Managing Intercollegiate Athletics 2nd edition Covell Solutions Manual

SKU: 9781621590538-SOLUTIONS

Chapter 2

The Role of National Governing Bodies in the Contemporary Sport Management Environment

Key Concepts

1. The structure of and various roles unique to the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics (NAIA), the United States Collegiate Athletic Association (USCAA), the National Christian College Athletic Association (NCCAA), and the National Junior College Athletic Association (NJCAA).
2. How the NCAA's Principles of Conduct influence how an organization fulfills its purposes and mission.
3. How each national governing body operates to serve its stakeholders.
4. The essential elements of the contemporary sport management environment, and how these elements affect the operations of intercollegiate national governing bodies.

Chapter Outline

Introduction

The Role of the NCAA

Mission and purpose
NCAA divisional philosophies and missions
Principles for the conduct of intercollegiate athletics

Principle of Institutional Control and Responsibility
Principle of Student-Athlete Well-being
Principle of Gender Equity
Principle of Sportsmanship and Ethical Conduct
Principle of Sound Academic Standards
Principle of Nondiscrimination
Principle of Diversity within Governance Structures
Principle of Rules Compliance
Principle of Amateurism
Principle of Competitive Equity
Principle Governing Recruiting
Principle Governing Eligibility

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Principle Governing Financial Aid
Principle Governing Playing and Practice Seasons
Principle Governing Postseason Competitions and Contests Sponsored by Non-Collegiate Organizations
Principle Governing the Economy of Athletics Program Operation

Organizational and legislative structure
Role as a national governing body

Regulating television
Enforcing amateurism rules

The Role and Functions of Other National Governing Bodies

National Association of Intercollegiate Athletics (NAIA)
United States Collegiate Athletic Association (USCAA)
National Christian College Athletic Association (NCCAA)
National Junior College Athletic Association (NJCAA)

The Contemporary Sport Management Environment and National Governing Bodies

Innovation
Speed and flexibility
Sustainable growth
Quality leadership

Walter Byers
Myles Brand
Mark Emmert

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Case study: NCAA leadership, Mark Emmert, Penn State, and quality leadership

1. Identify the actions taken against PSU immediately after the Jerry Sandusky sexual abuse verdict, and explain how the NCAA leadership justified these actions. *Suggested Response:*

The initial penalty was a fine of $60 million, which was equal to one year's gross revenue for football. The money was to be donated to an appropriate charity focusing on child sex-abuse. The rest of the sanctions were in line with typical major violations cases: Five years' probation, loss of grants-in-aid (down to 15 per year, with a limit of no more than 65 on aid at any time) for four years, no postseason participation (bowls or conference championships), and the vacating of all wins from 1998 to 2011. The association's leadership acted in response to Penn State's inaction yet tried to limit what President Mark Emmert referred to as "collateral damage" for other parties—namely, the schools on PSU's schedule, football student–athletes, and the businesses in the area that depend on revenue generated from football weekends. Although, as some noted, the NCAA could have ignored the issue because it represented no violation of NCAA bylaws, the association chose instead to take action.

2. Identify the actions taken by the NCAA in the years following the initial sanctions, and explain how the NCAA leadership justified these actions. *Suggested Response:*

   The NCAA announced a reduction in the sanctions and gradually restored scholarships. PSU, which had faced a cap of 65 scholarships starting in 2014, instead had 75 scholarships that year, 80 in 2015, and the full allotment of 85 in 2016. "The executive committee's decision to restore football scholarship opportunities for more student–athletes at Penn State is an important recognition of the university's progress—and one I know it was pleased to make," Emmert said. He insisted that the reductions did not come because the original sanctions were deemed too severe but because of the good-faith efforts by PSU. Then, in September 2014, the association announced that PSU would be eligible for the postseason play that year and would have all its scholarships returned the next year.

3. Explain whether the NCAA membership works to include bylaws that would allow the association to discipline schools in future cases of felonious behavior on the part of coaches and administrators. *Suggested Response:*

   The fact that the NCAA took action in the Penn State scandal, although it was not obligated to do so, is an example of how the quality of a national governing body's leadership will help that organization to succeed. The NCAA membership may decide to pass and enact rules that allow it to take action in similar cases in the future, but as of Spring 2016 has yet to do so.

Future leadership

Integrity

Summary

Practitioner Perspective: Dan Dutcher, NCAA Vice-President for Division III

Quiz Questions

Multiple Choice

1. Which of the following is NOT one of the NCAA's goals for the intercollegiate athletic programs it seeks to maintain?

   a. That athletics are to be maintained as an integral part of educational program.
   b. That the NCAA works closely with international and professional sport organizations to manage postseason competitions.
   c. That the above expectation can only be achieved if athletes are an integral part of the student body.
   d. That athletes can only be part of the student body if the clear demarcation between intercollegiate and professional athletics is maintained.

2. The purposes stated in Article 1 of the NCAA Constitution relate to general areas of managerial operations. These are codified operationally in 16 principles of conduct in Article 2 of the Constitution. Which of the following is NOT one of these principles of conduct?

   a. Principle of gender equity
   b. Principle of nondiscrimination
   c. Principle of competitive equity
   d. Principle of postseason excellence

3. Which of the following statements is NOT true of a Division I school?

   a. It has a student body of more than 10,000 students.
   b. It maintains institutional control over all funds supporting athletics.
   c. It believes in offering extensive opportunities for participation in varsity athletics for both men and women.
   d. All of the above are true.

4. "Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs;" and "Shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance" are part of the philosophy statement for which NCAA divisional classification(s)?

   a. I
   b. II
   c. III

d. Both II and III

5. Maintaining an environment where cultural diversity and gender equity are valued, protecting the health and safety of student-athletes, maintaining and fostering an environment where the student-athlete/coach relationship is positive, and assuring that there is fairness, openness, and honesty in the relationship between administrators and student–athletes are points of emphasis in which of the NCAA's 16 Principles for the Conduct of Intercollegiate Athletics?

   a. Principle of competitive equity
   b. Principle of gender equity
   c. Principle of student-athlete well-being
   d. Principle of nondiscrimination

6. Which of the following lists the names of directors/presidents of the NCAA in correct chronological order?

   a. Myles Brand, Walter Byers, Mark Emmert
   b. Walter Byers, Mark Emmert, Myles Brand
   c. Walter Byers, Myles Brand, Mark Emmert
   d. Mark Emmert, Myles Brand, Walter Byers

7. The National Junior College Athletic Association (NJCAA) sponsors championships for two-year schools in 13 men's sports and 13 women's sports, some of which offer competitions in three separate divisions. Which of the following criteria serves to differentiate these divisions?

   a. The amount and type of athletically related financial aid that schools can award
   b. The number of athletic programs at the school
   c. The size of the full-time student population
   d. The number of full-time coaches at the school

8. The fact that the operations of the NCCAA are specifically targeted toward promoting intercollegiate athletic competition for Christian colleges is an example of which of the elements that characterize the contemporary intercollegiate athletics management environment?

   a. Innovation
   b. Integrity
   c. Speed and flexibility
   d. Sustainable growth

9. In which decade did the NCAA develop enforcement powers over television contracts?

   a. 1940s
   b. 1950s
   c. 1960s
   d. 1970s

10. Ron Meyer, who would meet high school prospects by peeling off hundred-dollar bills from a money clip, was from which of the following schools?

    a. University of Notre Dame
    b. University of Pennsylvania
    c. University of Alabama
    d. Southern Methodist University

True/False

1. **True or False:** In an effort to clarify the NCAA's goals and its role in managing intercollegiate athletics, the first page of its divisional manuals lists two specific purposes that further illustrate the roles and actions of the association.
2. **True or False:** The NCAA's Principle of Institutional Control and Responsibility states that each member institution is responsible for controlling its intercollegiate athletics program in compliance with the rules and regulations of the association. In addition, it is stated that the institution's responsibility includes overseeing the actions of its own staff members, "and for the actions of any individual or organization involved in the athletic interests of the institution."
3. **True or False:** Prior to 2014, all NCAA legislation was heard and acted on with a one-member, one-vote policy on all issues, regardless of the content of a motion during the annual convention. This procedure was changed in 2015, when the legislative and organizational processes were restructured to create a voting system in which members vote based on how motions impact their specified divisional membership.
4. **True or False:** The United States Collegiate Athletic Association has approximately 80 members across 24 states, includes both two-year and four-year institutions, is concentrated mostly in the southwestern United States, and is the nation's largest intercollegiate athletic national organization for religiously affiliated institutions.
5. **True or False:** When Jim Carr took over as president and CEO of the National Association of Intercollegiate Athletics (NAIA) in 2006, many perceived the organization to be in trouble. It had lost nearly half its members, most of whom had jumped to the NCAA, over the previous 20 years.

Short Answer/Essay

1. Explain the intent and form of the NCAA's organizational structure and legislative process, and the concerns that have arisen concerning these elements.
2. Outline the qualifications of current NCAA president Mark Emmert. Explain how they compare with those of his immediate predecessor and whether you believe Emmert has the skills and abilities required to help the association address its most important challenges.

3. Outline how the NAIA, the USCAA, and the NCCAA explain their organizations' differences from the NCAA, and how they argue these differences benefit their members.
4. Identify the areas in which the NCAA gradually became the arbiter and enforcer of rules, and explain the rationale behind the need for a national governing body such as the NCAA to set and enforce these rules.

Answers to Quiz Questions

Multiple Choice

1. b
2. d
3. a
4. c
5. c
6. c
7. a
8. a
9. b
10. d

True/False

1. False
2. True
3. False
4. False
5. True

Short Answer/Essay

Students' responses should include the following key points:

1. This legislative process reveals that all the rules in each of the divisional manuals are there because the schools and conferences themselves have approved them. The restructuring of the association's organization and legislative process—which was voted on and approved at the 1996 NCAA Convention and then went into effect in August 1997—gave the NCAA a structure with more focus on divisional issues controlled by members affiliated with that division. Under the resulting structure, the Executive Committee has oversight over the presidential boards and management councils for each division. While the current structure gives more control to each division to govern its own affairs, and while this structure does preserve the opportunity for all members to vote on certain types of legislation, some concerns about this system do exist; specifically, (1) that it allows the "rich and powerful" schools to become richer and more powerful by keeping the vast majority of NCAA-derived revenues, and (2) that it places

more distance between these schools and the remaining members, as opposed to the former “one school, one vote” model.

2. Mark Emmert: Former president at Washington (2004–2010); Chancellor at Louisiana State University (1999–2004); Chief operating and academic officer at the University of Connecticut (1995–1999); Provost and vice president for academic affairs at Montana State University (1992–1995); Associate vice chancellor for academic affairs at the University of Colorado (1985–1992). Earned his B.A. degree in political science from Washington, and has both a master’s and a Ph.D. in public administration from Syracuse University.

   Dr. Myles Brand was a former college president who served in that role at both the University of Oregon (where he had also served as a philosophy professor and provost) and Indiana University. He served as NCAA President from 2003 until his death from pancreatic cancer in 2009. He was the first former college president to serve as the head of the NCAA. According to Brand, many athletic directors were suspicious of him because of his background, which in part was due to the fact that, in 2000 while at Indiana, Brand fired legendary men’s basketball coach Bob Knight after Knight committed a series of on- and off-court transgressions.

   Challenges to be faced by Emmert: Complex financial issues, the financial issues facing the membership, fiscal responsibility, the revenue disparity among Division I schools due to Bowl Championship Series affiliation, a possible playoff to replace the bowls in the Football Bowl Subdivision (FBS), and diversity in hiring head coaches at FBS schools.

   Students should make a decision [whether you believe Emmert has the skills and abilities required to help the association address its most important challenges] and support it with the facts listed above.

1. The NAIA serves 50,000 student-athletes and offers 23 championships in 13 sports (with two divisions each for men’s and women’s basketball). The organization defines its purpose as “promot[ing] the education and development of students through intercollegiate athletic participation,” and its mission as “advance[ing] character-driven intercollegiate athletics.” The NAIA also cites “the importance of the individuality of each member institution, [and] the value of the conference and regional structure.”

   The USCAA is similar to the NAIA but has fewer members; it defines as its purpose “to provide wholesome athletic competition on a national level to small colleges,” and attempts to offer the opportunity for the student-athlete “to develop mind, body and spirit through athletic competition,” while promoting “integrity, leadership, scholarship and values of life.” The USCAA seeks to achieve this by providing opportunities for small colleges “to compete on an equal level of competition with schools of like size and athletic programs.”

   The NCCAA serves a more distinct membership population, functioning as a national and international governing body “for the promotion of outreach and ministry and for the maintenance, enhancement and promotion of intercollegiate athletic competition with a Christian perspective.” As outlined in its philosophy statement, NCCAA member schools believe that athletics “are a means to an end, not an end in themselves (sic),

that the process is as important as the performance, and that the student-athlete is more important than the program." Further, athletic participation in a Christian liberal arts or Bible college is a "unique experience that prepares Christian men and women for a life of meaningful work and service," provides "a dynamic growth process for learning discipline, team work, leadership, and mutual respect," and "the student-athlete and his/her preparation for life is more important to the coaches and the athletic administration than win-loss records and championships."

4. Areas in which the NCAA gradually became the arbiter and enforcer of rules included academic eligibility and financial aid.

   The rationale behind the need to set and enforce these rules: The concept of the "level playing field" for all participant schools, the fact that all members need to be operating under similar guidelines, and the fact that schools cannot institute rules on their own programs that might serve to put these programs at a competitive disadvantage.

Additional Classroom Activities/Assignments

1. Have students review the NCAA's 16 Principals of Conduct for Intercollegiate Athletics and then determine which three are most critical for ensuring positive participation experiences for student-athletes. Make sure students explain the rationale behind their choices.
2. Ask students to review the elements of the NCAA's divisional classification structure, and determine whether your school's current classification allows for the school's athletic programs to meet their goals and objectives. Would a different classification make more sense? If a switch is warranted, have students explain the rationale for such a switch.
3. Propose that your school has decided to reassess its athletic program and is determining its membership in one of the five national governing bodies outlined in the chapter. Ask students to assess which governing body they feel would enable the athletic department to meet its goals and objectives. Make sure students define what those goals and objectives might be.