports/athletics most conducive to increasing the educational benefit for students is
 sports/athletics is integrated into physical education segregate physical education and sports/athletics
 physical education is integrated into sports/athletics physical education and sports/athletics are separate but equal, sharing some facilities and personnel

APPENDIX E
Cover Letter

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Over the past several years OWIAA members have increasingly become concerned about the beneficial and detrimental aspects of athletic recruitment and subsidization on the students and the league. I am conducting an investigation that will examine the opinions of OWIAA coaches and athletic directors concerning athletic recruitment and subsidization. I am requesting your co-operation in this investigation which I will be conducting under the guidance of Professor Marge Prpich and Dr. Dick Moriarty, as part of the requirements of the Master of Human Kinetics degree at the University of Windsor.

I will be employing a modified Delphi technique. The participants in Delphi investigations are selected because of their particular expertise. I am requesting your participation because you are one of those most qualified to comment on OWIAA intercollegiate athletics. I am hoping that you will be able to find time to participate in this investigation.

I have developed an opinionnaire based on responses obtained in open-ended interviews with 16 OWIAA members present at the May, 1978 OWIAA meeting. Respondents were asked to comment on athletic recruitment and subsidization under the following headings:

1. Ultimate goal
2. Conflict and obstacles
3. Significant events and structure
4. Significant groups and individuals
5. Social stress from outside the OWIAA
6. Constituent strain from within the OWIAA
7. Management techniques and control

Enclosed are the opinionnaire, instructions, and a stamped, self addressed return envelope. It would be greatly appreciated if you could return the completed opinionnaire by mid October. Your responses will be held in strictest confidence. Statistical analysis will not involve individual correlations, and there will be no identification of respondents either in the course of data analysis or in the final report.

Culminating from an analysis of your responses, and those of other OWIAA coaches and athletic directors, a report will be made to the OWIAA. The OWIAA has requested this presentation, which I hope to have completed in time for the November or December meeting. Your participation ensures that your point of view will be represented.

Sincerely,

Brenda McCarron.

OWIAA OPINIONNAIRE

ATHLETIC RECRUITMENT AND SUBSIDIZATION

University _____

Indicate (✓) position(s) held during the 1977-1978 academic year.

- () Coach
 () Co-ordinator of women's program
 () Athletic director
 () OWIAA executive
 () Other (please specify) _____

Indicate (✓) the OWIAA sport(s) that you coached during the 1977-1978 academic year.

- () Basketball
 () Track and Field
 () Swimming
 () Volleyball
 () Other (please specify) _____

Assign a ranking to EACH of the following sports in regard to their visibility: the amount of media coverage (eg: television, newspaper articles, radio, etc) that an individual OWIAA sport receives:

Very low visibility 1 2 3 4 5 6 7 8 9 10 Very high visibility

- () Basketball
 () Track and Field
 () Swimming
 () Volleyball

DEFINITIONS

Athletic recruitment: the identification, encouragement and/or seeking out of prospective student athletes to attend a particular institution.

Athletic subsidization: the prepayment or reimbursement in money or kind for athletic ability, regardless of whether or not academic ability and/or financial need were included as considerations.

Third party scholarships: an athletic scholarship involving the athlete and another individual or group outside the university, such as industry or government.

The opinionnaire contains a series of statements about athletic recruitment and subsidisation, as they pertain to the OWIAA. Each statement is to be evaluated by three INDEPENDENT scales:

1. The DESIRABILITY of the suggested situation, if it was to occur in the OWIAA.



2. The PROBABILITY (or Actuality) of the suggested situation occurring in the OWIAA.



3. The IMPACT that the suggested situation would have on the OWIAA, if it was to occur.



In order to assess changing trends, it is essential that you respond for three time periods: the PRESENT (1978), the FUTURE (1983), and the PAST (1973). If you were not involved with the university in 1973 you may still have a second hand knowledge of university and OWIAA policy and practices that took place. Please respond if you feel that you can accurately describe the past.

INSTRUCTIONS: For each statement circle the responses that you agree with the most for DESIRABILITY, PROBABILITY, and IMPACT. Begin with the PRESENT, then proceed to the FUTURE, then the PAST.

EXAMPLE :

		DESIRABILITY				PROBABILITY				IMPACT			
		Very Desirable	Desirable	Undesirable	Very Undesirable	Very Likely	Likely	Unlikely	Very Unlikely	Very Great Impact	Impact	Slight Impact	No Impact
Preseason competition with universities outside of the OWIAA.	is	+2	(+1)	-1	-2	+2	(+1)	-1	-2	+2	+1	(-1)	-2
	will be (1983)	(+2)	+1	-1	-2	(+2)	+1	-1	-2	+2	+1	(-1)	-2
	was (1973)	+2	+1	(-1)	-2	+2	+1	-1	(-2)	(+2)	+1	-1	-2

The respondent feels that preseason competition outside of the OWIAA is desirable now (+1) and that some universities engage in this activity at this time (+1). The impact of this activity is slight (-1). In the future, the respondent believes that it will be very desirable to engage in preseason competition with schools outside of the OWIAA (+2), and that the probability of this occurring will be great (+2). Impact, however, will still be slight (-1). Reflecting back on the past, the respondent feels that preseason competition outside the OWIAA was undesirable (-1), and the probability of it occurring was very unlikely (-2), however, the impact of the issue at that time was great (+2).

The remainder of the opinionnaire contains two sections, one dealing with ATHLETIC RECRUITMENT and another dealing with ATHLETIC SUBSIDIZATION. Provide the information as required, circling the answer that best reflects your opinion.

Please remember that your PROFESSIONAL OPINION is desired.

Interpret statements in light of the definitions that have been provided.

INSTRUCTIONS: For each statement circle the responses that you agree with the most for DESIRABILITY, PROBABILITY, and IMPACT. Begin with the Present, then proceed to the Future, then the Past.

ATHLETIC RECRUITMENT

A. The ultimate goal or mission of athletic recruitment:

		DESIRABILITY						PROBABILITY						IMPACT					
		Very Desirable	Desirable	Undesirable	Very Undesirable	Very Likely	Likely	Likely	Very Likely	Very Unlikely	Unlikely	Unlikely	Very Great Impact	Impact	Slight Impact	No Impact			
1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
3. Athletic recruitment to promote balanced competition within the league (OwIAA)...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes)...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	

	DESIRABILITY			PROBABILITY			IMPACT		
	P	A	P	P	A	P	P	A	P
B. The conflicts or obstacles preventing achievement of these goals:									
6. OIAA coaches understanding the implications associated with athletic recruitment...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment)...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
8. Philosophical differences between universities in regard to athletic recruitment of female students...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
9. Criticism of athletic recruitment based on factual knowledge...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
C. Significant events in athletic recruitment:									
10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn)...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
11. Elite athletes selecting a university where they can obtain competitive experience and recognition...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
12. Elite athletes selecting a university primarily for the academic program offered...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
13. Intercollegiate athletics for women, featuring a high powered competitive program...	is	(1978)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2

	DESIRABILITY			PROBABILITY			IMPACT		
	P	A	D	P	A	D	P	A	D
14. Athletic recruitment by coaches within the league (OMIAA)...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
16. Athletic recruitment in high visibility and spectator sports...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
17. Athletic recruitment in low visibility and non-spectator sports...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
18. Athletic recruitment when league tiering occurs...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
19. Media coverage of high school sports and the identification of high school athletes...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
D. Significant groups and individuals in athletic recruitment:									
20. Recruitment by female athletes enrolled in our university and satisfied with the athletic program...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
21. Out of country trained athletes competing in the OMIAA...	is	(1978)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2

	DESIRABILITY			PROBABILITY			IMPACT		
	B	A	P	B	A	P	ISA	I	IS
22. Student athletes attending school in the United States because of recruitment efforts...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
23. Emphasis on elite athletes due to national and international competition...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
24. Recruitment time and travel expenses allotted to coaches by universities within the league (OWIAA)...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
25. Athletic recruitment occurring when coaches represent the university at tournaments, clinics, and high school banquets...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
26. The athletic director being aware of the activity of coaches at OWIAA universities...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
27. Our athletic department having knowledge of alumni activities (eg: the recruitment of female athletes)...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
28. The involvement of the high school liaison officer and/or registrar in athletic recruitment at our university...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
29. The involvement of the president and/or vice president of our university in major decisions concerning athletic recruitment...	is (1978)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	will be (1983)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2
	was (1973)	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2	+2 +1	-1 -2

	DESIRABILITY			PROBABILITY			IMPACT		
	A	B	P	A	B	P	A	B	P
E. Social stress (from outside the OMIAA):									
30. High school teachers and principals being concerned about harassment of their female athletes by universities...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
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31. Pressure from the local media on our female teams to be successful in league competition...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
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32. Criticism of our policies (regarding athletic recruitment) by the public and media, based on comparisons of the success of the Canadian and American athletic systems...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
<hr/>									
33. Explicit recruitment rules and directives from the government to universities...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
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F. Constituent strain (stress from inside the OMIAA):									
34. Female athletes urging their athletic department to improve the athletic program...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
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35. The incidence of female athletes "shopping around" for the best offer from a university...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
<hr/>									
36. Pressure on our coaches to do something because of the effects of the recruitment practices of other universities in the OMIAA...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
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37. Coaches being more concerned with representing the league (OMIAA) at national championships than with league competition...	is	(1976)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	will be	(1983)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2
	was	(1973)	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2	+2 +1 -1 -2

	DESIRABILITY						PROBABILITY						IMPACT					
	A	B	C	D	E	F	A	B	C	D	E	F	IA	IB	IC	ID	IE	IF
38. Strain between individuals at our university due to differing philosophies about athletic recruitment (eg other members pressuring coaches to recruit or not recruit)...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
39. Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
40. The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
G. Management techniques, control, and recommended changes:																		
41. Communicating university policy regarding athletic recruitment to coaches...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
42. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
43. The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
44. Controlling athletic recruitment in the OWIAA by regulations which are self enforced...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
45. The attempt by the OWIAA to provide an operational definition of athletic recruitment...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2

		DESIRABILITY						PROBABILITY						IMPACT					
		B	A	P	B	A	P	B	A	P	B	A	P	B	A	P	B	A	P
46	Recruitment of athletes being a way of life for most coaches in the CWIAA...																		
	is																		
	will be																		
	was																		
47.	The formulation of explicit rules and directives outlining the enforcement policies of the CWIAA (eg: concerning athletic recruitment)...																		
	is																		
	will be																		
	was																		

ATHLETIC SUBSIDIZATION

A. The ultimate goal or mission of athletic subsidization:		DESIRABILITY						PROBABILITY						IMPACT					
		B	A	P	B	A	P	B	A	P	B	A	P	B	A	P	B	A	P
1.	Subsidization to provide an opportunity for athletes to attend university by giving financial assistance...																		
	is																		
	will be																		
	was																		
2.	Subsidization to keep Canadian athletes at Canadian universities...																		
	is																		
	will be																		
	was																		
3.	Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities...																		
	is																		
	will be																		
	was																		
4.	Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability...																		
	is																		
	will be																		
	was																		
B. The conflicts or obstacles preventing achievement of these goals:																			
5.	CWIAA coaches understanding the implications associated with athletic subsidization...																		
	is																		
	will be																		
	was																		

	DESIRABILITY						PROBABILITY						IMPACT					
	A	B	C	D	E	F	A	B	C	D	E	F	HA	H	IS	IM		
6. Philosophical agreement between universities about athletic subsidization...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
7. Criticism of athletic subsidization based on factual knowledge...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
C. Significant events in athletic subsidization:																		
8. Preference given to athletes over other students	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
9. Equitable distribution of third party scholarship athletes throughout the league (OWIAA)...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
10. Athletic subsidization being offered to students by coaches within the league...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
11. Athletic subsidization in high visibility and spectator sports...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
12. Athletic subsidization in low visibility and non-spectator sports...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
13. In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2

	DESIRABILITY			PROBABILITY			IMPACT						
	E	A	P	E	A	P	E	A	P				
D. Significant groups and individuals in athletic subsidization:													
14. Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
15. Individuals in the community providing scholarships and bursaries for female athletes based on academic criteria...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
16. Subsidization by American schools reducing the quality of athletes attending Canadian universities...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
17. Government involvement (third party scholarship funding for athletes) at our university...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
E. Social stress (from outside the OWIAA):													
18. Criticisms from the public and media about the effects of our policies relating to athletic subsidization...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
F. Constituent strain (stress from inside the OWIAA):													
19. Strain among individuals at our university due to differing philosophies about athletic subsidization (eg: pressure to subsidize or not subsidize)...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
20. Criticisms of our policies relating to athletic subsidization by other universities in the (OWIAA)...													
is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2

	DESIRABILITY										PROBABILITY			IMPACT				
	E	A	D	PA	A	D	PA	A	D	PA	B	D	PA	I	S	IM		
G. Management techniques, control, and recommended changes:																		
21. Athletic subsidisation when coaches are allowed to make decisions pertaining to their sport...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
22. The OWIAA as a regulatory body dealing with athletic subsidisation to the satisfaction of coaches and athletic directors...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
23. Subsidisation controlled by regulations that are self enforced by the OWIAA...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
24. The attempt by the OWIAA to provide an operational definition of athletic subsidisation...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
25. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidisation)...	is	(1978)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	will be	(1983)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2
	was	(1973)	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2	+2	+1	-1	-2

Faculty of Human Kinetics
University of Windsor
November 30, 1978.

Earlier this fall an OWIAA athletic recruiting and subsidizing study package was mailed to you for the purpose of gathering the opinions of the athletic director and coaches at your university. I am proceeding with preliminary analysis with the responses I have received to date, which represent a returned opinionnaire rate of one third.

My personal records reveal that I have not received responses from the following individuals at your university:

- Athletic Director (OWIAA)
- Woman's Basketball Coach
- Women's Volleyball Coach
- Woman's Swimming Coach
- Woman's Track and Field Coach
- Other

Would you please distribute this material to the appropriate individuals at your University. My final report to the OWIAA will be much more significant if they participate in this investigation.

If you have any enquiries or comments to make please feel free to contact me at the University of Windsor. Thank you for your continuing interest in this investigation. I look forward to presenting my completed report to the OWIAA for discussion.

Sincerely,

Brenda McCarron
Graduate Student
University of Windsor

Dear Coach;

Earlier this fall I forwarded to you an opinionnaire from the study I am conducting with the OWIAA. Perhaps you may recall this study, which deals specifically with athletic recruiting and subsidizing in the OWIAA. To date I have received responses from approximately one third of the individuals to whom I have sent the opinionnaire.

May I again emphasize that your opinion is very valuable to this study. I feel that as a participating coach or athletic director you are one of those most qualified to speak on intercollegiate athletics in the OWIAA.

Could you please set aside half an hour sometime this week to complete this opinionnaire, and return it in the near future? I assure you that all responses will be held in the strictest confidence. If you have any enquiries or comments please feel free to include these when returning the opinionnaire. Thank you for your continuing interest in this investigation.

Sincerely,

Brenda McCarron
Graduate Student
University of Windsor

INTERNAL REPORT II

To date, the response rate is approximately 30 percent. As more responses are obtained this data will take on greater meaning.

Results were obtained from 11 OWIAA universities, and comments were made by coaches, athletic directors, and OWIAA executives.

Opinionnaire statement	Interpretation
Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program ...	90% thought this desirable 90% thought this probable
Athletic recruitment as actively publicizing your athletic program ...	95% thought this desirable 92% thought this probable
Athletic recruitment to balance competition in the league...	some thought this very undesirable, others thought it desirable 68% thought it improbable
Athletic recruitment as contacting athletes that will fit into program...	unclear trend for desirability 60% thought it probable now and 83% thought it probable for the future
Athletic recruitment to develop a centre for excellence...	72% thought this very undesirable some thought this to be probable, others did not
OWIAA coaches understanding the implications of athletic recruitment...	almost all thought this desirable over 50% did not think this probable
Philosophical differences between universities in regard to athletic recruitment...	95% thought this undesirable 48% felt this probable 42% felt this very probable
Most of our athletes coming from our catchment basin...	68% thought this desirable 96% thought this probable now and 84% thought this probable in the future
Athletic recruitment by coaches with in the league...	some thought this desirable others thought it undesir. some thought it was likely and would be increase in the future
Athletic recruitment in high and low visibility sports...	68% said this was undesirable more likely (70%) to occur in high visibility sports than in low visibility sports (58)

Opinionnaire Statement

Interpretation

Athletic recruitment when league tiering occurs...	78% thought this undesirable 88% thought it probable now 64% thought it very probable in the future
Recruitment by female athletes enrolled in our university...	46% thought this desirable 72% thought this very desirable in the future 96% thought this probable
Out of country trained athletes competing in the OWIAA...	86% thought this undesir. 76% thought this unlikely now but more likely in the future (42%)
Student athletes attending school in the United States because of recruiting efforts...	92% said this is undesir. 36% said this is probable
The athletic director being aware of the activity of coaches at OWIAA universities...	86% thought this desirable 78% thought this probable
Pressure by the local media on our teams to be successful in competition...	62% thought this undesir. 76% thought this not likely
Explicit recruitment rules and directives from the government to universities...	78% thought this undesir. 88% thought this improbable 48% thought this likely in the future
Pressure on our coaches to do something because of the recruitment practices of other universities...	88% thought this undesir. 54% thought this not likely 92% thought this very likely in the future
Strain between individuals at our university due to differing philosophies about athletic recruitment...	96% thought this undesir. 54% thought this probable
Allocating university funds to the athletic department to obtain better coaches, facilities, schedules...	90% thought this desirable 46% thought this is likely 68% thought this will be likely in the future
Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	unclear trends for both desirability and probability
The OWIAA as a regulatory body dealing with athletic recruitment...	100% thought this desirable 40% thought it probable at this time, 72% thought it will be likely in the future
Controlling athletic recruitment by regulations which are self enforced...	82% thought this desirable divided opinion about the probability of this

Original Statement

Interpretation

Development of athletes becoming a way of life for most coaches in OWIAA...	86% thought this undesirable 83% thought this not likely 48% thought this very likely in the future
Subsidization to provide an opportunity for athletes to attend university...	divided opinion for desirability 38% thought this is likely 64% thought this will be very likely in the future
Subsidization to keep Canadian athletes at Canadian universities...	divided opinion for both desirability and probability
OWIAA coaches understanding the implications of subsidization...	92% thought this very desirable 76% thought this is likely
Philosophical agreement between universities about subsidization...	90% thought this desirable 64% thought this not likely 76% thought this not likely in the future
Equitable distribution of third party scholarships throughout the league...	70% thought this desirable 82% thought this not likely
Athletic subsidization in high and low visibility sports...	88% thought this undesirable 42% thought this likely in high visibility sports and 28% in low visibility
In the awarding of loans, bursaries, athletics taken into consideration along with academic qualifications...	72% thought this desirable 34% thought this likely now 66% thought this will be likely in the future
Criticism from the public and media about our policies of subsidizing or not subsidizing...	divided opinion about the desirability 56% thought this probable now 68% thought this probable in the future
Disain among individuals at our university due to differing philosophies about subsidizing...	100% thought this undesirable 32% thought this likely now 58% thought this likely in the future
The formulation of explicit rules and directives outlining enforcement policies for subsidizing...	... thought this desirable ... thought this not likely at the present, 90% thought this probable in the future

APPENDIX J

Last term an opinionnaire dealing with athletic recruitment and subsidization and the OWIAA was mailed to 65 OWIAA members. The returns were extremely comprehensive and reflected significant effort by the respondents. Your letters, comments, and completed opinionnaires have been carefully analysed and the results compiled into the final opinionnaire. All results are reported as a percentage of the total response for each item.

This Second Round Opinionnaire is necessary to refine and focus opinion on these controversial topics: athletic recruiting and subsidizing. In many instances trends are starting to become apparent. Your participation in this the final round is of the utmost importance whether or not you completed Round One.

A final report is being prepared for presentation and discussion at the OWIAA summer meeting. The accuracy and completeness of this report depends on your co-operation. Why not take 30 minutes now to complete this opinionnaire?

If you have any enquiries or comments please feel free to include these when returning the opinionnaire. Hopefully we will have an 100 percent response by Monday, February 26, 1979. Again, thank you for your continuing interest in this investigation.

Sincerely,

Brenda McCarron
Graduate Student
University of Windsor

INSTRUCTIONS FOR COMPLETING THE OPINIONNAIRE

It is vitally important that you complete this final round of the opinionnaire, whether or not you participated in the first round.

The opinionnaire follows the exact format of the previous one, with 3 time sections each containing 3 independent scales.

The opinionnaire is structured on a 4 point numerical scale as follows:

1. Desirability

(-2)	(-1)	(+1)	(+2)
Very Undesirable	Undesirable	Desirable	Very Desirable

2. Probability

(-2)	(-1)	(+1)	(+2)
Very Unlikely	Unlikely	Likely	Very Likely

3. Impact

(-2)	(-1)	(+1)	(+2)
No Impact	Slight Impact	Some Impact	Very Great Impact

The results from the returns of the previous opinionnaire have been written in each category. Results are expressed as % of the total response.

Indicate your preference now (whether it be the same or changed) by checking the appropriate column.

There are no "right" or "wrong" answers. The objective is to identify your opinion, as an expert and practitioner in the field, and hopefully, come to some sort of consensus regarding the issues of athletic recruitment and subsidization.

Return the opinionnaire in the self-addressed envelope by Monday, February 26, 1979.

INSTRUCTIONS: For each statement mark the response that you agree with the most for DESIRABILITY, PROBABILITY, and IMPACT. Begin with the Present, then proceed to the Future, then the Past.

DESIRABILITY					PROBABILITY					IMPACT					
Very Undesirable	Undesirable	No Response	Desirable	Very Desirable	Very Undesirable	Undesirable	No Response	Likely	Very Likely	No Impact	Slight Impact	No Response	Some Impact	Very Great Impact	
-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2

(expressed as a percentage of total response)

SAMPLE ITEM	Very Undesirable	Undesirable	No Response	Desirable	Very Desirable	Very Undesirable	Undesirable	No Response	Likely	Very Likely	No Impact	Slight Impact	No Response	Some Impact	Very Great Impact
Preseason competition with universities outside of the OWIAA ...	(5)	(19)	(5)	(46)	(24)	()	()	(47)	(5)	(45)	()	(14)	(5)	(46)	(45)
is (1978)	(5)	(19)	(5)	(46)	(24)	()	()	(47)	(5)	(45)	()	(14)	(5)	(46)	(45)
will be (1983)	(5)	(14)	(5)	(43)	(43)	()	()	(5)	(44)	(82)	()	(9)	(5)	(14)	(77)
was (1973)	(10)	(46)	(10)	(33)	(10)	(47)	(32)	(9)	(41)	(9)	(46)	(34)	(9)	(27)	(9)

ATHLETIC RECRUITMENT

The ultimate goal or mission of athletic recruitment:

1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program...	is (1978)	()	()	(52)	(48)	()	(9)	()	(45)	(45)	(9)	(41)	()	(56)	(14)
will be (1983)	()	()	()	(29)	(71)	(5)	()	()	(23)	(73)	(9)	(18)	()	(32)	(41)
was (1973)	(5)	(33)	(5)	(33)	(24)	(5)	(36)	()	(32)	(27)	(14)	(55)	()	(27)	(5)
2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered...	is (1978)	()	(5)	()	(48)	(5)	(14)	()	(41)	(41)	(14)	(27)	(5)	(41)	(14)
will be (1983)	()	(5)	()	(14)	(76)	()	(9)	()	(18)	(73)	(5)	(14)	(5)	(50)	(27)
was (1973)	(5)	(24)	(10)	(38)	(24)	(14)	(27)	(5)	(41)	(14)	(14)	(50)	(14)	(14)	(9)
3. Athletic recruitment to promote balanced competition within the league (OWIAA)...	is (1978)	(24)	(14)	(5)	(38)	(19)	(27)	(36)	(9)	(18)	(9)	(18)	(23)	(14)	(23)
will be (1983)	(19)	(14)	(5)	(33)	(29)	(27)	(27)	(9)	(18)	(18)	(18)	(18)	(14)	(23)	(27)
was (1973)	(33)	(14)	(14)	(33)	()	(36)	(32)	(18)	(14)	()	(23)	(32)	(23)	(18)	(5)
4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program...	is (1978)	(19)	(29)	()	(33)	(19)	(9)	(27)	()	(50)	(14)	(18)	(5)	(41)	(23)
will be (1983)	(19)	(14)	()	(24)	(38)	(9)	(9)	()	(27)	(55)	(9)	(9)	(5)	(32)	(45)
was (1973)	(38)	(24)	(10)	(24)	(5)	(27)	(36)	(5)	(32)	()	(18)	(36)	(14)	(23)	(9)
5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes)...	is (1978)	(29)	(38)	()	(29)	(5)	(9)	(36)	()	(41)	(14)	(23)	(5)	(50)	(18)
will be (1983)	(29)	(38)	()	(14)	(19)	(9)	(9)	()	(32)	(50)	(5)	(5)	(5)	(27)	(59)
was (1973)	(52)	(24)	(10)	(10)	(5)	(50)	(32)	(9)	(9)	()	(27)	(36)	(14)	(14)	(9)

	DESIRABILITY					PROBABILITY					IMPACT				
	-2	-1	+1	+2		-2	-1	+1	+2		-2	-1	+1	+2	
B. The conflicts or obstacles preventing achievement of these goals:															
6. OWIAA coaches understanding the implications associated with athletic recruitment...	()	(10)	(5)	(24)	(62)	(18)	(27)	(5)	(36)	(14)	(9)	(4)	(5)	(45)	(27)
will be (1983)	(5)	(5)	(5)	(24)	(45)	(23)	(9)	(5)	(32)	(32)	(9)	(5)	(5)	(36)	(45)
was (1973)	(10)	(10)	(14)	(33)	(33)	(36)	(18)	(14)	(27)	(5)	(23)	(27)	(9)	(27)	(14)
7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment)...	()	(5)	(24)	()	()	(9)	(41)	(18)	(27)	(5)	(18)	(27)	(23)	(27)	(5)
will be (1983)	(71)	(5)	(24)	()	()	(18)	(27)	(18)	(23)	(14)	(9)	(18)	(23)	(41)	(9)
was (1973)	(71)	()	(29)	()	()	(32)	(14)	(23)	(23)	(9)	(23)	(27)	(32)	(18)	()
8. Philosophical differences between universities in regard to athletic recruitment of female students...	(48)	(24)	(10)	(18)	()	()	(5)	(5)	(50)	(41)	()	(5)	(5)	(50)	(41)
will be (1983)	(43)	(29)	(10)	(14)	()	(5)	(5)	(5)	(36)	(50)	()	(9)	(5)	(36)	(50)
was (1973)	(43)	(29)	(14)	(14)	()	(5)	(23)	(9)	(27)	(36)	(5)	(23)	(9)	(36)	(27)
9. Criticism of athletic recruitment based on factual knowledge...	()	()	(28)	(24)	(48)	(5)	(45)	(18)	(27)	(5)	(5)	(27)	(18)	(45)	(5)
will be (1983)	(5)	()	(24)	(17)	(48)	(5)	(23)	(18)	(27)	(27)	(5)	(32)	(18)	(27)	(18)
was (1973)	(5)	(5)	(21)	(33)	(29)	(27)	(36)	(18)	(9)	(9)	(9)	(27)	(18)	(32)	(14)
C. Significant events in athletic recruitment:															
10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn)...	(5)	(10)	(10)	(52)	(24)	()	(9)	(9)	(50)	(32)	(5)	(36)	(9)	(45)	(5)
will be (1983)	(5)	(14)	(10)	(48)	(24)	()	(14)	(9)	(55)	(23)	(5)	(23)	(9)	(41)	(23)
was (1973)	(5)	(10)	(14)	(38)	(33)	(5)	(14)	(14)	(18)	(50)	(14)	(36)	(14)	(27)	(9)
11. Elite athletes selecting a university where they can obtain competitive experience and recognition...	(5)	(19)	(5)	(48)	(24)	()	(5)	(5)	(45)	(45)	()	(14)	(5)	(36)	(45)
will be (1983)	(5)	(24)	(5)	(24)	(23)	()	()	(5)	(14)	(42)	()	(9)	(5)	(14)	(73)
was (1973)	(10)	(38)	(10)	(33)	(10)	(9)	(32)	(9)	(41)	(9)	(18)	(36)	(9)	(27)	(9)
12. Elite athletes selecting a university primarily for the academic program offered...	()	(5)	(5)	(24)	(67)	(5)	(27)	(5)	(36)	(27)	()	(32)	(5)	(55)	(9)
will be (1983)	()	(5)	(5)	(24)	(67)	(14)	(14)	(5)	(45)	(23)	()	(18)	(5)	(50)	(27)
was (1973)	(5)	()	(10)	(14)	(71)	()	(18)	(9)	(27)	(45)	(14)	(23)	(9)	(32)	(23)
13. Intercollegiate athletics for women, featuring a high powered competitive program...	()	(24)	(5)	(62)	(10)	(5)	(14)	(5)	(71)	()	()	(9)	(5)	(27)	(9)
will be (1983)	(5)	(10)	(5)	(52)	(29)	(5)	(9)	(5)	(32)	(50)	()	(5)	(5)	(32)	(59)
was (1973)	(24)	(38)	(10)	(29)	()	(27)	(45)	(9)	(12)	()	(23)	(27)	(9)	(23)	(18)

	DESIRABILITY			PROBABILITY			IMPACT					
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2
14. Athletic recruitment by coaches within the league (OWIAA)...	is (1978) (24) (29) (5) (38) (5)	(19) (27) (5) (33) (14)	(43) (38) (10) (10) ()	() () (23) (5) (50) (23)	() () () (5) (32) (64)	(36) (27) (9) (18) (9)	() (27) (5) (55) (14)	() (9) (5) (36) (50)	(27) (45) (9) (14) (5)	() (27) (5) (55) (14)	() (9) (5) (36) (50)	(27) (45) (9) (14) (5)
15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record...	is (1978) (24) (43) (5) (29) ()	(29) (24) (5) (33) (10)	(48) (33) (10) (10) ()	() () (23) (5) (59) (14)	() () () (5) (32) (64)	(27) (9) (9) (50) (5)	() (23) (9) (41) (23)	() (18) (9) (23) (50)	(5) (23) (9) (41) (23)	() (18) (9) (23) (50)	() (18) (9) (23) (50)	(5) (23) (9) (41) (23)
16. Athletic recruitment in high visibility and spectator sports...	is (1978) (24) (33) (5) (38) ()	(24) (44) (5) (33) (14)	(33) (52) (10) (5) ()	() () (5) (5) (59) (32)	() () () (5) (18) (77)	() () () (5) (32) (9)	() (18) (5) (64) (14)	() (5) (5) (50) (41)	() (18) (36) (9) (23) (14)	() (5) (5) (50) (41)	() (5) (5) (50) (41)	() (18) (36) (9) (23) (14)
17. Athletic recruitment in low visibility and non-spectator sports...	is (1978) (24) (33) (5) (38) ()	(24) (29) (5) (33) (10)	(33) (52) (10) (5) ()	() (9) (14) (5) (44) (9)	(5) (18) (5) (41) (32)	(32) (45) (9) (9) (5)	(14) (18) (9) (50) (9)	(5) (18) (9) (45) (18)	(14) (18) (9) (50) (9)	(5) (18) (9) (45) (18)	(14) (18) (9) (50) (9)	(5) (18) (9) (45) (18)
18. Athletic recruitment when league tiering occurs...	is (1978) (24) (38) (10) (24) (5)	(24) (29) (5) (24) (19)	(33) (43) (19) (5) ()	() (18) (9) (55) (18)	() () () (5) (23) (64)	(23) (23) (18) (27) (9)	() (27) (9) (45) (18)	() (18) (5) (36) (41)	(14) (32) (18) (27) (9)	() (18) (5) (36) (41)	() (18) (5) (36) (41)	(14) (32) (18) (27) (9)
19. Media coverage of high school sports and the identification of high school athletes...	is (1978) (5) (5) (5) (57) (29)	(5) () (5) (43) (48)	(5) (19) (10) (62) (5)	(5) (27) (5) (50) (14)	(5) (5) (5) (50) (36)	(23) (36) (9) (27) (5)	(5) (36) (5) (50) (5)	(5) (18) (5) (45) (27)	(23) (45) (9) (18) ()	(5) (36) (5) (50) (5)	(5) (18) (5) (45) (27)	(23) (45) (9) (18) ()
20. Recruitment by female athletes enrolled in our university and satisfied with the athletic program...	is (1978) (5) (24) (5) (24) (43)	(5) (19) (5) (10) (62)	(14) (24) (10) (29) (24)	() (9) (5) (59) (27)	() (5) (32) (59)	(9) (36) (9) (41) (5)	() (14) (5) (59) (23)	() (9) (5) (50) (36)	() (9) (32) (9) (45) (5)	() (14) (5) (59) (23)	() (9) (5) (50) (36)	() (9) (32) (9) (45) (5)
21. Out of country trained athletes competing in the OWIAA...	is (1978) (24) (52) (5) (10) (10)	(29) (43) (5) (14) (10)	(48) (14) (15) (14) (10)	(23) (55) (10) (9) (5)	(18) (23) (5) (45) (9)	(45) (32) (14) (5) (5)	(18) (50) (14) (9) (9)	(18) (32) (9) (23) (18)	(45) (23) (19) (5) (9)	(50) (14) (9) (9) (9)	(18) (32) (9) (23) (18)	(45) (23) (19) (5) (9)

Significant groups and individuals in athletic recruitment:

		DESIRABILITY			PROBABILITY			IMPACT							
		-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2		
22. Student athletes attending school in the United States because of recruitment efforts...	is (1978)	(3)	(5)	(5)	()	(5)	(18)	(9)	(59)	(9)	(5)	(32)	(5)	(59)	()
	will be (1983)	(4)	(8)	(5)	()	()	(14)	(9)	(41)	(36)	()	(32)	(5)	(36)	(27)
	was (1973)	(5)	(2)	(15)	(5)	(4)	(27)	(19)	(9)	(5)	(4)	(23)	(9)	(14)	(9)
23. Emphasis on elite athletes due to national and international competition...	is (1978)	(10)	(2)	(5)	(5)	(9)	()	(9)	(7)	(9)	(9)	(9)	(9)	(9)	(23)
	will be (1983)	(10)	(1)	(5)	(5)	()	(5)	(5)	(3)	(5)	(5)	(9)	(5)	(23)	(57)
	was (1973)	(2)	(1)	(10)	(4)	(2)	(23)	(27)	(19)	(3)	()	(27)	(18)	(19)	(27)
24. Recruitment time and travel expenses allotted to coaches by universities within the league (OWIAA)...	is (1978)	(3)	(2)	(5)	(2)	(18)	(4)	(5)	(3)	()	(27)	(1)	(5)	(36)	(18)
	will be (1983)	(3)	(2)	(5)	(2)	(9)	(2)	(5)	(3)	(2)	(5)	(1)	(5)	(4)	(36)
	was (1973)	(4)	(1)	(10)	(1)	(5)	(2)	(9)	(5)	()	(4)	(2)	(14)	(9)	(14)
25. Athletic recruitment occurring when coaches represent the university at tournaments, clinics, and high school banquets...	is (1978)	(5)	(3)	()	(4)	()	()	()	(7)	(2)	()	(2)	()	(5)	(18)
	will be (1983)	(10)	(2)	()	(4)	()	()	()	(3)	(6)	()	(1)	()	(4)	(41)
	was (1973)	(1)	(2)	(10)	(3)	(9)	(2)	(9)	(5)	()	(2)	(2)	(2)	(9)	(36)
26. The athletic director being aware of the activity of coaches at OWIAA universities...	is (1978)	()	()	(1)	(8)	()	(2)	()	(6)	(1)	(5)	(2)	(5)	(5)	(18)
	will be (1983)	()	()	(1)	(8)	()	(5)	(5)	(5)	(3)	(5)	(9)	(5)	(5)	(22)
	was (1973)	(5)	()	(10)	(1)	(9)	(4)	(9)	(1)	(2)	(2)	(1)	(9)	(4)	(9)
27. Our athletic department having knowledge of alumni activities (eg: the recruitment of female athletes)...	is (1978)	()	(5)	(3)	(2)	(5)	(3)	(5)	(5)	(9)	(1)	(1)	(5)	(4)	(5)
	will be (1983)	()	(5)	(3)	(2)	(5)	(1)	(5)	(4)	(5)	(4)	(3)	(9)	(1)	(18)
	was (1973)	(10)	()	(15)	(3)	(18)	(3)	(14)	(3)	(5)	(2)	(4)	(14)	(4)	(5)
28. The involvement of the high school liaison officer and/or registrar in athletic recruitment at our university...	is (1978)	(1)	(1)	(3)	(2)	(2)	(2)	()	(4)	(1)	(3)	(1)	(5)	(3)	(14)
	will be (1983)	(1)	(1)	(3)	(2)	(5)	(2)	()	(3)	(3)	(5)	(1)	(1)	(5)	(23)
	was (1973)	(2)	(1)	(10)	(3)	(2)	(3)	(9)	(2)	(5)	(4)	(2)	(9)	(2)	(5)
29. The involvement of the president and/or vice president of our university in major decisions concerning athletic recruitment...	is (1978)	(1)	(2)	(5)	(8)	(2)	(2)	(5)	(2)	(1)	(4)	(1)	(9)	(9)	(27)
	will be (1983)	(10)	(2)	(5)	(3)	(1)	(1)	(5)	(2)	(2)	(3)	(5)	(9)	(5)	(9)
	was (1973)	(2)	(1)	(1)	(3)	(5)	(2)	(2)	(9)	(2)	(3)	(1)	(1)	(1)	(27)

DESIRABILITY PROBABILITY IMPACT

	DESIRABILITY			PROBABILITY			IMPACT						
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2	
30. Social stress (from outside the OWIAA):													
is (1978)	(29)	(5)	(10)	(24)	(33)	(14)	(41)	(9)	(23)	(14)	(9)	(23)	(14)
concerned about harassment and principals being													
athletes by universities...	(24)	(10)	(10)	(24)	(33)	(9)	(18)	(9)	(41)	(23)	(18)	(14)	(9)
was (1973)	(24)	(5)	(24)	(14)	(33)	(36)	(18)	(14)	(18)	(14)	(18)	(14)	(27)
31. Pressure from the local media on our female													
teams to be successful in league competition...	(33)	(33)	(5)	(29)	()	(23)	(55)	(5)	(18)	()	(41)	(32)	(5)
is (1978)	(33)	(33)	(5)	(29)	()	(23)	(55)	(5)	(18)	()	(41)	(32)	(5)
will be (1983)	(29)	(38)	(5)	(29)	()	(18)	(41)	(5)	(27)	(9)	(23)	(32)	(9)
was (1973)	(48)	(19)	(15)	(19)	()	(45)	(41)	(14)	()	()	(55)	(18)	(9)
32. Criticism of our policies (regarding athletic													
recruitment) by the public and media, based on	(57)	(24)	(5)	(10)	(5)	(9)	(32)	(5)	(45)	(9)	(23)	(36)	(5)
comparisons of the success of the Canadian and	(43)	(38)	(5)	(10)	(5)	(5)	(18)	(5)	(41)	(33)	(18)	(32)	(5)
American athletic systems...	(57)	(19)	(10)	(10)	(5)	(9)	(45)	(9)	(9)	()	(55)	(18)	(9)
33. Explicit recruitment rules and directives from													
the government to universities...	(43)	(24)	(5)	(19)	(10)	(36)	(45)	(5)	(9)	(5)	(45)	(9)	(9)
is (1978)	(43)	(24)	(5)	(19)	(10)	(36)	(45)	(5)	(9)	(5)	(45)	(9)	(9)
will be (1983)	(43)	(24)	(5)	(19)	(14)	(23)	(27)	(5)	(36)	(9)	(23)	(18)	(9)
was (1973)	(43)	(33)	(15)	(5)	(5)	(59)	(23)	(14)	(5)	()	(50)	(9)	(14)
34. Constituent strain (stress from inside the OWIAA):													
Female athletes urging their athletic department	()	(19)	()	(43)	(36)	(5)	(14)	()	(64)	(18)	(14)	(27)	(5)
to improve the athletic program...	()	(14)	()	(38)	(48)	()	(9)	()	(41)	(50)	(9)	(9)	(5)
is (1978)	()	(14)	()	(38)	(48)	()	(9)	()	(41)	(50)	(9)	(9)	(5)
will be (1983)	(5)	(19)	(10)	(43)	(24)	(18)	(23)	(9)	(50)	()	(23)	(23)	(9)
was (1973)	(29)	(36)	(5)	(29)	()	(14)	(32)	(5)	(45)	(5)	(18)	(32)	(5)
35. The incidence of female athletes "shopping													
around" for the best offer from a university...	(24)	(38)	(5)	(33)	()	()	(18)	(5)	(41)	(36)	(9)	(9)	(5)
is (1978)	(24)	(38)	(5)	(33)	()	()	(18)	(5)	(41)	(36)	(9)	(9)	(5)
will be (1983)	(48)	(29)	(10)	(14)	()	(45)	(27)	(14)	(14)	()	(41)	(32)	(14)
was (1973)	(29)	(52)	(5)	(10)	(5)	(9)	(23)	(5)	(59)	(5)	(18)	(14)	(5)
36. Pressure on our coaches to do something because													
of the effects of the recruitment practices of	(24)	(43)	(5)	(24)	(5)	(5)	()	(5)	(45)	(45)	(5)	(9)	(5)
of other universities in the OWIAA...	(38)	(43)	(10)	(5)	(5)	(27)	(50)	(14)	(9)	()	(32)	(36)	(14)
is (1978)	(29)	(52)	(5)	(10)	(5)	(9)	(23)	(5)	(59)	(5)	(18)	(14)	(5)
will be (1983)	(24)	(43)	(5)	(24)	(5)	(5)	()	(5)	(45)	(45)	(5)	(9)	(5)
was (1973)	(38)	(43)	(10)	(5)	(5)	(27)	(50)	(14)	(9)	()	(32)	(36)	(14)
37. Coaches being more concerned with representing													
the league (OWIAA) at national championships	(38)	(43)	(10)	(5)	(5)	()	(32)	(9)	(18)	(41)	(9)	(18)	(9)
than with league competition...	(48)	(33)	(14)	(5)	()	(27)	(41)	(19)	(14)	()	(32)	(36)	(19)
is (1978)	(38)	(43)	(10)	(5)	(5)	()	(32)	(9)	(18)	(41)	(9)	(18)	(9)
will be (1983)	(48)	(33)	(14)	(5)	()	(27)	(41)	(19)	(14)	()	(32)	(36)	(19)
was (1973)	(38)	(43)	(10)	(5)	(5)	()	(32)	(9)	(18)	(41)	(9)	(18)	(9)

	DESIRABILITY			PROBABILITY			IMPACT								
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2			
38. Strain between individuals at our university due to differing philosophies about athletic recruitment (eg: other members pressuring coaches to recruit or not recruit)...	(48)	(33)	(5)	(10)	(5)	(23)	(23)	(5)	(50)	()	(36)	(23)	(5)	(36)	()
is	(1978)														
will be	(1983)														
was	(1973)														
39. Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams...	(10)	(5)	(5)	(52)	(29)	(27)	(27)	(5)	(36)	(5)	(18)	(18)	(5)	(45)	(14)
is	(1978)														
will be	(1983)														
was	(1973)														
40. The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students...	(76)	(10)	(5)	(5)	(5)	(23)	(32)	(5)	(36)	(5)	(23)	(36)	(5)	(36)	()
is	(1978)														
will be	(1983)														
was	(1973)														
G. Management techniques, control, and recommended changes:															
41. Communicating university policy regarding athletic recruitment to coaches...	()	()	(5)	(10)	(86)	(5)	(14)	(5)	(55)	(23)	(5)	(23)	(9)	(36)	(27)
is	(1978)														
will be	(1983)														
was	(1973)														
42. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	(14)	(33)	(29)	(21)	()	(5)	(27)	(32)	(32)	(5)	(14)	(9)	(32)	(45)	()
is	(1978)														
will be	(1983)														
was	(1973)														
43. The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors...	()	()	(5)	(29)	(67)	(14)	(41)	(5)	(27)	(14)	(14)	(18)	(9)	(36)	(23)
is	(1978)														
will be	(1983)														
was	(1973)														
44. Controlling athletic recruitment in the OWIAA by regulations which are self enforced...	()	(19)	(5)	(48)	(29)	(18)	(32)	(5)	(32)	(14)	(9)	(9)	(9)	(59)	(14)
is	(1978)														
will be	(1983)														
was	(1973)														
45. The attempt by the OWIAA to provide an operational definition of athletic recruitment...	()	()	(5)	(24)	(71)	()	(18)	(9)	(55)	(18)	(9)	(32)	(9)	(36)	(14)
is	(1978)														
will be	(1983)														
was	(1973)														

	DESIRABILITY			PROBABILITY			IMPACT								
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2			
46 Recruitment of athletes being a way of life for most coaches in the OWIAA...	(33)	(48)	(10)	(10)	()	(18)	(45)	(9)	(23)	(5)	(18)	(26)	(9)	(18)	(18)
will be (1983)	(33)	(43)	(10)	(14)	()	(5)	(27)	(9)	(45)	(14)	()	(27)	(9)	(18)	(45)
was (1973)	(38)	(43)	(14)	(5)	()	(41)	(41)	(14)	(5)	()	(32)	(27)	(18)	(9)	(14)
47. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic recruitment)...	(14)	(5)	(10)	(33)	(38)	(5)	(36)	(9)	(41)	(9)	(18)	(23)	(9)	(27)	(23)
will be (1983)	(14)	()	(10)	(29)	(48)	()	(41)	(9)	(41)	(45)	(9)	(18)	(9)	(14)	(50)
was (1973)	(19)	(10)	(14)	(33)	(24)	(32)	(50)	(14)	(5)	()	(32)	(23)	(14)	(23)	(9)

ATHLETIC SUBSIDIZATION

A. The ultimate goal or mission of athletic subsidization:																	
1. Subsidization to provide an opportunity for athletes to attend university by giving financial assistance...	is	(1978)	(29)	(19)	(5)	(29)	(19)	(9)	(41)	(9)	(23)	(18)	(14)	(23)	(14)	(36)	(14)
will be (1983)	will be	(1983)	(29)	(14)	(5)	(33)	(19)	(5)	(23)	(9)	(36)	(27)	(5)	(23)	(9)	(27)	(36)
was (1973)	was	(1973)	(38)	(19)	(19)	(5)	(19)	(27)	(41)	(19)	(9)	(5)	(27)	(23)	(14)	(18)	(18)
2. Subsidization to keep Canadian athletes at Canadian universities...	is	(1978)	(14)	(38)	(5)	(33)	(10)	(14)	(36)	(9)	(32)	(9)	(23)	(14)	(9)	(45)	(9)
will be (1983)	will be	(1983)	(14)	(29)	(5)	(38)	(14)	(5)	(14)	(9)	(45)	(27)	(14)	(9)	(9)	(41)	(27)
was (1973)	was	(1973)	(29)	(24)	(19)	(14)	(14)	(32)	(36)	(19)	(14)	()	(36)	(14)	(14)	(23)	(14)
3. Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities...	is	(1978)	(43)	(43)	(10)	()	(5)	(18)	(50)	(14)	(18)	()	(14)	(41)	(18)	(18)	(9)
will be (1983)	will be	(1983)	(43)	(43)	(10)	()	(5)	(14)	(27)	(14)	(32)	(14)	(9)	(23)	(14)	(36)	(18)
was (1973)	was	(1973)	(57)	(19)	(19)	()	(5)	(55)	(23)	(18)	(5)	()	(32)	(32)	(18)	(9)	(9)
4. Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability...	is	(1978)	(43)	(38)	(5)	(14)	()	(18)	(55)	(9)	(18)	()	(18)	(36)	(9)	(18)	(18)
will be (1983)	will be	(1983)	(38)	(38)	(5)	(14)	(5)	(5)	(36)	(9)	(41)	(9)	(9)	(32)	(9)	(23)	(27)
was (1973)	was	(1973)	(57)	(24)	(14)	(5)	()	(50)	(36)	(14)	()	()	(41)	(14)	(14)	(14)	(14)
B. The conflicts or obstacles preventing achievement of these goals:																	
5. OWIAA coaches understanding the implications associated with athletic subsidization...	is	(1978)	(5)	()	(10)	(14)	(71)	(5)	(23)	(9)	(50)	(14)	(9)	(23)	(9)	(32)	(27)
will be (1983)	will be	(1983)	(5)	()	(10)	(10)	(76)	(5)	(18)	(9)	(41)	(27)	(5)	(9)	(9)	(14)	(32)
was (1973)	was	(1973)	(5)	()	(14)	(10)	(77)	(18)	(36)	(14)	(23)	(9)	(18)	(18)	(14)	(27)	(23)

	DESIRABILITY			PROBABILITY			IMPACT										
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2					
6. Philosophical agreement between universities about athletic subsidization...	is (1978)	()	(5)	(10)	(24)	(62)	(9)	(45)	(9)	(32)	(5)	(5)	(14)	(9)	(50)	(23)	
	will be (1983)	()	(5)	(10)	(24)	(62)	(27)	(36)	(9)	(18)	(9)	()	(14)	(9)	(36)	(41)	
	was (1973)	(5)	()	(14)	(33)	(48)	(9)	(36)	(14)	(32)	(9)	(23)	(23)	(23)	(14)	(18)	
7. Criticism of athletic subsidization based on factual knowledge...	is (1978)	()	(5)	(14)	(43)	(38)	()	(36)	(14)	(41)	(9)	(9)	(9)	(22)	(14)	(32)	
	will be (1983)	()	(10)	(14)	(27)	(48)	()	(23)	(14)	(41)	(23)	(5)	(41)	(14)	(14)	(27)	
	was (1973)	()	(5)	(19)	(38)	(38)	(23)	(41)	(18)	(14)	(5)	(23)	(32)	(18)	(14)	(14)	
C. Significant events in athletic subsidization:																	
8. Preference given to athletes over other students in the academic program in the selection for part time employment...	is (1978)	(48)	(28)	(14)	(10)	()	(23)	(32)	(18)	(27)	()	(18)	(23)	(18)	(32)	(9)	
	will be (1983)	(47)	(33)	(14)	(10)	()	(9)	(36)	(18)	(23)	(14)	(14)	(18)	(18)	(27)	(23)	
	was (1973)	(43)	(24)	(24)	(10)	()	(36)	(27)	(23)	(9)	(5)	(27)	(14)	(23)	(27)	(9)	
9. Equitable distribution of third party scholarship athletes throughout the league (OVIAA)...	is (1978)	(14)	(19)	(10)	(24)	(29)	(22)	(41)	(9)	(14)	(5)	(9)	(23)	(9)	(36)	(23)	
	will be (1983)	(14)	(14)	(10)	(33)	(27)	(23)	(45)	(9)	(14)	(9)	(9)	(9)	(9)	(41)	(32)	
	was (1973)	(24)	(19)	(19)	(24)	(14)	(45)	(18)	(19)	(14)	(5)	(32)	(14)	(14)	(18)	(23)	
10. Athletic subsidization being offered to students by coaches within the league...	is (1978)	(76)	(19)	(5)	()	()	(23)	(45)	(9)	(23)	()	(14)	(27)	(9)	(36)	(14)	
	will be (1983)	(76)	(14)	(5)	(5)	()	(5)	(41)	(9)	(32)	(14)	(9)	(9)	(9)	(55)	(18)	
	was (1973)	(76)	(10)	(14)	()	()	(50)	(36)	(14)	()	()	(41)	()	(14)	(27)	(18)	
11. Athletic subsidization in high visibility and spectator sports...	is (1978)	(52)	(22)	(14)	(10)	()	(5)	(45)	(14)	(32)	(5)	(9)	(27)	(14)	(36)	(14)	
	will be (1983)	(52)	(19)	(14)	(14)	()	(5)	(23)	(14)	(32)	(27)	(5)	(23)	(14)	(32)	(27)	
	was (1973)	(52)	(19)	(19)	(10)	()	(36)	(41)	(18)	(5)	()	(27)	(27)	(18)	(14)	(14)	
12. Athletic subsidization in low visibility and non-spectator sports...	is (1978)	(62)	(14)	(14)	(10)	()	(27)	(50)	(14)	(9)	()	(27)	(27)	(14)	(23)	(9)	
	will be (1983)	(52)	(24)	(14)	(10)	()	(18)	(32)	(14)	(27)	(9)	(18)	(32)	(14)	(23)	(14)	
	was (1973)	(57)	(14)	(19)	(10)	()	(50)	(27)	(23)	()	()	(45)	(9)	(18)	(14)	(14)	
13. In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications...	is (1978)	(19)	(10)	(5)	(38)	(27)	(7)	(45)	(7)	(36)	()	(23)	(36)	(14)	(18)	(9)	
	will be (1983)	(19)	(5)	(5)	(43)	(27)	(5)	(18)	(9)	(57)	(9)	(9)	(41)	(14)	(18)	(18)	
	was (1973)	(24)	(14)	(14)	(27)	(17)	(23)	(50)	(19)	(9)	()	(32)	(32)	(18)	(14)	(5)	

	DESIRABILITY			PROBABILITY			IMPACT								
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2			
D. Significant groups and individuals in athletic subsidization:															
14. Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...	(33)	(19)	(10)	(38)	()	(27)	(55)	(9)	(9)	()	(32)	(23)	(14)	(23)	(9)
is (1978)															
will be (1983)	(29)	(14)	(10)	(48)	()	(14)	(27)	(9)	(45)	(5)	(14)	(27)	(9)	(27)	(23)
was (1973)	(57)	(5)	(14)	(24)	()	(59)	(23)	(14)	(5)	()	(45)	(14)	(14)	(14)	(14)
15. Individuals in the community providing scholarships and bursaries for female athletes based on academic criteria...	(10)	()	(5)	(48)	(38)	(4)	(36)	(9)	(41)	()	(27)	(27)	(9)	(23)	(14)
is (1978)															
will be (1983)	(10)	()	(5)	(43)	(43)	(9)	(5)	(9)	(68)	(9)	(14)	(23)	(9)	(36)	(18)
was (1973)	(19)	()	(14)	(38)	(29)	(36)	(36)	(14)	(14)	()	(32)	(27)	(14)	(14)	(14)
16. Subsidization by American schools reducing the quality of athletes attending Canadian universities...	(67)	(14)	(14)	(5)	()	(14)	(32)	(14)	(32)	(9)	(18)	(41)	(18)	(14)	(9)
is (1978)															
will be (1983)	(67)	(14)	(14)	(5)	()	(9)	(18)	(14)	(36)	(23)	(18)	(18)	(18)	(27)	(18)
was (1973)	(62)	(14)	(19)	(5)	()	(32)	(36)	(18)	(5)	(9)	(45)	(18)	(23)	()	(14)
17. Government involvement (third party scholarship funding for athletes) at our university...	(14)	(10)	(15)	(52)	(10)	(9)	(18)	(9)	(55)	(9)	(9)	(23)	(9)	(41)	(18)
is (1978)															
will be (1983)	(14)	()	(15)	(62)	(10)	()	(9)	(9)	(55)	(27)	(5)	(18)	(9)	(32)	(36)
was (1973)	(29)	(5)	(19)	(38)	(10)	(27)	(36)	(18)	(23)	()	(32)	(27)	(14)	(9)	(18)
E. Social stress (from outside the OWIAA):															
18. Criticism from the public and media about the effects of our policies relating to athletic subsidization...	(19)	(29)	(10)	(38)	(5)	(14)	(27)	(9)	(45)	(5)	(23)	(36)	(9)	(23)	(9)
is (1978)															
will be (1983)	(19)	(29)	(10)	(38)	(5)	()	(32)	(14)	(27)	(27)	(14)	(41)	(9)	(14)	(23)
was (1973)	(24)	(24)	(19)	(29)	(5)	(27)	(41)	(19)	(5)	(5)	(32)	(41)	(14)	(14)	()
F. Constituent strain (stress from inside the OWIAA):															
19. Strain among individuals at our university due to differing philosophies about athletic subsidization (eg: pressure to subsidize or not subsidize)...	(52)	(38)	(10)	()	()	(5)	(55)	(9)	(32)	()	(18)	(45)	(14)	(18)	(5)
is (1978)															
will be (1983)	(52)	(38)	(10)	()	()	()	(36)	(9)	(45)	(9)	(14)	(32)	(14)	(32)	(9)
was (1973)	(48)	(38)	(14)	()	()	(32)	(36)	(19)	(14)	()	(36)	(36)	(18)	(5)	(5)
20. Criticism of our policies relating to athletic subsidization by other universities in the (OWIAA)...	(38)	(24)	(15)	(24)	()	(5)	(50)	(14)	(23)	(9)	(18)	(50)	(14)	(9)	(9)
is (1978)															
will be (1983)	(38)	(24)	(15)	(24)	()	(5)	(21)	(14)	(41)	(14)	(18)	(56)	(14)	(23)	(9)
was (1973)	(38)	(24)	(19)	(19)	()	(27)	(32)	(18)	(18)	(5)	(27)	(41)	(18)	(5)	(9)

	DESIRABILITY			PROBABILITY			IMPACT					
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2
G. Management techniques, control, and recommended changes:												
21. Athletic subsidization when coaches are allowed to make decisions pertaining to their sport...	is (1978)	(29) (43) (29) () ()	() () () () ()	() () () () ()	(18) (41) (27) (9) (5)	(18) (18) (18) (18) (18)	(27) (9) (9) (14) (14)	(18) (18) (18) (18) (18)	(18) (18) (18) (18) (18)	(18) (18) (18) (18) (18)	(27) (27) (27) (27) (27)	(9) (9) (9) (9) (9)
Will be (1983)	(29) (38) (29) (5) ()	() () () () ()	() () () () ()	() () () () ()	(18) (32) (27) (9) (14)	(18) (18) (18) (18) (18)	(27) (9) (9) (14) (14)	(18) (18) (18) (18) (18)	(18) (18) (18) (18) (18)	(18) (18) (18) (18) (18)	(27) (27) (27) (27) (27)	(9) (9) (9) (9) (9)
was (1973)	(43) (24) (33) () ()	() () () () ()	() () () () ()	() () () () ()	(27) (36) (37) () ()	() () () () ()	() () () () ()	() () () () ()	(32) (9) (32) (9) (32)	(9) (32) (9) (32) (9)	(18) (18) (18) (18) (18)	(9) (9) (9) (9) (9)
22. The OWIAA as a regulatory body dealing with athletic subsidization to the satisfaction of coaches and athletic directors...	is (1978)	(5) (10) (19) (38) (29)	() () () () ()	() () () () ()	(18) (32) (18) (27) (5)	(18) (9) (18) (9) (5)	(18) (9) (18) (9) (5)	(18) (9) (18) (9) (5)	(18) (9) (18) (9) (5)	(18) (9) (18) (9) (5)	(23) (23) (23) (23) (23)	(14) (14) (14) (14) (14)
Will be (1983)	(5) () (19) (48) (29)	() () () () ()	() () () () ()	() () () () ()	(9) (18) (18) (36) (18)	(9) (5) (23) (36) (27)	(18) (36) (18) (36) (18)	(9) (5) (23) (36) (27)	(9) (5) (23) (36) (27)	(9) (5) (23) (36) (27)	(23) (23) (23) (23) (23)	(17) (17) (17) (17) (17)
was (1973)	(19) (14) (19) (29) (19)	() () () () ()	() () () () ()	() () () () ()	(32) (27) (18) (18) (5)	(32) (5) (32) (5) (32)	(18) (18) (18) (18) (18)	(5) (32) (5) (32) (5)	(32) (5) (32) (5) (32)	(5) (32) (5) (32) (5)	(27) (27) (27) (27) (27)	(14) (14) (14) (14) (14)
23. Subsidization controlled by regulations that are self enforced by the OWIAA...	is (1978)	(19) (24) (19) (24) (14)	() () () () ()	() () () () ()	(23) (27) (18) (32) ()	(23) (9) (23) (9) (23)	() () () () ()	() () () () ()	(23) (9) (23) (9) (23)	(23) (9) (23) (9) (23)	(36) (36) (36) (36) (36)	(9) (9) (9) (9) (9)
Will be (1983)	(19) (24) (19) (24) (14)	() () () () ()	() () () () ()	() () () () ()	(18) (18) (18) (18) (18)	(18) (9) (18) (9) (18)	(18) (36) (18) (36) (18)	(9) (23) (9) (23) (9)	(14) (9) (14) (9) (14)	(14) (9) (14) (9) (14)	(32) (32) (32) (32) (32)	(23) (23) (23) (23) (23)
was (1973)	(29) (14) (29) (24) (5)	() () () () ()	() () () () ()	() () () () ()	(32) (23) (28) (18) ()	(36) (9) (36) (9) (36)	(18) (18) (18) (18) (18)	() () () () ()	(36) (9) (36) (9) (36)	(36) (9) (36) (9) (36)	(27) (27) (27) (27) (27)	(14) (14) (14) (14) (14)
24. The attempt by the OWIAA to provide an operational definition of athletic subsidization...	is (1978)	() (5) (14) (24) (57)	() () () () ()	() () () () ()	(5) (27) (14) (41) (14)	(14) (36) (14) (36) (14)	(41) (14) (41) (14) (41)	(14) (36) (14) (36) (14)	(14) (36) (14) (36) (14)	(14) (36) (14) (36) (14)	(23) (23) (23) (23) (23)	(14) (14) (14) (14) (14)
Will be (1983)	() (5) (14) (24) (57)	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	(14) (55) (32) (14) (55)	(32) (14) (32) (14) (32)	(9) (23) (9) (23) (9)	(23) (14) (23) (14) (23)	(23) (23) (23) (23) (23)	(32) (32) (32) (32) (32)
was (1973)	(10) (10) (19) (29) (33)	() () () () ()	() () () () ()	() () () () ()	(27) (36) (23) (9) (5)	(32) (23) (32) (23) (32)	(9) (5) (32) (23) (9)	(5) (32) (23) (9) (5)	(32) (23) (32) (23) (32)	(18) (18) (18) (18) (18)	(18) (18) (18) (18) (18)	(9) (9) (9) (9) (9)
25. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidization)...	is (1978)	(10) (5) (14) (19) (52)	() () () () ()	() () () () ()	(9) (41) (14) (36) ()	(14) (32) (14) (32) (14)	(36) () (36) () (36)	() (14) (32) (14) (32)	(14) (32) (14) (32) (14)	(14) (32) (14) (32) (14)	(18) (18) (18) (18) (18)	(23) (23) (23) (23) (23)
Will be (1983)	(10) (5) (14) (14) (57)	() () () () ()	() () () () ()	() () () () ()	(9) () () () ()	(14) (45) (32) (14) (45)	(32) (14) (32) (14) (32)	(5) (14) (5) (14) (5)	(14) (32) (14) (32) (14)	(14) (32) (14) (32) (14)	(32) (32) (32) (32) (32)	(36) (36) (36) (36) (36)
was (1973)	(19) (10) (19) (19) (33)	() () () () ()	() () () () ()	() () () () ()	(32) (36) (23) (9) ()	(41) (14) (41) (14) (41)	(9) () (9) () (9)	(41) (14) (41) (14) (41)	(41) (14) (41) (14) (41)	(41) (14) (41) (14) (41)	(18) (18) (18) (18) (18)	(9) (9) (9) (9) (9)

Round Two Opinionnaire Results - Frequencies

All results are expressed as percentages.

ATHLETIC RECRUITMENT	Time													
	-2	-1	No Response	+1	+2	-2	-1	No Response	+1	+2	No Impact	Slight Impact	Major Impact	Very Great Impact
A. The ultimate goal or mission of athletic recruitment:														
1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program...	7	26	19	41	15	52	19	22	7	56	26	19	4	26
2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered...			7	41	52	4	7	22	67	44	33	19	4	11
3. Athletic recruitment to promote balanced competition within the league (OWIAA)...	30	19	30	22	7	41	19	15	11	26	30	33	11	11
4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program...	26	19	22	33	22	19	41	22	11	48	26	19	4	4
5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes)...	52	22	19	7	11	11	4	26	44	44	26	19	4	4

B. The conflicts or obstacles preventing achievement of these goals:

6. OWIAA coaches understanding the implications associated with athletic recruitment...	7	19	33	41	41	30	26	11	7	4	41	33	15	7
7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment)...	70	4	30	4	4	37	15	22	4	15	7	37	15	11
8. Philosophical differences between universities in regard to athletic recruitment of female students...	63	7	11	19	19	4	15	30	37	33	19	19	30	30

Time	DESIRABILITY			PROBABILITY			IMPACT					
	-2	-1	+1	+2	-2	-1	+1	+2	-2	-1	+1	+2
1	4	4	41	22	30	44	30	26	11	30	26	33
2	4	4	4	26	7	44	22	30	4	11	15	67
3	4	4	4	26	7	30	22	37	7	7	19	52

9. Criticism of athletic recruitment based on factual knowledge...

C. Significant events in athletic recruitment:

10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn)...	1	4	4	22	56	4	26	30	37	11	26	30	4
	2	4	4	19	59	4	22	59	19	7	7	26	7
	3	4	7	15	52	7	19	52	19	11	15	22	19
11. Elite athletes selecting a university where they can obtain competitive experience and recognition...	1	41	15	37	7	4	30	15	44	7	41	15	15
	2	4	7	7	70	4	4	11	48	4	4	7	41
	3	4	7	11	30	4	15	11	74	4	4	11	74
12. Elite athletes selecting a university primarily for the academic program offered...	1		19	11	70	7	15	37	41	7	15	19	59
	2	4	7	15	74	19	7	67	7	11	11	15	63
	3	4	4	11	19	4	15	11	63	7	11	15	56
13. Intercollegiate athletics for women, featuring a high powered competitive program...	1	7	56	15	22	4	63	22	11	15	30	22	26
	2	26	7	63	4	15	22	63	11	15	26	26	52
	3	19	11	48	22	7	26	33	33	11	19	19	22
14. Athletic recruitment by coaches within the league (OVIAA)...	1	41	33	15	11	4	33	19	15	11	59	19	11
	2	19	19	11	44	7	7	11	70	11	7	15	74
	3	15	11	11	48	15	4	15	11	70	11	15	7
15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record...	1	37	30	15	15	4	15	22	52	4	37	22	37
	2	11	37	4	44	4	7	11	70	11	4	19	59
	3	19	19	7	41	15	15	15	15	70	4	15	11
16. Athletic recruitment in high visibility and spectator sports...	1	22	48	15	15	4	37	19	37	30	37	22	30
	2	15	30	4	48	4	7	7	63	19	4	15	78
	3	19	15	11	41	15	4	4	7	70	4	15	41
17. Athletic recruitment in low visibility and non-spectator sports...	1	37	33	15	15	4	48	22	15	11	52	19	15
	2	22	30	4	44	4	19	11	59	4	11	19	19
	3	26	19	11	33	11	4	15	33	37	4	19	15
18. Athletic recruitment when league tiering occurs...	1	15	48	15	19	4	41	26	26	26	44	33	19
	2	19	19	15	48	4	19	15	74	4	19	19	70
	3	19	11	19	33	19	7	15	15	59	19	22	59

Time	DESIRABILITY			PROBABILITY			IMPACT		
	-2	-1	+1+2	-2	-1	+1+2	-2	-1	+1+2
19.	1	7	22 67 4	7	48	19 26	4	63	19 15
	2		11 56 33		7	15 78		11	26 63
	3		15 33 52			19 74			22 59 19

D. Significant groups and individuals in athletic recruitment:

20.	1	7	15 41 30	7	19	52 11	4	22	19 52	4
	2	7	11 11 70	7	11	48 30		11	15 56	19
	3	7	11 7 74	7	7	15 7 70		7	11 63	19
21.	1	37	22 15 4	37	26	4 4	44	26	30	
	2	7	48 26 15 4	7	59	19 11 4	15	44	30 7	4 4
	3	7	52 22 15 4	7	37	19 37 4	7	30	33 26	4 4
22.	1	67	15 11 7	67	4	26 15	41	19	30	67 7
	2	63	22 7 7	63	7	19 67 7	7	7	19 22	59 19
	3	63	19 11 7	63	4	11 48 37	11	26	26 37	7 4
23.	1	22	19 37 4	22	33	26 30	11	26	26 37	7 4
	2	15	30 11 37 7	15	7	15 70 7	4	7	19 67	4 4
	3	15	22 15 37 11	15	4	15 22 56	4	4	19 15	59 59
24.	1	56	11 15 11 7	56	15	15 11	44	11	37 7	7 7
	2	22	22 11 33 11	22	37	15 41 4		7	19 67	7 41
	3	19	19 7 37 19	19	4	11 37 26		4	19 37	41 41
25.	1	11	22 15 52	11	19	22 59		22	26 48	4 4
	2	7	26 56 11	7	7	67 19		11	11 67	11 11
	3	7	22 7 52 11	7	4	11 22 63		11	11 41	37 37
26.	1		11 11 78	7	30	26 33	7	7	26 56	4 4
	2		7 93	7	11	74 11		4	15 74	7 7
	3		4 93	7	4	63 30		4	15 74	7 7
27.	1		22 26 52	4	44	19 30	11	30	19 37	4 4
	2		15 85	4	22	11 56 7	4	22	15 52	7 7
	3		4 15 81	4	11	15 56 19		7	15 63	15 15

	Time	DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1 +2	-2	-1	+1 +2	-2	-1	+1 +2
28. The involvement of the high school liaison officer and/or registrar in athletic recruitment at our university...	1	33	11	19 30 7	41	30	15	33	26	19 22
	2	22		52 26	15	26	4	11	7	19 59 4
	3	22		4 33 41	7	11	7	4	4	19 52 22
29. The involvement of the president and/or vice president of our university in major decisions concerning athletic recruitment.	1	11	11	22 52 4	33	26	19	41	11	26 22
	2		15	15 67 4	7	44	11	26	11	15 48
	3		15	19 59 7	7	30	15	22	7	15 52 4

E. Social stress (from outside the ONIAA);

30. High school teachers and principals being concerned about harassment of their female athletes by universities...	1	19	4	15 22 41	41	15	30	37	19	30 15
	2	15		11 26 48	4	37	26	4	37	30 30 4
	3	15		15 22 48	4	11	26	48	11	19 22 56
31. Pressure from the local media on our female teams to be successful in league competition...	1	63	7	15 15	44	33	19	44	33	22 4
	2	37	33	7 22	22	59	11	30	44	22 4
	3	33	30	11 26	15	44	19	15	48	19 19
32. Criticism of our policies (regarding athletic recruitment) by the public and media, based on comparisons of the success of the Canadian and American athletic systems...	1	67	15	19	44	26	26	44	26	30 26 4 4
	2	70	11	19	7	22	22	48	44	26 26 44 4
	3	59	22	19	7	15	22	41	30	22 44
33. Explicit recruitment rules and directives from the government to universities...	1	78	11	7 4	59	15	26	63	11	22 4 4
	2	78	4	7 7 4	37	41	19	44	22	26 4 4
	3	74	15	7 4	22	19	15	37	15	22 15 19

F. Constituent strain (stress from inside the ONIAA);

34. Female athletes urging their athletic department to improve the athletic program...	1		4	11 52 33		33	22	44		22 19 56 4
	2		4	41 52		7	7	82	4	11 19 70 4
	3		4	7 11 78		4	11	26	59	7 19 67 7
35. The incidence of female athletes "shopping around" for the best offer from a university...	1	52	22	11 15	44	33	19	4	33	41 22 4 4
	2	26	44	4 26	4	19	11	63	7	15 11 63 4
	3	26	41	7 26	4	15	11	37	33	4 11 15 44 26

	Time	DESIRABILITY			PROBABILITY			IMPACT				
		-2	-1	+1	+2	-2	-1	+1	+2			
36.	Pressure on our coaches to do something because of the effects of the recruitment practices of other universities in the OWIAA...	1	33	41	19	7	19	63	19	52	26	4
		2	30	48	7	15	19	11	70	7	26	67
		3	26	41	11	22	4	7	11	7	19	33
37.	Coaches being more concerned with representing the league (OWIAA) at national championships than with league competition...	1	56	30	15		22	48	22	7	41	30
		2	41	48	11	4	7	33	15	7	22	19
		3	33	48	19		4	33	11	7	19	15
38.	Strain between individuals at our university due to differing philosophies about athletic recruitment (eg: other members pressuring coaches to recruit or not recruit)...	1	67	22	11		41	37	11	30	33	26
		2	67	30	4		11	22	7	7	26	11
		3	67	26	7		4	26	15	4	26	15
39.	Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams...	1		19	59	22	11	52	15	26	22	44
		2	4	7	63	26	7	44	7	19	26	48
		3	4	15	22	59	7	22	19	7	22	63
40.	The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students...	1	85		11	4	48	22	11	37	19	22
		2	93		7	4	11	52	7	7	37	15
		3	89		7	4	11	37	11	7	30	22

G. Management techniques, control, and recommended changes:

41.	Communicating university policy regarding athletic recruitment to coaches...	1	4	11	85	15	30	44	11
		2		4	4	15	19	52	15
		3		4	93	7	11	56	26
42.	Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	1	22	30	19		7	48	22
		2	22	33	19		4	7	33
		3	22	26	33	4	11	37	48
43.	The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors.	1	4	19	59	48	30	15	7
		2	4	7	19	4	19	67	11
		3	4	7	19	4	19	67	11

	Time	DESIRABILITY			PROBABILITY			IMPACT					
		-2	-1	+1 +2	-2	-1	+1 +2	-2	-1	+1 +2			
44.	Controlling athletic recruitment in the OWIAA by regulations which are self enforced...	1	4	11	33	44	7	33	44	26	37	33	4
		2	4	11	4	78	4	22	44	7	26	63	4
		3	4	11	11	67	7	37	26	4	22	63	7
45.	The attempt by the OWIAA to provide an operational definition of athletic recruitment...	1		22	19	59		59	22	19	30	33	26
		2			19	81		4	7	89	11	15	74
		3		4	15	81		4	11	63	7	15	63
46.	Recruitment of athletes being a way of life for most coaches in the OWIAA...	1	52	19	19	11		48	22	26	4	33	11
		2	48	26	19	4	4	11	48	15	26	33	19
		3	41	30	19	7	4	22	22	22	30	19	30
47.	The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic recruitment)...	1	7	7	19	37	33	11	59	26	4	37	15
		2	7	11	30	52		11	19	70	15	26	52
		3	7	11	26	56		4	19	56	22	30	26

ATHLETIC SUBSIDIZATION

	Time	DESIRABILITY			PROBABILITY			IMPACT					
		-2	-1	+1 +2	-2	-1	+1 +2	-2	-1	+1 +2			
A.	The ultimate goal or mission of athletic subsidization:												
1.	Subsidization to provide an opportunity for athletes to attend university by giving financial assistance...	1	56	19	22	4		30	41	30	30	26	15
		2	33	11	7	48		4	41	19	7	15	22
		3	30	7	11	52		4	15	22	7	22	41
2.	Subsidization to keep Canadian athletes at Canadian universities...	1	33	22	22	22		30	30	30	7	48	15
		2	11	26	15	44	4		30	30	30	4	33
		3	11	15	22	48	4		7	30	41	37	44
3.	Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities...	1	78	19	19		4	59	11	22	4	30	41
		2	74	7	15		4	15	52	22	7	33	37
		3	67	11	19		4	11	26	30	33	15	30
4.	Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability...	1	81	11	7		63	15	22	22	19	7	26
		2	74	11	4	11		4	70	7	4	52	19
		3	67	11	7	15		4	37	11	4	37	15

B. The conflicts or obstacles preventing achievement of these goals:

5.	OWIAA coaches understanding the implications associated with athletic subsidization...	1		11	4	85		4	33	30	33	30	37	7
		2		7	7	85		11	11	70	7	4	26	59
		3		7	11	81		11	15	63	11	4	19	59

		DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1	+2	-2	-1	+1	+2	
1	4		19	11	7	52	26	33	15	
2			4	15	22	59	15	26	70	
3			7	15	78	56	15	26	48	
1			26	41	33	59	30	41	19	
2			19	48	33	15	15	33	52	
3			19	22	59	7	19	33	26	

		DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1	+2	-2	-1	+1	+2	
1	4		19	11	7	52	26	33	15	
2			4	15	22	59	15	26	70	
3			7	15	78	56	15	26	48	
1			26	41	33	59	30	41	19	
2			19	48	33	15	15	33	52	
3			19	22	59	7	19	33	26	

		DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1	+2	-2	-1	+1	+2	
1	4		19	11	7	52	26	33	15	
2			4	15	22	59	15	26	70	
3			7	15	78	56	15	26	48	
1			26	41	33	59	30	41	19	
2			19	48	33	15	15	33	52	
3			19	22	59	7	19	33	26	

		DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1	+2	-2	-1	+1	+2	
1	4		19	11	7	52	26	33	15	
2			4	15	22	59	15	26	70	
3			7	15	78	56	15	26	48	
1			26	41	33	59	30	41	19	
2			19	48	33	15	15	33	52	
3			19	22	59	7	19	33	26	

		DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1	+2	-2	-1	+1	+2	
1	4		19	11	7	52	26	33	15	
2			4	15	22	59	15	26	70	
3			7	15	78	56	15	26	48	
1			26	41	33	59	30	41	19	
2			19	48	33	15	15	33	52	
3			19	22	59	7	19	33	26	

		DESIRABILITY			PROBABILITY			IMPACT		
		-2	-1	+1	+2	-2	-1	+1	+2	
1	4		19	11	7	52	26	33	15	
2			4	15	22	59	15	26	70	
3			7	15	78	56	15	26	48	
1			26	41	33	59	30	41	19	
2			19	48	33	15	15	33	52	
3			19	22	59	7	19	33	26	

C. Significant events in athletic subsidization:

Event	DESIRABILITY			PROBABILITY			IMPACT		
	-2	-1	+1	+2	-2	-1	+1	+2	
8. Preference given to athletes over other students in the academic program in the selection for part time employment...	74	15	11	11	37	26	26	11	
	74	4	22	4	11	30	7	52	
	63	7	15	15	4	15	19	52	
9. Equitable distribution of third party scholarship athletes throughout the league (OWIAA)...	15	26	44	11	59	4	26	11	
	7	4	19	52	26	48	15	7	
	7	4	22	52	30	41	19	11	
10. Athletic subsidization being offered to students by coaches within the league...	81	7	11	4	63	11	26	7	
	85	4	7	15	11	63	11	15	
	81	7	11	4	4	41	22	33	
11. Athletic subsidization in high visibility and spectator sports...	67	11	19	4	33	48	19	22	
	59	26	7	7	4	52	22	22	
	59	19	15	7	4	11	19	48	
12. Athletic subsidization in low visibility and non-spectator sports...	67	15	15	4	56	26	19	4	
	70	11	7	7	15	70	7	7	
	67	15	11	7	11	52	22	15	
13. In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications...	22	7	22	44	11	63	22	4	
	15	4	7	63	4	52	15	30	
	15	4	11	59	11	7	26	67	

DESIRABILITY		PROBABILITY		IMPACT			
-2	-1	+1	+2	-2	-1	+1	+2

D. Significant groups and individuals in athletic subsidization:

Time	DESIRABILITY		PROBABILITY		IMPACT					
	-2	-1	+1	+2	-2	-1	+1	+2		
14.	Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...									
1	56	11	15	19	4	48	19	30	4	
2	30	15	11	41	4	7	41	22	30	
3	26	11	15	48	4		22	19	48	
15.	Individuals in the community providing scholarships and bursaries for female athletes based on academic criteria...									
1	11	7	15	44	22	41	41	26	30	4
2	7	7	7	52	33		33	22	37	7
3	7	4	11	37	41		19	19	48	15
16.	Subsidization by American schools reducing the quality of athletes attending Canadian universities...									
1	81	4	11	4	4	56	15	26	4	4
2	81	4	11	4	4	4	33	22	33	7
3	78	4	15	4	4	4	7	22	44	22
17.	Government involvement (third party scholarship funding for athletes) at our university...									
1	22	15	59	4	4	26	33	30	7	4
2	19	4	11	59	7	4	4	26	59	7
3	15	4	11	63	7	4	4	22	33	37

E. Social stress (from outside the OWIAA):

18.	Criticism from the public and media about the effects of our policies relating to athletic subsidization...									
1	19	26	22	33	4	30	37	30	4	4
2	15	22	15	44	4	4	41	30	22	4
3	15	19	19	44	4	4	33	33	15	15

F. Constituent strain (stress from inside the OWIAA):

19.	Strain among individuals at our university due to differing philosophies about athletic subsidization (eg: pressure to subsidize or not subsidize)...									
1	74	19	7			33	33	33	26	4
2	78	19	4			4	48	22	37	
3	74	19	7			4	37	22	37	
20.	Criticism of our policies relating to athletic subsidization by other universities in the (OWIAA)...									
1	63	4	26	7		19	41	33	7	
2	63	7	19	11		4	56	30	11	
3	59	4	26	11		19	44	26	26	4

	Time	DESIRABILITY			PROBABILITY			IMPACT					
		-2	-1	+1	+2	-2	-1	+1	+2				
G. Management techniques, control, and recommended changes:													
21.	Athletic subsidization when coaches are allowed to make decisions pertaining to their sport...	1	56	22	22	22	4	41	33	4	26	48	4
		2	26	52	22	22	15	56	30	4	22	41	33
		3	22	52	26	26	7	56	33	4	26	44	30
22.	The OWIAA as a regulatory body dealing with athletic subsidization to the satisfaction of coaches and athletic directors.	1	11	4	30	44	11	30	37	19	26	41	22
		2	11	15	63	11	4	59	19	19	22	30	48
		3	11	19	59	11	4	26	19	48	7	26	59
23.	Subsidization controlled by regulations that are self enforced by the OWIAA...	1	22	15	33	26	4	19	44	11	30	11	48
		2	15	19	22	44	4	41	26	22	7	11	48
		3	15	19	22	41	4	22	30	41	7	41	37
24.	The attempt by the OWIAA to provide an operational definition of athletic subsidization...	1	4	22	22	52	7	56	33	4	22	30	44
		2	11	11	78	11	4	15	19	59	11	33	52
		3	15	11	74	11	4	22	67	11	33	33	33
25.	The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidization)...	1	7	7	30	15	41	41	37	4	33	11	48
		2	7	4	15	7	67	4	19	48	30	33	22
		3	7	4	19	7	63	4	4	19	11	30	15

Key

Role	Sport	Time
1 Ath. Admin.	1 Basketball	1 Past
2 Coach	2 Volleyball	2 Present
	3 Other Team	3 Future
	4 Track and Field	
	5 Swimming	
	6 Other Indiv.	

DESIRABILITY

Athletic Recruitment

A. The ultimate goal or mission of athletic recruitment:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program...	1	4.48	A	4	4.67	A	3	4.78	A
	2	4.27	A	6	4.63	A	2	4.54	A
2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered...	1	4.29	A	1	4.29	A	1	3.60	B
	2	4.25	A	2	4.43	A	2	4.32	B
				1	4.26	A	1	3.53	C
				5	4.00	A			
3. Athletic recruitment to promote balanced competition within the league (OWIAA)...	2	3.38	A	4	4.00	A	3	4.83	A
	1	1.58	B	1	3.45	A	2	4.32	B
4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program...				2	2.40	A B	1	2.21	B
				5	2.29	A B			
				6	1.50	B			
				1	4.04	A	3	3.74	A
5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes)...	2	3.38	A	5	3.50	A	2	3.50	A
	1	3.14	A	6	2.88	A	1	2.53	B
				2	2.81	A			
				4	2.50	A			
B. The conflicts or obstacles preventing achievement of these goals:				4	2.67	A	3	2.63	A
				1	2.43	A	2	2.52	A
				2	2.32	A	1	1.55	B
				5	1.86	A			
				6	1.75	A			
6. OWIAA coaches understanding the implications associated with athletic recruitment...	1	4.90	A	4	5.00	A	3	4.86	A
	2	4.55	A	6	5.00	A	2	4.86	A
7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment)...				1	4.75	A	1	4.25	B
				2	4.74	A			
				5	3.50	A			
				6	2.00	A	3	1.25	A
						2	1.25	A	
						1	1.00	A	
						2	1.00	A	
						4	1.00	A	

Items with the same Group Letter (eg: AAA) are not significantly different.

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
8. Philosophical differences between universities in regard to athletic recruitment of female students...	1	1.86	A	5	3.17	A	1	1.64	A
	2	1.42	A	6	2.50	A B	2	1.57	A
				1	1.50	C B	3	1.50	A
9. Criticism of athletic recruitment based on factual knowledge...	1	4.65	A	4	5.00	A	2	4.53	A
	2	4.32	A	5	5.00	A	3	4.53	A
				6	5.00	A	1	4.19	B
10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn)...	1	4.18	A	4	4.67	A	2	4.10	A
	2	3.87	A	1	4.38	A	3	3.95	A
				6	4.38	A	1	3.89	A
11. Elite athletes selecting a university where they can obtain competitive experience and recognition...	1	3.90	A	6	4.38	A	3	4.23	A
	2	3.64	A	1	4.14	A	2	3.83	A
				2	3.72	A	1	3.14	B
12. Elite athletes selecting a university primarily for the academic program offered...	1	4.91	A	6	5.00	A	1	4.85	A
	2	4.64	A	1	4.88	A	2	4.70	A B
				2	4.73	A	3	4.64	B
13. Intercollegiate athletics for women, featuring a high powered competitive program...	2	3.36	A	1	3.50	A	3	3.82	A
	1	3.00	A	2	3.36	A	2	3.44	A
				6	2.80	A	1	2.43	B
14. Athletic recruitment by coaches within the league (OWIAA)...	1	2.75	A	4	3.30	A	3	3.36	A
	2	2.71	A	2	3.00	A B	2	2.96	A
				6	2.60	A B	1	1.81	B
15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record...	2	2.87	A	5	1.70	A B	3	3.17	A
	1	2.48	A	4	1.17	B	2	2.92	A
				5	2.88	A	1	2.10	B
			6	2.58	A				
			6	2.50	A				

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
16. Athletic recruitment in high visibility and spectator sports...	1	2.91	A	2	3.00	A	3	3.23	A
	2	2.72	A	4	3.00	A	2	2.96	A
				1	2.83	A	1	2.10	B
				6	2.50	A			
				5	1.86	A			
17. Athletic recruitment in low visibility and non-spectator sports...	2	2.59	A	4	3.00	A	3	2.82	A
	1	2.24	A	2	2.58	A	2	2.67	A
				6	2.50	A	1	1.91	B
				1	2.45	A			
				5	1.71	A			
18. Athletic recruitment when league tiering occurs...	2	2.93	A	1	3.08	A	3	3.25	A
	1	2.68	A	4	3.00	A	2	2.91	A
				2	2.70	A	1	2.43	B
				5	2.67	A			
				6	2.50	A			
19. Media coverage of high school sports and the identification of high school athletes...	2	4.46	A	1	4.50	A	3	4.62	A
	1	4.10	B	4	4.33	A	2	4.41	A
				6	4.33	A	1	3.95	B
				2	4.22	A			
				5	4.00	A			
D. Significant groups and individuals in athletic recruitment:									
20. Recruitment by female athletes enrolled in our university and satisfied with the athletic program...	2	4.36	A	4	5.00	A	2	4.55	A
	1	4.29	A	2	4.71	A	3	4.55	A
				5	4.61	A	1	3.91	B
				1	4.08	A			
				6	3.00	A			
				6	4.00	A	2	2.50	A
21. Out of country trained athletes competing in the ONIAA...	1	2.13	A	5	3.80	A	3	2.47	A
	2	2.43	A	4	3.00	A	1	2.05	A
				1	2.12	A			
				2	1.77	A			
				5	2.33	A	2	1.48	A
22. Student athletes attending school in the United States because of recruitment efforts...	1	1.47	A	1	1.54	A B	3	1.45	A
	2	1.46	A	4	1.50	A B	1	1.45	A
				2	1.12	B			
				6	1.00	B			
				2	3.46	A	3	3.05	A
23. Emphasis on elite athletes due to national and international competition...	1	2.19	A	1	2.88	A	2	2.87	A
	2	3.20	A	4	2.83	A	1	2.71	A
				6	2.13	A			
				5	1.83	A			
				2	3.46	A	3	3.05	A

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
24.	1	2.63	A	6	3.00	A	3	3.13	A
	2	2.61	A	2	2.72	A	2	2.83	A
25.	1			1	2.67	A	1	1.86	B
	4			4	2.20	A			
	4			4	1.83	A			
	4	3.46	A	4	4.00	A	3	3.43	A
26.	1	3.13	A	2	3.71	A	2	3.40	A
	2			6	3.38	A	1	3.19	B
	5			1	3.05	A			
27.	1	5.00	A	6	5.00	A	3	4.96	A
	2	4.87	A	2	4.96	A	2	4.92	A
28.	1	4.83	A	1	4.83	A	2	4.84	A
	2	4.77	A	2	4.76	A	3	4.83	A
	5			5	4.75	A	1	4.67	B
	4			4	4.50	A B			
29.	2	3.44	A	1	3.52	A	3	3.67	A
	1	3.08	A	6	3.50	A	2	3.56	A
	2			2	3.42	A	1	2.60	B
	5			5	2.88	A			
30.	2	3.86	A	5	4.25	A	3	3.80	A
	1	3.11	B	1	3.91	A	2	3.76	A
31.	2	2.02	A	4	2.83	A	3	2.14	A
	1	2.68	A	6	2.50	A	2	2.00	A
	5			1	1.92	A	1	1.64	B
	2			5	1.89	A			
E. Social stress (from outside the OWIAA).	1	4.14	A	2	4.68	A	2	4.00	A
	2	3.74	A	6	4.50	A B	3	3.95	A
31. Pressure from the local media on our female teams to be successful in league competition...	4			5	4.25	A B	1	3.68	A
	4			4	4.00	A B			
	1	2.79	B	1	2.79	B			
	2	2.02	A	4	2.83	A	3	2.14	A
31. Pressure from the local media on our female teams to be successful in league competition...	1	2.68	A	6	2.50	A	2	2.00	A
	5			1	1.92	A	1	1.64	B
2			5	1.89	A				
			2	1.55	A				

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
32. Criticism of our policies (regarding athletic recruitment) by the public and media, based on comparisons of the success of the Canadian and American athletic systems...	2	1.27	A	1	1.42	A	3	1.30	A
	1	1.06	A	5	1.40	A	1	1.20	B
				2	1.05	A	2	1.15	B
				4	1.00	A			
				6	1.00	A			
33. Explicit recruitment rules and directives from the government to universities...	2	1.71	A	1	2.13	A	2	1.48	A
	1	1.00	A	5	1.80	A	3	1.48	A
				2	1.00	A	1	1.46	A
				4	1.00	A			
				6	1.00	A			
F. Constituent strain (stress from inside the OWIAA):									
34. Female athletes urging their athletic department to improve the athletic program...	1	4.64	A	6	4.83	A	3	4.74	A
	2	4.43	A	1	4.67	A	2	4.46	B
				2	4.52	A	1	4.27	B
				5	4.50	A B			
				4	3.33	B			
35. The incidence of female athletes "shopping around" for the best offer from a university...	2	2.13	A	5	3.25	A	3	2.13	A
	1	1.68	A	2	2.04	A B	2	2.13	A
				4	2.00	A B	1	1.68	B
				1	1.75	A B			
				6	1.00	B			
36. Pressure on our coaches to do something because of the effects of the recruitment practices of other universities in the OWIAA...	1	2.05	A	1	2.17	A	3	2.23	A
	2	1.98	A	6	2.17	A	2	2.00	A B
				2	1.96	A	1	1.75	B
				4	1.83	A			
				5	1.40	A			
37. Coaches being more concerned with representing the league (OWIAA) at national championships than with league competition...	2	1.55	A	2	1.55	A	3	1.55	A
	1	1.26	A	1	1.50	A	2	1.50	A B
				4	1.50	A	1	1.33	B
				5	1.40	A			
				6	1.00	A			
38. Strain between individuals at our university due to differing philosophies about athletic recruitment (eg, other members pressuring coaches to recruit or not recruit)...	1	1.33	A	4	1.67	A	2	1.29	A
	2	1.22	A	6	1.63	A	3	1.26	A
				5	1.50	A	1	1.23	A
				1	1.13	A			
				2	1.12	A			
39. Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams...	2	4.49	A	5	4.75	A	3	4.57	A
	1	4.05	A	4	4.50	A B	1	4.25	B
				2	4.44	A B	2	4.22	B
				1	4.43	A B			
				6	3.50	B			

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
40. The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students...	2	1.14	A	5	2.20	A	1	1.14	A
	1	1.00	A	1	1.00	B	3	1.13	A
				2	1.00	B	2	1.00	A
				4	1.00	B			
			6	1.00	B				
G. Management techniques, control, and recommended changes:									
41. Communicating university policy regarding athletic recruitment to coaches...	1	5.00	A	1	5.00	A	2	4.96	A
	2	4.87	A	2	5.00	A	3	4.96	A
				4	5.00	A	1	4.82	A
				6	5.00	A			
				5	4.25	B			
42. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	2	2.47	A	6	2.50	A	3	2.29	A
	1	1.81	A	5	2.30	A	1	2.28	A
				1	2.26	A	2	2.26	A
				2	2.21	A			
43. The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors...	1	4.85	A	6	5.00	A	2	4.61	A
	2	4.48	A	1	4.88	A	3	4.61	A
				4	4.67	A	1	4.55	A
				5	4.43	A			
				2	4.25	A			
44. Controlling athletic recruitment in the OWIAA by regulations which are self enforced...	1	4.05	A	6	4.43	A	3	3.77	A
	2	3.50	A	1	4.10	A	2	3.67	A
				2	3.52	A	1	3.61	A
				4	3.00	A			
				5	2.86	A			
45. The attempt by the OWIAA to provide an operational definition of athletic recruitment...	2	4.87	A	4	5.00	A	3	4.83	A
	1	4.67	A	1	4.91	A	2	4.80	A
				2	4.83	A	1	4.79	A
				5	4.63	A			
				6	4.43	A			
				5	2.80	A	3	1.80	A
46. Recruitment of athletes being a way of life for most coaches in the OWIAA...	1	1.13	A	1	2.08	A	1	1.65	A
	2	1.87	A	2	1.27	A	2	1.60	B
				4	1.00	A			
				6	1.00	A			
				1	4.75	A	3	4.32	A
				6	4.60	A	2	4.27	A
47. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic recruitment)...	2	4.27	A	1	4.75	A	3	4.32	A
	1	4.00	A	6	4.60	A	2	4.27	A
				4	4.17	A	1	3.95	B
				5	4.00	A			
				2	3.58	A			

Desirability

Athletic Subsidization

A. The ultimate goal or mission of athletic subsidization:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
1. Subsidization to provide an opportunity for athletes to attend university by giving financial assistance...	1	2.55	A	6	3.20	A	3	2.82	A
	2	2.23	A	2	2.52	A	2	2.65	A
				1	2.33	A	1	1.37	B
				4	2.17	A			
				5	1.00	A			
2. Subsidization to keep Canadian athletes at Canadian universities...	2	3.10	A	6	3.33	A	3	3.26	A
	1	2.32	A	1	3.21	A	2	3.05	A
				5	2.80	A	1	2.21	B
				2	2.54	A			
				4	2.00	A			
3. Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities...	2	1.41	A	1	1.50	A	3	1.35	A
	1	1.05	A	2	1.20	A	2	1.28	A
				4	1.00	A	1	1.20	B
				5	1.00	A			
				6	1.00	A			
4. Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability...	2	1.51	A	1	1.75	A	3	1.65	A
	1	1.42	A	6	1.75	A	2	1.50	A
				4	1.33	A	1	1.27	B
			5	1.33	A				
			2	1.20	A				

B. The conflicts or obstacles preventing achievement of these goals:

5. OIAA coaches understanding the implications associated with athletic subsidization...	2	4.98	A	1	5.00	A	1	4.96	A
	1	4.79	A	4	5.00	A	2	4.91	A
				2	4.88	A	3	4.87	A
				5	4.80	A			
				6	4.75	A			
6. Philosophical agreement between universities about athletic subsidization...	2	4.81	A	1	5.00	A	2	4.83	A
	1	4.71	A	4	5.00	A	3	4.83	A
				2	4.88	A	1	4.67	A
				6	4.50	A			
				5	3.88	B			
7. Criticism of athletic subsidization based on factual knowledge...	1	4.83	A	6	5.00	A	3	4.70	A
	2	4.41	B	2	4.62	A	1	4.47	B
				1	4.57	A	2	4.45	B
				5	4.13	B			
				4	4.00	B			

Desirability

C. Significant events in athletic subsidization:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
8. Preference given to athletes over other students in the academic program in the selection for part time employment...	2	1.61	A	2	1.96	A	3	1.68	A
	1	1.38	A	5	1.43	A	2	1.63	A
				1	1.42	A	1	1.29	B
9. Equitable distribution of third party scholarship athletes throughout the league (OWIAA)...	4			4	1.00	A			
	6			6	1.00	A			
	1	3.76	A	1	4.21	A	2	3.81	A
	1	3.68	A	4	4.00	A	3	3.80	A
10. Athletic subsidization being offered to students by coaches within the league...	6			2	3.33	A	1	3.58	A
	5			5	2.50	A			
	2	1.19	A	5	2.00	A	2	1.22	A
11. Athletic subsidization in high visibility and spectator sports...	1	1.00	A	1	1.00	B	3	1.09	A
	2			2	1.00	B	1	1.09	A
	4			4	1.00	B			
12. Athletic subsidization in low visibility and non-spectator sports...	6			6	1.00	B			
	2	1.52	A	5	1.57	A	2	1.57	A
	1	1.33	A	2	1.50	A	3	1.52	A
				4	1.50	A	1	1.30	B
13. In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications...	1			1	1.46	A			
	2			2	1.00	A			
	2	1.50	A	5	1.67	A	2	1.57	A
	1	1.33	A	1	1.50	A	3	1.45	A
14. Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...	4			4	1.38	A	1	1.33	A
	6			6	1.00	A			
	2	3.47	A	6	4.50	A	2	3.52	A
	1	3.29	A	4	3.67	A	3	3.50	A
D. Significant groups and individuals in athletic subsidization:				1	3.33	A	1	3.16	B
				5	3.20	A			
				2	3.17	A			
				2	3.17	A			
14. Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...	2	2.62	A	5	3.29	A	3	2.81	A
	1	2.00	A	6	2.50	A	2	2.68	A
				2	2.48	A	1	1.81	B
				1	2.42	A			
			4	1.33	A				

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
15. Individuals in the community providing scholarships and bursaries for female athletes based on academic criteria...	2	4.25	A	6	5.00	A	3	4.09	A
	1	3.17	B	4	4.50	A	2	4.09	A
				5	4.00	A	1	3.67	A
				1	3.92	A			
				2	3.59	A			
16. Subsidization by American schools reducing the quality of athletes attending Canadian universities...	1	1.41	A	5	1.43	A	3	1.19	A
	2	1.07	B	1	1.38	A	2	1.18	A
				2	1.00	B	1	1.18	A
				4	1.00	B			
				6	1.00	B			
17. Government involvement (third party scholarship funding for athletes) at our university...	2	3.57	A	4	4.00	A	3	3.55	A
	1	3.05	A	6	4.00	A	2	3.41	A
				1	3.58	A	1	3.23	A
				2	3.16	A			
				5	2.20	A			
E. Social stress (from outside the OWIAA):									
18. Criticism from the public and media about the effects of our policies relating to athletic subsidization...	2	3.07	A	1	3.13	A	3	3.05	A
	1	2.38	A	2	2.91	A	2	3.00	A
				4	2.83	A	1	2.58	B
				5	2.20	A			
				6	2.00	A			
F. Constituent strain (stress from inside the OWIAA):									
19. Strain among individuals at our university due to differing philosophies about athletic subsidization (eg: pressure to subsidize or not subsidize)...	2	1.25	A	5	2.00	A	3	1.22	A
	1	1.14	A	2	1.24	B	2	1.22	A
				1	1.00	B	1	1.21	A
				4	1.00	B			
				6	1.00	B			
20. Criticism of our policies relating to athletic subsidization by other universities in the (OWIAA)...	2	1.79	A	5	2.50	A	3	1.63	A
	1	1.00	A	1	1.65	A	2	1.62	A
				2	1.48	A	1	1.47	B
				4	1.00	A			
				6	1.00	A			
G. Management techniques, control, and recommended changes:									
21. Athletic subsidization when coaches are allowed to make decisions pertaining to their sport...	2	1.60	A	1	1.71	A	3	1.67	A
	1	1.31	A	4	1.67	A	2	1.63	A
				6	1.50	A	1	1.26	B
				2	1.38	A			
				5	1.14	A			

Desirability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
22. The OWIAA as a regulatory body dealing with athletic subsidization to the satisfaction of coaches and athletic directors...	1	3.71	A	6	4.38	A	2	3.71	A
	2	3.63	A	1	3.88	A	3	3.70	A
				4	3.67	A	1	3.56	A
				2	3.50	A			
				5	1.00	B			
23. Subsidization controlled by regulations that are self enforced by the OWIAA...	2	3.00	A	1	3.10	A	3	2.95	A
	1	2.52	A	2	2.91	A	2	2.90	A
				5	2.60	A	1	2.61	A
				6	2.38	A			
				4	2.00	A			
24. The attempt by the OWIAA to provide an operational definition of athletic subsidization...	1	4.83	A	1	4.83	A	2	4.86	A
	2	4.73	A	2	4.81	A	3	4.86	A
				4	4.67	A	1	4.53	B
				6	4.60	A			
				5	4.50	A			
25. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidization)...	2	4.44	A	1	4.87	A	2	4.38	A
	1	3.76	A	4	4.67	A B	3	4.35	A
				2	4.00	A B	1	3.94	B
				6	3.88	A B			
				5	2.50	B			

PROBABILITY

Athletic Recruitment

A. The ultimate goal or mission of athletic recruitment:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program...	1 2	4.28 3.93	A A	4 6 2 1 5	4.50 4.43 4.04 3.83 3.83	A A A A A	3 2 1	4.74 4.38 2.80	A B C
2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered...	2 1	3.90 3.88	A A	4 1 2 6 5	4.50 4.13 3.77 3.63 2.75	A A A A A	3 2 1	4.68 4.09 2.74	A B C
3. Athletic recruitment to promote balanced competition within the league (OWIAA)...	2 1	2.39 1.90	A A	4 5 1 2 6	3.60 2.75 2.44 1.75 1.50	A A A A B	3 2 1	2.9 2.15 1.56	A B C
4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program...	2 1	3.33 3.24	A A	4 1 2 6 5	4.00 3.88 2.95 2.75 1.33	A A A A B	3 2 1	4.05 3.50 2.30	A B C
5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes)...	1 2	2.96 2.73	A A	2 1 6 4 5	2.92 2.88 2.75 2.50 2.50	A A A A A	3 2 1	3.65 3.00 1.67	A B C
B. The conflicts or obstacles preventing achievement of these goals:									
6. OWIAA coaches understanding the implications associated with athletic recruitment...	2 1	3.40 2.95	A A	6 4 1 5 2	4.83 3.67 3.21 3.00 2.83	A A B B B	3 2 1	4.05 3.43 2.17	A B C
7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment)...	1 2	2.70 2.47	A A	5 6 4 1 2	4.50 3.38 3.17 2.55 1.95	A A A A A	3 2 1	2.71 2.70 2.28	A A A

Probability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
8. Philosophical differences between universities in regard to athletic recruitment of female students...	2	4.36	A	1	4.30	A	3	4.38	A
	1	3.82	A	5	4.30	A	2	4.23	A B
				2	4.28	A	1	3.91	B
				4	4.17	A			
			6	3.00	A				
9. Criticism of athletic recruitment based on factual knowledge...	2	2.97	A	5	5.00	A	3	3.30	A
	1	2.96	A	6	3.25	A B	2	2.80	A
				1	3.14	A B	1	2.78	A
			2	2.48	B				
C. Significant events in athletic recruitment:									
10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn)...	2	4.31	A	2	4.30	A	2	4.26	A
	1	3.86	B	1	4.10	A	1	4.20	A
				4	4.00	A	3	3.95	A
				6	4.00	A			
				5	3.67	A			
11. Elite athletes selecting a university where they can obtain competitive experience and recognition...	2	4.15	A	1	4.30	A	3	4.86	A
	1	4.08	A	4	4.30	A	2	4.32	B
				6	4.25	A	1	3.20	C
				2	3.96	A			
				5	1.00	B			
12. Elite athletes selecting a university primarily for the academic program offered...	2	4.05	A	6	4.38	A	1	4.38	A
	1	3.71	A	1	4.08	A	2	3.74	B
				5	4.00	A	3	3.68	B
				2	3.76	A			
				4	3.33	A			
13. Intercollegiate athletics for women, featuring a high powered competitive program...	2	3.33	A	5	4.00	A	3	4.22	A
	1	3.30	A	1	3.52	A	2	3.58	B
				2	3.40	A	1	2.16	C
				4	2.40	B			
				6	2.00	B			
14. Athletic recruitment by coaches within the league (OWIAA)...	2	3.67	A	5	5.00	A	3	4.71	A
	1	3.55	A	4	3.83	A B	2	3.96	B
				1	3.71	A B	1	2.19	C
				2	3.48	B			
				6	3.00	B			
15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record...	2	4.11	A	4	4.50	A	3	4.81	A
	1	3.67	A	6	4.33	A B	2	3.96	B
				1	4.17	A B	1	3.11	C
				2	3.75	A B			
				5	3.40	B			

Probability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
16. Athletic recruitment in high visibility and spectator sports...	2	3.95	A	4	4.50	A	3	4.57	A
	1	3.43	A	2	4.04	A	2	3.91	B
				1	3.92	A	1	2.80	C
17. Athletic recruitment in low visibility and non-spectator sports...	2	3.38	A	4	4.50	A	3	3.86	A
	1	2.67	A	5	4.00	A B	2	3.32	B
				2	3.17	A B	1	2.20	C
				1	2.88	A B			
				6	2.33	B			
18. Athletic recruitment when league tiering occurs...	2	3.76	A	4	4.00	A	3	4.33	A
	1	3.16	B	1	3.92	A	2	3.76	B
				2	3.67	A	1	2.44	C
				6	2.33	B			
				5	1.67	B			
19. Media coverage of high school sports and the identification of high school athletes...	1	3.53	A	5	4.00	A	3	4.10	A
	2	3.50	A	6	4.00	A	2	3.81	A
				1	3.50	A	1	2.60	B
				4	3.36	A			
D. Significant groups and individuals in athletic recruitment:									
20. Recruitment by female athletes enrolled in our university and satisfied with the athletic program...	2	4.19	A	4	5.00	A	3	4.62	A
	1	4.10	A	2	4.42	A	2	4.09	B
				1	4.42	A	1	3.75	C
				6	3.00	B			
				5	2.67	B			
21. Out of country trained athletes competing in the OWIAA...	1	2.58	A	6	3.50	A	3	3.00	A
	2	2.12	A	4	2.50	A B	2	2.35	B
				2	2.09	B	1	1.45	C
				1	2.08	B			
22. Student athletes attending school in the United States because of recruitment efforts...	2	3.44	A	5	4.50	A	3	4.36	A
	1	3.40	A	4	4.17	A	2	3.91	B
				6	3.50	A	1	1.72	C
				2	3.33	A			
				1	3.22	A			
23. Emphasis on elite athletes due to national and international competition...	2	3.81	A	5	5.00	A	3	4.43	A
	1	3.43	A	2	4.05	A	2	3.82	B
				6	3.79	A	1	2.68	C
			1	2.75	A				
			4	2.67	A				

Probability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
24. Recruitment time and travel expenses allotted to coaches by universities within the league (OWIAA)...	2	2.76	A	1	3.17	A	3	3.59	A
	1	2.74	A	6	2.75	A	2	3.00	B
				5	2.67	A	1	1.62	C
25. Athletic recruitment occurring when coaches represent the university at tournaments, clinics, and high school banquets...	1	4.18	A	2	4.29	A	3	4.55	A
	2	3.98	A	4	4.17	A	2	4.04	B
				6	4.13	A	1	3.47	C
26. The athletic director being aware of the activity of coaches at OWIAA universities...	2	3.84	A	5	4.40	A	3	4.30	A
	1	3.73	A	6	4.29	A	2	3.96	A
				4	4.00	A	1	3.00	B
27. Our athletic department having knowledge of alumni activities (eg, the recruitment of female athletes)...	1	3.44	A	1	3.83	A	3	3.95	A
	2	3.41	A	6	3.43	A	2	3.44	B
				2	3.28	A	1	2.86	C
28. The involvement of the high school liaison officer and/or registrar in athletic recruitment at our university...	1	3.13	A	5	4.40	A	3	4.00	A
	2	3.02	A	4	4.17	A	2	3.17	B
				6	3.00	A	1	1.91	C
29. The involvement of the president and/or vice president of our university in major decisions concerning athletic recruitment...	2	2.93	A	1	3.21	A	3	3.14	A
	1	2.52	A	4	3.00	A	2	2.86	A
				5	3.00	A	1	2.30	B
30. High school teachers and principals being concerned about harassment of their female athletes by universities...	1	3.00	A	6	5.00	A	3	3.67	A
	2	2.82	A	4	3.17	A	2	2.94	B
				5	3.00	A	1	2.00	C
31. Pressure from the local media on our female teams to be successful in league competition...	2	1.98	A	5	3.00	A	3	2.40	A
	1	1.74	A	4	2.33	A	2	1.91	B
				1	1.88	A	1	1.40	C
E. Social stress (from outside the OWIAA):				2	2.67	A			
				6	1.63	A			

Probability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
32. Criticism of our policies (regarding athletic recruitment) by the public and media, based on comparisons of the success of the Canadian and American athletic systems...	1	3.40	A	6	3.36	A	3	3.42	A
	2	2.62	A	2	3.05	A	2	3.05	A
33. Explicit recruitment rules and directives from the government to universities...	1	2.10	A	4	2.75	A	3	2.76	A
	2	1.80	A	6	2.20	A	2	1.65	B
				1	1.58	A	1	1.21	B
34. Female athletes urging their athletic department to improve the athletic program...	1	4.20	A	1	4.21	A	3	4.59	A
	2	3.82	A	6	4.20	A	2	3.87	B
35. The incidence of female athletes "shopping around" for the best offer from a university...				2	4.08	A	1	3.26	C
				4	3.00	B			
				5	2.80	B			
	1	3.00	A	2	3.25	A	3	3.86	A
	2	3.00	A	4	3.00	A	2	3.46	A
36. Pressure on our coaches to do something because of the effects of the recruitment practices of other universities in the OWIAA...				5	3.00	A	1	1.55	B
				1	2.83	A			
				6	2.67	A			
	2	3.26	A	2	3.46	A	3	4.18	A
	1	3.14	A	1	3.29	A	2	3.55	B
				5	3.00	A	1	1.80	C
37. Coaches being more concerned with representing the league (OWIAA) at national championships than with league competition...				4	2.67	A			
				6	2.67	A			
	1	3.05	A	2	3.21	A	3	3.41	A
	2	2.65	A	5	3.00	A	2	2.95	A
				1	2.75	A	1	1.90	B
				4	1.83	A			
38. Strain between individuals at our university due to differing philosophies about athletic recruitment (eg, other members pressuring coaches to recruit or not recruit)...				6	1.80	A			
	2	2.75	A	1	2.83	A	3	3.24	A
	1	2.55	A	2	2.80	A	2	3.09	A
				5	2.80	A	1	1.73	B
39. Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams...				6	2.17	A			
				4	2.00	A			
	2	2.95	A	5	3.33	A	3	3.19	A
	1	2.46	A	1	3.08	A	2	2.78	A
				2	2.79	A	1	2.33	B
				6	2.38	A			
			4	1.67	A				

F. Constituent strain (stress from inside the OWIAA):

Probability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
40. The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students...	2	2.42	A	5	4.00	A	3	2.83	A
	1	2.29	A	6	2.50	A B	2	2.48	A
				2	2.40	A B	1	1.82	B
				4	2.25	A B			
				1	1.50	A B			
G. Management techniques, control, and recommended changes:									
41. Communicating university policy regarding athletic recruitment to coaches...	1	4.38	A	1	4.38	A	3	4.48	A
	2	4.14	A	6	4.38	A	1	4.10	B
				4	4.17	A	2	4.09	B
				2	4.08	A			
			5	4.00	A				
42. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	2	2.97	A	6	4.00	A	2	3.12	A
	1	2.69	A	2	2.88	A	3	3.06	A
				5	2.67	A	1	2.38	B
43. The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors...	1	3.59	A	2	3.79	A	3	4.10	A
	2	3.35	A	6	3.43	A	2	3.14	B
				4	3.33	A	1	3.05	B
				1	3.17	A			
				5	2.00	A			
44. Controlling athletic recruitment in the OWIAA by regulations which are self enforced...	2	3.14	A	5	4.00	A	2	3.16	A
	1	3.12	A	4	3.33	A	1	3.13	A
				6	3.20	A	3	3.11	A
				2	3.08	A			
				1	3.00	A			
				6	4.00	A	3	4.18	A
45. The attempt by the OWIAA to provide an operational definition of athletic recruitment...	2	3.50	A	2	3.71	A	2	3.91	A
	1	3.80	A	1	3.50	A	1	2.53	B
				4	3.50	A			
				5	3.20	A			
				5	4.00	A	3	3.37	A
46. Recruitment of athletes being a way of life for most coaches in the OWIAA...	1	2.18	A	1	2.52	A B	2	2.43	B
	2	2.52	A	6	2.40	A B	1	1.47	C
				2	2.18	B			
				4	2.17	B			
47. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg, concerning athletic recruitment)...	2	3.36	A	6	3.60	A	3	4.15	A
	1	3.17	A	4	3.33	A	2	3.71	B
				5	3.33	A	1	1.95	C
				1	3.29	A			
			2	3.23	A				

Probability

Athletic Subsidization

A. The ultimate goal or mission of athletic subsidization:		Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
1. Subsidization to provide an opportunity for athletes to attend university by giving financial assistance...		2	2.70	A	6	3.00	A	3	3.63	A
		1	2.61	A	1	2.83	A	2	2.95	B
					2	2.67	A	1	1.56	C
					4	2.50	A			
					5	2.00	A			
2. Subsidization to keep Canadian athletes at Canadian universities...		2	3.21	A	5	4.00	A	3	4.12	A
		1	2.89	A	1	3.40	A	2	3.29	B
					6	3.33	A	1	1.94	C
					2	2.92	A			
					4	2.00	A			
3. Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities...		2	2.12	A	5	4.00	A	3	2.78	A
		1	2.05	A	1	2.40	A	2	2.05	B
					6	2.29	A	1	1.47	C
					2	1.84	A			
					4	1.00	A			
4. Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability..		2	2.27	A	5	4.00	A	3	2.96	A
		1	2.13	A	6	2.50	A B	2	2.39	B
					1	2.33	A B	1	1.20	C
					2	2.00	B			
					4	1.67	B			
B. The conflicts or obstacles preventing achievement of these goals:										
5. OJAA coaches understanding the implications associated with athletic subsidization...		2	3.83	A	5	4.00	A	3	3.91	A
		1	3.15	B	1	3.75	A	2	3.86	A
					4	3.67	A	1	2.94	B
					6	3.60	A			
					2	3.42	A			
6. Philosophical agreement between universities about athletic subsidization...		1	2.55	A	5	4.00	A	1	2.63	A
		2	2.46	A	2	2.71	A	2	2.62	A
					1	2.42	A	3	2.24	A
					4	2.00	A			
					6	1.80	A			
7. Criticism of athletic subsidization based on factual knowledge...		1	3.33	A	6	3.67	A	3	3.80	A
		2	3.26	A	1	3.43	A	2	3.62	A
					4	3.33	A	1	2.33	B
					2	3.17	A			
					5	2.80	A			

Probability

C. Significant events in athletic subsidization:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
8. Preference given to athletes over other students in the academic program in the selection for part time employment...	1	2.86	A	2	3.35	A	3	3.70	A
	2	2.80	A	4	3.00	A B	2	2.91	B
				1	2.67	A B	1	1.72	C
				6	1.67	B			
				5	1.50	B			
9. Equitable distribution of third party scholarship athletes throughout the league (OWIAA)...	1	2.16	A	5	4.33	A	2	2.05	A
	2	1.71	A	6	3.00	A	1	1.95	A
				2	1.86	B	3	1.53	B
				4	1.83	B			
				1	1.25	B			
10. Athletic subsidization being offered to students by coaches within the league...	2	2.10	A	5	3.00	A	3	2.85	A
	1	1.89	A	1	2.13	A	2	2.05	B
				4	2.00	A	1	1.16	C
				6	1.83	A			
				2	1.82	A			
11. Athletic subsidization in high visibility and spectator sports...	2	2.83	A	1	3.00	A	3	3.80	A
	1	2.29	A	4	2.83	A	2	2.55	B
				5	2.67	A	1	1.62	C
				2	2.33	A			
				6	2.33	A			
				4	2.50	A	3	2.16	A
12. Athletic subsidization in low visibility and non-spectator sports...	2	1.93	A	4	2.50	A B	2	2.00	A
	1	1.62	A	1	2.00	A B	1	1.33	B
				5	1.64	A B			
				6	1.17	B			
				6	3.60	A	3	3.79	A
				4	3.00	A	2	2.71	B
13. In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications...	1	3.06	A	6	3.60	A	3	3.79	A
	2	2.69	A	4	3.00	A	2	2.71	B
				1	2.79	A	1	1.95	C
				5	2.67	A			
				2	2.59	A			
D. Significant groups and individuals in athletic subsidization:									
14. Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...	1	2.21	A	4	2.50	A	3	3.27	A
	2	2.19	A	5	2.50	A	2	2.04	B
				6	2.50	A	1	1.20	C
				1	2.13	A			
				2	2.04	A			
				6	3.60	A	3	3.70	A
15. Individuals in the community providing scholarships and bursaries for female athletes based on academic criteria...	2	2.88	A	4	3.17	A B	2	3.00	B
	1	2.60	A	1	2.96	A B	1	1.58	C
				2	2.44	B			
				5	2.00	B			
				6	3.60	A	3	3.70	A

Probability

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
16. Subsidization by American schools reducing the quality of athletes attending Canadian universities...	1	3.22	A	6	4.00	A	3	4.10	A
	2	2.77	A	4	3.33	A B	2	3.11	B
17. Government involvement (third party scholarship funding for athletes) at our university...	2	3.63	A	1	2.83	A B	1	1.39	C
	1	3.39	A	5	1.00	C			
	6	3.83	A	6	3.83	A	3	4.15	A
E. Social stress (from outside the OWIAA):	1	3.13	A	1	3.80	A	2	3.95	A
	2	3.02	A	4	3.67	A	1	2.53	B
	5	3.00	A	2	3.67	A			
	1	2.96	A	4	3.32	A			
	4	2.50	A	5	3.20	A			
18. Criticism from the public and media about the effects of our policies relating to athletic subsidization...	1	3.13	A	6	3.67	A	3	3.80	A
	2	3.02	A	2	3.23	A	2	3.47	A
P. Constituent strain (stress from inside the OWIAA):	1	3.06	A	5	3.00	A	1	1.84	B
	2	2.53	A	1	2.96	A			
19. Strain among individuals at our university due to differing philosophies about athletic subsidization (eg: pressure to subsidize or not subsidize)...	1	3.06	A	4	2.50	A	3	3.19	A
	2	2.53	A	6	3.60	A	2	2.82	A
20. Criticism of our policies relating to athletic subsidization by other universities in the (OWIAA)...	1	2.75	A	5	2.67	A	1	1.95	B
	2	2.53	A	1	2.57	A			
	6	2.50	A	2	2.55	A			
G. Management techniques, control, and recommended changes:	1	2.75	A	4	3.17	A	3	3.53	A
	2	2.53	A	1	2.68	A	2	2.47	B
21. Athletic subsidization when coaches are allowed to make decisions pertaining to their sport...	2	1.91	A	6	2.50	A	1	1.63	C
	1	1.63	A	2	2.36	A			
	5	3.50	A	5	3.50	A	3	1.88	A
22. The OWIAA as a regulatory body dealing with athletic subsidization to the satisfaction of coaches and athletic directors...	1	1.95	B	1	1.95	B	1	1.83	A
	4	1.67	B	4	1.67	B	2	1.76	A
	2	1.63	B	2	1.63	B			
	6	1.50	B	6	1.50	B			
	4	2.83	A	4	2.83	A	3	3.20	A
	1	2.75	A	1	2.75	A	2	2.45	B
	2.24	A	2	2.24	A	1	1.50	C	
	2.00	A	5	2.00	A				
	2.00	A	6	2.00	A				

Probability

		Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
23.	Subsidization controlled by regulations that are self enforced by the OWIAA...	2	2.68	A	5	3.50	A	3	2.94	A
		1	2.67	A	1	2.88	A	2	2.72	A
					2	2.67	A	1	2.29	A
					6	2.13	A			
			4	2.00	A					
24.	The attempt by the OWIAA to provide an operational definition of athletic subsidization...	1	3.38	A	6	3.60	A	3	4.16	A
		2	3.28	A	2	3.40	A	2	3.52	B
					4	3.33	A	1	2.00	B
					1	3.27	A			
					5	2.33	A			
25.	The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidization)...	1	3.38	A	2	3.44	A	3	4.00	A
		2	3.00	A	4	3.33	A B	2	3.24	B
					6	3.29	A B	1	1.81	C
					1	3.09	A B			
					5	1.83	B			

IMPACT

Athletic Recruitment

A. The ultimate goal or mission of athletic recruitment:	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
1. Athletic recruitment as providing factual information to students who have indicated an interest in your athletic program...	1	3.86	A	4	4.17	A	3	4.48	A
	2	3.71	A	6	4.00	A	2	4.00	B
				2	3.87	A	1	2.53	C
				1	3.75	A			
				5	2.67	B			
2. Athletic recruitment as actively publicizing your athletic program, to ensure that potential students are aware of the opportunities offered...	1	3.70	A	4	4.17	A	3	4.25	A
	2	3.61	A	1	3.67	A B	2	3.86	B
				2	3.62	A B	1	2.65	C
				6	3.60	A B			
				5	2.67	B			
3. Athletic recruitment to promote balanced competition within the league (OWIAA)...	2	2.95	A	4	3.33	A	3	3.37	A
	1	2.11	B	1	3.14	A	2	2.60	B
				2	2.25	A	1	1.94	C
				6	2.00	A			
				5	1.50	A			
4. Athletic recruitment as an attempt to contact those athletes that best fit into your athletic program...	2	3.61	A	1	3.92	A	3	4.20	A
	1	3.33	A	2	3.44	A	2	3.67	B
				4	3.16	A	1	2.56	C
				5	3.00	A			
				6	2.88	A			
5. Athletic recruitment to develop a centre for excellence in a particular sport (involving coaches, facilities, program, and athletes)...	2	3.26	A	4	4.00	A	3	3.14	A
	1	3.22	A	1	3.61	A	2	3.52	B
				2	3.00	A	1	1.95	C
				6	3.00	A			
				5	1.50	A			
B. The conflicts or obstacles preventing achievement of these goals:									
6. OWIAA coaches understanding the implications associated with athletic recruitment...	1	4.13	A	2	3.95	A	3	4.61	A
	2	3.75	A	1	3.92	A	2	4.22	A
				4	3.67	A B	1	2.63	B
				6	3.67	A B			
				5	2.00	B			
7. The behaviour of coaches at our university inconsistent with the philosophy of our athletic department (in regard to athletic recruitment)...	1	3.47	A	6	4.20	A	3	3.72	A
	2	3.09	A	2	3.32	A	2	3.56	A
				1	2.17	A	1	2.25	B
				4	2.17	A			
				5	2.00	A			

Impact

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
8. Philosophical differences between universities in regard to athletic recruitment of female students...	2	4.27	A	1	4.42	A	3	4.65	A
	1	3.95	A	4	4.33	A	2	4.23	A
				6	4.13	A	1	3.60	B
				2	3.96	A			
				5	3.00	A			
9. Criticism of athletic recruitment based on factual knowledge...	2	3.68	A	5	4.67	A	3	3.67	A
	1	2.96	B	4	4.00	A B	2	3.64	A
				1	3.74	A B	1	2.84	B
				2	3.24	A B			
			6	2.25	B				
C. Significant events in athletic recruitment.									
10. Most of our female athletes coming from our catchment basin (the area from which most of our general student population is drawn)...	2	3.63	A	6	3.88	A	3	3.84	A
	1	3.27	A	1	3.63	A	2	3.72	A
				5	3.33	A	1	2.82	B
				2	3.25	A			
11. Elite athletes selecting a university where they can obtain competitive experience and recognition...	1	4.13	A	4	4.33	A	3	4.73	A
	2	4.12	A	1	4.25	A	2	4.39	A
				6	4.25	A	1	3.19	B
				2	4.04	A			
				5	3.00	A			
12. Elite athletes selecting a university primarily for the academic program offered...	1	3.90	A	5	4.67	A	3	3.95	A
	2	3.69	A	6	4.50	A	2	3.86	A B
				1	4.00	A	1	3.45	B
				2	3.24	A			
			4	3.17	A				
13. Intercollegiate athletics for women, featuring a high powered competitive program...	2	3.68	A	1	4.05	A	3	4.25	A
	1	3.31	A	5	4.00	A B	2	3.67	B
				2	3.61	A B	1	2.79	C
				4	3.00	A B			
				6	2.00	B			
14. Athletic recruitment by coaches within the league (OJIAA)...	1	3.55	A	4	3.83	A	3	4.48	A
	2	3.50	A	1	3.71	A	2	3.86	B
				2	3.70	A	1	2.15	C
				6	2.67	B			
				5	1.67	B			
15. Successful coaches experiencing incentive to recruit, in order to maintain their winning record...	2	4.02	A	4	4.33	A	3	4.71	A
	1	3.71	A	1	4.21	A	2	3.90	B
				6	4.00	A	1	3.11	C
				2	3.78	A			
			5	2.50	B				

Impact

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
16. Athletic recruitment in high visibility and spectator sports...	2	3.22	A	4	4.33	A	3	3.62	A
	1	2.55	A	2	3.13	A	2	3.05	B
				5	3.00	A B	1	2.30	C
				1	2.83	A B			
17. Athletic recruitment in low visibility and non-spectator sports...	2	3.22	A	4	4.33	A	3	3.62	A
	1	2.55	A	2	3.13	A B	2	3.05	B
				5	3.00	A B	1	2.30	C
				1	2.83	A B			
18. Athletic recruitment when league tiering occurs...	2	3.95	A	5	4.50	A	3	4.75	A
	1	3.53	A	4	4.30	A B	2	4.00	B
				1	3.92	A B	1	2.44	C
				6	3.80	A B			
19. Media coverage of high school sports and the identification of high school athletes...	2	3.43	A	5	3.67	A	3	4.21	A
	1	3.27	A	6	3.67	A	2	3.67	B
				1	3.46	A	1	2.35	C
				4	3.33	A			
20. Significant groups and individuals in athletic recruitment	2	3.43	A	2	3.24	A			
	1	3.90	A	4	4.17	A	3	4.05	A
	2	3.72	A	2	4.00	A	2	3.95	A
				1	3.88	A	1	3.30	B
21. Out of country trained athletes competing in the OWIAA...	1	2.33	A	6	3.00	A	3	2.88	A
	2	2.03	A	4	2.50	A	2	2.18	B
				1	2.00	A	1	1.29	C
				2	2.00	A			
22. Student athletes attending school in the United States because of recruitment efforts...	2	3.46	A	5	5.00	A	3	4.25	A
	1	3.17	A	4	3.83	A B	2	3.91	A
				6	3.4	A B	1	1.78	B
				2	3.30	A B			
23. Emphasis on elite athletes due to national and international competition...	1	3.74	A	1	3.17	B	3	4.48	A
	2	3.71	A	2	4.09	A	2	3.71	B
				6	3.95	A B	1	2.90	C
				5	3.38	A B			
			4	2.67	A B				
			2	2.50	B				

Impact

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
24. Recruitment time and travel expenses allotted to coaches by universities within the league (OWIAA)...	2	3.43	A	5	4.00	A	3	4.35	A
	1	3.26	A	1	3.68	A	2	3.90	B
				4	3.33	A	1	1.50	B
				6	3.25	A			
				2	3.05	A			
25. Athletic recruitment occurring when coaches represent the university at tournaments, clinics, and high school banquets...	1	3.95	A	2	4.04	A	3	4.09	A
	2	3.76	A	1	3.95	A	2	3.86	A
				6	3.75	A	1	3.44	B
				5	3.20	A			
				4	3.17	A			
26. The athletic director being aware of the activity of coaches at OWIAA universities...	1	4.14	A	6	4.29	A	3	4.19	A
	2	3.80	A	1	4.04	A	2	4.00	A
				4	4.00	A	1	3.50	B
				2	3.83	A			
				5	2.67	B			
27. Our athletic department having knowledge of alumni activities (eg: the recruitment of female athletes)...	1	3.74	A	4	4.00	A	3	3.95	A
	2	3.26	A	6	4.00	A	2	3.38	B
				1	3.67	A	1	2.95	B
				2	3.13	A			
				5	2.00	A			
28. The involvement of the high school liason officer and/or registrar in athletic recruitment at our university...	1	3.25	A	6	4.60	A	3	4.00	A
	2	3.13	A	4	4.00	A	2	3.40	B
				1	3.13	A	1	2.10	C
				2	2.75	A			
				5	2.00	B			
29. The involvement of the president and/or vice president of our university in major decisions concerning athletic recruitment...	2	2.93	A	5	4.00	A	3	3.00	A
	1	2.53	A	1	3.13	A	2	2.70	A
				4	2.50	A	1	2.11	B
				2	2.22	A			
				6	1.40	A			
E. Social stress (from outside the OWIAA):									
30. High school teachers and principals being concerned about harassment of their female athletes by universities...	1	2.93	A	6	4.00	A	3	3.53	A
	2	2.73	A	4	3.00	A	2	2.82	B
				1	2.87	A	1	1.94	C
				2	2.48	A			
				5	2.00	A			
31. Pressure from the local media on our female teams to be successful in league competition...	2	1.90	A	4	2.33	A	3	2.35	A
	1	1.83	A	1	2.09	A	2	1.79	B
				5	2.00	A	1	1.47	B
				2	1.62	A			
				6	1.50	A			

Impact

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
32. Criticism of our policies (regarding athletic recruitment) by the public and media, based on comparisons of the success of the Canadian and American athletic systems...	1	2.64	A	5	4.50	A	3	3.32	A
	2	2.49	A	1	2.65	B	2	2.83	A
				4	2.33	B	1	1.39	B
				6	2.33	B			
33. Explicit recruitment rules and directives from the government to universities...	1	2.47	A	5	5.00	A	3	2.80	A
	2	1.74	B	6	2.67	B	2	1.68	B
				4	2.33	B	1	1.35	B
				1	1.75	B			
34. Female athletes urging their athletic department to improve the athletic program...	1	3.72	A	5	4.33	A	3	3.90	A
	2	3.71	A	1	3.88	A	2	3.70	A
				2	3.86	A	1	3.55	A
				6	3.33	A B			
35. The incidence of female athletes "shopping around" for the best offer from a university...	2	3.12	A	2	3.17	A	3	3.81	A
	1	2.65	A	1	3.00	A	2	3.41	A
				4	3.00	A	1	1.53	B
				5	2.75	A			
36. Pressure on our coaches to do something because of the effects of the recruitment practices of other universities in the OWIAA...	1	3.33	A	2	3.43	A	3	4.30	A
	2	3.29	A	6	3.40	A	2	3.78	B
				4	3.33	A	1	1.72	C
				1	3.26	A			
37. Coaches being more concerned with representing the league (OWIAA) at national championships than with league competition...	1	3.05	A.	2	3.17	A	3	3.52	A
	2	2.78	A	1	3.09	A	2	3.20	A
				6	2.17	A	1	1.72	B
				5	2.00	A			
38. Strain between individuals at our university due to differing philosophies about athletic recruitment (eg, other members pressuring coaches to recruit or not recruit)...	1	2.84	A	5	3.25	A	3	3.38	A
	2	2.84	A	1	3.19	A	2	3.09	A
				6	3.00	A	1	1.95	B
				2	2.54	A			
39. Allocating university funds to the athletic department to obtain better coaches, facilities, and more attractive schedules for our teams...	2	3.62	A	5	4.00	A	3	3.90	A
	1	3.59	A	6	3.88	A	2	3.56	A B
				1	3.67	A	1	3.37	B
				2	3.47	A			
			4	3.33	A				

Impact

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
40. The altering of academic requirements by some universities within the league (OWIAA) to allow athletes to enroll as full time students...	2	2.76	A	5	3.33	A	3	3.11	A
	1	2.59	A	1	2.76	A	2	2.91	A
				2	2.71	A	1	2.11	B
				4	2.50	A			
				6	2.50	A			
G. Management techniques, control, and recommended changes:									
41. Communicating university policy regarding athletic recruitment to coaches...	1	4.17	A	6	4.25	A	3	4.14	A
	2	3.73	A	1	4.09	A	2	3.80	A B
				2	3.86	A	1	3.72	B
				4	3.17	A			
				5	3.00	A			
42. Athletic recruitment when coaches are allowed to make decisions pertaining to their sport...	2	3.41	A	1	3.70	A	3	3.69	A
	1	3.00	A	6	3.57	A	2	3.56	A
				2	2.87	A	1	2.62	B
				5	2.67	A			
43. The OWIAA as a regulatory body dealing with athletic recruitment to the satisfaction of coaches and athletic directors...	1	4.11	A	6	4.60	A	3	4.00	A
	2	3.39	B	5	4.00	A B	2	4.00	A
				1	3.54	B	1	2.78	B
				2	3.50	B			
				4	3.33	B			
44. Controlling athletic recruitment in the OWIAA by regulations which are self enforced...	2	3.82	A	5	4.50	A	3	3.84	A
	1	3.39	A	4	4.00	A	2	3.83	A
				1	3.72	A	1	3.26	A
				2	3.59	A			
				6	3.43	A			
45. The attempt by the OWIAA to provide an operational definition of athletic recruitment...	1	2.75	A	1	3.24	A	3	3.77	A
	2	2.68	A	2	2.50	A	2	2.56	B
				6	2.33	A	1	1.77	C
				4	2.00	A			
				5	1.50	A			
46. Recruitment of athletes being a way of life for most coaches in the OWIAA...	1	3.49	A	1	3.24	A	3	3.77	A
	2	2.68	A	2	2.50	A	2	2.56	B
				6	2.33	A	1	1.77	C
				4	2.00	A			
				5	1.15	A			
47. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic recruitment)...	2	3.49	A	4	3.83	A	3	4.59	A
	1	3.36	A	6	3.60	A	2	3.67	B
				1	3.40	A	1	2.00	C
				2	3.39	A			
				5	3.00	A			

Impact

Athletic Subsidization

A. The ultimate goal or mission of athletic subsidization:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
1. Subsidization to provide an opportunity for athletes to attend university by giving financial assistance...	2	3.32	A	4	4.00	A	3	3.95	A
	1	2.65	A	5	4.00	A	2	3.26	B
				1	3.17	A	1	2.05	C
				2	2.96	A			
				6	2.60	A			
2. Subsidization to keep Canadian athletes at Canadian universities...	2	3.57	A	5	4.00	A	3	4.33	A
	1	3.36	A	1	3.94	A	2	3.88	A
				6	3.67	A	1	2.08	B
3. Subsidization of one elite team as a means of maintaining the athletic program and/or extending educational opportunities...	2	2.82	A	5	4.00	A	3	3.35	A
	1	2.17	A	1	2.95	A	2	2.40	B
				6	2.67	A	1	1.79	B
				2	2.05	A			
4. Subsidization as reimbursement for the athletic skills of those individuals of exceptional ability...	2	2.46	A	5	4.00	A	3	3.05	A
	1	2.10	A	4	2.67	A B	2	2.45	B
				6	2.63	A B	1	1.42	C
				1	2.36	A B			
				2	1.96	A B			
B. The conflicts or obstacles preventing achievement of these goals:									
5. OWIAA coaches understanding the implications associated with athletic subsidization...	1	3.83	A	6	4.50	A	3	4.10	A
	2	3.82	A	4	4.00	A	2	4.06	A
				5	4.00	A	1	3.28	B
6. Philosophical agreement between universities about athletic subsidization...	1	3.86	A	6	4.20	A	3	4.33	A
	2	3.74	A	1	3.90	A	2	4.06	A
				2	3.67	A	1	2.88	B
				4	3.33	A			
				5	3.33	A			
7. Criticism of athletic subsidization based on factual knowledge...	2	3.41	A	6	3.83	A	3	3.81	A
	1	3.13	A	1	3.47	A	2	3.63	A
				4	3.33	A	1	2.47	B
			2	3.11	A				
			5	2.67	A				

Impact

C. Significant events in athletic subsidization:

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
8.	Preference given to athletes over other students in the academic program in the selection for part time employment...	2	3.27	A	5	5.00	3	3.78	A
		1	2.65	A	2	3.26	2	3.33	A
					1	3.25	1	1.79	B
					4	2.00			
					6	1.67			
9.	Equitable distribution of third party scholarship athletes throughout the league (OWIAA)...	2	3.69	A	1	4.05	3	4.28	A
		1	3.11	A	5	4.00	2	4.00	A
					4	3.83	1	2.22	B
					2	3.15			
					6	2.33			
10.	Athletic subsidization being offered to students by coaches within the league...	2	3.38	A	4	3.50	3	3.95	A
		1	2.53	A	5	3.50	2	3.79	A
					1	3.36	1	1.70	B
					2	2.95			
					6	2.33			
11.	Athletic subsidization in high visibility and spectator sports...	2	3.13	A	6	3.67	3	4.11	A
		1	3.06	A	1	3.45	2	3.47	B
					4	3.00	1	1.59	C
					2	2.86			
					5	2.00			
12.	Athletic subsidization in low visibility and non-spectator sports...	2	2.36	A	5	3.67	3	2.84	A
		1	2.11	A	4	2.50	2	2.53	A
					1	2.33	1	1.47	B
					6	2.17			
					2	2.00			
13.	In the awarding of loans, bursaries, and other forms of subsidization, athletics taken into consideration along with academic qualifications...	1	2.67	A	5	4.00	3	3.11	A
		2	2.34	A	6	2.83	2	2.44	B
					2	2.39	1	1.71	C
					1	2.39			
					4	1.83			

D. Significant groups and individuals in athletic subsidization:

14.	Benefactors approaching members of our athletic department concerning the possibility of providing subsidization to female athletes...	1	2.68	A	6	3.60	3	3.55	A
		2	2.47	A	5	3.33	2	2.60	B
					1	2.52	1	1.29	C
					4	2.50			
					2	2.20			

Impact

	Role	Mean	Group	Sport	Mean	Group	Time	Mean	Group
22. The OWIAA as a regulatory body dealing with athletic subsidization to the satisfaction of coaches and athletic directors...	2	3.41	A	4	4.17	A	3	3.90	A
	1	3.06	A	6	3.57	A B	2	3.44	A
				1	3.41	A B	1	2.33	B
				2	2.86	B			
				5	2.00	B			
23. Subsidization controlled by regulations that are self enforced by the OWIAA...	2	2.85	A	5	4.00	A	3	3.47	A
	1	2.75	A	1	3.17	A	2	3.08	A
				6	3.00	A	1	1.86	B
				2	2.47	A			
				4	1.67	A			
24. The attempt by the OWIAA to provide an operational definition of athletic subsidization...	1	3.54	A	6	3.80	A	3	4.50	A
	2	3.33	A	4	3.50	A	2	3.69	B
				1	3.48	A	1	1.79	C
				2	3.15	A			
				5	2.00	A			
25. The formulation of explicit rules and directives outlining the enforcement policies of the OWIAA (eg: concerning athletic subsidization)...	1	3.27	A	1	3.57	A	3	4.29	A
	2	3.19	A	2	3.42	A	2	3.25	B
				6	3.14	A	1	1.77	C
				4	1.67	A			
				5	1.67	A			

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