

**PERCEPTIONS OF
STAKEHOLDER SALIENCE FOR
NCAA CAMPUS STUDENT-ATHLETE ADVISORY COMMITTEES**

by

Lori A. Hendricks

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Higher Education)
in The University of Michigan
2011

Doctoral Committee:

Associate Professor Janet H. Lawrence, Co-Chair
Emeritus Professor Marvin W. Peterson, Co-Chair
Professor Percy Bates
Associate Professor Katherine M. Babiak

© Lori A. Hendricks

All Rights Reserved
2011

ACKNOWLEDGEMENTS

To the makers and distributors of diet colas and everything caffeinated, a heartfelt thank you.

For those mentors, colleagues, and friends who have influenced my thinking about issues of education, civic engagement, social justice, and intercollegiate athletics know that your collective wisdom continues to inform my work. I suspect each of you will see your personal contributions to my life reflected on the following pages. Thank you for your generous and continuing support.

For those family members who felt compelled to start every conversation with the question, “Are you done, yet,” the answer is finally, “Yes.” Thanks for not letting me sit comfortably until this dissertation was **PhiniseD**.

To my Ohio State classmates, I apologize for my travel up north. At least I stayed within the Big Ten for this degree. To my Mount Holyoke classmates, thank you for teaching me that excellence is a worthy aim, regardless of where its pursuit might take you.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF FIGURES	v
LIST OF TABLES	vi
LIST OF APPENDICES	viii
LIST OF ABBREVIATIONS	ix
ABSTRACT	x
CHAPTER ONE: Introduction	1
Problem Statement	4
Significance of the Study	5
Organization of the Dissertation	8
CHAPTER TWO: Survey of the Literature	9
Literature Review Search Strategy	9
An Overview of the Literature Sources	12
An Overview of the Literature	14
Conceptual Model	42
CHAPTER THREE: Research Methods	47
Research Questions	47
Survey Instrument	48
Population and Sample	53
Data Collection	58
Creation of Measures	59
Data Analysis	68
CHAPTER FOUR: Perceptions of Stakeholder Salience Without Regard to Decision Domain	69
Perceptions of Overall Salience	69
Relationships between Institutional, Organizational, and Individual Characteristics and Perceptions of Stakeholder Salience	72
Examining the Data's Fit with the Conceptual Model	89
Chapter Summary	93

CHAPTER FIVE: Examining the Relationship between Decision Domains and Salience	94
The Domains of Involvement for the Campus SAAC	95
Organizing the Athletics Scenarios by Domain of Involvement	97
Differences in Perceptions of Stakeholder Salience by Institutional Characteristics Across Decision Domains	99
Differences in Perceptions of Stakeholder Salience by Organizational Characteristics Across Decision Domains	103
Differences in Perceptions of Stakeholder Salience by Individual Characteristics Across Decision Domains	105
The Relationship between Institutional, Organizational, and Individual Characteristics and Perceptions of Salience across Decision Domains	108
Chapter Summary	111
CHAPTER SIX: Discussion and Conclusion	112
Overview of the Study	112
Key Findings	113
Conceptual Implications	134
Practical Implications.....	138
Limitations of the Study.....	142
Suggestions for Further Research	144
Conclusion	147
APPENDICES.....	148
BIBLIOGRAPHY	188

LIST OF FIGURES

Figure 1.	Conceptual Framework for Perceptions of Stakeholder Salience.....	46
Figure 2.	Revised Conceptual Framework Embedding Salience within Decision Domain.....	137
Figure 3.	Domains of Campus SAAC Involvement.....	138

LIST OF TABLES

Table 1.	Literature Sources Referenced	13
Table 2.	Institutional Population and Proposed Institutional Sample.....	54
Table 3.	Distribution of Athletics Administrators and FARs Receiving Link to Online Survey	56
Table 4.	Response Numbers and Rates for Athletics Administrators and FARs....	56
Table 5.	Distribution of SAAC Members Receiving Link to Online Survey and Response Rates	57
Table 6.	Definitions of Dependent Variables (Without Regard to Decision Domains).....	61
Table 7.	Definitions of Independent Variables	64
Table 8.	Description of SAAC Decision Domains	66
Table 9.	Survey Scenarios Organized by Decision Domain.....	67
Table 10.	Comparison of SAAC Members and Athletics Administrators and FARs on Overall Salience and the Factors of Power, Legitimacy, Urgency (Without Regard to Decision Domains)	72
Table 11.	Stakeholder Salience - Mean Scores of Overall Sample by Institutional Characteristics (Without Regard to Decision Domains).....	73
Table 12.	One-Way Analysis of Variance Summary Table of Perceptions by NCAA Division (Without Regard to Decision Domains).....	75
Table 13.	One-Way Analysis of Variance Summary Table of Perceptions by Institutional Size (Without Regard to Decision Domains)	76
Table 14.	Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Institutional Control (Without Regard to Decision Domains).....	77
Table 15.	Means and Standard Deviations by SAACs' Perceptions of Participation on Institutions' Athletics Advisory Boards (Without Regard to Decision Domains).....	78
Table 16.	Means and Standard Deviations by Whether SAAC has Vote on Institution's Athletics Advisory Board (Without Regard to Decision Domains).....	79
Table 17.	Stakeholder Salience - Mean Scores of Overall Sample by Individual Characteristics (Without Regard to Decision Domains).....	80
Table 18.	Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Gender for Overall Sample (Without Regard to Decision Domains)..	81
Table 19.	Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Gender for SAAC Members (Without Regard to Decision Domains)	82
Table 20.	Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Gender for Athletics Administrators and FARs (Without Regard to Decision Domains).....	82

Table 21.	Comparison of Power, Legitimacy, Urgency, and Overall Salience by Race for Overall Sample (Without Regard to Decision Domains).....	83
Table 22.	Comparison of Power, Legitimacy, Urgency, and Overall Salience by Race for SAAC Members (Without Regard to Decision Domains).....	84
Table 23.	Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Race for Athletics Administrators and FARs (Without Regard to Decision Domains).....	85
Table 24.	Means and Standard Deviations by Sport (Without Regard to Decision Domains).....	87
Table 25.	Means and Standard Deviations for Sports by Sport Season (Without Regard to Decision Domains).....	88
Table 26.	Means, Standard Deviations, and Intercorrelations for Salience and Institutional and Individual Variables (Without Regard to Decision Domains).....	90
Table 27.	Simultaneous Multiple Regression Analysis Summary for Institutional Size, Gender, and Race Predicting Salience (Without Regard to Decision Domain)	90
Table 28.	Means, Standard Deviations, and Intercorrelations for Overall Salience and Institutional, Organizational, and Individual Characteristics (Without Regard to Decision Domains).....	91
Table 29.	Simultaneous Multiple Regression Analysis Summary for Overall Salience for Institutional Size, Gender, Race, SAAC Position on Advisory Board, and SAAC Vote on Advisory Board (Without Regard to Decision Domains).....	91
Table 30.	Institutional, Organizational, and Individual Characteristics Explaining Perceptions of SAAC Power, Legitimacy, Urgency, and Overall Salience (Without Regard to Decision Domains)	92
Table 31.	Comparison of Perceptions of SAACs' Involvement in the Domains of Department Policies, NCAA Rules, and Community Relations	97
Table 32.	Scenarios Organized by Decision Domains with Salience Means and Standard Deviations	98
Table 33.	Mean Scores of Stakeholder Salience for Overall Sample by Institutional Characteristics (With Regard to Decision Domains).....	102
Table 34.	Mean Scores of Stakeholder Salience for SAAC Members by Organizational Characteristics (With Regard to Decision Domains).....	104
Table 35.	Stakeholder Salience - Mean Scores of Overall Sample by Individual Characteristics (With Regard to Decision Domains).....	107
Table 36.	Institutional, Organizational, and Individual Characteristics Explaining Perceptions of SAAC Power, Legitimacy, and Urgency within Different Decision Domains	110
Table 37.	Significant Differences within Sets of Institutional, Organizational, and Individual Characteristics for the Dependent Variables (Without Regard to Decision Domains).....	121

LIST OF APPENDICES

APPENDIX A:	SURVEY INSTRUMENT COVER MEMO.....	149
APPENDIX B:	STUDENT-ATHLETE SURVEY INSTRUMENT	150
APPENDIX C:	ATHLETICS ADMINISTRATORS/FARs SURVEY INSTRUMENT	165
APPENDIX D:	LIST OF SURVEY ITEMS BY CONSTRUCT FOR STUDENT-ATHLETES.....	176
APPENDIX E:	LIST OF SURVEY ITEMS BY CONSTRUCT FOR ATHLETICS ADMINISTRATORS/FARs.....	178
APPENDIX F:	DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE	180
APPENDIX G:	FREQUENCIES OF THE OVERALL SAMPLE	181
APPENDIX H:	SALIENCE FACTORS - MEAN SCORES BY INDIVIDUAL, ORGANIZATIONAL, AND INSTITUTIONAL CHARACTERISTICS	186
APPENDIX I:	DECISION DOMAINS - MEAN SCORES BY INDIVIDUAL, ORGANIZATIONAL, AND INSTITUTIONAL CHARACTERISTICS	187

LIST OF ABBREVIATIONS

AD	Athletic Director or Director of Athletics
AIAW	Association for Intercollegiate Athletics for Women
FAR	Faculty Athletics Representative
NCAA	National Collegiate Athletic Association
SAAC	Student-Athlete Advisory Committee
SWA	Senior Woman Administrator

ABSTRACT

This study used stakeholder theory (Freeman, 1984; Mitchell, Agle, & Wood, 1997) to frame an examination of the influence of campus student-athlete advisory committees (SAACs) with their institutional athletics administrators and faculty athletics representatives (FARs). The participants in this study were from 80 NCAA Division I, II, and III institutions and included two groups: 819 SAAC members and 135 athletics administrators (i.e., directors of athletics, senior woman administrators) and FARs. The response rates of the two groups were 35.2% (SAAC members) and 22.9% (athletics administrators and FARs).

Perceptions of salience or “the degree to which managers give priority to competing stakeholder claims” (Mitchell et al., 1997, p. 869) were explored without regard to any particular decision domain and with consideration for different decision-making areas. The participants in the study perceived that the campus SAACs “very often” ($M=3.66$) had influence with the athletics administrators and FARs when there was no consideration of domains. When three theoretical dimensions of salience (i.e., power, legitimacy, urgency) were examined without regard to domain, the strongest measures were of the SAACs’ legitimacy ($M=3.79$). The weakest measures of the SAACs’ salience were their perceived power to influence athletics administrators and FARs ($M=3.55$).

A factor analysis of the various functions of the campus SAACs uncovered three domains of decision-making within which the SAACs were involved: NCAA rules,

department policies, and community relations. When salience was investigated with respect to specific decision domains, the SAACs were perceived to have the strongest measures in the domain of NCAA rules (M=4.43) and weakest in department policies (M=4.06). However, these strong perceptions of influence were tempered by weak perceptions of involvement. In the NCAA rules domain, the SAACs were perceived to “sometimes” (M=3.49) be involved. The SAACs were perceived to “rarely” be involved with department policies (M=2.26) and “very often” involved in community relations (M=3.92).

Recommendations were shared for a new conceptual framework to understand stakeholder salience with consideration of decision domains. Practical implications of the study include questions about the involvement levels of the SAAC, structural support for the committees, SAAC priorities, and the SAACs’ participation in broader governance processes.

CHAPTER ONE

Introduction

Over the past two decades, there has been an emphasis on enhancing the voice of student-athletes in the governance of intercollegiate athletics. One institutional mechanism for increasing the involvement of student-athletes in the governance process is the student-athlete advisory committee (SAAC). In 1995, the NCAA mandated campus SAACs, “a committee made up of student-athletes assembled to provide insight on the student-athlete experience. The SAAC also offers input on the rules, regulations, and policies that affect student-athletes’ lives on NCAA member institution campuses” (NCAA, 2002, p. 1).

SAACs are required to be representatives of varsity student-athletes. The NCAA’s three divisional national SAACs have a set number of representatives and membership goals with regard to sports, gender, and racial diversity. Other characteristics like the international or domestic status of an athlete as well as an academic major might also be considered. These individuals are nominated by their athletic conference or institution and are selected through the NCAA’s organizational committee structure. At the campus level, there is variability among the SAACs. It is presumed that all varsity teams would be represented on the SAAC; however, the number of representatives may differ among institutions. Some institutions have a set number of one to two representatives per team. Other institutions have proportional

representation with larger teams getting more representatives. The selection process may be voting by teams or by coaches. There also may be some combination of the two (e.g., coaches put forward a slate of candidates from which the team members vote).

Although the NCAA requires these committees of student-athletes on each of its member campuses, very little is known about them even after fifteen years in existence. SAACs have been described in brochures and handouts produced by the NCAA as groups that meet frequently to discuss issues of importance to student-athletes; however, no multi-institutional empirical studies looking across NCAA divisions have been initiated to examine them or the priority that athletics administrators and faculty athletics representatives (FARs) give to the SAACs' concerns. It is not clear how important the SAACs' perspectives are within departments of athletics, nor is it clear whether these perceptions might be different depending upon the type of decision under consideration.

There are a number of reasons why the study of the SAACs was selected for this final component of my Ph.D. program. The NCAA created its first national Association-wide SAAC during my freshman year of college. As athletes, my teammates and I knew little about the NCAA. However, the gesture of creating such a committee signaled that our perspectives might be important. Through my campus student-athlete group, I became more involved in the department of athletics and on campus. Regardless of whether it was this gesture of creating a student committee or the routine actions of my athletics administrators and coaches who were accustomed to engaging students in their work, I found myself connecting in a very positive way with my athletics department and college.

Flash forward a number of years and I found myself working at the NCAA national office, acting as a staff liaison to the Association-wide SAAC and later to the federated SAACs. In these roles, I saw the value of engaging student-athletes in the governance of intercollegiate athletics. As an athletics administrator, I needed to understand the experiences and perspectives of these individuals I was being paid to serve. It was the athletes who could point out faulty equipment or speak to problems with policies on recruiting, athletic training support, or length of practice seasons.

There were no studies that asked outright how the SAACs were perceived—either by the student-athlete members or by campus administrators. Did the student-athletes appreciate the role they played or could play within intercollegiate athletics? Likewise, how were they valued by the athletics administration? I was also interested in understanding whether these perceptions might change depending upon the issues under consideration. Might the student-athlete voice be taken more seriously when the topic was community service versus personnel matters?

Stakeholder theory was selected as the framework for this study because its focus is on the relationships that exist between management and those who effect and are affected by an organization's policies and practices (stakeholders). In this study, I assume the SAACs are positioned as a stakeholder group within college athletics and the athletics administrators and FARs as the managers of the athletics program. Stakeholder theory examines the influence of these relationships, or the salience of the stakeholders in decision-making. Mitchell, Agle, and Wood (1997) define salience as “the degree to which managers give priority to competing stakeholder claims” (p. 869). Using stakeholder theory, I was hopeful that I might add to our current understanding of the

SAACs' relationship with the athletics administration in the governance of intercollegiate athletics.

One particular model within stakeholder theory (Mitchell et. al., 1997) proposes that the salience of stakeholders with management is determined by the presence of three characteristics including power, legitimacy, and urgency. The strength of a stakeholder's influence with management increases as managers perceive they hold key resources (power), their claim's are appropriate (legitimacy), and the claims are of importance to an organization at a particular time (urgency). This model opens the door to explore the complexities of salience, especially with regard to situational contexts. SAACs exist across the country, comprised of different individuals with a variety of concerns, so the salience of the SAACs may be different according to institutional setting and the issues they face. This study will help to better understand the SAACs' ability to provide insight on the student-athlete experience and to have influence on the governance of intercollegiate athletics. It is expected that the results of this study will have direct application to college athletics; moreover, there may be a new model advanced for thinking about stakeholder relationships between students and organizational leaders within higher education.

Problem Statement

We know very little about how the SAACs are perceived by those individuals who manage athletics decision-making on campus. The student-athletes leading the SAACs and advisors working with these groups lack any meaningful data to help the organizations understand or negotiate these internal relationships. In general, student-athletes need a way to discuss their position as stakeholders to their campus athletics

programs. Likewise, athletics administrators and faculty need to better understand these critical stakeholders to their programs. Stakeholder theory provides a conceptual model for examining stakeholder and manager relationships; moreover, it provides a model to suggest which stakeholders might be more salient with the managers and why.

Another problem being addressed in this study is that of context. Recent literature on stakeholder theory (Akhem, Palmer, & Stoll, 2008) has explored how a group's agency might differ according to the situation under consideration or the institutional setting in which the decision is being made. In athletics, student-athletes may be perceived as having more or less of a legitimate voice depending on whether the topic is sport equipment or budget allocations. The concept of stakeholder mapping (De Lopez, 2003; Hosseini and Brenner, 1992) and its application to the athletics setting in higher education will be examined.

To date, stakeholder research has been concentrated in the corporate sphere, and it is unclear whether the same conclusions might be made in an educational setting. Therefore, the current research will examine the relationship between SAACs (stakeholders) and athletics administrators and FARs (managers) within higher education. In particular, variations in the strength of these relationships (salience) with regard to power, legitimacy, and urgency will be explored.

Significance of the Study

It is important to study the SAACs, in particular, at this time for a number of reasons. If one approaches college athletics from an educational perspective, student-athletes are the consumers of athletics programs (e.g., making choices on higher education institutions based upon the athletics programs in which they might participate).

Educators care that the needs of their students are being met. If one takes a market approach, student-athletes are the workers for an expanding business and entertainment enterprise. At an extreme, the threat of unionizing or retaliatory action may become real for certain sports if there is a perception that the concerns of these groups are not being heard or addressed. In all cases, athletics administrators and FARs should be concerned with student-athletes' sense of connection to and agency within their respective athletics programs. The perceptions of the SAACs and the strength of their relationships with athletics administrators and FARs may affect whether student-athletes position themselves as allies or adversaries of the administration. Information useful to decision-making may be intentionally withheld or dismissed by student-athletes because it is not expected to be heard or used.

The results of this study can help SAAC members to understand their role and relevance within their respective departments of athletics. Depending upon the results, they may look for ways to improve or maintain their salience with the athletics administration and FARs. The results may help the campus SAACs to prioritize their attention to specific areas of responsibility. Likewise, the results of the study may assist athletics administrators and FARs in thinking about their relationships with the SAACs.

This study also extends the work of stakeholder theory beyond the corporate sphere to not-for-profit organizations. Stakeholder theory grew from a base of literature on corporate shareholders. Attention to the ethical responsibilities of corporations to individuals and groups who may not have contractual standing with a corporation is one defining component of stakeholder theory. Since not-for-profit organizations do not have

the same shareholder considerations as corporations, the discussion about who has what kind of say with the not-for-profit organization is even more important.

This study uses assumptions and findings from the literatures of sports management, higher education, and stakeholder theory to construct a conceptual framework and ground research questions. Each of these literatures addresses relationships between critical interest and leadership groups. However, there are some inconsistencies among these three bodies of work that make it unclear what one might expect with regard to the SAAC and athletics administrators/faculty relationship.

Several current streams of research on stakeholder theory help to inform the conceptual model for this study. Stakeholder mapping addresses relationships between various stakeholder characteristics and salience. Using the work of Mitchell et al. (1997), this study explores the perceived salience of these stakeholder (i.e., SAAC) and manager relationships (i.e., ADs, SWAs, FARs) along the dimensions of power, legitimacy, and urgency.

This quantitative study included a national sample of 205 randomly selected NCAA Divisions I, II, and III institutions. An online survey was created and used to collect data from these institutions' SAAC members, directors of athletics, senior woman administrators, and faculty athletics representatives. The first half of the survey attended to general perceptions of the SAACs' salience, and the second half examined perceptions of the SAACs' salience within different decision domains. Data were collected over a seven week period. The dataset for this study included 80 institutions, 135 athletics administrators and faculty athletics representatives, and 819 SAAC members. The usable

data response rate for athletics administrators and faculty athletics representatives was 22.9%. For members of the SAACs, the usable data response rate was 35.2%.

Organization of the Dissertation

This dissertation is organized into six chapters. Following this Chapter One introduction of the research topic, the literatures of stakeholder theory, university governance, and athletics are examined in Chapter Two. Particular attention is on individual and group participation in institutional governance processes. The conceptual framework for the study evolves out of this review of the literature. The variables included in the model and their relationships with one another are discussed in Chapter Three along with the research methods used in the study.

Chapter Four provides the results of the study regarding perceptions of stakeholder salience of the campus SAACs without regard to any particular decision domains. The salience of the SAACs is also examined according to institutional, organizational, and individual characteristics. Relationships between selected institutional, organizational, and individual variables and overall salience are explored using multiple regression analyses.

Chapter Five looks further into the relevance of context to stakeholder theory. The functions of the SAAC are reduced to several domains of involvement or decision domains. The relationships between individual, organizational, and institutional variables and salience are then examined within these different domains.

Chapter Six is a discussion of the results. In addition to the examination of the findings, recommendations are shared for how this knowledge might be used, and areas for further research are suggested.

CHAPTER TWO

Survey of the Literature

I approached the literature review from two opposing perspectives based upon my experiences in higher education and intercollegiate athletics. One perspective understands intercollegiate athletics to be situated within higher education with governance processes consistent with those of the institution. The SAAC is understood as a student organization trying to work within this structure. The second perspective is that of intercollegiate athletics being a more corporate entity. Its operation and decision-making structures are more akin to a for-profit business than a not-for-profit educational institution. The SAAC is perceived as just one of many stakeholders of the athletics department.

These two different perspectives led me to examine the higher education literature and the business literature. In both cases, I was looking for information to direct my examination of the SAACs. In particular, I wanted some guidance on what might affect the SAACs' agency to provide insight on the student-athlete experience and rules, regulations, and policies that affect student-athletes' lives.

Literature Review Search Strategy

The review of the literature included searches of several databases including the University of Michigan's (UM) MIRLYN online catalogue, the Educational Resources Information Center (ERIC), Dissertation Abstracts – ProQuest Dissertations and Theses

new interface, and ProQuest Research Library. These databases were used because of their comprehensive coverage of the educational and business literatures. Initially, there were three areas of primary interest in the literature review. They were student involvement in university governance, student involvement in the governance of intercollegiate athletics, and stakeholder theory. Based on the results of this initial search, three additional topics of power, legitimacy, and urgency were added to the review.

In the initial literature review, the two broad topics of student involvement in university governance and in the governance of intercollegiate athletics were selected to see what conceptual models might already be in use to understand the issue of student engagement in higher education governance generally and athletics more specifically. I chose an educational governance approach to this issue because of the SAACs being situated in higher education. I did not pursue political governance or democratic governance for this study; however, more recent work on the governance of international athletics bodies suggests that there may be some usefulness of exploring these political literatures (Thibault, Kihl, & Babiak, 2010). The educational literature provided a useful historical perspective of student engagement in institutional governance, but it was not as helpful to conceptually understand working relationships between students and the leadership within higher education.

One study, Becker, Sparks, Choi, and Sell (1986), did appear in the search for involvement in the governance of intercollegiate athletics. It discussed the relationship between a stakeholder group (i.e., athletics board made up of faculty and institutional representatives) and athletics leadership. An exploratory review of the term

'stakeholders' led to a broadened, more formal inquiry of stakeholder theory as it dealt more specifically with relationships between stakeholder groups and managers.

In the MIRLYN search, eleven combinations of terms were used. They included: higher education and governance; student involvement, higher education, and governance; organizational governance; group participation and organizational governance; shared governance and higher education; student-athlete advisory committee; intercollegiate athletics, governance and intercollegiate athletics; power; power, governance, and higher education; legitimacy and higher education; and urgency. In total 327 citations were identified.

The search of ERIC included the use of ten combinations of terms. These included American higher education and university governance; student involvement, higher education, and governance; student-athlete advisory committees; governance and intercollegiate athletics; power, higher education, and governance; stakeholder and legitimacy; and stakeholder and urgency. These word combinations reflect my overall interest in higher education and the opportunistic finding of the stakeholder literature. In total 1322 citations were identified.

The search of Dissertation Abstracts focused primarily on governance, intercollegiate athletics, and stakeholder theory. Five combinations of terms were used. They included higher education and university governance; student involvement, higher education, and governance; student-athlete advisory committees; intercollegiate athletics; and stakeholder theory. In total 105 citations were found. ProQuest was searched for the term stakeholder theory, and 149 citations were found.

In a final attempt to update the literature (i.e., summer 2010), these searches were replicated as was a search of Google Scholar. An additional five new sources were confirmed. Two of these pieces were books that attempted to review the genesis of stakeholder theory and point to future possibilities of research. The other two journal articles and book addressed the connection between context and salience of stakeholders.

An Overview of the Literature Sources

Although over 1900 citations were identified through the overall search process, only 130 were selected for use in this literature review based upon their substantive content, publication credibility, and institutional focus. Table 1 provides an overview of the literature sources that were used in the literature review. A majority of the citations on university governance focused upon the role of the faculty. It was not until the late 1960s that literature on the role of the student in university governance started to appear.

The unpublished reports were often institutional reports on the status of student involvement in the institution's governance process. The conference proceedings and papers also reflected the concerns of the late 1960s and early 1970s with campus unrest and student participation in campus governance. To many universities' credit, institutional reports produced by Student Affairs or the Presidents' Offices (often for their trustees) examined how students were currently involved in campus decision-making and explored places where students might become more engaged in the governance process. In several institutional reports, the role of students on extracurricular activity boards was mentioned. While athletics was included in the broad theme of extracurricular physical activities, specific roles of student-athletes in the governance of intercollegiate athletics were not included.

Table 1. Literature Sources Referenced

	Books and Book Chapters	Dissertations	Journal Articles	Unpublished Reports	Conference Proceedings and Conference Papers
Total Citations on University Governance	12	12	12	8	8
Total Citations on Intercollegiate Athletics	4	2	8	2	0
Total Citations on Stakeholder Theory (including power, legitimacy, and urgency)	18	1	41	1	1

The books, book chapters, and journal articles were primarily focused on stakeholder theory. Fourteen of the dissertations focused on student involvement in university or athletics governance while one examined stakeholder theory.

There were sixteen citations on intercollegiate athletics that appeared by their abstracts to connect to the themes of governance or stakeholder theory. One article identified dimensions of influence for an athletics board (Becker, Sparks, Choi, & Sell, 1986). Another dissertation examined drug testing and education policy development and the involvement of student-athletes (Martin, 1995). Other sources looked at the role of faculty as stakeholders in college sports (Harrison, Pace, and Pastore, 2005). The trend in the literature seems to be looking at reform in college athletics from the perspective of a variety of stakeholder groups, not just student-athletes.

The work on stakeholder theory is plentiful. Particularly with current interest in corporate ethics, the publications on stakeholder theory examined the responsibility of organizations to individuals and groups that may not have contractual relationships with them. Most of the literature focused on for-profit corporations. However, more recent articles and book chapters began to extend the theory beyond the business sphere to areas such as healthcare and environmental organizations. Power, legitimacy, and urgency are

mentioned in a number of articles as attributes of the stakeholder salience construct. The combination of these three variables in talking specifically about stakeholder salience originated in 1997.

An Overview of the Literature

History of Student Involvement in University Governance and Athletics

University governance. The scholarly attention to student involvement in university governance is generally sparse prior to 1960. This does not mean that prior to 1960 students did not have a voice in the governing process. In fact, the lack of scholarly attention to student participation may reflect power struggles between faculty and students. McGrath (1970) provides one of the more comprehensive historical pieces on the evolution of student involvement and control of the university dating back to some of the earliest university societies in Italy. McGrath (1970) examines the evolution of student participation, including the rise of student guilds in the Middle Ages to the passing of student power to faculty guilds in the late fourteenth and early fifteenth centuries. Publications since 1960 have provided additional evidence of student influence and power in campus affairs prior to the 1960s (McGrath, 1970; Rudolph, 1962).

Some of the reasons asserted for not including students in institutional governance have been student immaturity, inexperience, incapability to make important decisions concerning administrative policies, student transience, ignorance of professional values of the academy, and apathy (Blandford, 1972; Chand, 1973; Foote, Mayer, & Associates, 1968; McGrath, 1970). Several publications allude to but are not as explicit as McGrath (1970) to address administrative and faculty concerns for shifts in the balance of power

from the board, administration, and faculty to students. Especially in publications written during the 1960s when student riots were occurring on campus, there was a perception by faculty and administrators that students wanted complete control of decision-making processes. The reasons provided to explain the students' inability to govern suggested a concern that if students gained control of the academy, it would be doomed. Other concerns cited for student involvement were that it would interfere with student study and employment opportunities (McGrath, 1970).

Patrick Melia (1982) suggests that several significant events between 1960 and 1970 affected the student role in educational governance. These include a) the continued decline of in loco parentis activities by institutions, b) the Berkeley Free Speech Movement and the continued aftermath, c) the student riots and unrest occurring predominantly between 1967 and 1972, and d) the passage of the 26th Amendment to the Constitution enfranchising individuals eighteen years and older (p. 8). In 1972, Public Law 93210, the Higher Education Act of 1972 was passed, which included a federal recommendation for the addition of students to boards of trustees. It stated, "It is the sense of Congress that the governing boards of institutions of higher education give consideration to student participation on such boards" (Blandford, 1972, p. 1).

These events not only changed the consciousness of students, but also the consciousness of higher education leaders, university administrators, and trustees. Higher education associations such as the Association of Governing Boards of Universities and Colleges, the American Council on Education, and the American Association for Higher Education developed reports and convened national conferences

on student participation in university governance. There was a call for action and scholarly attention to student participation in the governance of higher education.

In his review of the literature, Melia (1982) identified empirical studies, mostly dissertations, which began examining student participation on boards of trustees as well as their perceived effectiveness (Gulley, 1978; McIntyre, 1977; Muston, 1970; Wright, 1977). Gulley (1978) explored students' sense of participation on the governing boards. One theme that was consistent across the sample of 138 students was that full voting rights were the single most important indication of a board's commitment to sharing governance responsibilities with students. McIntyre (1977) affirmed that an increased length of term and improved orientation are means to improve student participation on boards of trustees. Muston's dissertation (1970) was a product of a national research project, which surveyed 1,769 institutions and included a follow-up 12 months later. Muston was able to identify changes in the amount of student participation permitted at the institutions over the 12 month period. In the 12 month period 72 institutions increased opportunities for student participation, with 34 institutions adding students to their boards of trustees. Wright (1977) surveyed student trustees at 83 institutions where they had full voting privileges on the boards. Wright focused on student trustee perceptions of why students should be added to boards as well as their reasons for opposing the addition of students to boards.

The American Council on Education (ACE) published a study of student trusteeship (Blandford, 1972). Presidents at 491 institutions, which belonged to the ACE Higher Education Panel, were sent surveys to complete on the composition of its governing board and the attitudes of the board. The study's results stated that there was

an increase in student participation on governing boards (although it is not clear to what measure Blandford was comparing this increase). An interesting note in the results section stated:

Although it is the sense of this survey that institutions will not, in great numbers, include students on their governing boards, this survey provides a base of data that may be used in a few years to determine any trends in the inclusion of students on institutional governing boards. (p. 5)

Abel (1972) raises questions about the quality of student participation. Whereas previous studies were intended to get a sense of the quantity of student participants in various governance processes, particularly on governing boards of trustees, Abel focuses on student perceptions of the quality and impact of their participation on the academic community. This study was a single institution study at a public, Midwestern institution. Abel found that student participants in the governance process had more favorable responses to the impact of student involvement in the governance process than student non-participants. Findings suggested that students perceived the value of participation in the governance process, for the most part, accrued to those students who were involved. There was general agreement across the participant and non-participant student groups on where student participation was inadequate.

A majority of both groups indicated that student participation was inadequate on policies on employment and retention of faculty, institutional budget, housing regulations and allocation of student fees. To a lesser extent students thought student participation was inadequate on policies on curriculum. A majority of both groups agreed that student participation was adequate with regard to policies on out of class activities. A majority and much greater percentage of the participants than non-participants felt that student involvement in establishing disciplinary procedures was adequate. (p. 132)

Generally, participants more than non-participants indicated that student leaders had power. It is presumed that the participants witnessed the decision-making process or

had information that may have provided a more informed sense of the student leaders' effectiveness. Finally, it was determined that orientation and leadership training must be designed to meet the needs of students in their various leadership positions. These trainings should address the perceived failure "to create effective communication with a majority of the students as well as to define functions of both student leaders and students in the policy making processes" (p. 140).

Sexton (1968) found that differences in administrator perceptions of student involvement were found to vary across types of institutions. Administrators including chief academic officers and student affairs personnel from liberal arts colleges were most accepting of student involvement, believing that students should participate in all areas except for fiscal policies and procedures. It was reported that a majority of personnel from state colleges believed that students should be eliminated not only from fiscal matters, but also from issues involving academic standards and admissions.

These previous studies focused attention on student involvement on the governing boards of institutions; however, opportunities to be involved in the broader decision-making and advisory processes of institutional governance structures extended beyond these boards. Students have historically been involved in other institutional governance capacities, especially regarding student activities. Over the years, many studies have found general agreement that students' participation in the decision-making processes related to student activities is appropriate (Aceto, 1967; Hekhuis, 1967; National Association of Student Personnel Administrators, 1970).

Stadtman (1980) suggested that the 1980s and 1990s might be described as a future "golden age" for students (p. 166). It is on this soothsaying note that the critical

mass of literature on student participation generally ends. The 1980s marked a shift away from scholarship attending to student participation in college and university governance structures.

The scholarly interest in student participation, though channeled to other student engagement topics, was not extinguished. After the turn of the new century, there was renewed attention to student participation and shared governance challenges. However, there are several distinct differences from the governance literature of the 1960s and 1970s. The millennial literature takes a more market-oriented approach to understanding higher education. The case is made for various groups, not just students, that they are the legitimate stakeholders of the institution and should be involved in decision-making processes. Several articles site students as customers of higher education, making them important decision makers (Menon, 2003; Miles, Miller, & Nadler, 2008). Other articles stress the role of the faculty to uphold the values and mission of the institution (Earl, 2004; Minor, 2005; Veit, 2005). There are a number of articles that examine the conflict among the various constituents (e.g., faculty, administrators, students) and their perceived competing, strategic interests in a system of shared governance (Boland, 2005; Lapworth, 2004; Shinn, 2004; Simplicio, 2006; Tinberg, 2009; Trakman, 2008).

One final note about the direction of the most recent literature on student involvement in institutional governance is the increasing attention to international and secondary education. A growing body of research on higher education outside of the United States examines the involvement of students in higher education governance as a means of advancing democratic values (Boland, 2005). Within the United States, similar research on civic engagement suggests that student involvement in governance processes

helps to shape students' values and habits of public involvement (Soska & Butterfield, 2004). The expanding literature about the involvement of students in governance at the secondary levels within the U.S. may be a harbinger for a new generation of students entering into higher education with expectations for meaningful engagement within the institution (Mitra, 2006; Oerlemans, 2007). Consequently, there may be a new "golden age" for student participation in higher education decision-making that is approaching with the Millennial generation of students.

Athletics governance. In 1905 U.S. President Theodore Roosevelt brought together college presidents to resolve one particular issue facing the country, the increasing number of injuries and deaths in the sport of college football. These leaders formed the Intercollegiate Athletic Association of the United States (IAAUS), becoming officially constituted in 1906. The IAAUS became the National Collegiate Athletic Association (NCAA), extending its attention beyond football to become the governing body for college athletics. Over the past 100 years areas such as health and safety, academic eligibility, amateurism, and competition rules have become the regulation purview of the NCAA. Although the NCAA started in 1906, the formal inclusion of student-athletes in its governance did not occur until over 80 years later with the creation of the Association-wide SAAC in 1989.

Unlike the NCAA, the Association for Intercollegiate Athletics for Women (AIAW), the largest governing organization for intercollegiate athletics in the United States prior to the NCAA's takeover of it in 1979, included student-athletes in its governance process from its inception (Hunt, 1976; Willey, 1996). Student-athlete committees were organized at the national and regional levels. Student-athletes had

voting status within the organization on issues of competition, eligibility, and financial aid. Student-athletes served on appeal committees to review student-athlete complaints on eligibility rulings. The AIAW provided a model for student-athlete engagement in intercollegiate athletics.

More recent literature looks at student-athlete organizing, particularly at larger, Division I athletics programs. Johnston (2003) examines the Collegiate Athletes Coalition, established by the University of California, Los Angeles (UCLA) student-athletes in 2001. This group has been working with student-athletes at their respective institutions to propose increasing grants-in-aid, eliminating NCAA employment restrictions, and increasing safety precautions for student-athletes. In a guest editorial in the NCAA News, the chair of the Division I national SAAC discusses the need for Division I student-athletes to be involved in the governance processes at the NCAA and at member institutions (Piscatelli, 2006). In discussing the Student-Athlete Opportunity Fund (SAOF), a multimillion dollar fund set up to meet Division I student-athlete needs, the chair writes:

Student-athletes are extremely thankful for the fund; it is not a benefit we take lightly. On the contrary, we take it so seriously that we want to be more involved. It's a request we've had with several issues over the years-to have the voice of student-athletes be heard in the proper forums, ultimately having the opportunity to effect positive change for our well-being. (Piscatelli, 2006, p. 4)

This editorial suggests by its reference to the multimillion dollar SAOF that there may be more at stake with regard to resources at larger, Division I institutions for both administrators and student-athletes; consequently, the engagement of both groups should be higher. The most recent report issued by the Knight Commission on Intercollegiate Athletics supports this notion that spending continues to grow on intercollegiate athletics,

and television contracts and football Bowl appearances matter to institutions (June, 2010).

In this study, the question of context and its relationship with stakeholder salience is raised. Consequently, the literature review included a search for possible areas of involvement within the governance of intercollegiate athletics generally and engagement by the campus SAACs within athletics governance more specifically. The literature provided some guidance as to probable areas of responsibility for stakeholder groups within athletics; moreover, it shed light on a number of concerns that would be of interest to the campus SAACs and student-athletes.

Becker, Sparks, Choi, and Sell (1986) conducted a study on the dimensions of influence for intercollegiate athletic committees. They collected data from Division I-A athletic board chairs on various areas of responsibility and methods of operation of each board. These campus boards or athletics advisory boards generally consisted of faculty members. Some boards may have institutional administrators, alumni, and athletics boosters who also serve. A factor analysis of the responses to the fifty-two item questionnaire identified six factors that accounted for the maximum amount of variance. The factors were labeled (1) policy power; (2) autonomous power; (3) hiring power; (4) business power; (5) academic surveillance power; and (6) NCAA power. These factors were identified as areas where athletic boards had responsibility and an ability to affect change. The factors were considered dimensions of influence for the athletic boards.

For each of these factors, a regression analysis was run with the influence factors as dependent variables and ten independent variables that were deemed related to the degree of faculty influence in the governance of athletics. These independent variables

included (1) size of the institution; (2) academic quality of the institution; (3) whether the institution is public or private; (4) quality of the institution's football program; (5) length of term for which a chair is appointed; (6) number of terms a chair or board member can serve; (7) number of voting members on the board; (8) proportion of the board comprised of faculty members; (9) frequency of regular board meetings; and (10) degree to which an institution's president controls appointment to the board or to the position of board chair. Of the ten variables, there were eleven statistically significant correlations between the variables, which included: meeting frequency and policy power; meeting frequency and hiring power; length of chair's term and autonomous power; number of voting members and business power; public/private institution and business power; institution size and academic surveillance power; academic quality and academic surveillance power; faculty dominance and academic surveillance power; number of voting members and academic surveillance power; institution size and NCAA power; and academic quality and NCAA power. The amount of variance among the Division I-A institutions that the multiple regressions explained for each of the six dimensions of influence ranged from 40-57%.

Another area of decision-making that specifically deals with student-athlete interests is drug testing policy. On August 1, 1986 the NCAA implemented a drug testing program for its member institutions' student-athletes. Between 1986 and 1995 ten lawsuits were brought against the NCAA and its member institutions by student-athletes who challenged the drug testing policy on several grounds including violations of due process rights and the Fourth Amendment to the United States Constitution, which prohibits unlawful search and seizure. In the case, *Hill v. NCAA*, a California Superior

Court concluded that student-athlete participation in the development of the testing policy was critical to establishing consent.

The facts here show that the testing policy was unilaterally formulated by the NCAA and that student athletes have little or no means of negotiating changes or the elimination of the testing program. “Consent” to drug testing in these circumstances is a fiction. There is no equal bargaining between the athletes and the NCAA. Without free and equal bargaining the theoretical underpinning of contract law is vitiated. (1990/1994)

Though this case was overturned by the California Supreme Court on issues of privacy expectations by student-athletes, it was an important moment to recognize that student-athletes needed a voice within the organizational structure of the NCAA. The issue of drug testing, in particular, was critical, but also the role of student-athletes in determining broader health and safety policies.

Martin (1995) identified several studies that provide evidence of student-athlete support for mandatory drug testing of athletes (Gaskins & deShazo, 1985; Heitzinger & Associates, 1986; Schneider & Morris, 1993); however, at the time, no scholarship was available regarding student-athletes’ participation in policy development for drug testing. In his study, Martin examined student-athlete involvement in the process of formulating institutional drug testing policies at the Division I level. He found that student-athletes were involved in the planning of drug testing or drug education policy at 29.4% of the institutions; no significant differences were found across Division I subdivisions or between public versus private institutions.

A significant difference was associated with the number of female student-athletes and the use of student-athletes in policy development. “As the number of female athletes increases the likelihood of student-athletes being included in policy development also increases” (Martin, 1995, 97). Martin draws on organizational literature to suggest

that women have different organizational preferences for involvement. He claims that females organize and lead in a more participatory way; however, his data does not suggest a disproportionate number of female athletics administrators at the institutions. He does not attempt to suggest that the female student-athletes requested an increased involvement.

There was also a significant difference associated with the use of the head athletic trainer as chair of an institution's drug education and testing committee and the inclusion of student-athletes in policy development. Based on research that focused on the health counseling practices of athletic trainers, Martin (1995) surmised that athletic trainers might see student-athletes' involvement in policy development as a means to make more informed decisions that would positively affect their health. This is a counseling technique to encourage patients' responsibility for their decisions.

The 2004 NCAA SAAC brochure states that the mission of the NCAA's national SAACs is "to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete well-being and fostering a positive student-athlete image" (p. 3). These areas of responsibility align with the previously suggested factors from Becker et al. (1986) and Martin (1995).

The NCAA brochure provides details on the structure of the national SAACs (e.g., number of members on the national committee and reporting lines with the Association) as well as the functions of the campus SAAC. The nine functions of the campus SAAC are to (1) promote communication between the athletics administration and student-athletes; (2) disseminate information; (3) provide feedback and insight into athletics department issues; (4) generate a student-athlete voice within the campus

athletics department during its formulation of policies; (5) build a sense of community within the athletics program involving all athletics teams; (6) solicit student-athlete responses to proposed conference and NCAA legislation; (7) organize community service efforts; (8) create a vehicle for student-athlete representation on campus-wide committees (e.g., student government); and (9) promote a positive student-athlete image on campus. These nine functional areas are consistent with the general descriptions of SAAC responsibilities and will be considered in a factor analysis to identify a possible subset of domains of campus SAAC involvement.

Harrison, Pace, and Pastore (2005) attend to a new research direction with regard to stakeholders in intercollegiate athletics. Multiple stakeholders are acknowledged; however, their views, roles, and participation in institutional decision-making efforts are not fully understood. This emerging body of literature suggests that the environment for institutional governance is changing. The groups who have historically been involved in campus decisions (e.g., faculty) are uncertain about their standing, and the areas of authority for the constituent groups are being questioned.

Stakeholder Theory

The review of the higher education and athletics literatures provided historic background about the rise of student groups and their areas of activity. Some contradictions in these literatures emerged in terms of what characterized effective and functional groups. In addition, what seemed to be missing was a framework to examine groups who appeared to have a stake in an organization (though not necessarily a contractual obligation) and their relationship with its administration.

Stakeholder theory provided guidance for thinking about why certain individuals or groups might have stronger, more meaningful relationships with an organization's leadership. The definition of a stakeholder is the content for much of the early literature. The original and broadest definition of stakeholder first appeared in an internal memorandum at the Stanford Research Institute and is referenced by Freeman (1984). The stakeholder concept was originally defined as "those groups without whose support the organization would cease to exist" (1984, p. 31). Mitchell et al. (1997) developed a chronology of definitions. These definitions range from narrow to broad perspectives of the stakeholder. The narrower the definition, the more it draws on distinct contractual and legal claims an individual or group may have on an organization (Carroll, 1989; Clarkson, 1994; Clarkson, 1995; Cornell & Shapiro, 1987; Evan & Freeman, 1988; Freeman & Evan, 1990; Hill & Jones, 1992; and Langtry, 1994). The broader definitions suggest that there may be additional moral claims on an organization that extend beyond legal agreements (Alkhafaji, 1989; Brenner, 1995; Freeman, 1984, 1994; Freeman & Gilbert, 1987; Freeman & Reed, 1983; Thompson, Wartick, & Smith, 1991). To make sense of these differences, Mitchell et al. (1997) proposed that stakeholders may have different claims on an organization based upon their power, legitimacy, and urgency. With these attributes in mind, Mitchell et al. suggested that a useful definition of stakeholder might be one offered by Freeman (1984) "any group or individual who can affect or is affected by the achievement of the organization's objectives" (p. 46).

In this study, there are a number of different groups (e.g., students, athletes, faculty, alumni, corporate partners, legislators, media) who somehow impact or are impacted by the work of the institution, specifically the department of athletics. The

SAAC was a group that could affect the department of athletics and that also was affected by it. Stakeholder theory seemed an appropriate framework for thinking about these student organizations related to the leadership within athletics.

Freeman's 1984 book, *Strategic Management: A Stakeholder Approach*, is considered a critical piece that rooted the concept of "stakeholders" in the consciousness of both managers and management scholars. The book attempted to broaden corporate managers' perspectives beyond their shareholders to the multitudes of groups who had a stake in the organization's success. The intent of the theory was to help executives. Freeman stated, "The stakeholder concept provides a new way of thinking about strategic management-that is, how a corporation can and should set and implement direction" (1984).

In a more recent book by Freeman, Harrison, Wicks, Parmar, and DeColle (2010), the authors reflect in greater detail on the genesis of stakeholder theory. The original thinkers at the Stanford Research Institute and Wharton School at the University of Pennsylvania (Freeman credits Ackoff, Trist, Emshoff, Mitroff, Mason, and Perlmutter) were concerned with understanding business in a very challenging environment of post-World War II. National and international regulations, unionization, and other factors made the management of business more difficult.

As a business consultant situated in an academic setting, Freeman pulled from various disciplines' theories to make sense of the issues his corporate clients were facing and the environments in which they were operating. The strategy literature evolved from the mid 1960s through the early 1980s to begin considering the roles of stakeholders as necessary participants in the strategic management process.

For a long time, we have assumed that the views and initiatives of stakeholders could be dealt with as externalities to the strategic planning and management process: as data to help management shape decisions, or as legal and social constraints to limit them. We have been reluctant, though, to admit the idea that some of these outside stakeholders might seek and earn active roles with management to make decisions. The move today is from stakeholder influence toward stakeholder participation. (Dill, 1975 (as cited in Freeman et al., 2010), p. 34)

Freeman et al. (2010) also credit the systems theory literature, particularly the work of Ackoff (1970, 1974) and Churchman (1968, 1971), with moving away from an organizational level of analysis to taking an open systems perspective of institutional problems.

This notion of “stakeholders in a system” differed from the use of the concept in the strategy literature. To be concerned with the organizational level of analysis was a mistake, on the systems view. Problems should not be defined by focusing or analysis, but by enlarging or synthesis. (Freeman et al., 2010, p. 39)

This would require attention to the broader situation. Explaining the various actors who participated in the system-wide problem was necessary in understanding the problem. Executives needed to engage these actors in the problem-solving process; likewise, they needed to understand the concerns and recommendations of these actors within their situational contexts.

The social movements of the 1960s and 1970s prompted many institutions within society to reflect on their behaviors. For the business enterprise, concerns about their ethical conduct were expressed in the corporate social responsibility literature (Votaw, 1964; Epstein, 1969; Sethi, 1970). This literature was raising questions about the business costs that extended beyond strict input and output models. Environmental concerns and the treatment of employees were areas ripe for review. Freeman et al. (2010) agree that the consciousness-raising of this literature supported the notion that

individuals who were connected to an organization contractually or not as well as those who may or may not be in support of the organization still needed to be a part of the strategic management plan. This contributed to the legitimacy of the stakeholder concept. However, they felt it did not provide much guidance to executives.

Given the turbulence that business organizations faced and the very nature of the external environment, consisting of economic and socio-political forces, there was a need for conceptual schemata which analyzed these forces in an integrative fashion. Isolating “social issues” as separate from the economic impact which they had, and conversely isolating economic issues as if they had no social effect, missed the mark both managerially and intellectually.

While the corporate social responsibility literature was important in bringing to the foreground in organizational research a concern with social and political issues, it failed to indicate ways of integrating these concerns into the strategic systems of the corporation in a non-ad hoc fashion. (Freeman et al., p. 42)

Freeman advanced the stakeholder idea as an organizing concept for the work he and his colleagues were doing with corporate executives from the late 1970s until mid 1980s. Educated in philosophy, Freeman did not feel constrained or as he explained he “had not yet experienced the fanatical concern with “method” and “positive” and “empirical” that so defines most business school intellectuals” (Freeman et al., 2010, p. 53). So, when he attended a faculty seminar intended to discuss the stakeholder idea, he felt prepared to respond to others’ reluctance to talk about issues of values, ethics, and justice. Freeman remained focused on developing strategies for executives to be more effective in their relationships with key stakeholders.

Though there were critics of stakeholder theory as an organizing concept, there seemed to be far greater validity in the idea that the success of an organization was dependent on understanding the various relationships of the firm and engaging those

individuals who had a stake in them. Additional research has attempted to ground stakeholder theory in ethics. Burton and Dunn (1996) looked to feminist ethics as moral grounding for stakeholder theory. Just as the systems approach examines all the variables that may affect an organization, this moral approach understands that the relationships between and among stakeholders are also of importance. Burton and Dunn (1996) examine Carol Gilligan's (1982) and Nel Noddings' (1984) ethics of care. While previous business management models understood contracts to stand in place of trust to protect interests and to further specified interests, the ethics of care suggests a concern that might not be explicitly outlined in a contract. In contrast to traditional business models:

Stakeholder theory, on the other hand-particularly considering Freeman's plea for volunteerism in dealing with stakeholders-seems to promote a more cooperative, caring type of relationship. Firms should seek to make decisions that satisfy stakeholders, leading to situations where all parties involved in a relationship gain. (Burton & Dunn, 1996, p. 140)

The stakeholder literature, as examined to this point, supports the idea that the campus SAACs, as representatives of student-athletes, are groups that should be examined with regard to the management of college athletics. For those individuals receiving institutional benefits such as scholarships, there are direct relationships between the institution and athlete. Though not all student-athletes are receiving athletic scholarships, there is still an ethic of care that suggests that these individuals are deserving of the attention of those executives making decisions about the athletics program.

The work of Mitchell et al. (1997) within the stakeholder literature provided a useful model for evaluating relationships between potential stakeholders and

organizational management. The discussion could be moved away from questioning whether a group was or was not a stakeholder to the degree to which this individual or group had agency, or salience, with the decision-makers. Salience is important because it offers a way to assess the linkages between a stakeholder and the management of an organization. If a manager is trying to determine how to allocate her time, attention, and institutional resources, then she needs to be able to prioritize multiple stakeholders. Mitchell et al.'s model provided three group attributes that defined the salience of stakeholders: power, legitimacy, and urgency. The salience of the campus SAACs' relationship with the athletics administrators and FARs could be assessed along these three dimensions, and they might help to explain some of the contradictions in the literature regarding the impact of SAACs on athletics-related decisions.

In the following sections, Mitchell et al.'s (1997) conceptions of power, legitimacy, and urgency will be examined. Whereas these constructs are often positioned as competing explanations of stakeholder status, they will be examined as intersecting attributes defining different classes of stakeholders.

Power. Power is viewed as dynamic, which suggests that the manager and stakeholder relationship is dependant upon the circumstances of who holds resources or the ability to impose one's will upon another. A person, group, or organization may have no legal or moral claims on an organization, yet these entities may need to be considered by management because they hold the power to influence. For example, the media may not have any legal claims on an organization, but it may have the ability to affect an organization's image and success. For the purpose of this study, we can understand the

attribute of power as being one component of stakeholder salience, and we can understand it as helping to define the strength of the stakeholder relationship.

Power has been defined by scholars from various disciplines. To understand this variable in the context of this study, several definitions and typologies will be considered to make this abstraction more concrete. Mitchell et al. (1997) use Weber's definition and Etzioni's operationalization of the construct to describe power in their work on salience. Weber states that power is "the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance, regardless of the basis on which this probability rests" (Weber, 1947, p. 28). Etzioni (1964) categorizes power based on what is used as leverage. Etzioni suggests that coercive power, utilitarian power, and normative power provide three distinct ways of thinking about the resources used to influence will. Coercive power includes the resources of force, violence, or restraint. Utilitarian power is the use of material or financial resources. Normative power is based upon symbolic resources like acceptance, prestige, and esteem. Salancik and Pfeffer suggest that power may be easier to recognize as "the ability of those who possess power to bring about the outcomes they desire" (1977, p. 3). Emerson (1962) describes the power relationship as one of dependence, "the power to control or influence the other resides in control over the things he values, which may range all the way from oil resources to ego support. In short, power resides implicitly in the other's dependence" (p. 32).

For campus SAACs to not only have power but to be able to use it, they must understand their position with respect to other actors within athletics. "An accurate perception of the power distribution in the social arena in which he lives is...a necessary

prerequisite for the man seeking powerful support for his demands” (Pettigrew, 1973, p. 240). Power is a dynamic variable that is defined through relationships.

A given social actor, by which we mean an individual, subunit, or organization, has more power with respect to some social actors and less power with respect to others. Thus, power is context or relationship specific. A person is not “powerful” or “powerless” in general, but only with respect to other social actors in a specific social relationship. (Pfeffer, 1981, p. 3)

These particular insights suggest that the SAACs’ salience may be a moving target, particularly as salience within different contexts is explored.

Different theories of the organization offer different perspectives of how power affects the relationships between organizational actors. Agency and resource dependence theories help explain why managers might pay attention to certain stakeholders. Agency theory addresses the ways in which the managers can control the behavior of their agents to achieve their, rather than the agents’, interests. The power discussed by Jensen and Meckling (1976) may include incentives or monitoring. The managers attend to those agents who have the power to reward or punish them. Resource dependence theory suggests that those individuals who have access to or control of the organization’s resources have power (Pfeffer, 1981).

The assessment of power within an organization poses a number of challenges. Pfeffer (1981) suggests that an assessment begins by identifying political actors. Once these individuals have been identified, their influence must be examined with some care. The first caution is to distinguish power from foresight. Some individuals or groups may be good at following the lead of powerful social actors; consequently, they are not influencing a situation, rather they are good at forecasting outcomes.

Dahl called this the problem of the chameleon, of which the satellite is a special case. The satellite is a given individual who always follows the lead of someone who is actually powerful in the organization. Since satellites will always come down on the same side as the person with power, it would be impossible to distinguish them in terms of their power by merely counting up the number of times each was on the winning side. (Pfeffer, 1981, pp. 44-45)

The “problem of the chameleon” may pose a challenge in understanding the perceptions of the campus SAACs’ power. Student-athletes may put boundaries around what they deem appropriate to confront in athletics; consequently, some campus SAACs may take the lead of the perceived authority figures in athletics. Although the SAAC may appear to come out on the winning side of decisions, it has only followed the lead of others rather than expressing its own will.

Legitimacy. The variables of power and legitimacy are sometimes confused as being the same; however, the literature acknowledges that these attributes are different (Mitchell et al., 1997; Suchman, 1995; Weber, 1947) and must be better understood as distinct with regard to salience. Legitimacy refers to the stakeholder’s relationship with the organization and does not need to be based strictly upon one social actor’s ability to impose her will upon another. In their sorting criteria, Mitchell et al. (1997) argue that:

The broad concept of stakeholder management must be better defined in order to serve the narrower interests of legitimate stakeholders. Otherwise, influencing groups with power over the firm can disrupt operations so severely that legitimate claims cannot be met and the firm may not survive. Yet, at the same time, it is important to recognize the legitimacy of some claims over others. (pp. 862-863)

Legitimacy may be the result of a contractual relationship between an organization and stakeholder. It may also be established because of the stakeholder incurring some sort of risk on behalf of the organization. For example, a stakeholder may “bear some form of risk as a result of having invested some form of capital, human or

financial, something of value, in a firm” or “are placed at risk as a result of a firm’s activities” (Clarkson, 1994, p. 5).

The concept of legitimacy is important to consider when thinking about the relationships between stakeholders and managers as it adds a constant, moral dimension to the framework. There may be acceptable norms, values, and beliefs that must be taken into account when considering the stakeholder and manager relationship. Whereas organizational power is dynamic, institutional and societal beliefs tend to be more static. The belief that there are forces larger than any one individual or organizational entity makes it more difficult for the manipulation of relationships.

Multiple levels of analysis are required to understand how legitimacy affects relationships. There are individual factors that might make one stakeholder more legitimate in the eyes of a manager. For example, friendships or special working relationships within an organization might build a higher level of trust among individuals (Kezar, 2004).

Within higher education, there are institutional norms that connect stakeholders and managers in ways that might not be considered in the corporate sphere. Birnbaum (2004) stresses the importance of procedural justice to institutions of higher education.

Procedural justice refers to the perceived fairness of the processes through which organizational decisions are made. Fair processes may be desirable in all organizations, but they are of particular importance in normative organizations, such as colleges and universities, in which goals are unclear and the consequences of decisions are not easily assessed...Decisions made “in the right way” are more likely to be considered legitimate, and perceived legitimacy in turn makes voluntary compliance with social regulations more likely. (p. 12)

Consequently, certain stakeholder relationships are legitimated through traditions, history, and institutional culture.

In his 1973 study, Chand quotes a *Chronicle of Higher Education* article in which the American Council on Education's (ACE) Special Committee on Campus Riots affirms this concept of legitimacy as well as students' legitimacy as stakeholders in higher education.

The process of academic governance, especially those that determine and establish institutional policies must be seen by all major groups concerned as essentially fair. Due process must be enlarged to include broad participation in the deliberations on important issues. If any part of the academic community feels that its interest in a proposed institutional policy has not been fairly represented and heard, the new policy is likely to be challenged. Trustees, administrators and faculty have as great a stake in effecting institutional change as do students. Reform of the college is a shared responsibility requiring attitudes that encourage educational change by all of the campus constituents. (p. 3)

This section of the literature review has focused on the relationship between stakeholders and managers, with a particular interest in those attributes of a stakeholder that might make an individual's or group's relationship with the manager more salient. Birnbaum's (2004) assertions about procedural justice and the ACE quote suggest the two-way street for legitimacy. Through a legitimate process, not only will the manager be more responsive to the stakeholder, but the stakeholder will be more responsive to the manager, too.

Tyler and Lind (1992) focused their research on legal settings; however, they came to similarly supportive conclusions.

Much more important, it appears, are judgments of the fairness of the procedures. And judgments of procedural fairness are based, in turn, on process-based inferences about one's relationship with the authority. The belief that the authority views one as a full member of society, trust in the authority's ethicality and benevolence, and belief in the authority's neutrality – these appear to be the crucial factors that lead to voluntary compliance with the directives of authority. (p. 163)

Nason (1974) presents the idea that certain groups must be included in the governance process not only because of their legitimate claims on the organization, but also because their exclusion would affect the legitimacy of the overall organization. “The legitimacy of authority is central to any system of governance. Since trustees can no longer assume their legitimacy, they can ignore the process of legitimation only at peril to their own effectiveness and to the well-being of their institution” (p. 11). The higher education literature makes greater reference to the symbolic importance of certain groups as stakeholders. Whereas legitimacy is presented in the corporate literature as being a more concrete claim on an organization as through contracts, shares, laws, or risk taking activities, the process nature of legitimacy in higher education is more prevalent.

Finally, there are cultural norms within a community, state, or country that suggest appropriate relationships between stakeholders and managers that may or may not be reinforced by laws, guidelines, and common practices.

Urgency. Urgency is another attribute important to the understanding of why managers may be more attentive to certain stakeholders over others. With this attribute, the questions seem to outnumber the research on the topic. Although urgency has more recently become an important topic of discourse, the concept of urgency has held the attention of issues management and crisis management scholars since the 1970s (Cobb & Elder, 1972; Eyestone, 1978). How and why issues emerge as time sensitive and critical to an organization is a focus in the sensemaking literature (Weick, Sutcliffe, & Obstfeld, 2005). Within the business literature, the construct of urgency is presented as multidimensional. Mitchell et al. (1997) propose that urgency exists “only when two

conditions are met: (1) when a relationship or claim is of a time-sensitive nature and (2) when that relationship or claim is important or critical to the stakeholder” (p. 867).

John Kotter (2008) takes a more in-depth look at the issue of urgency. He cautions that true urgency must not be confused with a false sense of urgency. A false sense of urgency might be expressed by lots of activity but little productivity. “With a false sense of urgency, an organization does have a great deal of energized action, but it’s driven by anxiety, anger, and frustration, and not a focused determination to win, and win as soon as is reasonably possible” (p. x).

The second challenge to acting upon true urgency is complacency. Success, whether recent or in the past, breeds contentment. Individuals become comfortable with the status quo, so they are unlikely to act upon indicators suggesting change is required. If they see challenges, they may be in others’ domains, not their own. The label of urgent may only be reserved for the most dire of emergency situations.

Strategies for increasing true urgency include giving people important facts and information to win over their heads and to connect with their hearts (Kotter, 2008).

Kotter offers four tactics for making this mind and heart connection:

- 1) Bring the outside in, meaning the internal reality of the organization must be challenged with the data of the external opportunities and hazards;
- 2) Behave with urgency every day, meaning that as an organizational leader one must act with a sense of urgency in meetings and every day interactions;
- 3) Find opportunities in crises like using crises to interrupt patterns of complacency; and
- 4) Deal with the NoNos. Remove those individuals who are complacent or reduce the sense of urgency within a group. (pp. 60-61)

A key caution offered by Marcia Reed-Woodard (2008) is that urgency does not displace patience. Change does not have to occur overnight for the matter to be considered urgent. Depending upon the scope of the threat or opportunity, the required

action may need considerable and focused attention over an extended period of time. A stakeholder that is able to make a case for the time-sensitive nature of a complex issue or initiative of importance to her may be able to strengthen her salience with management over a period of time.

Mapping stakeholders. The three variables of power, legitimacy, and urgency may help to explain why certain stakeholders are more salient with a particular manager at a particular time; however, the stakeholder literature also suggests that these perceptions are, more likely than not, dynamic. The issues at hand may affect how a stakeholder is perceived over time in the strategic management process. As the literature evolves to discuss in greater detail the variety of stakeholders, there are attempts to develop planning frameworks that will assist managers in determining the amount of attention to give different groups. It is within these articles and book chapters that the impact of context on salience is addressed.

Dill (as cited in Akhem, Palmer, & Stoll, 2008) makes the case for understanding the individual characteristics of stakeholders. He suggests that multiple mappings from different perspectives may be necessary.

While we usually build maps in terms of role labels like customer, or competitor, we ought to be looking first at dimensions of the whole citizen...Looking at stakeholders in holistic fashion, one looks at dimensions such as sex, age, ethnic background, and community ties sociologists have long demonstrated are important. (p. 43)

Dill goes on to discuss how these dimensions may help to understand the relational roles that develop between stakeholder and firm. Traditional stakeholder categories like customer or supplier may be viewed as too broad or ambiguous. Attention to these additional criteria may help management to make sense of what Dill calls the

“hybrid roles” stakeholders play (p. 44). Some of these roles may be fairly predictable and stable. Other roles may be changing regularly. The idea of mapping stakeholders for different strategic issues requires that managers get to know stakeholders “first as whole persons rather than in terms of their visible relational roles to the enterprise” (p. 45).

Thanakvaro Thyl De Lopez (as cited in Zakhem, Palmer, & Stoll, 2008) supports the notion that a stakeholder’s relationship with an organization is dynamic and her salience may change over time. This research embraces the concept of stakeholder mapping. In this particular study, stakeholders were divided into multiple groups based upon a two-dimensional matrix. One dimension assessed the potential of stakeholders for the conservation of natural resources while the other dimension explored the power of the stakeholders on this particular project. This map was dynamic as stakeholders moved from quadrant to quadrant based on the role they were playing at the time. If a stakeholder was acting as a land developer on a project, the group or individual was characterized with low potential for conservation and its weight on the project was simultaneously evaluated. If that group shifted its behavior or its relative power, it was characterized differently. Rather than assuming a level of salience of a stakeholder group for all interactions with the firm, stakeholders were assessed by issue and the role they were playing. The importance of a stakeholder could change over time, and the strategy to work with a particular stakeholder might be different given the context of the situation.

Finally, Hosseini and Brenner (1992) put forward a model that attempts to estimate stakeholder value through matrix weights. The discussion of the mathematics of this model is beyond the scope of this section; however, the concepts informing their model suggest another evolutionary step for stakeholder theory. Through a multicriteria

decision modeling approach, Hosseini and Brenner propose giving values to stakeholders based upon their influence vis-à-vis the firm and relationships with other stakeholders as well as by concerns such as dividends, job security, and product safety. The message is that if managers are to more strategically assist their organizations, they must move beyond broad categories of stakeholders and static, uniform approaches to dealing with them.

Do the traditionally identified stakeholders (e.g., investors, managers, employees, customers, suppliers, etc.) really exhibit similar within-group values or are their values so diverse as to make those traditional stakeholder categories meaningless? If there is little value similarity, then are there other combinations of an organization's stakeholders which do hold and express similar values? (p. 115)

Though this question was only raised, not fully explored, Hosseini and Brenner point out that the continued study of stakeholders must look deeper because as they note, “a variety of factors contribute to group cohesion and group dynamics (e.g., shared or diverse goals, institutional culture, organizational policies and strategies, etc.)” (p. 115). Understanding the influence and interests of stakeholders in different contexts enables organizational leaders to prioritize their time and resources to advance an agenda for the firm that is sustainable and profitable in terms that extend beyond traditional economic measures.

Conceptual Model

Figure 1 provides a conceptual model based on the literature review of this chapter. It is expected that overall perceptions of SAACs' salience with athletics administrators and FARs will be affected by individual, organizational, and institutional characteristics.

The literature on stakeholder mapping makes a case for studying the individual characteristics of stakeholders. Martin's (1995) study of student-athlete involvement in the planning of drug testing did find some connections between gender and student-athlete involvement. When more female athletes were included in the policy development, there was an overall greater likelihood of student-athlete involvement in the process. Race and sport will also be included in the conceptual model as individual characteristics that may have relationships with salience. The heightened attention to racial diversity in college athletics and the visibility among sports beg the question of how these particular variables matter.

Organizational characteristics are included in the conceptual model because of the research that has examined the quality of student participation in the governance of higher education (Abel, 1972; Gulley, 1978; McIntyre, 1977; Melia, 1982). For example, it has been suggested that having a vote or representation on a campus board may improve perceptions of salience as these actions give legitimacy to a group.

Within the higher education and athletics literatures, institutional setting plays a role in the perceived salience of student groups. However, there is not always agreement to what type of setting might be related to heightened perceptions of salience. In one study, administrators at small, liberal arts colleges were most accepting of student involvement in institutional governance (Sexton, 1968). Not only did they welcome student perspectives, but they routinely expected students to participate in most areas of decision-making. The athletics literature, including several editorial articles, point to large, research-directed state institutions to be places where the student-athletes' voices were heard (Harrison, Pace, Pastore, 2005; Johnson, 2003; Piscatelli, 2006). The

particular connections between institutional characteristics and salience will be directly explored.

The relationships between the institutional variables and the attributes of salience (i.e., power, legitimacy, urgency) will also be explored in this study. Based on the governance literature in higher education, one might expect certain relationships to hold between the institutional characteristics and salience attributes. For example, the SAACs at NCAA Division I institutions might be perceived to have more power within their institution than other SAACs because of the visibility and money involved in collegiate athletics at that level. SAACs at the smaller institutions might be perceived to have greater legitimacy due to the roles students already play in their campus governance processes.

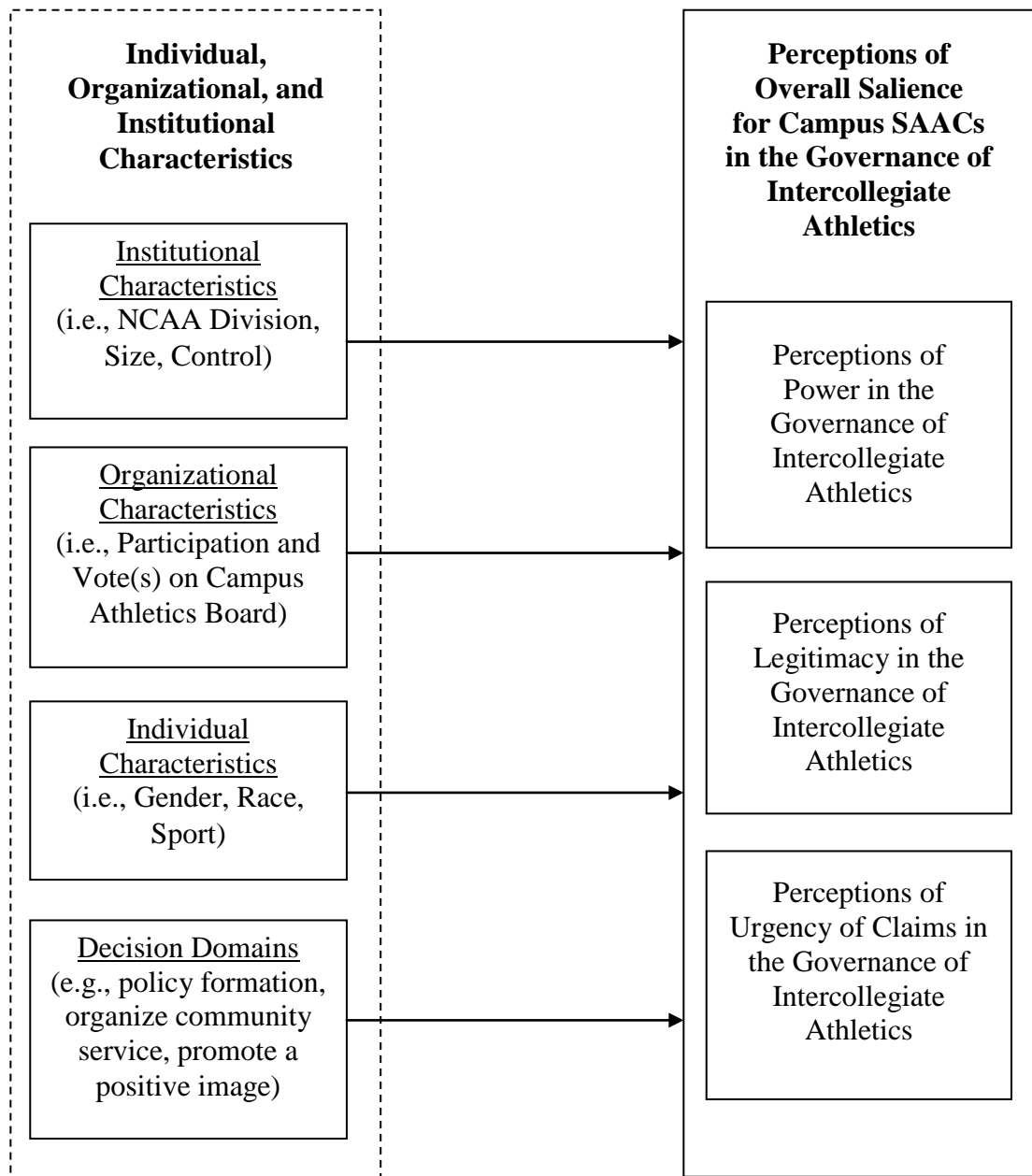
Finally, the conceptual framework in this study posits a relationship between decision domains and salience. Issues that were removed from fiscal, curricular, or personnel matters, tended to be embraced by administrators and faculty as areas appropriate for student involvement (Abel, 1972; McGrath, 1970; Sexton, 1968). One would expect that when the SAACs focus on decision-making areas related to student activities their perceived salience is strong (Aceto, 1967; Hekhuis, 1967; National Association of Student Personnel Administrators, 1970). How various decision domains relate to the individual attributes of salience is not clear, but they will be explored and discussed in this study.

Figure 1 highlights the possible relationships between variables of interest and the overall salience of SAACs in the governance of intercollegiate athletics. The arrows do not currently connect each category or variable on the left side of the figure to discrete

boxes on the right representing Mitchell et al.'s (1997) theoretical dimensions of salience. This is a component of the study that is untested in previous work. A new model that considers power, legitimacy, and urgency as separate attributes of salience will help to further the understanding of a stakeholder's strength of relationship with organizational managers.

Finally, the model construct on the left side of Figure 1 has to do with decision domains. A new direction within stakeholder theory is to examine how individuals' or groups' agency may be different depending upon the context of the situation. A number of areas of SAAC involvement will be explored to determine whether significant relationships exist between them and perceptions of the campus SAAC. Again, this relationship is represented as being the same as other relationships within the model. Whether a connection exists between decision domains and the three attributes of salience is not known. It will be considered within this study. Additional discussion about the independent and dependent variables within the model will be included in Chapter Three.

Figure 1. Conceptual Framework for Perceptions of Stakeholder Salience



CHAPTER THREE

Research Methods

In this chapter, details about the study's research questions, survey instrument, population and sample, data collection, response rates, creation of measures, and data analyses are included. The study was designed to collect original data through survey research. The surveys were intended to collect data online from a national, random sample of student-athletes, athletics administrators, and faculty athletics representatives from across all three NCAA divisions. The population and sampling plan will be discussed. The survey instruments are new, so their construction and design will be explained. The analyses of the data included some basic descriptive analyses along with the analysis of variance and regressions. Data were reduced through a series of factor analyses for further investigation. In this chapter, all of these components of the research plan will be presented.

Research Questions

Based on the literature review and the proposed conceptual framework, the following questions are addressed in this study.

1. What is the overall perception of salience for campus SAACs?
 - A. How do members of the campus SAACs perceive their salience along the dimensions of power, legitimacy, and urgency?

- B. How do the perceptions of athletics administrators and FARs differ from the SAAC members?
 - C. How are institutional, organizational, and individual characteristics related to perceptions of salience?
2. How do domains of involvement, or decision domains, affect perceptions of SAACs' salience?
- A. What are the overarching domains of involvement (i.e., decision domains) for the campus SAAC?
 - B. How do SAAC members' perceptions of their agency vary across different domains?
 - C. How do the salience perceptions of athletics administrators and FARs differ from the SAAC members within different decision domains?
 - D. How are institutional, organizational, and individual characteristics related to perceptions of salience within specific domains of the SAACs' involvement?

Survey Instrument

The decision was made to collect data using an online survey. Since there has been no empirical work conducted on the campus SAACs, the use of the survey would allow for a broad collection of data across multiple and varying types of institutions. Data could be collected from a larger sample of participants.

An original survey instrument was created for this study. The survey questions were developed based upon the literature on college and university governance, college athletics, and stakeholder theory. Questions were constructed with consideration for

Mitchell et al.'s (1997) model of salience. The questions in the first half of the instrument focused on perceptions of the SAACs' power, legitimacy, and urgency without regard to any particular decision domain. The questions in the second half of the instrument focused more specifically on the power, legitimacy, and urgency of the campus SAACs in nine specific scenarios. These areas were based on the functions of the SAAC as identified in the NCAA SAAC brochure and broader themes within college athletics (e.g., hazing, equity, drug testing, recruiting). These broader themes were reflected in NCAA educational sessions at its annual Convention, Regional Rules Seminars, CHAMPS/Life Skills conference, and student-athlete leadership conferences. General questions regarding perceptions of the SAACs' involvement in different functional areas were included in the survey in order to develop the domain of involvement (i.e., decision domains) construct.

The online instrument included 86 items for the SAAC members (13 screens of questions) and 79 items for the athletics administrators and FARs (11 screens). At the top of each screen, the current screen number and the total number of screens for the whole survey were identified (e.g., 8/13). For the SAAC members, encouraging remarks such as, "Over halfway done" and "Home Stretch!!" also appeared throughout the instrument to encourage its completion. The email that accompanied the link to the survey instruments can be found in Appendix A. The SAAC members' survey instrument can be found in Appendix B, and the athletics administrators' and FARs' survey instrument can be found in Appendix C.

The first screen of the instrument for both SAAC members and athletics administrators and FARs was a standard request for consent statement that described the

study, its benefits, and risks. If participants did not provide their consent, the next screen thanked them for their consideration, and their participation ended.

The next two screens of questions only appeared for the SAAC members. These screens asked general questions about characteristics of their SAAC (e.g., selection process, size, frequency of meetings). The administrators and FARs were not provided these two screens in an attempt to shorten their instrument. Athletics administrators who had been consulted in this process suggested that their peers would only give between 10-15 minutes of their time to complete the survey; whereas, the SAAC members seemed comfortable with a longer period of time. The remaining screens were the same for SAAC members, athletics administrators, and FARs.

The next two screens asked questions about perceptions of the SAAC's power, legitimacy, and the urgency of its requests without regard to decision domains. For each screen, the participants in the study were prompted with the statement, "For each of the following questions, please indicate which response best describes your SAAC." The scale that was used included "never, rarely, sometimes, very often, always, and I don't know." The types of questions that were asked included, "The idea of unionizing by student-athletes has been discussed by my SAAC" (power); "Representatives of my SAAC are appointed to other campus or athletic department committees" (legitimacy); and "My SAAC's recommendations to the athletics administration require immediate attention" (urgency).

The next two screens asked general questions about the areas of responsibility (e.g., domain of involvement) for the SAACs. The same prompting statement and scale were used as the questions regarding salience. The types of questions asked included the

following: “My SAAC is involved in setting athletic department policy on drug testing and/or penalties for violating these policies;” “My SAAC makes recommendations for my institution’s vote on NCAA rules;” and “My SAAC organizes community service activities.”

The next five screens embedded the questions of power, legitimacy, and urgency of the campus SAAC within nine campus athletics decision-making contexts. These scenarios reflect the functions of the SAAC identified within the NCAA brochure on the SAAC and broader Association issues. To help the participants with this transition, a new prompt was provided, “For this next series of questions, scenarios will be provided to give you a context for your responses. Keep each scenario in mind as you answer the questions that follow it.” Five questions followed each scenario. The basic structure for each of the five questions was the same across all scenarios with one question each about SAAC involvement, power, and legitimacy. There were two questions regarding urgency. The first question asked about the importance of the issue while the second question asked about the timeliness of the response required. The scale for the scenario questions was the same as for the general salience and domains of involvement questions with one exception. For the scenario on equity issues, the participants were given an additional option of “N/A: Single Sex College.” This accommodated any single sex institutions that might be included in the study.

The final screen asked for individual demographic and institutional information (e.g., gender, race, NCAA division). Once the participants had submitted this final screen of responses, a thank you appeared on the screen with instructions to request a copy of the study’s findings.

The survey instrument was piloted in fall 2006 at three institutions to ensure that the sampling strategy was manageable, the survey instrument questions were clear, and the time to complete the survey was acceptable to the participants (e.g., less than 20 minutes). In this pilot phase, individuals from institutions representing each of the three NCAA divisions were asked to take the survey and provide feedback. At one institution, the SAAC members completed a hardcopy of the survey instrument and provided written feedback. At a second institution, the SAAC members completed a hardcopy of the instrument and provided oral feedback. At the third institution, the SAAC members completed the online version of the survey instrument, providing feedback at the end of the online survey. Athletics administrators at the institutions provided oral feedback.

Adjustments to the survey instrument included word changes, changes to the order of questions, and the division of the question on urgency in the scenarios to two separate questions measuring importance and timeliness. Examples of word changes included such substitutions as “NCAA rules” for “NCAA legislation.” Examples were added to questions that asked about things like the student-athlete experience (e.g., advising, tutoring, course selection, graduation rates). The ordering of the scenarios was reconsidered, so a couple of scenarios that seemed of greater interest to student-athletes might open the second part of the instrument, hooking the participants for the remainder of the survey.

For the athletics administrators, they expressed an interest in the questions, but suggested that the survey needed to be shortened. Rather than removing the content pieces on salience, a decision was made to eliminate questions about the makeup of their SAACs and perceptions about whether their SAACs were represented on campus

advisory boards. The pilot study responses were not included in the overall dataset due to changes in the instrument that made these three drafts different from the one eventually launched.

Population and Sample

The population from which the sample of participants for this study was drawn included all NCAA member institutions. The NCAA is an organization made up of four-year and two-year upper-level collegiate institutions accredited by the appropriate regional agency and elected to active membership under the provisions of the Association bylaws. National sport governing bodies, coaches associations, and other organizations that are committed to the NCAA's mission are able to join the Association as corresponding or affiliated members; however, SAACs are mandated by NCAA legislation only for institutional and conference members across all NCAA divisions. A national SAAC also exists for each NCAA division. Conference SAACs include student-athlete representation of the campus SAACs in the athletic conference. Unlike the campus SAACs, not all sports must be represented on a conference SAAC. For example, within the New England Women's and Men's Athletic Conference (NEWMAC), one to three student-athletes from each of the ten institutional members serve on the conference SAAC. Conference SAACs are not being considered in this study.

The membership figures used to identify the population and sample for this study were obtained September 1, 2005. The number of active NCAA institutional members for Division I was 326; for Division II, it was 282; and for Division III, it was 419. This

data was retrieved from the NCAA website, www1.ncaa.org/membership/membership_svcs/membership_breakdown.html.¹

The population for this study included 1027 active NCAA institutional members. Twenty percent of each division’s membership, meaning 205 of the NCAA active member institutions, was randomly selected to participate in the study. This is a reasonable sampling plan according to traditional standards (Kish, 1965). This first level of stratification allowed for a divisional level analysis of the perceptions of campus SAACs. Table 2 shows the distribution of the institutional population and proposed institutional sample across NCAA divisions.

Table 2. Institutional Population and Proposed Institutional Sample

NCAA Division	Number of Institutions in Population	Number of Institutions Proposed for Sample
Division I	326	65 [19.9%]
Division II	282	56 [19.9%]
Division III	419	84 [20.0%]
All Divisions	1027	205 [20.0%]

Group level analyses required a second level of stratification. Within the campus department of athletics there are multiple groups and individuals who participate in its governance structure. The stakeholder group of interest in this study is the campus SAAC made up of student-athletes representing each of the institution’s varsity sports and in some rare instances members of the band or student athletic trainers. The management group includes directors of athletics (ADs), senior woman administrators (SWAs), and faculty athletics representatives (FARs). These individuals (i.e., ADs,

¹ The most recent March 2010 membership composition shows a gain of nine institutions to Division I, a gain of six institutions to Division II, and a gain of thirteen institutions to Division III.

SWAs, FARs) generally participate at the highest level of athletic department decision-making. The degree to which each of these groups participates and has influence in the decision-making and oversight processes in athletics is worth its own investigation; however, for this study, it is noted that these individuals, in some way, are presumed to be active in managing the campus athletics program.

A decision was made to exclude coaches' perceptions from this study for several reasons. Although the perceptions of this group would be interesting, the participation of coaches in athletic department decision-making varies. In those sports that generate revenue the coach may have great influence. On some campuses, coaches have faculty standing and thus participate differently in institutional decision-making processes. Since the coaches' access to the athletics governance process is not as predictable as the ADs, SWAs, or FARs, their perceptions were not included.

For each of the randomly selected institutions included in this study, all ADs, FARs, and SWAs were invited to complete online surveys. The email addresses for these individuals were available through a public directory on the NCAA website. A sample of 615 athletics administrators and FARs was expected. However, the actual sample included 589. Vacancies at a number of institutions, individuals who held both AD and SWA positions, and a few unavailable email addresses reduced the number of participants. At several institutions, more than one person was named for a position, so all named individuals received the survey. Also, one institution had left the NCAA for the National Association of Intercollegiate Athletics (NAIA). Table 3 summarizes the distribution of the sample for athletics administrators and FARs by NCAA divisions and across groups.

Table 3. Distribution of Athletics Administrators and FARs Receiving Link to Online Survey

NCAA Division	Athletic Directors	Senior Woman Administrators	Faculty Athletics Representatives	Totals
Division I	67	62	64	193
Division II	55	52	54	161
Division III	83	69	83	235
Totals	205	183	201	589

Out of these 589 invited participants, 271 surveys were submitted; however, the number of surveys for athletics administrators and FARs included in the study was 135. A decision was made to exclude the athletics administrators and FARs from any institution that did not have survey responses from its SAAC members. Whereas the athletics administrators' and FARs' response rate for the study was 46.0%, the usable response rate was 22.9%. Eighty institutions were included in the study.

The distribution of surveys used in the study by group was 28 ADs, 53 SWAs, 39 FARs, and 15 individuals who identified their position as "other." When asked to specify their title, the individuals who selected "other" identified SAAC advisor, assistant or associate AD, and/or coach as their titles. The raw numbers and response rates for athletics administrators and FARs by NCAA division and position are listed in Table 4.

Table 4. Response Numbers and Rates for Athletics Administrators and FARs

NCAA Division	Athletic Directors	Senior Woman Administrators	Faculty Athletics Representatives	Others	TOTAL
Division I	[11] 16.4%	[22] 35.5%	[18] 28.1%	[7]	[58] 30.1%
Division II	[7] 12.7%	[15] 28.8%	[13] 24.1%	[6]	[41] 25.5%
Division III	[10] 12.0%	[16] 23.27%	[8] 9.6%	[2]	[36] 15.3%
Totals	[28] 13.7%	[53] 29.0%	[39] 19.4%	[15]	[135] 22.9%

The SAAC members' emails were not publicly available, so the process for securing the email addresses for the campus SAAC members required contacting every institution that was randomly selected to participate in the study. Using each institution's website, the SAAC advisor or individual responsible for oversight of its student-athlete support program was identified and contacted. An email introducing the study and requesting the SAAC members' emails was sent to the representatives at all 205 institutions. After the initial email request, two additional attempts to receive the emails were made by email and phone. Out of the 205 institutions invited to participate, 99 agreed to release the emails of their SAAC members. The total number of SAAC members who were sent the link to the online survey was 2327. The majority of schools that chose not to participate in the study stated that they did not have active SAACs. Some institutions stated that their SAACs met infrequently, so no current email lists were available. There was only one case of an institution having an institution-wide policy of restricting access to its students for researchers from outside of the institution. Table 5 shows the distribution of SAAC members who received the link to the online survey and their response rates.

Table 5. Distribution of SAAC Members Receiving Link to Online Survey and Response Rates

NCAA Division	Number of Institutions	SAAC Members	Response Numbers and Rates for SAAC Members
Division I	38	1047	334 [31.9%]
Division II	27	557	244 [43.8%]
Division III	34	723	241 [33.3%]
All Divisions	99	2327	819 [35.2%]

Out of these 2327 invited SAAC participants, 1084 surveys submitted were complete. However, if no athletics administrators or FARs submitted a survey response, the surveys of the institution's SAAC members were not used. A total of 819 surveys from campus SAAC members representing 80 institutions were used in the study. The overall response rate for campus SAAC members was 46.6%, but the usable response rate was 35.2%. The number of SAAC members completing the survey instrument for Division I was 334; for Division II was 244; and for Division III was 241.

Data Collection

The majority of data was collected through an online survey instrument using the online survey service, Zoomerang. Twenty participants requested and completed hard copies of the instrument (16 SAAC members and 4 athletics administrators/FARs), and their data were manually entered into the dataset.

Data were collected from February 20, 2007 through April 12, 2007. The SAAC members, athletics administrators, and FARs were asked to complete the online survey during the same seven week time period.

Advance notice emails and phone calls were placed prior to the distribution of the survey instrument links. These notifications alerted the participants of the upcoming invitation to participate in the study and encouraged participation. Groups that had the ability to encourage the participation of individuals in the study were also notified. These groups included the chairs and vice chairs of the three NCAA national SAACs, the NCAA chiefs of staff and assistant chiefs of staff for the three NCAA divisions, the National Association of Collegiate Women Athletics Administrators (NACWAA), and individual athletic conference contacts. These key individuals were kept apprised of the

study's progress and anticipated launch date of the data collection during personal meetings at the 2007 NCAA National Convention. During the seven weeks in which the survey instrument was available online, two email requests were sent to all participants who had not yet completed the survey to prompt their participation.

Creation of Measures

Three sets of multiple item measures of key constructs were created using factor analyses, including principal components analysis (PCA) and exploratory factor analysis (EFA). These measures included two sets of dependent variables—one set without regard to decision domains and one with regard to them. The third set of measures was SAAC decision domains or domains of involvement. The factors created in this study were used to create scales, so mean scores for all the scale items could be used to create an index score. The “I don't know” responses for individual items were removed and not used in the creation of these means.

Several assumptions were tested for each of the factors. The assumption of the linearity of items was assessed and affirmed with matrix scatterplots. Bartlett's test of sphericity was significant for all factors. Cronbach's Alpha scores above .70 were judged to be a good measure of reliability. Scores between .60-.69 indicated minimally adequate reliability. Each of the factors had alpha scores above .7 except for the power factor (without regard to decision domains) that had a score of .645, which was still adequate. Each measure and its creation are discussed in the following sections.

Dependent Variables (Without Regard to Decision Domains)

In the first part of this study, I wanted to understand the perceptions of the campus SAACs with regard to four dependent variables. These variables included SAAC

members' beliefs about their overall salience as stakeholders in campus athletics decisions as well as perceptions of their power, legitimacy, and urgency. No consideration was given to the nature of decisions, the decision domain. For example, a general question on power presented respondents with statements like "My SAAC has the power to ensure that the student-athlete perspective is heard by our athletics administrators." They were asked to indicate on a scale of one to five the extent to which the statement characterized the SAAC on their campus. The score of one means that the campus SAAC is never considered in that way or does not have that characteristic and five means that it is always perceived as such or has that characteristic. Each item had a sixth response option of "I don't know." ("I don't know" responses were excluded in the factor analysis process.) Appendices D and E provide the list of survey items by construct. The scores from the power, legitimacy, and urgency items were used to create an index for the perception of overall stakeholder salience. See Table 6 for more description of the dependent variables (without regard to decision domains).

Table 6. Definitions of Dependent Variables (Without Regard to Decision Domains)

Factor	Definition	Item Stems	Item Loadings	α Score
Power	The ability to influence another actor through any number of means including, but not limited to: the resources of force, violence, or restraint; the use of material or financial resources; or the use of symbolic resources like acceptance, prestige, and esteem.	- Power to ensure that the student-athlete perspective is heard by athletics administrators (a)	1.00	.645
		- SAAC has ways to ensure that student-athlete concerns are acted on by athletics administration (b)	1.00	
		- Idea of unionizing by student-athletes has been discussed by SAAC (c)	1.00	
		- Representatives of SAAC are appointed to other campus or athletic department committees (d)	1.00	
Legitimacy	Perceptions that the actions of the group are appropriately within the socially constructed system of norms, values, beliefs, and definitions of the organization.	- SAAC is considered legitimate voice of the student-athletes (e)	1.00	.760
		- It would be viewed negatively by athletics administrators if SAAC were excluded from decision-making process for athletics (f)	1.00	
		- SAAC communicates with rest of student-athletes on campus (g)	1.00	
		- Thinking generally about institution, student involvement in decision-making is valued across campus (h)	1.00	
		- SAAC's goals and interests are consistent with athletics administration (i)	1.00	
Urgency	The degree to which the group's claim calls for immediate attention. The variable has two components: (1) the time sensitive nature of the claim; and (2) the importance of the claim or the relationship to the group	- SAAC prioritizes important issues (j)	1.00	.794
		- Athletics administration prioritizes the issues that are important to SAAC (k)	1.00	
		- SAAC's recommendations to athletics administration require immediate attention (l)	1.00	
		- Issues my SAAC considers important are the same issues athletics administration considers important (m)	1.00	
Salience	The degree to which managers give priority to competing stakeholder claims.	(a)	.784	.885
		(b)	.701	
		(c)	.801	
		(d)	.582	
		(e)	.783	
		(f)	.629	
		(g)	.448	
		(h)	.637	
		(i)	.734	
		(j)	.541	
		(k)	.657	
(l)	.698			
(m)	.600			

Note: The specific survey items can be found in Appendices B and C.

Independent Variables

The independent variables included institutional, organizational, and individual characteristics. The institutional characteristics described the campus within which the campus SAAC operated, including the NCAA division, undergraduate enrollment of the college or university, and control - private or public. The literature review provided guidance on how these variables might be related to the dependent variables. For example, the perceptions of administrators at larger institutions tended to be less welcoming of student involvement than of those administrators at smaller, liberal arts colleges (Sexton, 1968). From this finding, one would expect the stakeholder salience of the SAACs at smaller, NCAA Division III programs to be stronger than larger, Division I programs.

The organizational characteristics focused on perceptions of the campus SAAC specifically. The two organizational characteristics included in the study were beliefs that the SAAC was represented on its campus athletics advisory board and whether the representatives had a vote. Again, the literature suggested that these types of privileges meant a higher commitment by the organization's leadership and stronger perceptions of salience for the stakeholders (Gulley, 1978; McIntyre, 1977). It is expected that those individuals who perceive the SAAC to be represented on and/or to have a vote on the campus athletics board also have stronger perceptions of salience for the SAAC.

The individual characteristic items included sport, gender, and race. The relationship between a SAAC member's primary sport of participation and the dependent variables was examined but only for perceptions held by the SAAC members. Gender was discussed as a variable predicting increased participation by stakeholders and as a

possible indicator of stronger perceptions of student influence (Martin, 1995). There was little direction provided in the literature for how race might be related to the dependent variables in the study; however, it is included due to the attention given it particularly with respect to the intersection of race and sport. See Table 7 for more description of the independent variables.

The work of Mitchell et al. (1997) helps to deepen the understanding of the relationships between institutional, organizational, and individual characteristics and salience. There is an undercurrent of contradiction between some of the higher education governance literature and athletics literature. Whereas the higher education literature highlights small, liberal arts colleges as being more accepting of student involvement (Sexton, 1968), the athletics literature points to student-athletes at large, public institutions as having a stronger voice in athletics governance (Johnston, 2003; Piscetelli, 2006). It is expected that by exploring the relationships between the independent variables and Mitchell et al.'s three attributes of salience (i.e., power, legitimacy, and urgency), I can help to clarify some of the confusion, specifically with regard to the athletics community. It may be that the SAACs at Division III institutions have a high level of salience due to legitimacy within their institutions; whereas, the Division I SAACs may also have high levels of salience, but it is explained by their perceived power.

Table 7. Definitions of Independent Variables

	Variable Name	Definition
INSTITUTIONAL CHARACTERISTICS	Division	NCAA Division (i.e., I, II, III)
	Size	Size of institution's undergraduate population
	Control	Control or affiliation of institution (i.e., public, private)
ORGANIZATIONAL CHARACTERISTICS	Athletics Board	Whether SAAC perceived to be represented on athletics board
	Vote	Whether SAAC perceived to have a formal vote on the athletics board
INDIVIDUAL CHARACTERISTICS	Sport	SAAC member's primary sport
	Gender	Participant's gender
	Race	Participant's racial affiliation

Note: The specific survey items can be found in Appendices B and C.

The Relationship between Context and Salience

The stakeholder literature suggests that certain variables (i.e., power) are context or relationship specific (Pfeffer, 1981). An individual may have power under certain conditions but not others. This leads one to believe that overall influence - whether achieved through power, legitimacy, or urgency - may vary based on the context of the institutional setting, individual actors, and the domain within which the activity exists.

The athletics literature differentiates areas of responsibility for decision-making where a group's voice may be judged as more or less relevant (Becker, Sparks, Choi, & Sell, 1986). However, this work is conducted primarily with regard to faculty groups, not with student-athletes. The literature describing the practices of the AIAW suggested that most areas within athletics were open for student-athlete engagement. It is appropriate to consider this insight about the appropriate domains for student-athlete engagement, but it may also be an insight into women's perceptions of student-athlete involvement.

It is within the higher education literature where one finds assistance to better understand the probable connections between context and salience. The literature on

college and university governance claims that although the strength of the stakeholder voice is an important area of focus, it also is important to understand in what contexts the stakeholders have the most salience. The higher education literature suggests that in the area of student activities students have a great deal of influence, but in areas of employment, fiscal matters, or curriculum, the student voice is not strong or necessarily welcomed (Abel, 1972).

For this section of the study, it is proposed that the salience of the SAACs will be perceived differently depending on the particular area of decision-making. These areas are called decision domains or domains of involvement for the purpose of this study. Campus SAACs would be expected to have stronger perceptions of salience in those domains most removed from employment, fiscal, or curricular considerations.

Domains of Involvement (i.e., Decision Domains)

An exploratory factor analysis (EFA) was used to determine whether there was a smaller set of factors that underlie the functions of the campus SAAC outlined in the NCAA SAAC brochure. These factors indicate perceptions of the areas of the SAACs' involvement. These factors would be used in the analyses of how different domains of the campus SAACs' involvement might be related to salience. Three factors emerged in this analysis. These factors are best described as department policies, NCAA rules, and community relations. Descriptions of the factors, their items, the loadings of each item, and the Cronbach's Alpha for each factor are listed in Table 8. The department policies factor included items that explored the SAACs' involvement in the department of athletics' business such as creating drug testing policies, the hiring of coaches, and the review of the budget. The NCAA rules factor included items that explored the SAACs'

involvement in making and understanding NCAA legislation. The community relations factor included items regarding the SAACs' engagement with campus and local communities like student government, institutional committees, and community organizations.

Table 8. Description of SAAC Decision Domains

Factor Label	Description	Item Stems	Loadings	α Score
DEPARTMENT POLICIES	Perception of the department of athletics policy areas in which the SAAC typically is involved	- Setting athletic department policy on drug testing and/or penalties for violating these policies	.719	.854
		- Hiring of athletics administrators and coaches	.674	
		- Opportunity to review athletics department budget	.796	
		- Reviews Equity in Athletics Disclosure Act report	.749	
		- Reviews student-athlete exit interviews or compiled report of responses	.736	
		- Create department disciplinary procedures for student-athletes	.707	
NCAA RULES	Perception of involvement SAAC typically has with regard to NCAA rules	- SAAC comments on academic experiences	.473	.705
		- Recommendations for institution's vote on NCAA rules	.873	
		- Asks for student-athlete opinions to proposed conference and NCAA rules	.720	
COMMUNITY RELATIONS	Perception of the areas in which the SAAC typically is involved with regard to community relations and communication	- Promotes communication between the athletics administration and student-athletes	.664	.835
		- Provides feedback to athletic department on current issues	.600	
		- Speaks for all student-athletes during creation of policies	.474	
		- Builds a sense of community among all athletics teams	.717	
		- Organizes community service activities	.658	
		- Promotes student-athlete representation on campus-wide committees	.612	
		- Promotes a positive student-athlete image on campus	.795	

Note: The specific survey items can be found in Appendices B and C.

Dependent Variables (With Regard to Decision Domains)

The four dependent variables of overall stakeholder salience, power, legitimacy, and urgency remain in the second half of this study; however, they are operationalized differently than the dependent variables previously discussed. The dependent variables in the second part of the study are created from survey items embedded within nine specific situations or scenarios. For example, a question on legitimacy was phrased, “It would be considered appropriate by the athletics administration for my SAAC to address hazing concerns.” Each of the nine scenarios had four items related to power, legitimacy, and urgency. Urgency was the only variable that had two items for each scenario to capture both the time and importance elements.

The nine scenarios were then organized according to the three decision domains (domains of involvement). See Table 9. Measures of power, legitimacy, urgency, and overall salience were constructed for each decision domain.

Table 9. Survey Scenarios Organized by Decision Domain

Department Policies
Scenario 1: Hazing
Scenario 3: Equity
Scenario 7: Recruiting Policies
NCAA Rules
Scenario 4: Participation Rules
Scenario 5: NCAA Rule Change
Community Relations
Scenario 2: Community Service
Scenario 6: Communication on Racial Issues
Scenario 8: Building Community
Scenario 9: Institutional Representation

Data Analysis

The data were entered into an Excel spreadsheet directly from the electronic survey, which is possible through the use of Zoomerang. Statistical Package for the Social Sciences (SPSS) was the data analysis software used.

The analysis of the data began with a description of the respondent sample, including individual characteristics, features of their campus SAACs, and institutional characteristics. This information helped to establish boundaries for the generalizations of the claims of this research. (See Appendix F)

A descriptive analysis of the data for all independent and dependent variables in the study was conducted. This analysis included frequencies, means, and standard deviations of scores for most variables. Crosstabulations were run to see variations between variables and responses to individual questions.

After completing the descriptive analyses, attention was directed to each of the research questions. These results are reported in Chapters Four and Five. The discussion of the results will be the focus of Chapter Six. The data analysis techniques that were especially important to answering the primary and supporting research questions were t-tests, analysis of variance, and regression analyses. T-tests were used to see if there were any statistically significant differences between groups (i.e., SAAC members and athletics administrators/FARs). Multiple regressions were used to understand how select institutional, organizational, individual, and athletics decision domain variables identified in the conceptual model might be related to stakeholder salience.

CHAPTER FOUR

Perceptions of Stakeholder Salience Without Regard to Decision Domain

This chapter reports the findings regarding perceptions of salience for campus SAACs. The results focus on perceptions of SAAC salience including power, legitimacy, and urgency without regard to any particular area of decision-making (i.e., decision domain); though, differences in perceptions according to institutional settings and organizational and individual characteristics will be examined. The relationship between SAAC perceptions of salience and decision domains will be the topic for Chapter Five.

The chapter begins with a description of SAACs' overall salience as well as their power, legitimacy, and urgency. The second part of the chapter explores the relationships between institutional, organizational, and individual characteristics and perceptions of the salience of SAACs as stakeholders in athletic department decisions along the dimensions of power, legitimacy, and urgency. The chapter concludes by reporting the results of the multiple regressions used to understand how well the data fit the conceptual model.

Perceptions of Overall Salience

This analysis begins by answering the overarching question of "What is the overall salience for campus SAACs?" This measure was created without regard to any particular area of decision-making and expresses the combined averages of the SAACs' perceived power, legitimacy, and urgency. The participants in this study perceived that the campus SAACs "very often" have influence with the athletics administrators and

FARs. The average of all the salience items for the total sample (i.e., overall salience) was 3.66 (SD=.62). Compared to the athletics administrators and FARs (M=3.58), the SAAC members had a significantly stronger sense of their overall salience (M=3.68). (See Table 10)

Perceptions of Power

The power index mean for the total sample was 3.55. For most items representing the power dimension of SAACs' salience, the majority of respondents answered that the campus SAAC "very often" or "always" has power. The two questions where this was not the case included one on committee representation and another on student-athlete unionizing. To the question concerning representatives of SAACs being appointed to other campus or athletic department committees the majority of respondents, 29.1%, answered "sometimes." The majority of respondents answered "never" to the question of whether the idea of unionizing by student-athletes had been discussed by their SAACs. However, whereas 250 respondents (26.3%) perceived that the idea of unionizing had never been discussed by their campus SAACs, an almost equal number of respondents, 243 (25.6%), answered "I don't know." (See Appendix G) Of these respondents, 203 were SAAC members and 40 were athletics administrators or FARs. Nearly 30% of the athletics administrators and FARs were not sure whether their SAACs had discussed this concept. Since the concept of student-athlete coalitions and unionizing is somewhat new, the high number of respondents who were uncertain of this question or who believed that it was never discussed could be anticipated.

When the items making up the power factor were differentiated according to group, the perceptions were significantly different ($p < .01$). SAAC members' perceptions

of the campus SAACs' power (M=3.58) were stronger than the athletics administrators and FARs' (M=3.41). (See Table 10) The SAAC members perceived themselves to "very often" have power while the athletics administrators and FARs saw them as only "sometimes" having power.

Perceptions of Legitimacy

The legitimacy index mean for the total sample was 3.79. There was little variation across the questions about the legitimacy of the SAAC. The majority of respondents answered "very often" or "always" to each of these questions. The one exception was the item, "My SAAC communicates with the rest of the student-athletes on my campus (e.g., listserve, newsletter, email-blasts)." For this question, the majority of participants (31.7%) indicated "sometimes" as their response. (See Appendix G)

The athletics administrators and FARs had stronger perceptions of the campus SAACs' legitimacy (M=3.84) than the campus SAAC members (M=3.78). This difference, however, was not significant. (See Table 10)

Perceptions of Urgency

The mean score for the urgency index was 3.64. The majority of the sample perceived the SAAC to "very often" prioritize important issues; however, for the item asking about whether the SAAC's recommendations to the athletics administration require immediate attention, the majority of respondents (44.9%) answered "sometimes." (See Appendix G)

Urgency had a higher mean for the SAAC members (M=3.68) than the athletics administrators and FARs (M=3.42). This difference was significant at the $p < .000$ level. (See Table 10)

Table 10. Comparison of SAAC Members and Athletics Administrators and FARs on Overall Salience and the Factors of Power, Legitimacy, Urgency (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power			2.58 ^a	195.94 ^a	.01
SAAC	3.58	.80			
Administrators/FARs	3.41	.70			
Overall Sample	3.55	.79			
Legitimacy			-.91	947	.36
SAAC	3.78	.70			
Administrators/FARs	3.84	.59			
Overall Sample	3.79	.68			
Urgency			5.24 ^a	234.09 ^a	.00
SAAC	3.68	.69			
Administrators/FARs	3.42	.48			
Overall Sample	3.64	.67			
Overall Salience			2.05 ^a	213.45 ^a	.04
SAAC	3.68	.64			
Administrators/FARs	3.58	.50			
Overall Sample	3.66	.62			

^a The *t* and *df* were adjusted because variances were not equal.

² The scale for each survey item ranged from 1=never to 5=always.

Relationships between Institutional, Organizational, and Individual Characteristics and Perceptions of Stakeholder Salience

In the second part of this chapter, the focus is on answering the question, “How are institutional, organizational, and individual characteristics related to perceptions of salience?” Institutional characteristics include NCAA division, institutional size, and the control of the institution (i.e., public, private). Organizational characteristics differ from institutional characteristics in that they include attributes of the SAAC as an organization. The two organizational variables included in this study are the respondents’ beliefs about whether the SAAC as an organization is represented on its campus athletics advisory board and whether the representatives have a formal vote on the board. As a reminder, the athletics advisory board is often a small group (e.g., 10-20) of individuals that plays

an advisory role to the department of athletics and college or university president. It is often made up of faculty and institutional administrators. Alumni and donors may also serve on the board.

Differences in Perceptions of Stakeholder Salience by Institutional Characteristics

How do perceptions of stakeholder salience differ according to institutional characteristics? Table 11 reports results for the overall sample according to three institutional characteristics (i.e., NCAA Division, institutional size, control). Each of these characteristics will be examined in more detail in the following sections.

Table 11. Stakeholder Salience - Mean Scores of Overall Sample by Institutional Characteristics (Without Regard to Decision Domains)

	Power	Legitimacy	Urgency	Overall Salience Index
Institutional Characteristics				
NCAA Division I	M=3.63 (SD=.79)	M=3.85 (SD=.69)	M=3.69 (SD=.68)	M=3.72 (SD=.63)
NCAA Division II	M=3.48 (SD=.84)	M=3.66 (SD=.73)	M=3.57 (SD=.69)	M=3.57 (SD=.66)
NCAA Division III	M=3.51 (SD=.73)	M=3.81 (SD=.61)	M=3.63 (SD=.64)	M=3.66 (SD=.56)
Institutional Size: 0-1000	M=3.37 (SD=.64)	M=3.63 (SD=.58)	M=3.54 (SD=.62)	M=3.51 (SD=.51)
Institutional Size: 1001-5000	M=3.56 (SD=.78)	M=3.76 (SD=.70)	M=3.62 (SD=.67)	M=3.65 (SD=.62)
Institutional Size: 5001-10,000	M=3.51 (SD=.79)	M=3.73 (SD=.65)	M=3.59 (SD=.63)	M=3.61 (SD=.59)
Institutional Size: 10,000 and Over	M=3.63 (SD=.83)	M=3.92 (SD=.69)	M=3.72 (SD=.71)	M=3.76 (SD=.65)
Institutional Control: Public	M=3.61 (SD=.79)	M=3.83 (SD=.68)	M=3.69 (SD=.66)	M=3.70 (SD=.61)
Institutional Control: Private	M=3.49 (SD=.78)	M=3.74 (SD=.69)	M=3.58 (SD=.68)	M=3.61 (SD=.62)

¹ The scale ranged from 1=never to 5=always.

NCAA division. There is a pattern across each of the salience dimensions when examined by NCAA division. The means for perceptions of overall salience and each of

its dimensions were highest for Division I institutions. Division III had the second highest. These findings are consistent with the athletics literature that suggested student-athletes at Division I institutions may garner greater support from their athletics managers (i.e., athletics administrators, FARs) and the higher education literature that pointed to smaller, liberal arts colleges having high levels of support for student involvement in their governance processes.

The results of the one-way ANOVA comparing NCAA divisions on perceptions of power, legitimacy, urgency, and overall salience are reported in Table 12. Statistically significant differences were found among NCAA divisions on perceptions of power ($p=.05$) legitimacy ($p=.01$), and overall salience ($p=.01$).

Post hoc Tukey HSD Tests indicate that there are significant differences ($p<.05$) between Divisions I and II for perceptions of SAACs' power. There are significant differences between Divisions I and II ($p<.001$) and II and III ($p<.05$) for legitimacy. There were no significant differences among divisions for urgency. For overall salience, Division I is significantly different than Division II ($p<.05$).

Table 12. One-Way Analysis of Variance Summary Table of Perceptions by NCAA Division (Without Regard to Decision Domains)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Power					
Between groups	2	4.13	2.06	3.34	.04
Within groups	940	580.23	.62		
Total	942	584.36			
Legitimacy					
Between groups	2	5.88	2.94	6.37	.00
Within groups	946	436.94	.46		
Total	948	442.82			
Urgency					
Between groups	2	2.05	1.03	2.28	.10
Within groups	939	423.06	.45		
Total	941	425.12			
Overall Salience					
Between groups	2	3.50	1.75	4.60	.01
Within groups	947	359.98	.38		
Total	949	363.48			

¹ The scale ranged from 1=never to 5=always.

Institutional Size. Data on the size of an institution’s full-time undergraduate enrollment were collected from the 2004-2005 Integrated Postsecondary Education Data System. The data were reduced into four categories of full-time undergraduate students including (1) 0-1000; (2) 1001-5000; (3) 5001-10,000; and (4) 10,001 and over.

Those institutions with a full-time undergraduate enrollment of 10,001 and over had the highest means on all salience measures. Those institutions with an institutional enrollment of 0-1,000 had the lowest means.

Table 13 reports the results of the one-way ANOVA comparing perceptions of power, legitimacy, urgency, and overall salience by institutional enrollment size. Post hoc Tukey HSD Tests indicate that there were no significant differences for power or urgency among differently sized institutions. There are significant differences ($p < .05$)

between institutions of 10,001 and over and each of the other categories of institutions for perceptions of legitimacy and overall salience.

Table 13. One-Way Analysis of Variance Summary Table of Perceptions by Institutional Size (Without Regard to Decision Domains)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Power					
Between groups	3	3.97	1.33	2.14	.09
Within groups	939	580.39	.62		
Total	942	584.36			
Legitimacy					
Between groups	3	7.51	2.51	5.44	.00
Within groups	945	435.31	.46		
Total	948	442.82			
Urgency					
Between groups	3	2.95	.98	2.18	.09
Within groups	938	422.17	.45		
Total	941	425.12			
Overall Salience					
Between groups	3	4.59	1.53	4.03	.01
Within groups	946	358.89	.38		
Total	949	363.48			

¹ The scale ranged from 1=never to 5=always.

Institutional Control. Data on the public versus private control of the institutions were collected from the 2004-2005 Integrated Postsecondary Education Data System. There were 8.2% more public institutions represented in the data (516) than private institutions (438). Public and private institutions tend to have different systems for engaging their respective communities in their governance, so it is anticipated that there might be a great deal of variation between the public and private institutions. Table 14 shows that there were significant differences. The mean scores for all dimensions of salience were higher among respondents from public institutions.

When crosstabs were run to examine the distributions of these institutions by NCAA division, the Division I institutions were largely public control. Division III was made up of a majority of private institutions, and Division II was equally split between public and private institutions.

Table 14. Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Institutional Control (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power			2.98	941	.02
Public	3.61	.79			
Private	3.49	.78			
Legitimacy			2.08	947	.04
Public	3.83	.68			
Private	3.74	.69			
Urgency			2.37	940	.02
Public	3.69	.66			
Private	3.58	.68			
Overall Salience			2.64	948	.01
Public	3.71	.61			
Private	3.60	.62			

¹ The scale ranged from 1=never to 5=always.

Differences in Perceptions of Stakeholder Salience by Organizational Characteristics

In order to limit the length of the athletics administrators' and FARs' survey instrument, survey items about SAAC characteristics were not included (e.g., my SAAC is represented on our institution's athletics advisory board, the SAAC representative to my institution's athletics advisory board has a vote). Differences that are reported in this section are only the responses of SAAC members.

The makeup and roles of campus athletics advisory boards vary across campuses, and the data indicate those SAAC members who believed their SAACs to be represented

on the campus athletics advisory boards also had stronger perceptions of their SAACs' salience. (See Table 15) The next strongest perceptions of salience were held by those SAAC members who did not know whether they were represented. It should be emphasized that these are the perceptions of the SAAC members of whether their organization participates on their campus athletics advisory board. It is not a reflection of whether the SAAC actually has representation. Statistically significant differences ($p < .001$) were found among those SAAC members who believed their SAAC to be represented on their institution's athletics advisory board, those who believed their SAAC is not represented, and those who did not know. These differences held across perceptions of power, legitimacy, urgency, and overall salience.

Table 15. Means and Standard Deviations by SAACs' Perceptions of Participation on Institutions' Athletics Advisory Boards (Without Regard to Decision Domains)

Participation on Campus Board	<u>Power</u>		<u>Legitimacy</u>		<u>Urgency</u>		<u>Salience</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Yes ²	3.79	.69	3.98	.64	3.84	.64	3.87	.55
No ²	2.86	.92	3.18	.85	3.06	.84	3.04	.79
Don't Know ²	3.48	.81	3.68	.68	3.60	.68	3.58	.63

¹ The scale ranged from 1=never to 5=always.

² These were the response options.

Table 16 shows the means and standard deviations by whether the respondent believed her SAAC representative to the institution's athletics advisory board has a formal vote. There is a pattern across each of the salience measures. The highest means across all factors were associated with those SAAC members who believed their SAAC representative to the institution's athletics advisory board had a vote. The second highest

mean for each of the factors was for those SAAC members who did not know whether their representative had a vote. Statistically significant differences ($p < .05$) were found among the responses of those SAAC members who believed their SAAC representative had a vote on their campus athletics advisory board, those who believed their SAAC representatives did not, and those who were unsure ($p < .001$). These differences held across perceptions of power, legitimacy, urgency, and overall salience.

Table 16. Means and Standard Deviations by Whether SAAC has Vote on Institution's Athletics Advisory Board (Without Regard to Decision Domains)

Vote on Campus Board	<u>Power</u>		<u>Legitimacy</u>		<u>Urgency</u>		<u>Salience</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Yes	3.85	.73	4.04	.63	3.91	.64	3.94	.57
No	3.40	.71	3.38	.64	3.46	.52	3.41	.56
Don't Know	3.52	.78	3.72	.69	3.62	.68	3.62	.62
Not Applicable ¹	3.10	1.00	3.46	.76	3.28	.85	3.29	.77

¹ Not represented on campus board

² The scale ranged from 1=never to 5=always.

Differences in Perceptions of Stakeholder Salience by Individual Characteristics

In the previous sections the institutional and organizational characteristics were explored with regard to salience. Table 17 reports salience perceptions by the individual characteristics of gender, race, and sport. In the guiding literature, gender was anecdotally associated with stronger perceptions of salience. There is no discussion within the literature about race or sport as useful differentiators to understand salience; however, these characteristics are often used to understand differences among groups in college athletics. In each of the following sections, all three characteristics will be

examined in more detail. Differences between the SAAC members and athletics administrators and FARs will continue to be examined with regard to each characteristic.

Table 17. Stakeholder Salience - Mean Scores of Overall Sample by Individual Characteristics (Without Regard to Decision Domains)

	Power	Legitimacy	Urgency	Overall Salience Index
Individual Characteristics				
Female	M=3.60 (SD=.79)	M=3.80 (SD=.68)	M=3.66 (SD=.66)	M=3.69 (SD=.61)
Male	M=3.45 (SD=.79)	M=3.73 (SD=.70)	M=3.59 (SD=.68)	M=3.60 (SD=.64)
White	M=3.55 (SD=.79)	M=3.79 (SD=.68)	M=3.63 (SD=.64)	M=3.66 (SD=.61)
Non-White	M=3.59 (SD=.78)	M=3.73 (SD=.74)	M=3.71 (SD=.75)	M=3.66 (SD=.66)
Fall Sport Athletes	M=3.53 (SD=.84)	M=3.72 (SD=.72)	M=3.62 (SD=.72)	M=3.62 (SD=.67)
Winter Sport Athletes	M=3.60 (SD=.79)	M=3.78 (SD=.64)	M=3.72 (SD=.62)	M=3.70 (SD=.60)
Spring Sport Athletes	M=3.59 (SD=.77)	M=3.79 (SD=.71)	M=3.69 (SD=.67)	M=3.69 (SD=.62)
Other and Not Applicable	M=3.77 (SD=.92)	M=3.835 (SD=.73)	M=3.78 (SD=.79)	M=3.79 (SD=.73)

¹The scale ranged from 1=never to 5=always.

Gender. For the overall sample, there were significant differences by gender for the power ($p<.01$) and overall salience measures ($p<.05$). In each case women had stronger perceptions of salience for the campus SAACs. (See Table 18)

Table 18. Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Gender for Overall Sample (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power			2.48	86	.01
Female	3.60	.79			
Male	3.45	.79			
Legitimacy			1.55	86	.12
Female	3.80	.68			
Male	3.73	.77			
Urgency			1.37	857	.17
Female	3.66	.66			
Male	3.59	.68			
Overall Salience			1.99	865	.05
Female	3.69	.61			
Male	3.60	.64			

¹ The scale ranged from 1=never to 5=always.

Tables 19 and 20 show the gender comparisons within the groups of SAAC members and athletics administrators and FARs. There was a significant difference in perceptions according to gender for the SAAC members with regard to power ($p < .01$), legitimacy ($p < .05$), and overall salience ($p < .05$). The female SAAC members, on average, had stronger perceptions of power, legitimacy, and overall salience for their SAACs than their male peers. For the athletics administrators and FARs, there were no significant differences by gender along any of the salience dimensions or for the overall salience index.

Table 19. Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Gender for SAAC Members (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power			2.83	733	.01
Female	3.63	.80			
Male	3.45	.80			
Legitimacy			2.26	737	.02
Female	3.81	.70			
Male	3.68	.71			
Urgency			1.74	731	.08
Female	3.70	.67			
Male	3.61	.71			
Overall Salience			2.51	738	.01
Female	3.71	.63			
Male	3.58	.65			

¹ The scale ranged from 1=never to 5=always.

Table 20. Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Gender for Athletics Administrators and FARs (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power			-.71	124	.48
Female	3.36	.67			
Male	3.45	.76			
Legitimacy			-1.53	125	.13
Female	3.79	.57			
Male	3.96	.61			
Urgency			-1.47	124	.14
Female	3.39	.47			
Male	3.52	.50			
Overall Salience			-1.32	125	.19
Female	3.54	.483			
Male	3.66	.55			

¹ The scale ranged from 1=never to 5=always.

Race. Respondents were provided eight racial categories within the survey and asked to check all descriptors that applied. For student-athletes, twenty-two combinations of race emerged. For athletics administrators and FARs, there were eight

combinations. For the purposes of this study, the data were reduced into two categories of White, non-Hispanic (includes Middle Eastern) and non-White because of the very small numbers represented in many of the categories. The numbers within the non-White category were still small, including 97 respondents (11%); consequently, these results are presented with that awareness and caution.

T-tests were run to see if there were any significant differences between the White, non-Hispanic and non-White groups for the overall sample. No significant differences existed between racial groups at the $p < .05$ level for the general measures of power, legitimacy, urgency, or overall salience. See Table 21.

Table 21. Comparison of Power, Legitimacy, Urgency, and Overall Salience by Race for Overall Sample (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power					
White, Non-Hispanic	3.55	.79			
Non-White	3.59	.78			
			-.61	855	.54
Legitimacy					
White, Non-Hispanic	3.79	.68			
Non-White	3.73	.74			
			.95	860	.34
Urgency					
White, Non-Hispanic	3.63	.64			
Non-White	3.71	.75			
			-1.26	853	.21
Overall Salience					
White, Non-Hispanic	3.66	.61			
Non-White	3.66	.66			
			-.09	861	.93

¹ The scale ranged from 1=never to 5=always.

T-tests were run to see if there were any significant differences between the White, non-Hispanic and non-White groups for the SAAC members. No significant

differences existed between racial groups at the $p < .05$ level for power, legitimacy, urgency, or overall salience. See Table 22.

Table 22. Comparison of Power, Legitimacy, Urgency, and Overall Salience by Race for SAAC Members (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power					
White, Non-Hispanic	3.58	.81			
Non-White	3.59	.78			
			-.05	728	.96
Legitimacy					
White, Non-Hispanic	3.78	.70			
Non-White	3.72	.73			
			.85	732	.40
Urgency					
White, Non-Hispanic	3.67	.67			
Non-White	3.73	.75			
			-.86	726	.39
Overall Salience					
White, Non-Hispanic	3.68	.63			
Non-White	3.66	.66			
			.19	733	.85

¹ The scale ranged from 1=never to 5=always.

T-tests were run to see if there were any significant differences between the White, non-Hispanic and non-White groups for the athletics administrators and FARs. No significant differences existed between racial groups at the $p < .05$ level for power, legitimacy, urgency, or overall salience. See Table 23.

Table 23. Comparison of Power, Legitimacy, Urgency, and Overall Salience Factors by Race for Athletics Administrators and FARs (Without Regard to Decision Domains)

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Power			-1.44	125	.15
White, Non-Hispanic	3.36	.69			
Non-White	3.67	.79			
Legitimacy			.13	12.01	.90
White, Non-Hispanic	3.85	.56			
Non-White	3.82	.85			
Urgency			-.52	12.03	.62
White, Non-Hispanic	3.42	.45			
Non-White	3.53	.69			
Overall Salience			-.47	11.96	.65
White, Non-Hispanic	3.57	.48			
Non-White	3.67	.74			

¹ The scale ranged from 1=never to 5=always.

Sports Teams. Table 24 shows the means and standard deviations according to sports teams. Not every SAAC member identified her or his sport; however, for those who did, the number of respondents to the survey per team varied from two participating in skiing to 84 participating in soccer. For this analysis, women’s and men’s teams in the same sport were combined.

For the power measure, the cheerleaders had the highest mean (M=4.02). The lowest average for power was for the water polo players (M=2.46), which is the trend for water polo across all factors.

The group that had the highest average for the legitimacy measure was gymnastics (M=4.43). With regard to the perceived urgency of the SAACs’ demands of the athletics administrators and FARs, fencing had the highest average (M=4.25). For overall salience, gymnastics had the highest average (M=4.09). Post hoc Tukey HSD Tests indicate that there are no significant differences (p<.05) among the athletics teams

for the legitimacy, urgency, or overall salience. However, there were statistically significant differences ($p < .05$) between water polo and the sports of basketball, cheerleading, and softball for power.

Table 24. Means and Standard Deviations by Sport (Without Regard to Decision Domains)

Sport	<u>Power</u>		<u>Legitimacy</u>		<u>Urgency</u>		<u>Saliency</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Baseball	3.44	.71	3.79	.70	3.71	.56	3.66	.58
Basketball	3.69	.76	3.78	.63	3.72	.59	3.73	.56
Cheerleading	4.02	.88	3.92	.79	3.96	.71	3.95	.68
Crew	3.44	.78	3.92	.62	3.60	.69	3.66	.62
Cross Country	3.54	.90	3.66	.80	3.49	.82	3.56	.73
Fencing	3.17	.24	3.40	.57	4.25	1.06	3.40	.28
Field Hockey	3.79	.72	3.99	.67	3.66	.62	3.81	.54
Football	3.39	.89	3.54	.81	3.44	.92	3.46	.80
Golf	3.67	.73	3.92	.73	3.81	.61	3.81	.62
Gymnastics	3.89	1.02	4.43	.40	3.86	.47	4.09	.51
Ice Hockey	3.32	.75	3.81	.68	3.64	.60	3.61	.61
Lacrosse	3.71	.77	3.82	.74	3.55	.57	3.70	.64
Skiing	2.96	1.00	3.10	.99	3.38	.18	3.14	.74
Soccer	3.51	.85	3.78	.65	3.70	.61	3.65	.60
Softball	3.75	.77	3.81	.72	3.78	.42	3.77	.58
Swimming/ Diving	3.56	.85	3.78	.66	3.76	.69	3.70	.66
Tennis	3.57	.84	3.70	.69	3.68	.79	3.65	.68
Track & Field	3.50	.75	3.72	.74	3.61	.70	3.61	.63
Volleyball	3.61	.74	3.75	.63	3.68	.63	3.68	.57
Water Polo	2.46	1.10	3.00	1.45	3.24	1.55	2.90	1.37
Wrestling	3.88	.48	3.75	.44	3.33	.24	3.62	.29
Other	3.78	1.11	3.96	.72	3.79	1.01	3.83	.90

¹ The scale ranged from 1=never to 5=always.

Another way to look at the sports team data is according to the season in which the team competes. In the fall season, the teams of cross country, field hockey, football, soccer, volleyball, and water polo were included. The winter season included basketball, fencing, gymnastics, ice hockey, skiing, swimming and diving, and wrestling. The spring season included baseball, cheerleading, crew, golf, lacrosse, softball, tennis, and track and field. Table 25 shows the factor and index means and standard deviations according to sports season. Post hoc Tukey HSD Tests indicate that there are no significant differences ($p < .05$) among the seasons for any of the salience dimensions or for overall salience.

Table 25. Means and Standard Deviations for Sports by Sport Season (Without Regard to Decision Domains)

Athletic Season	<u>Power</u>		<u>Legitimacy</u>		<u>Urgency</u>		<u>Salience</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Fall Sports	3.53	.84	3.72	.72	3.62	.72	3.62	.67
Winter Sports	3.60	.79	3.78	.64	3.72	.62	3.70	.60
Spring Sports	3.59	.77	3.79	.71	3.69	.67	3.69	.62
Other	3.77	.92	3.85	.73	3.78	.79	3.79	.73

¹ The scale ranged from 1=never to 5=always.

The responses were again reorganized to see if there might be significant differences between the sports of football and basketball and the other sports. Football and basketball are often referred to as revenue sports and singled out as being some of the most visible collegiate sports. When the analyses were run to determine any differences between these sports and the others, no significant differences ($p < .05$) were found for any of the salience measures or for overall salience.

Examining the Data's Fit with the Conceptual Model

Multiple regressions were used to investigate the relative effects of variables within the conceptual model proposed in Chapter Two. The first model (M1) included institutional and individual characteristics and their relationship to overall stakeholder salience. The second model (M2) included institutional, organizational, and individual characteristics and their relationship to overall stakeholder salience; consequently, it did not include the athletics administrators or FARs whose survey instruments did not include the organizational items. The third model (M3) examined how well the independent variables explained the salience of campus SAACs along the dimensions of power, legitimacy, and urgency.

The Relationship between Institutional and Individual Variables and Overall Salience (M1)

The decision was made to use the simultaneous method to compute multiple regression rather than a hierarchical approach. The literature is not clear that certain blocks of variables go together or that one set has stronger effects. In this model (M1), responses of student-athletes, athletics administrators, and FARs were included. A problem of multicollinearity was found with institutional size, NCAA division, and institutional control, so the regression was run with only institutional size, gender, and race. (The means, standard deviations, and intercorrelations can be found in Table 26.) The combination of variables and their relationship with stakeholder salience was statistically significant, $p < .05$. The beta coefficients are presented in Table 27.

The findings show that there is a significant relationship between institutional size and overall salience and gender and overall salience. However, the amount of explained variance was small ($R^2 = .01$).

Table 26. Means, Standard Deviations, and Intercorrelations for Salience and Institutional and Individual Variables (Without Regard to Decision Domains)

Variable	<i>M</i>	<i>SD</i>	1	2	3
Salience	3.66	.62	.08**	-.07*	.00
Predictor Variable					
1. Institutional Size	2.72	.941	-	-.01	.05
2. Gender	.31	.463	-.01	-	.01
3. Race	.15	.36	.05	.01	-

* $p < .05$; ** $p < .01$

Table 27. Simultaneous Multiple Regression Analysis Summary for Institutional Size, Gender, and Race Predicting Salience (Without Regard to Decision Domain)

Variable	<i>B</i>	<i>SEB</i>	β
Institutional Size	.05	.02	.08*
Gender	-.09	.05	-.07*
Race	-.00	.06	.00
Constant	3.54	.07	

Note. $R^2 = .01$; $F(3, 858) = 3.26$, $p < .05$

* $p < .05$

The Relationship between Institutional, Organizational, and Individual Variables and Overall Salience (M2)

A second simultaneous multiple regression included two organizational variables in addition to the institutional and individual variables. In this model (M2), only SAAC members' responses were included. No problems with multicollinearity were found. The means, standard deviations, and intercorrelations can be found in Table 28.

The combination of variables to explain overall stakeholder salience was statistically significant, $p < .05$. The beta coefficients are presented in Table 29. In particular, the perception that the SAAC had a vote on the institution's advisory board significantly explained stakeholder salience. When it was perceived that the SAAC had a

formal vote on its institution’s athletics advisory board, the perception of salience tended to be stronger. The adjusted R squared value was .07.

Table 28. Means, Standard Deviations, and Intercorrelations for Overall Salience and Institutional, Organizational, and Individual Characteristics (Without Regard to Decision Domains)

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5
Salience	3.87	.59	-.05	-.09	-.07	-.14*	-.23***
Predictor Variable							
1. Institutional Size	2.84	.95	-	-.12*	.11	-.00	.02
2. Gender	.32	.47		-	-.08	-.08	.10
3. Race	.19	.39			-	-.02	-.08
4. SAAC Position on Advisory Board	.04	.19				-	.39***
5. SAAC Vote on Advisory Board	.11	.33					-

*p<.05; ***p<.001

Table 29. Simultaneous Multiple Regression Analysis Summary for Overall Salience for Institutional Size, Gender, Race, SAAC Position on Advisory Board, and SAAC Vote on Advisory Board (Without Regard to Decision Domains)

Variable	<i>B</i>	<i>SEB</i>	β
Institutional Size	-.03	.05	-.05
Gender	-.11	.09	-.09
Race	-.13	.11	-.09
SAAC Position on Advisory Board	-.20	.24	-.07
SAAC Vote on Advisory Board	-.37	.15	-.20**
Constant	4.06	.14	

Note. $R^2 = .07$; $F(5, 174) = 2.64$, $p < .05$

**p<.01

The Relationships between the Independent Variables and the Power, Legitimacy, and Urgency of a Campus SAAC (M3)

The institutional, organizational, and individual variables were entered in regressions to determine whether they might explain variations in the different

dimensions of salience. These analyses only included the responses of the SAAC members because there were no data on the organizational perceptions from the athletics administrators or FARs.

Institutional size was significantly related to the measures of legitimacy ($p < .001$) and urgency ($p < .05$). The SAAC members' perceptions of participation on the athletics advisory board and formal vote on the athletics advisory board were significant for all three aspects of salience. These characteristics explain between 3.2% to 7.6% of the variance for perceptions of a campus SAACs' power, legitimacy, and urgency. Individual characteristics (i.e., race and gender) were significantly related to power ($p < .05$). Table 30 provides data on the significant relationships within the model.

Table 30. Institutional, Organizational, and Individual Characteristics Explaining Perceptions of SAAC Power, Legitimacy, Urgency, and Overall Salience (Without Regard to Decision Domains)

	<i>F-Statistic</i>	<i>dF</i>	Significance	Adjusted R ² Value
Institutional Characteristic¹ with				
Power	3.12	(1, 941)	-	.00
Legitimacy	11.97	(1, 947)	$p < .001$.01
Urgency	3.79	(1, 940)	$p < .05$.00
Salience	7.88	(1,948)	$p < .01$.01
Organizational Characteristics² with				
Power ³	4.22	(2, 195)	$p < .05$.03
Legitimacy ³	9.05	(2, 195)	$p < .001$.08
Urgency ³	6.38	(2, 195)	$p < .01$.05
Salience ³	8.20	(2,195)	$p < .000$.07
Individual Characteristics⁴ with				
Power	3.27	(2, 853)	$p < .05$.01
Legitimacy	1.62	(2, 858)	-	.00
Urgency	1.75	(2, 851)	-	.00
Salience	1.98	(2,859)	-	.00

¹ Only institutional size was included in the regression due to problems with multicollinearity.

² Included in the regression were the variables of perceptions of representation on the athletics advisory board and formal vote on the board.

³ This sample includes only SAAC members.

⁴ Included in the regression were the variables of gender and race.

Chapter Summary

In this chapter, perceptions of SAACs' overall salience and each of its three dimensions were examined without regard to decision domains. For overall salience, SAAC members and athletics administrators/FARs perceived the SAACs as "very often" salient. Except for the case of legitimacy, the SAAC members had significantly stronger perceptions of salience compared with the athletics administrators and FARs. The perceptions of salience also were examined according to institutional, organizational, and individual characteristics. Size did matter with respondents at larger institutions believing more strongly in their SAACs' overall salience. Organizational characteristics proved to be the most promising to understand the variances in perceptions of overall salience and its dimensions. Finally, there were differences in perceptions of salience according to gender and position. Female SAAC members tended to have stronger perceptions of the SAACs' overall salience. There were no significant differences in perceptions of overall salience according to gender for the athletics administrators and FARs.

CHAPTER FIVE

Examining the Relationship between Decision Domains and Salience

This chapter explores the question, “How do domains of involvement, or decision domains, affect perceptions of salience for the campus SAACs?” As described in Chapter Three, a factor analysis was conducted to see whether any overarching domains of decision-making (decision domains) for the campus SAACs could be identified. Three domains emerged—department policies, NCAA rules, and community relations. The nine scenarios included in the survey instrument were organized by these three domains. Indices for overall salience, power, legitimacy, and urgency were calculated for each of the three decision domains using the scenario items.

In Chapter Four, the salience of the campus SAACs without regard to decision domain was explored along with perceptions of the SAACs’ power, legitimacy, and urgency. This chapter will explore salience within three decision domains for the campus SAAC. The relationships of institutional, organization, and individual variables and salience will be examined within these different domains.

The chapter begins with an examination of domains of involvement (decision domains). Measures were created to represent broad areas of responsibility for the SAAC, and the perceptions of how much the campus SAAC is involved in these different domains was assessed. The perceptions of the two groups (i.e., SAAC members, athletics administrators/FARs) and how their perceptions differ will be reported. The second part

of the chapter will focus on the perceived salience of the SAACs within each of these domains. Relationships between the institutional, organizational, and individual variables and salience will be examined across domains.

The Domains of Involvement for the Campus SAAC

The NCAA has identified nine functional areas of responsibility for the SAAC. These areas emerged primarily from conversations with student-athletes and athletics administrators, not through a systematic review of SAAC activities. Items on the survey instrument asked about the involvement of the campus SAACs within these areas. The factor analysis of these items indicated three latent constructs representing general areas of SAAC decision-making involvement: department policies, NCAA rules, and community relations.

In the following sections, each of these domains will be described, and perceptions of the campus SAACs' involvement in each area will be reported. The perceived salience within each of these domains will be examined in more detail in the second part of this chapter.

Domain of Involvement-Department Policies

The department policies index included six items related to the SAACs' involvement in setting disciplinary policy, including penalties for violations; the hiring of athletics administrators and coaches; and the review of various athletic department documents such as budget, equity reports, and student-athlete exit interviews. This measure had the lowest overall average ($M=2.26$) for perceived SAAC involvement of the three domains, meaning this is the area where the SAAC is perceived to be less engaged.

With regard to department policies, the SAAC members' perceptions of involvement were greater (M=2.29) than the athletics administrators and FARs (M=2.15). This difference, however, was not statistically significant. Both groups perceived the campus SAAC as "rarely" being involved with department policies. (See Table 31)

Domain of Involvement-NCAA Rules

The NCAA rules measure included three items describing the SAACs' involvement with the review of NCAA rules. For this variable, the average for perceived involvement in NCAA rules was 3.49 for the overall sample (i.e., sometimes). The perceived involvement of the campus SAACs with the review and input on NCAA rules was higher for both groups than their perceptions of involvement with department policies. The SAAC members' perceptions of involvement with NCAA rules were greater (M=3.50) than the athletics administrators' and FARs' perceptions (M=3.42). However, this difference was not significant. (See Table 31)

Domain of Involvement-Community Relations

The community relations variable had the highest mean of the three domains of involvement measures for the entire sample (M=3.92). The index includes seven items that relate to the SAACs' involvement in facilitating communication, building a sense of community, and promoting a positive image of student-athletes. With regard to community relations, the SAAC members' perceptions of involvement were greater (M=3.94) than the athletics administrators and FARs (M=3.77). In this case, the difference between the two groups was significant at the $p < .01$ level. (See Table 31)

Table 31. Comparison of Perceptions of SAACs' Involvement in the Domains of Department Policies, NCAA Rules, and Community Relations

Index	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
DOI-Department Policies			1.76 ^{4a}	229.44 ⁴	.08
SAAC	2.29	1.09			
Athletics Administrators /FARs	2.15	.78			
Overall	2.26				
DOI-NCAA Rules			.86	900	.39
SAAC	3.50	1.00			
Athletics Administrators /FARs	3.42	.93			
Overall	3.49				
DOI-Community Relations			2.52	901	.01
SAAC	3.94	.71			
Athletics Administrators /FARs	3.77	.67			
Overall	3.92				

^a The *t* and *df* were adjusted because variances were not equal.

Organizing the Athletics Scenarios by Domain of Involvement

The second half of the survey instrument included nine athletics scenarios. These scenarios were identified from session topics at various NCAA meetings (e.g., NCAA Convention, CHAMPS/Life Skills Continuing Education Conference, Regional Rules Seminars). Whereas the first half of the survey instrument included items that more generally explored the power, legitimacy, and urgency of the campus SAAC, the scenarios allowed for salience to be examined with respect to specific topics such as hazing, NCAA rule changes, and communication on racial issues. The results of the factor analysis for SAACs' domains of involvement were used to inform the placement of each of the scenarios into one of the three decision domains. Table 32 shows the categorization of the nine scenarios into the three domains of involvement or decision domains.

For each scenario in the survey instrument, there were four items included to assess the salience attributes of power, legitimacy, and urgency. One item addressed power. One item addressed legitimacy, and two items assessed the urgency attribute in terms of both time and importance. Within each decision domain, measures of overall salience, power, legitimacy, and urgency were created from the appropriate scenario items. Table 32 reports the salience means by scenario as well as for each domain of involvement.

Table 32. Scenarios Organized by Decision Domains with Salience Means and Standard Deviations

	Power	Legitimacy	Urgency	Overall Salience
Department Policies Decision Domain	M=3.93 (SD=.84)	M=3.92 (SD=.84)	M=4.20 (SD=.71)	M=4.06 (SD=.68)
Scenario 1: Hazing	M=3.82 (SD=1.10)	M=3.87 (SD=1.13)	M=4.34 (SD=.86)	M=4.15 (SD=.83)
Scenario 3: Equity	M=3.90 (SD=1.04)	M=3.90 (SD=1.05)	M=4.18 (SD=.86)	M=4.05 (SD=.87)
Scenario 7: Recruiting Policies	M=3.97 (SD=.95)	M=3.96 (SD=.96)	M=4.01 (SD=.88)	M=3.99 (SD=.84)
NCAA Rules Decision Domain	M=4.44 (SD=.70)	M=4.40 (SD=.71)	M=4.43 (SD=.67)	M=4.43 (SD=.63)
Scenario 4: Participation Rules	M=4.42 (SD=.80)	M=4.38 (SD=.81)	M=4.43 (SD=.73)	M=4.42 (SD=.70)
Scenario 5: NCAA Rule Change	M=4.45 (SD=.80)	M=4.42 (SD=.82)	M=4.43 (SD=.78)	M=4.44 (SD=.73)
Community Relations Decision Domain	M=4.36 (SD=.64)	M=4.42 (SD=.61)	M=4.33 (SD=.60)	M=4.36 (SD=.57)
Scenario 2: Community Service	M=4.50 (SD=.73)	M=4.52 (SD=.71)	M=4.29 (SD=.76)	M=4.39 (SD=.66)
Scenario 6: Communication on Racial Issues	M=4.33 (SD=.83)	M=4.37 (SD=.82)	M=4.55 (SD=.74)	M=4.44 (SD=.72)
Scenario 8: Building Community	M=4.45 (SD=.81)	M=4.53 (SD=.74)	M=4.31 (SD=.81)	M=4.40 (SD=.73)
Scenario 9: Institutional Representation	M=4.14 (SD=.92)	M=4.27 (SD=.83)	M=4.19 (SD=.85)	M=4.19 (SD=.79)

The strongest perceptions of overall salience for the SAACs was within the NCAA rules domain (M=4.43). The SAACs are perceived as being least salient within

the domain of department policies (M=4.06). The department policies domain was also the domain where SAACs were perceived to be least involved, so the low scores for salience are not a surprise.

In the next three sections, the relationships between the independent variables (i.e., institutional, organizational, individual characteristics) and the dependent variables (i.e., power, legitimacy, urgency, salience) will be examined further with regard to the three decision domains.

Differences in Perceptions of Stakeholder Salience by Institutional Characteristics Across Decision Domains

Table 33 provides the mean scores of the overall sample for each of the salience dimensions (i.e., power, legitimacy, urgency) and the overall salience index with regard to decision domains. Footnotes highlight where there are statistically significant differences between institutional types.

Department Policies

The department policies domain had the lowest salience scores of all three domains of involvement; however, when examined by institutional characteristics, there are different stories being told about the SAACs' perceived agency within different settings. There were significant institutional differences across various salience attributes, including the overall salience index. For the power and legitimacy variables and for the overall salience index, there were significant differences ($p < .05$) between Divisions I and II. There were no significant differences across divisions for urgency.

The SAACs at the largest sized institutions within this study (i.e., 10,001 and over) had the strongest perceptions of power, legitimacy, and urgency within the domain of department policies. Across all salience dimensions, there were significant differences

between publically and privately governed institutions. The SAACs at publically governed institutions had significantly stronger perceptions.

NCAA Rules

Of the three decision domains, the SAACs' perceived salience was strongest with respect to NCAA rules. When looking at institutional characteristics, some of the same trends that existed for salience measures without regard to decision domain remain. For example, differences between perceptions of Division I and II SAACs remain for power and legitimacy. The perceptions of SAAC power and legitimacy are stronger at Division I. Differences continue to exist between perceptions of SAACs at mid-sized institutions (1001-5000) and at the largest institutions (10,001 and over) with regard to legitimacy in the NCAA rules domain. The SAACs at institutions enrolling 10,001 and over are more strongly perceived to be legitimate. For NCAA rules, there were no significant differences according to institutional control.

Community Relations

The community relations domain looks different than the other two domains. The most noticeable difference has to do with the urgency factor. Whereas there were no significant differences among institutions for urgency within the other domains, across all institutional characteristics there were significant differences in this domain. With regard to urgency, there is not only a significant difference between Divisions I and II, but also between Divisions I and III. Different perceptions appeared between the smallest and largest sized institutions across all salience dimensions. A number of additional differences among differently-sized institutions were evident for power, legitimacy, and

urgency. Only with regard to perceptions of power were there no significant differences between public and private institutions.

Table 33. Mean Scores of Stakeholder Salience for Overall Sample by Institutional Characteristics (With Regard to Decision Domains)

	Department Policies				NCAA Rules				Community Relations			
	Power	Legitimacy	Urgency	Overall Salience	Power	Legitimacy	Urgency	Overall Salience	Power	Legitimacy	Urgency	Overall Salience
Institutional Characteristics												
NCAA Division I	4.00 ^a	4.01 ^a	4.26	4.13 ^a	4.51 ^b	4.46 ^b	4.48	4.49 ^a	4.44 ^b	4.49 ^b	4.41 ^{a,c}	4.43 ^{b,c}
NCAA Division II	3.82 ^a	3.83 ^a	4.15	3.99 ^a	4.34 ^b	4.28 ^b	4.37	4.34 ^a	4.27 ^b	4.34 ^b	4.28 ^a	4.29 ^b
NCAA Division III	3.90	3.88	4.14	4.03	4.44	4.41	4.41	4.42	4.33	4.40	4.27 ^c	4.32 ^c
Institutional Size: 0-1000	3.72 ^d	3.80	4.17	3.99	4.31	4.23	4.34	4.30	4.16 ^d	4.19 ^{h,i}	4.15 ^{d,h}	4.18 ^{h,i}
Institutional Size: 1001-5000	3.96 ^e	3.94	4.16	4.06	4.41	4.34 ^g	4.38	4.38 ^g	4.33	4.38 ^j	4.27 ^{c,g}	4.31 ^g
Institutional Size: 5001-10,000	3.75 ^{e,f}	3.76 ^f	4.14	3.95 ^k	4.42	4.42	4.45	4.44	4.37	4.44 ^h	4.41 ^{h,c}	4.41 ^h
Institutional Size: 10,001 and Over	4.06 ^{d,f}	4.06 ^f	4.31	4.19 ^k	4.55	4.50 ^g	4.50	4.51 ^g	4.44 ^d	4.53 ^{l,j}	4.40 ^{d,g}	4.44 ^{l,g}
Institutional Control: Public	3.98 ^m	3.99 ⁿ	4.25 ^m	4.12 ⁿ	4.46	4.44	4.44	4.45	4.39	4.47 ⁿ	4.38 ⁿ	4.40 ^m
Institutional Control: Private	3.85 ^m	3.84 ⁿ	4.13 ^m	4.00 ⁿ	4.42	4.34	4.41	4.40	4.32	4.36 ⁿ	4.27 ⁿ	4.31 ^m

^a Significant difference (p<.05) between Division I and Division II

^b Significant difference (p<.01) between Division I and II

^c Significant difference (p<.05) between Division I and III

^d Significant difference (p<.05) between 0-1000 and 10,001 and over sized institutions

^e Significant difference (p<.05) between 1001-5000 and 5001-10,000 sized institutions

^f Significant difference (p<.001) between 5001-10,000 and 10,001 and over sized institutions

^g Significant difference (p<.05) between 1001-5000 and 10,001 and over sized institutions

^h Significant difference (p<.05) between 0-1000 and 5001-10,000 sized institutions

ⁱ Significant difference (p<.001) between 0-1000 and 10,001 and over sized institutions

^j Significant difference (p<.01) between 1001-5000 and 10,001 and over sized institutions

^k Significant difference (p<.01) between 5001-10,000 and 10,001 and over sized institutions

^l Significant difference (p<.01) between 0-1000 and 10,001 and over sized institutions

^m Significant difference (p<.05) between public and private institutions

ⁿ Significant difference (p<.01) between public and private institutions

In summary, the differences in perceptions according to institutional characteristics reflected distinct differences across decision domains. The strongest perceptions of overall salience within the domain of department policies could be found at Division I institutions that were 10,000 or more in student enrollment and publicly controlled. The strongest perceptions of overall salience across domains occurred in the NCAA rules domain. Again, it was the NCAA Division I institutions of 10,001 and more in enrollment that were publically controlled that had the highest scores. Divisional, institutional size, and control differences occurred for the urgency dimension only within the community relations domain.

Differences in Perceptions of Stakeholder Salience by Organizational Characteristics Across Decision Domains

Table 34 reports the mean scores for stakeholder salience across domains of involvement and by organizational characteristics. These numbers reflect only the responses of the SAAC members. Those individuals who thought their SAACs were represented on the athletics advisory boards for their institutions had stronger perceptions of their SAACs' overall salience across all three decision domains. With regard to the belief of whether the SAAC had a vote on its athletics advisory board, the only statistically significant difference between individuals who answered yes and no was in the department policies decision domain for power.

Table 34. Mean Scores of Stakeholder Salience for SAAC Members by Organizational Characteristics (With Regard to Decision Domains)

Department Policies				NCAA Rules				Community Relations			
Power	Legitimacy	Urgency	Overall Salience	Power	Legitimacy	Urgency	Overall Salience	Power	Legitimacy	Urgency	Overall Salience
Organizational Characteristics											

Perceived SAAC Participation on Athletics Advisory Board

Yes	4.09 ^{a,b,c}	4.06 ^{b,d}	4.27 ^f	4.18 ^{d,f}	4.50	4.47 ^e	4.49	4.49	4.42 ^{d,e}	4.46	4.41 ^e	4.43 ^{e,f}
No	3.57 ^{a,b}	3.60 ^d	3.95 ^f	3.76 ^d	4.30	4.20	4.40	4.32	4.08 ^d	4.21	4.15	4.15 ^f
Don't Know	3.85 ^c	3.82 ^b	4.20	4.03 ^f	4.40	4.33 ^e	4.44	4.40	4.30 ^e	4.36	4.29 ^e	4.30 ^e

Perceived SAAC Vote on Athletics Advisory Board

Yes	4.10 ^g	4.04	4.28	4.18	4.48	4.48	4.51	4.50	4.44	4.43	4.40	4.42
No	3.87	3.67	4.16	3.96	4.50	4.38	4.39	4.42	4.20	4.36	4.33	4.31
Don't Know	3.89 ^g	3.88	4.20	4.05	4.41	4.34	4.43	4.40	4.33	4.438	4.32	4.33

^a Significant difference (p<.001) between perceived participation and no perceived participation

^b Significant difference (p<.001) between perceived participation and no perceived participation

^c Significant difference (p<.001) between perceived participation and don't know participation

^d Significant difference (p<.01) between perceived participation and no perceived participation

^e Significant difference (p<.05) between perceived participation and don't know participation

^f Significant difference (p<.05) between perceived participation and no perceived participation

^g Significant difference (p<.05) between perceived vote and don't know vote

Differences in Perceptions of Stakeholder Salience by Individual Characteristics Across Decision Domains

Table 35 provides a summary of the mean scores for stakeholder salience across decision domains by the individual characteristics of gender, race, and sport (by season), and group.

Department Policies

There were no statistically significant differences in the perceptions of the SAACs' salience when examined by the individual characteristics of gender, race, and SAAC members' sport season affiliation. This held across overall salience, power, legitimacy, and urgency.

Only when the SAAC and athletics administrators/FARs scores were examined separately were there any significant differences in the department policies decision domain. In this case, the SAAC members' perceptions of the campus SAACs' urgency were stronger.

NCAA Rules

Within the NCAA rules domain, there were more differences when the scores were examined by individual characteristics. Women had much stronger perceptions of the SAACs' power and legitimacy than men. The fall sport SAAC members had statistically significant lower scores in their perceptions of the SAACs' legitimacy with regard to NCAA rules than the spring sport SAAC members.

In Chapter Four, it was reported that for perceptions of salience without regard to decision domain, it was only along the dimension of legitimacy where the athletics administrators/FARs' scores were higher than the SAACs'. However, when decision domain was considered, the athletics administrators/FARs had statistically significant

higher scores with regard to their perceptions of the SAACs' legitimacy and power regarding NCAA rules.

Table 35. Stakeholder Salience - Mean Scores of Overall Sample by Individual Characteristics (With Regard to Decision Domains)

	Department Policies				NCAA Rules				Community Relations			
	Power	Legitimacy	Urgency	Overall Salience	Power	Legitimacy	Urgency	Overall Salience	Power	Legitimacy	Urgency	Overall Salience
Individual Characteristics												
Female	3.94	3.95	4.20	4.08	4.49 ^a	4.44 ^b	4.46	4.46 ^a	4.40 ^b	4.46 ^b	4.35	4.39
Male	3.87	3.88	4.15	4.02	4.37 ^a	4.31 ^b	4.37	4.36 ^a	4.26 ^b	4.34 ^b	4.32	4.31
White	3.91	3.91	4.18	4.05	4.45	4.40	4.44	4.43	4.37	4.44	4.34	4.37
Non-White	3.98	4.01	4.19	4.09	4.42	4.39	4.39	4.40	4.30	4.37	4.32	4.33
Fall Sport Athletes	3.85	3.81	4.16	4.00	4.39	4.36 ^c	4.44	4.41	4.33	4.38	4.34	4.34
Winter Sport Athletes	3.97	3.85	4.20	4.07	4.39	4.28	4.38	4.36	4.31	4.34	4.30	4.31
Spring Sport Athletes	3.98	4.03	4.24	4.12	4.50	4.46 ^c	4.51	4.50	4.37	4.45	4.36	4.38
Other and Not Applicable	3.89	3.94	4.24	4.09	4.40	4.19	4.38	4.34	4.42	4.33	4.41	4.40
SAAC Member	3.93	3.91	4.22 ^d	4.07	4.43	4.38 ^d	4.45 ^f	4.43	4.34	4.39 ^e	4.33	4.35
Athletics Administrator /FARs	3.88	4.00	4.08 ^d	4.02	4.52	4.50 ^d	4.28 ^f	4.40	4.45	4.59 ^e	4.33	4.43

^a Significant difference (p<.05) between female and male

^b Significant difference (p<.01) between female and male

^c Significant difference (p<.01) between fall sport and spring sport athletes

^d Significant difference (p<.05) between SAAC members and athletics administrators/FARs

^e Significant difference (p<.001) between SAAC members and athletics administrators/FARs

^f Significant difference (p<.01) between SAAC members and athletics administrators/FARs

Community Relations

The patterns within the community relations domain resemble those in the NCAA rules domain. There are significant differences between men and women for the salience attributes of power and legitimacy; however, unlike the NCAA rules domain, there are no significant differences by gender for overall perceptions of salience. In this domain, there are no significant differences by sport season across any of the salience factors. Like the NCAA rules domain, there are differences by position. The athletics administrators/FARs have stronger perceptions of the SAACs' legitimacy with regard to community relations than the SAAC members.

The Relationship between Institutional, Organizational, and Individual Characteristics and Perceptions of Salience across Decision Domains

The results presented in the previous sections suggest that by looking more closely at context one might find variations in SAAC salience. Table 36 provides a summary of the results of multiple regressions exploring relationships between institutional, organizational, and individual characteristics and different attributes of salience.

Because of the problem of multicollinearity, only institutional size was entered into the regression model for the institutional characteristics. Although the adjusted R^2 values were not very large, this model indicated significant relationships between institutional size and overall salience.

When the data were examined according to decision domains, no significant relationships emerged between organizational characteristics and overall salience. (As a reminder, the organizational responses were from SAAC members, only.) However, significant relationships were revealed between individual characteristics and overall

saliency. In particular, significant relationships existed between individual characteristics and overall saliency with respect to SAAC involvement in NCAA rules. Significant relationships also appeared between individual characteristics and power and legitimacy with respect to community relations. Again, the explanatory power of the model is not large.

Table 36. Institutional, Organizational, and Individual Characteristics Explaining Perceptions of SAAC Power, Legitimacy, and Urgency within Different Decision Domains

	<i>F-Statistic</i>	<i>dF</i>	Significance	Adjusted R ² Value
Institutional Characteristic¹ with				
<i>Power</i>				
Department Policies	3.43	1, 864	-	.00
NCAA Rules	7.86	1, 864	p<.01	.01
Community Relations	9.24	1, 890	p<.01	.01
<i>Legitimacy</i>				
Department Policies	3.35	1, 871	-	.00
NCAA Rules	10.55	1, 860	p<.001	.01
Community Relations	17.39	1, 888	p<.001	.02
<i>Urgency</i>				
Department Policies	4.75	1, 882	p<.05	.00
NCAA Rules	5.99	1, 865	p<.05	.01
Community Relations	13.36	1, 888	p<.001	.01
<i>Saliency</i>				
Department Policies	4.50	1, 889	p<.05	.00
NCAA Rules	8.84	1, 871	P<.01	.01
Community Relations	13.57	1, 893	p<.001	.01
Organizational Characteristics² with				
<i>Power</i>				
Department Policies	.332	2, 182	-	-.01
NCAA Rules	.018	2, 177	-	-.01
Community Relations	2.68	2, 183	-	.02
<i>Legitimacy</i>				
Department Policies	2.44	2, 182	-	.02
NCAA Rules	.522	2, 178	-	-.01
Community Relations	.495	2, 184	-	-.01
<i>Urgency</i>				
Department Policies	1.62	2, 183	-	.01
NCAA Rules	.936	2, 178	-	.00
Community Relations	1.46	2, 183	-	.01
<i>Saliency</i>				
Department Policies	1.74	2, 184	-	.01
NCAA Rules	.506	2, 179	-	-.01
Community Relations	1.50	2, 184	-	.01
Individual Characteristics³ with				
<i>Power</i>				
Department Policies	.764	3, 831	-	.00
NCAA Rules	2.75	3, 842	p<.05	.01
Community Relations	4.65	3, 851	p<.01	.01
<i>Legitimacy</i>				
Department Policies	1.64	3, 836	-	.00
NCAA Rules	3.74	3, 838	p<.01	.01
Community Relations	7.01	3, 850	p<.001	.02
<i>Urgency</i>				
Department Policies	1.44	3, 844	-	.00
NCAA Rules	3.59	3, 844	p<.01	.01
Community Relations	.277	3, 848	-	-.00
<i>Saliency</i>				
Department Policies	.746	3, 849	-	.00
NCAA Rules	1.92	3, 849	-	.00
Community Relations	2.15	3, 853	-	.00

¹ Only institutional size was included in the regression due to problems with multicollinearity.

² Included in the regression were the variables of perceptions of representation on the athletics advisory board and formal vote on the board. These responses were from SAAC members only.

³ Included in the regression were the variables of position, gender and race.

Chapter Summary

In this chapter, overall salience and its three theoretically distinct attributes of power, legitimacy, and urgency were examined across different domains of the SAACs' involvement in athletics decision-making. These decision domains included department policies, NCAA rules, and community relations. Perceptions of how involved the SAACs were in each of these domains, though not of primary interest in this study, were important. The SAACs were perceived to be most involved in community relations and least involved in department policies. The strongest perceptions of the SAACs' overall salience were in the NCAA rules decision domain. SAACs were perceived to have the least agency with regard to department policies.

In Chapter Four, differences in perceptions of salience were examined according to institutional, organizational, and individual characteristics without regard to decision domain. In this chapter, these variables were again explored in relation to different decision-making domains. SAACs at larger, Division I, public institutions reported the strongest perceptions of overall salience. Differences between Division I and III institutions emerged in the domain of community relations. The fall sport SAAC members had statistically lower scores in their perceptions of the SAACs' legitimacy with regard to NCAA rules than the spring sport SAAC members. Perceptions of overall salience differ according to the particular decision domain in question, and sometimes within these domains other variables like institutional size or gender may provide additional insights into these differences.

CHAPTER SIX

Discussion and Conclusion

In this chapter the key findings of the study and their conceptual and practical implications will be discussed in greater detail. The conceptual grounding proposed in Chapter Two will be evaluated based upon the findings, and changes to it will be suggested. Limitations of this study will be shared, and recommendations for further research will be proposed.

Overview of the Study

The intent of this study was to examine the campus student-athlete advisory committees' (SAACs) perceived salience or capacity to influence decision-making within departments of athletics. The perceptions explored were held by SAAC members, athletics administrators (i.e., directors of athletics, senior woman administrators), and faculty athletics representatives (FARs). Differences according to the theoretical dimensions of salience including power, legitimacy, and urgency were investigated. These differences were also considered with respect to various decision domains.

This study included 135 athletics administrators and FARs and 819 SAAC members for a total sample of 954 participants from 80 institutions. The institutions were randomly selected to participate in the study from the entire NCAA population of member schools, across all three NCAA divisions. Data were collected using an online

survey instrument designed to assess salience as conceptualized by the constructs of power, legitimacy, and urgency. The usable response rate for athletics administrators and FARs was 22.9%, and for SAAC members it was 35.2%.

Based upon a literature review of college and university governance, intercollegiate athletics governance, and stakeholder theory, it was proposed that relationships exist between institutional, organizational, and individual characteristics and perceptions of overall stakeholder salience. Moreover, it was proposed that the strength of the relationships between these variables and perceptions of salience might vary depending upon the domain of the SAACs' involvement. These domains included department policies, NCAA rules, and community relations.

Key Findings

This study was initiated to learn more about how the campus SAACs were perceived by those individuals who managed campus athletics programs. Since the NCAA mandate of campus SAACs in 1995, there has been very little research conducted on them. This study establishes benchmarks on the standing of campus SAACs and provides empirical data on salience within three domains of SAAC involvement.

In this section, four key findings will be presented. The first finding is of the paucity of active campus SAACs. The next finding describes the strong perceptions of salience for campus SAACs without regard to any decision domains. In this particular finding, statistically significant relationships between salience and institutional, organizational, and individual characteristics are discussed. The third key finding examines three domains of campus SAACs' involvement. Finally, the fourth key finding elaborates on the difference that decision domains make in perceptions of salience;

likewise, the relationships between salience and institutional, organizational, and individual characteristics are reconsidered when domains are taken into account.

Paucity of Active Campus SAACs

The first key finding actually occurred prior to the formal collection of data. For inclusion in this study, 205 institutions were randomly selected from across all three NCAA divisions. Out of this group, approximately one third (71) of the institutions stated that they did not have active SAACs. This awareness is alarming considering that the campus SAACs are mandated by the NCAA. Further discussions with administrators revealed that it was difficult to coordinate student-athletes' meeting schedules. Some identified the lack of personnel to oversee the committee. Other administrators placed blame on the FARs for not assembling team representatives. Some administrators explained that they get volunteers together a couple of times a year, but there is no continuity of student-athletes who serve in these positions; consequently, there is no roster of SAAC representatives.

These challenges are real for many institutions that are struggling to provide a number of services with shrinking resources. Coaches and administrators are taking on additional responsibilities with recruiting, academic support, compliance, institutional advancement, and the creation of year-round training programs for their student-athletes. With no template for developing an active, engaged SAAC, one can see where this task would be daunting. Likewise, with no real consequence for overlooking this NCAA requirement, attention is directed elsewhere.

***Strong Perceptions of Salience for Campus SAACs
(Without Regard to Decision Domains)***

The perception of overall salience for the campus SAACs without regard to decision domains is very strong. The total sample perceived the SAACs as “very often” being able to address concerns and to act on them with the athletics administrators and FARs. This is encouraging news for student-athletes, reinforcing that their engagement may be valued. The optimism of the SAAC members is also a good sign for athletics administrators and FARs as it may be an indicator of the student-athletes’ willingness to be engaged. A group must feel as though it is being heard; otherwise, it may opt for strategies outside of traditional governance processes to accomplish its goals. Generally, these findings speak well to the SAAC members’ position with the managers of their athletics departments (i.e., athletics administrators, FARs).

When the data were examined by group, the SAAC members tended to have stronger perceptions of their overall salience than the athletics administrators and FARs. These differences were statistically significant. On the one hand, it is good for the student-athletes to feel as though the athletics administrators and FARs care about their perspectives. The SAACs may continue to engage in the governance processes of the department and institution rather than looking to alternate methods of having a voice (e.g., unionizing). Still, the student-athletes who make up the campus SAACs will want to pay attention to the differences between their perceptions of salience and those of the athletics administrators and FARs. SAACs cannot become complacent in representing their peers. As stakeholders, the SAACs should look for ways to improve their agency with the managers of their athletics programs.

Differences by Salience Dimensions (Without Regard to Decision Domains)

Power (without regard to decision domains). The SAAC members perceived themselves to “very often” have power while the athletics administrators and FARs saw SAACs as only “sometimes” having power. This difference was statistically significant. In this case, it is unclear whether the student-athletes are overestimating their power or the athletics administrators and FARs are underestimating the power of the student-athletes. Each group could make a case for its perspective. At institutions with sizable athletic budgets, student-athletes may feel as though they are critical in the generation of revenue for their departments. Within other programs, there may be calls for athletics to reduce expenses and to cut sports, and those administrators and FARs may see that other external forces are directing the athletics departments. We are living in interesting times in intercollegiate athletics where the contrasts in programs are extreme. The money involved in television contracts and post-season competition is sizable. Just the same, the costs of travel and equipment are making the continued funding of broad-based athletics programs a challenge. Power will play a role in decisions about priorities.

To the question concerning representatives of SAACs being appointed to other campus or athletic department committees, the majority of respondents answered “sometimes.” This response suggests an area where SAAC members may look to increase their perceived power within athletics. Developing networks across campus may offer SAACs access to new resources (e.g., student government funds) and visibility on high profile committees (e.g., NCAA certification or self study task forces). The difficulty for student-athletes is balancing their time in class and athletics with additional committee responsibilities. What this question does not tell us is whether the student-

athletes are choosing not to be on other campus or athletic department committees because of their current commitments or whether the student-athlete perspective is not sought on administrative committees.

There might be educational value in a dialogue between SAAC members and their athletics administration and FARs about the power of the student-athletes. Institutions talk about instilling values of civic engagement in their students and promoting their moral development. It is important for the SAAC members to think about what kind of collective power they have. This is one of the great features of the NCAA's SAACs. Student-athletes are asked to engage at multiple levels: locally, within their conference, and at the national level. Individuals are asked to think beyond their personal, team, and even institutional interests. A conversation about perceptions of the SAACs' power may open the doors for improved SAAC participation on issues that matter not only to student-athletes, but also to the athletics administrators and FARs. For example, student-athletes may be able to influence institutional decisions regarding the improvement of facilities or equipment in ways that the athletics administration may not. A sense of power for collective action seems like a worthy educational outcome. Likewise, a conversation about power may help the SAAC members understand their rank as a stakeholder. With the anticipated entrance of this next Millennial generation of students who have been told they are special and deserving of great attention, it will be important for these young people to understand that there are many individuals vying for the attention and resources of the managers of their athletics programs.

Legitimacy (without regard to decision domains). The athletics administrators and FARs perceived the campus SAACs' legitimacy as stronger than the campus SAAC

members' perceptions. While this difference was not statistically significant, SAAC members should look to this finding as a signal for their continued involvement. It should instill confidence in the SAAC members that their inclusion in department matters is important. Likewise, athletics administrators and FAR might consider that their experience in higher education has offered insights into student legitimacy on campus of which current students are not aware.

Student-athletes may not know the history of the SAACs or their role in the governance of intercollegiate athletics. For athletics administrators, this is an opportunity to connect with student-athlete leaders on campus. In keeping with the educational goal of developing civically-minded students, athletics administrators and FARs can reinforce the importance of the student-athlete perspective in decision-making as well as the responsibility of stakeholders to be actively engaged in matters that affect them. Administrators may coach SAAC members on avenues to strengthen their role in decision-making not only within the department of athletics, but also across campus. Administrators and FARs may have been witness to the success of student groups, broadly, to create change on campus. Athletics administrators may be able to offer SAAC members advice on developing relationships with student government or the board of trustees. If the SAAC members feel a greater sense of legitimacy within the department, they may be more effective working on its behalf within the broader college or university community.

Within the survey, there was one particular question about the communication between the SAAC and other student-athletes that calls into question the high legitimacy scores. (My SAAC communicates with the rest of the student-athletes on my campus.)

A majority of responses by SAAC members (259) and athletics administrators/FARs (43) indicate this communication only to be the case “sometimes.” If the SAAC does not communicate with its constituents, its legitimacy in the long-run may erode. The athletics administrators and FARs currently perceive the SAAC to be a legitimate representative of student-athletes; nevertheless, poor communication between the representative group and its constituents will affect the ability of the SAAC to work on behalf of all student-athletes.

Urgency (without regard to decision domains). There were statistically significant differences between the SAACs’ perceptions of the urgency of their demands and those perceptions of the athletics administrators and FARs. Urgency is a feature of salience that should not be underestimated by campus SAAC members.

The differences in perceptions between SAAC members and athletics administrators and FARs regarding the importance and timeliness of the SAACs’ demands are a problem for the campus SAACs. Athletics decision-makers must prioritize the issues they face. The SAAC members must be able to make a case for the issues that they bring to the department’s leadership. Often department policies and budgets have set timelines for review and decision-making. There are pre-determined times and venues for providing feedback on proposed local or national rule changes. The SAACs must understand and operate within the prescribed timeframes. This may require structural adjustments like a change in the frequency of SAAC meetings or improved communication between the SAAC and administration. The athletics administrators’ and FARs’ weaker perceptions of the SAACs’ urgency suggest that the SAACs may not be

operating in a way to put their most important issues in front of the athletics leaders at the right time.

A major obstacle facing the SAACs is that the timelines for input on many of their interests may not be publicly announced. SAACs must be connected to the governance process in a way to know when this information is required, and they must be capable of mobilizing themselves to act quickly. An administrative liaison to the SAAC will be a critical asset to help the SAAC react quickly; nevertheless, without the structures in place for the SAAC to respond, opportunities will be lost.

From their high scores for urgency, it appears the SAACs perceive themselves as providing input on what they would consider important and timely issues. However, much weaker perceptions of the athletics administrators and FARs suggest that the issues being put forward may not be important to the administrative group or may not be important at the time the input was offered. Unfortunately, these two parts of the urgency dimension leave room for questioning the causes of these urgency perceptions.

Importance of Institutional, Organizational, and Individual Characteristics (Without Regard to Decision Domains)

The effects of three characteristics (i.e., institutional, organizational, and individual) on overall salience and its dimensions of power, legitimacy, and urgency were examined in two ways. In one case, these characteristics were explored without regard to decision domains, then they were looked at within the three domains of SAAC involvement (decision domains). In this subsection, the data without regard to decision domains is discussed. Later in this chapter, data with regard to decision domains is considered.

A number of significant differences were identified when ANOVAs were run between institutional, organizational, and individual characteristics and overall salience and its three dimensions (i.e., power, legitimacy, and urgency). These differences help one to think about the variations across SAACs. Table 37 summarizes these statistically significant differences. Only SAAC members were included in the analyses with organizational characteristics.

Table 37. Significant Differences within Sets of Institutional, Organizational, and Individual Characteristics for the Dependent Variables (Without Regard to Decision Domains)

	Overall Salience Index	Power	Legitimacy	Urgency
Institutional Characteristics				
NCAA Division	p<.01	p<.05	p<.01	-
Institutional Size	p<.01	-	p<.001	-
Institutional Control	p<.01	p<.05	p<.05	p<.05
Organizational Characteristics				
Participation on Campus Board	p<.001	p<.001	p<.001	p<.001
Vote on Campus Board	p<.05	p<.05	p<.05	p<.05
Individual Characteristics				
Gender	p<.05	p<.01	-	-
Race	-	-	-	-
Sports by Season (e.g., Fall, Winter, Spring)	-	-	-	-
Position (e.g., AD, SWA, FAR)	p<.05	p<.01	-	p<.000

Institutional differences (without regard to decision domains). For perceptions of SAAC salience, institutional differences according to NCAA division, institutional size, and institutional control existed and were reported in Chapter Four. Initially, I had thought that Division I and III institutions might have similar scores for overall salience, but the explanation might reflect strengths of different salience dimensions. For example, it was proposed that the Division III SAACs might be perceived to have stronger perceptions of legitimacy, whereas Division I SAACs might have stronger perceptions of power. The finding that Division I and III campus SAACs are not significantly different for overall salience or any of its dimensions challenges this original proposition. It was

the Division II SAACs that were significantly different from both Division I and III SAACs.

Division II SAACs were significantly different from SAACs at Division I institutions with regard to overall salience, power, and legitimacy. From an NCAA perspective, there is very little to explain these divisional differences. Both divisions require SAACs at the campus, conference, and national levels, so expectations of the campus SAACs to inform the SAACs at these other levels are similar. The different perceptions of power might have to do with structural connections between the SAACs and their athletics administrations. Differences in legitimacy may reflect expectations of student involvement on Division I versus Division II campuses. It may not be NCAA divisional difference as much as differences between the types of campuses that explain these variations. Perceptions of the Division II SAACs were only significantly different from perceptions of Division III SAACs with regard to legitimacy. Again, these differences may be less about NCAA governance issues than other institutional characteristics.

When specific decision domains were not considered, differences according to institutional size only existed for legitimacy and the overall salience variables. The largest institutions (10,001 and over) were statistically different from all others, and their members had stronger perceptions of their campus SAACs' salience. What we do not know are the characteristics of larger institutions that may make them different than the smaller colleges. It could be the support system in place for the SAAC or the SAACs' size and visibility. Perhaps SAACs at larger institutions have more resources.

It makes sense that the SAACs at the largest sized institutions had the highest scores for legitimacy when institutional governance structures are considered. It may be that the governance structures within these large institutions are federated. The athletic department may be more autonomous, and student-athletes are a key constituency. In smaller institutions, decision-making may be centralized in faculty senates that operate in town hall settings. In smaller institutions, the SAAC becomes a stakeholder among many groups; therefore, their legitimacy may be perceived as weaker.

Control was the one institutional characteristic that had significant differences for all measures of SAAC salience (without regard to decision domains). This seems to reflect some of the more current higher education literature that addresses differences between public and private institutions' governance processes and priorities. Private institutions seem to be in conflict about the roles of various stakeholders in campus level decision-making, especially as institutional administrative leaders have an increasingly business-oriented framework for decision-making. It is not new for public institutions to be influenced by multiple, external stakeholders (e.g., public officials, trustees, entertainment industry, foundations, taxpayers). At public institutions, the SAACs were perceived to be more salient across all dimensions. The now famous 1940s quote by University of Oklahoma's President Cross, "I would like to build a university the football team can be proud of" (Dent, 2001, p. 150), sums up the suspicion that athletics might also play a different role at public institutions. Perhaps at private institutions, the SAACs are viewed as stakeholders in competition among other student stakeholder groups, and athletics may not be as important.

The finding that SAACs at larger, public institutions tend to be perceived as more salient is consistent with the athletics literature; however, it was expected from the higher education literature that SAACs at smaller, private colleges might be also be perceived as having greater agency. There are some additional, potential explanations for the differences by institution. The NCAA's Division I membership mandated in 1999 that all of its institutions have a CHAMPS/Life Skills Program in place. This means that there are staff members in place to support student-athlete development efforts. These individuals are often responsible for the SAAC. In this study, the majority of Division I institutions had an institutional size of 10,001 and over. While the idea of student voice and inclusion may be important at differently sized institutions, smaller or mid-sized, private institutions may not have the personnel to ensure that their SAACs are operational; consequently, perceptions of their agency may not be as strong.

Organizational differences (without regard to decision domains). The organizational variables were perceptions by the SAAC members (no athletics administrator/FAR perceptions are included) that their SAACs were represented on their campus athletics boards and perceptions of whether these representatives had a vote. There were no surprises that perceptions of SAAC involvement on the campus athletics board would be related to perceptions of salience. The highest means across all factors were reported by those SAAC members who believed their SAAC had a representative who served on the institution's athletics advisory board and who had a vote. This finding is consistent with Gulley's (1978) research that showed voting rights as being the single most important indicator for students of their full and meaningful engagement on a board. If SAACs are looking to improve their perceived salience, they should work on getting

representation and a vote on their campus athletics boards, student government associations, or other decision-making bodies on campus.

When it was perceived that the SAAC had a formal vote on its institution's athletics advisory board, the perception of overall salience tended to be stronger. The organizational characteristics of representation and a vote on a campus athletics board proved most promising to explain the SAACs' salience. These variables signal to the student-athletes that they have a place at the decision-making table.

Individual differences (without regard to decision domains). When relationships between individual characteristics and salience were examined (without regard to decision domains), differences according to gender emerged. Female SAAC members had stronger perceptions of SAAC salience with regard to its power and overall salience. This may be an indicator that women are more intimately involved in the leadership of the SAAC, thus seeing firsthand the power of the group. Abel's 1972 study reported that student participants in the governance process had more favorable responses to the impact of student involvement in the governance process than student non-participants. Perhaps these higher scores for the women might be indicative of their levels of involvement in the SAAC. The involvement of women versus men on the SAAC could take different forms from attendance at meetings to holding officer positions. It makes sense that those individuals who are more active in an organization may be more aware of the work being completed.

There were no significant differences among the athletics teams for the legitimacy factor, urgency factor, or overall salience index. However, there were statistically significant differences between water polo and the sports of basketball, cheerleading, and

softball for the power factor. This makes sense as the three sports of basketball, cheerleading, and softball are on the rise in participation numbers and television coverage, whereas water polo has been a sport in decline.

The cheerleaders had the strongest perceptions of power. In past years, there have been national conversations about making cheerleading an NCAA emerging sport for women. Although this has not happened, a number of NCAA programs have moved their cheerleaders to varsity status, counting them towards Title IX participation numbers. A summer 2010 federal judge's ruling in Connecticut that competitive cheerleading cannot be considered an official sport colleges can use to meet gender equity laws may change these perceptions. The lowest perceptions of power were held by the water polo players, which is the trend for water polo across all factors. Water polo has been a sport cut in recent years, particularly among Division III programs.

***The SAACs' Functions can be Organized into
Three Domains of Involvement (Decision Domains)***

Prior to this study, anecdotal data informed the understanding of the SAACs' functions. A factor analysis was conducted to reduce data describing nine functional areas of responsibility for the SAACs. The items used in the factor analyses asked about the level of SAAC involvement, not salience. Three latent factors emerged in the analyses. They included department policies, NCAA rules, and community relations. The domain of department policies includes the SAACs' efforts to provide input on issues that are more local like campus disciplinary policies and coaches' performances. The review of department data like equity reports and student-athlete exit interviews is also included. A second domain of NCAA rules describes an attention to proposed NCAA legislation. A third domain is that of community relations. This area includes

volunteer activities within the local community, the SAACs' communication with its constituents and other allies, and the SAACs' representation on campus committees.

The domain where the SAAC members' were perceived to be least involved was department policies. Perceptions of involvement were greater for SAAC members than for the athletics administrators and FARs, but this difference was not statistically significant. Both groups perceived the campus SAAC as "rarely" being involved with department policies. This could be a problem for both SAAC members and athletics administrators and FARs. Just as legal precedent suggested that student-athletes needed to be involved in the consideration of national NCAA rules governing them; it may be wise to have this same guideline at the campus level. There are an increasing number of institutional, conference, and department rules that govern the student-athletes' participation in intercollegiate athletics from academic requirements like class or study hall attendance to health and safety precautions for concussions. Engaging the student-athletes in the development, education, and disciplinary processes may not only make them aware of institutional rules, but it may also foster their support of them. Procedural justice was discussed as important to developing a two-way street of support and enforcement. When student-athletes are disenfranchised from the process, their levels of awareness may be lower and the likelihood of holding their peers accountable are equally dismal. Though this domain may currently reflect the lowest levels of involvement, it may need to be repositioned in the SAACs' priorities.

The finding that the community relations domain rated the highest in perceived SAAC involvement was somewhat expected. As institutions of higher education have expanded their community based learning and volunteer programs, students have had

more chances to get involved with their local communities. Athletics programs looked for opportunities to provide positive exposure for their student-athletes outside of their athletics roles. The use of social media has allowed students to better connect with each other. Each of these innovations supports the finding that the SAACs' highest mean for involvement was in community relations. Not only did student-athletes have more opportunities to get involved, they were often sought out by community groups for their involvement. Particularly at athletically successful institutions, local schools and hospitals attempt to connect with high profile teams and athletes.

The perceived involvement of the SAACs in the consideration of NCAA rules was not outstanding, nor was it as discouraging as the involvement in department policies. The respondents judged that SAACs are "sometimes" involved with NCAA rules. The involvement of SAACs in the review of NCAA rules is challenging. Within each division, there are different legislative processes and timelines for getting proposed rules passed. Depending upon the turnover of the SAAC and the type of administrative support that the SAAC receives, it may be difficult to develop any institutional memory with the SAAC. This was, however, one of the primary purposes for the original NCAA Association-wide SAAC, so athletics administrators and FARs may be more attentive to getting the input of the SAACs in this area.

Decision Domains Make a Difference in Perceptions of Salience

In the first part of this study, general perceptions of salience and its dimensions were explored without regard to any particular set of issues or overarching domains of the SAACs' involvement in athletics decision-making. From the review of the literature, it was proposed that salience might be perceived differently, depending upon the decision

being made. For example, the SAACs' salience with regard to issues of hazing might be perceived differently than salience around budget issues. In addition to traditional variables of context like institutional setting, the second part of this study examined salience within the three decision domains for the campus SAAC.

The SAAC members' strongest perceptions of overall salience were within the NCAA rules domain. Though the athletics administrators and FARs perceptions were weaker, they were not significantly different from perceptions of the SAACs. Providing input on NCAA rules and policies was one of the first responsibilities of the Association-wide SAAC beginning in 1989. It continues to be a very concrete responsibility for the SAACs. Over the years, institutions have developed their own processes for sharing the proposed legislation with the SAACs and for getting input. Some institutions have enhanced their processes by using online surveys to get the input from all student-athletes on their individual perspectives. The SAAC uses this information to take a formal position that is offered to their administration. The NCAA rules domain may be one area where athletics administrators and FARs are approaching the SAAC for input. It has become common practice at the NCAA Convention and NCAA meetings for athletics administrators or FARs to ask how the student-athletes feel about a new rule or policy. The campus SAACs also may be asked by their conference or national SAACs to provide their institutional perspective.

The domain with the next strongest measures of salience for the SAACs was community relations. In this domain, the athletics administrators and FARs had stronger perceptions of the SAACs' salience, but this difference was not significant. It is in local outreach, communication, and community engagement that the SAAC members feel as

though they have the most agency in working with the athletics administrators and FARs at their institutions, and the administrators and FARs would agree. Ironically, of the three domains, this may be the one requiring the least amount of support from athletics administrators or FARs for the SAACs to be successful. In fact, resources and support for these activities may be more plentiful outside of the department of athletics.

The area where the SAACs' salience was perceived as weakest is within the department policies domain, which is expected seeing as it was the domain where the campus SAACs were perceived to "rarely" be involved. The athletics administrators and FARs did not have significantly different perceptions. Whereas community relations seemed to be an area where the SAACs did not really need the support of their department leaders, in the domain of department policies, the support of athletics administrators and FARs seems critical. This domain may need to take on a new priority for campus SAACs.

How Institutional, Organizational, and Individual Characteristics are Related to Perceptions of Salience (With Regard to Decision Domains)

I began the examination of data in this study by developing some baseline scores for perceptions of overall salience for the sample without regard to any particular decision domain. When data that took decision domains into consideration was examined, new relationships emerged and insights into the variations across SAACs became more evident.

Institutional differences (with regard to decision domains). When the perceived salience of the SAACs is examined by NCAA division, the Division I SAACs have the highest scores across domains and salience dimensions. Division I institutions are the only institutions that require the NCAA Life Skills Program (formerly CHAMPS/Life

Skills Program), which is a student-athlete development program. The NCAA funding model provides academic grants to institutions to help support these programs. Often the administrators who oversee these programs also act as liaisons to their campus SAACs. In addition, full-time compliance staffs may also assist these SAACs in their understanding of NCAA and institutional rules. This attention and support may be one explanation for the stronger perceptions of salience.

The differences between Divisions I and II that existed for perceptions of salience without regard to decision domains held across domains for the power and legitimacy dimensions and for overall salience. However, the differences between Divisions II and III that existed for perceptions of the SAACs' legitimacy no longer appeared when domains were considered. In the context of an area like NCAA rules, the timeline and legislative process are similar for Divisions II and III; therefore, expectations for the SAACs may be similar. It is possible that similarities may also exist for these SAACs with regard to department policies and community relations.

Within the community relations domain, Division I perceptions were stronger than Divisions II and III for urgency and overall salience. It may be that community relations are facilitated more by teams or through other campus departments at the Division II and III institutions, whereas much of the organization around community, including community service, is organized by the SAACs at the Division I level.

The SAACs at the largest sized institutions within this study (i.e., 10,001 and over) had the highest scores for perceptions of power, urgency, and salience within the domain of NCAA rules. The SAACs at these larger institutions may have more resources available to them with regard to NCAA rules. There may be larger compliance staffs

within their athletics department who are supporting the SAACs in the consideration of NCAA rules. These same individuals may work with the athletics administration/FARs to educate them on the NCAA proposals at the same time sharing the SAACs' perspectives. These compliance officers may help to raise the levels of urgency for the SAACs as deadlines for submitting feedback on proposals are met.

The statistically significant differences between public and private institutions found in general perceptions of salience were not always present when salience was examined for discrete sets of decision issues. There were no differences between public and private institutions' perceptions of salience within the domain of NCAA rules. This is expected due to the mix of institutions from all divisions in each category. Also, differences no longer existed for power within the community relations domain.

From the literature review, it was expected that within those domains dealing with fiscal, personnel, or curricular matters, salience for students might be low. I did find that within the domain of department policies, the scores for salience were lowest. Likewise, these scores were lower for NCAA Division II, mid-sized, and private institutions. Across institutional characteristics, legitimacy scores were the highest of the different dimensions of salience when decision domains were not considered. However, when examined by domain, power sometimes emerged as the dimension with the higher mean scores. For example, with regard to division, NCAA Division I and III institutions had their highest scores in power for the domain of NCAA rules. Division II institutions had equally high scores for power in NCAA rules and legitimacy in community relations.

Across all institutional characteristics for the NCAA rules domain, there are no significant differences for the urgency factor. It may be that institutional routines have

been established that acknowledge the timeliness of providing the student-athlete perspective on the rules being considered.

Organizational differences (with regard to decision domains). Within the domain of NCAA rules there were significant differences with regard to legitimacy. Individuals who perceived their SAACs to be represented on the campus athletics boards had stronger perceptions of the SAACs' legitimacy. There were no differences, though, with regard to perceptions of power or urgency. Representation of a group on another committee or board is a show of respect for that group and sends a message of the representative group's importance or legitimacy.

Within the decision domain of department policies for the power dimension, there was a statistically significant difference between those who believed that their SAACs had a vote on their athletics advisory boards and those who did not. This makes sense as the athletics advisory board is presumed to have a say in department policies for the institution, so a vote on the board could be considered a measure of power.

Individual differences (with regard to decision domains). The same trends continued in the exploration of data with regard to individual characteristics. For perceptions of salience without regard to decision domains, there had been significant differences between men and women for the power dimension. However, when domains were considered, these differences existed for the dimensions of legitimacy and power within both the NCAA rules and community relations domains. Women had significantly stronger perceptions. It may be that the women have a different connection to both of these domains of NCAA rules and community relations. The stronger perceptions may suggest greater involvement.

When teams were examined by their sports' season, there were no significant differences for general perceptions of salience; however, statistically significant differences between fall and spring sports emerged within the NCAA rules domain for the legitimacy factor. The spring sport athletes perceived the legitimacy of the campus SAAC as stronger with regard to NCAA rules than the fall sport athletes. The reasons for this difference are not clear. It may be that fall sport athletes miss meetings when they are in-season, and the fall is generally when institutions review NCAA legislation.

Conceptual Implications

The conceptual framework proposed in Chapter Two as Figure 1 was based on a review of the literatures on stakeholder theory, higher education governance, and their intersections with intercollegiate athletics. Based on the findings of this study, it can be improved in several ways. Figure 2 summarizes several key changes. First, it recognizes the importance of decision domains with regard to salience. In the earlier model, decision domains were conceptualized as a category along with institutional, organizational, and individual characteristics. This new model embeds perceptions of salience and its three theoretical dimensions within the domain. The perception of a stakeholder's salience is more accurately assessed when a specific set of issues is under consideration. The variables on the left side of the model (i.e., institutional, organizational, and individual characteristics) may remain constant for a stakeholder; however, an individual or group may find salience outcomes (on the right side of the model) to be quite different depending upon the topic. For example, though one's institutional location may not change (e.g., Division III), the relationship between Division and overall salience may be different based on the decision domain. What this

study contributes to the conceptualization of stakeholder salience is the confirmation that the same stakeholder may have different levels of salience with an organization's management depending upon the set of issues.

The dotted lines indicate that there may be statistically significant relationships between the categories of independent variables and perceptions of overall salience for a decision domain. This model also signifies by the solid lines that statistically significant relationships may exist between institutional, organizational, and individual characteristics and the three dimensions of salience (i.e. power, legitimacy, urgency). The different weights of the lines are only intended to distinguish them. They do not reflect a certain level of statistical significance.

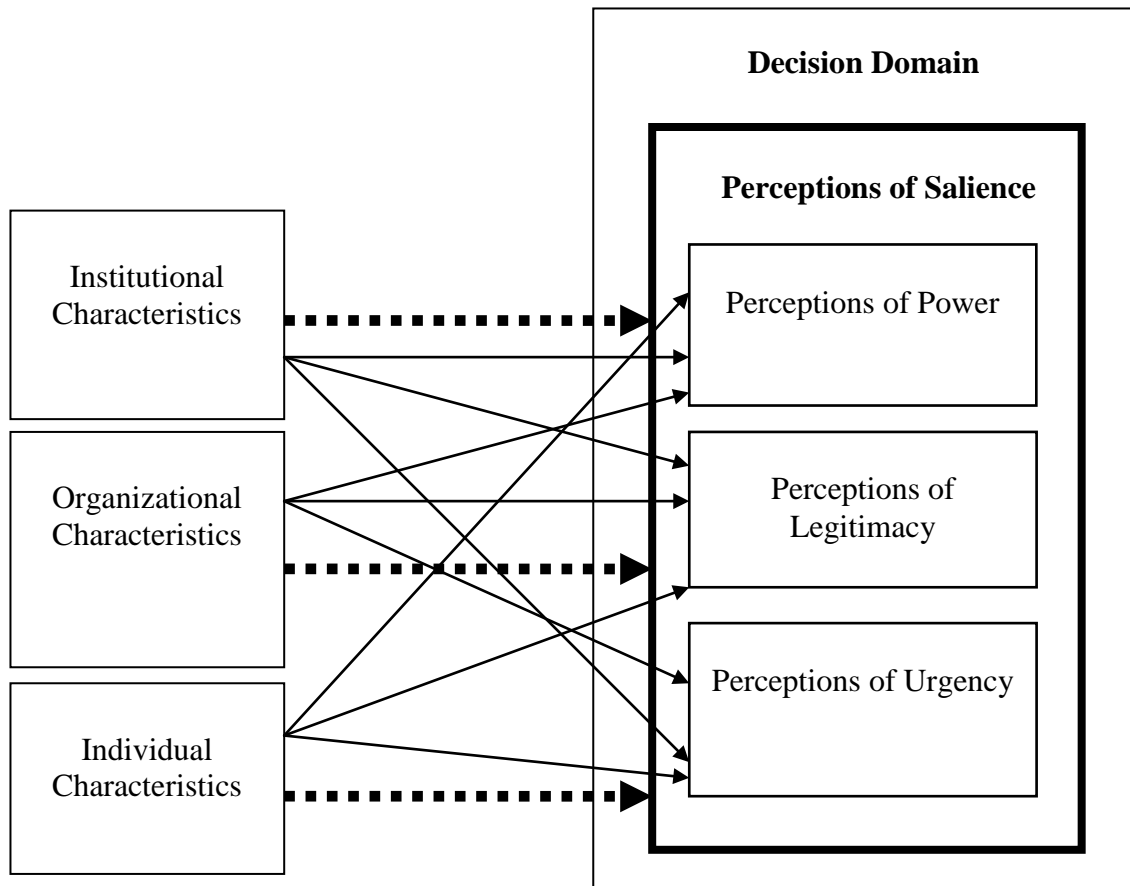
What this model leaves open for further discussion are characteristics of or forces within a decision domain that may also affect perceptions of salience. The explanatory power of this model was weak, suggesting that there are missing pieces to understanding a stakeholder's salience. It may be that the degree to which the decisions are internal to the governance of the organization (e.g., department policies) or external (e.g., NCAA rules) affects a stakeholder's influence with organizational leaders. If the domain under consideration has limited competition among stakeholders, as in community relations, the managers may only look to one stakeholder group (e.g., SAAC) for input. However, in the case where multiple stakeholders (e.g., SAAC, coaches, and athletic trainers) offer perspectives (e.g., department policies, NCAA rules) then the influence of any one group may be weaker.

Another variable that may distinguish domains and perceptions of salience is the demand of resources. When requests require little to no additional resources for positive

outcomes, managers may be more supportive of stakeholders. In the case of community relations, the needs of the SAAC may be few; therefore, the managers' cost/benefit analysis of supporting the SAAC suggests that with little investment, the return to the department in terms of goodwill and positive exposure is worth it. Likewise, though the SAACs' input into NCAA rules may be valued by the athletics' administrators and FARs, if a rule change would require additional resources for a new position like a strength and conditioning coach or transportation costs, the salience of the stakeholder may be perceived differently. Expectations for a stakeholder's agency within any one domain may fluctuate depending upon the financial demands of its interests.

Finally, there may be interrelationships among the institutional, organizational, and individual characteristics that may affect this conceptual model. Certain types of student-athletes may be attracted to institutions with specific characteristics. One may find that there are higher expectations of engagement at a set of institutions, which may dictate the organizational structures and support of their SAACs. Likewise, the managers at those institutions may have common priorities. It may be that the underlying values of the organization attract certain stakeholders and managers to it. The conceptual implications of these interrelationships lead one to think about organizational values and culture. Are the categories of institutional, organizational, and individual characteristics really unique or might there be different categories that cluster the shared values of stakeholders and managers? The relationships of these clusters with perceptions of salience within the decision domains may have greater explanatory power.

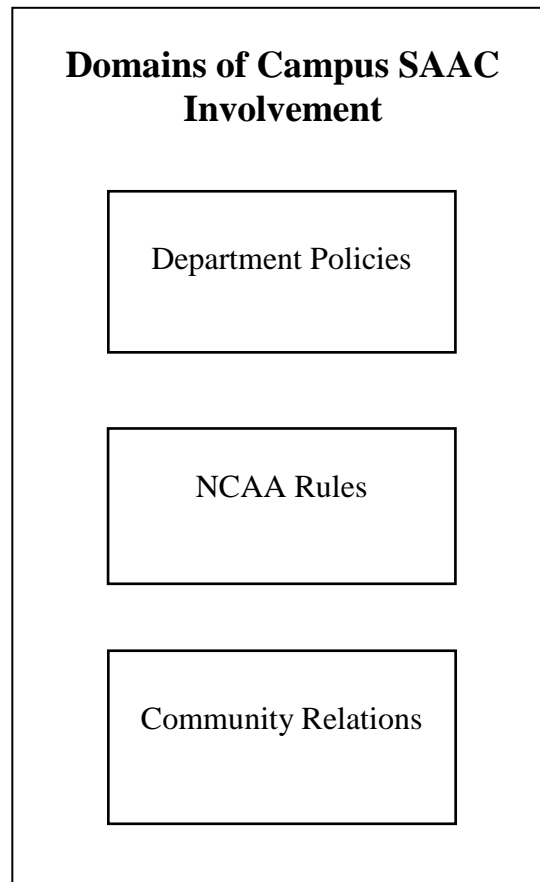
Figure 2. Revised Conceptual Framework Embedding Saliency within Decision Domain



NCAA Campus SAACs' Domains of Involvement

The functions of the campus SAAC had been suggested in NCAA literature based largely on anecdotal information. This study confirmed that there are three primary domains of involvement for the campus SAACs: department policies, NCAA rules, and community relations. This aspect of the study will be helpful to conceptually organize future research on the campus SAACs. Further investigation of the responsibilities within these domains would be useful. With regard to stakeholder saliency, these domains can be inserted into the revised conceptual model (Figure 2) for continued study of the relationship between domains and stakeholder theory.

Figure 3. Domains of Campus SAAC Involvement



Practical Implications

There are practical implications of this study for campus SAACs and athletics administrators and FARs. Highlights for each of these groups will be discussed.

Campus SAACs

When overall perceptions were examined according to different domains, one continued to see high scores for salience. Across the three domains examined in this study, the average scores for overall salience reflected perceptions of the campus SAAC being “very often” salient. This continues to be positive news for student-athletes.

However, these numbers should be considered along with the scores for involvement. In the domain of department policies, the SAACs were perceived to “rarely” be involved. Strong perceptions of salience and low scores for involvement tell different stories. If the SAACs were more involved in matters like developing disciplinary policies or coaches’ evaluations, would perceptions of their salience be as strong? The SAACs should question whether their high scores in salience are in areas that really matter or where they need the support of the administration to fulfill their mission.

The attention to domain may be a helpful way for the SAACs to organize their time and resources. This new organization of the SAACs’ functional responsibilities into domains may be a less intimidating and more focused tool than a lengthy list of activities. For those SAACs who are new or struggling, they may want to assess their work in each of the domains. It may be helpful to assign subcommittees to each area, asking them to develop goals for each one. For established and functional SAACs, it may be a useful self-study to take a look at their current workload. They will want to make sure that they have a balanced approach to all three domains.

In particular, campus SAACs may want to review their meeting agendas to see how much time is spent on department issues. There are many topics of interest to student-athletes that would fall under this domain. Student-athletes care about their dining options, athletic training, equipment, student-development support, the promotion of their contests, and the evaluations of their coaches. There are important topics requiring the input of student-athletes that would benefit the athletics program as a whole. Although this is currently the domain perceived as receiving the least attention from the

SAACs and the lowest scores for salience, it probably deserves more attention and support on all campuses.

Just as important as the content of the SAAC meetings is the execution of its strategic plan. Weak perceptions of SAAC salience with regard to urgency are cause for concern. The SAACs must adjust their schedules to provide input to the athletics administrators and FARs at the right time to be effective advocates for their teams.

Within this study, when more specific scenarios were provided to inquire about the SAACs' salience, the scores were higher than for those questions concerning more general perceptions of the SAAC. SAAC members should keep this finding in mind as they approach athletics administrators and FARs. The nature of the particular issue matters.

Divisional differences in perceptions of salience may make the case for student-athletes working together, across campuses and divisions, on issues that matter to them. For common student-athlete issues (e.g., athletic training support, gender equity, community service), it may be worthwhile looking into how one division's or institution's legitimacy or power might be used to improve the salience of another institution's SAAC. SAACs might consider different coalitions on campus or across campuses as a way to strengthen perceptions of their salience with the athletics administration. Rather than approaching NCAA rules from a divisional perspective, the national SAACs might consider working together on issues as common student-athlete well-being issues that cross divisions and require Association-wide approval.

Athletics Administrators and FARs

A practical implication of this study is that many athletics administrators and FARs need to create and activate the SAACs on their campuses. With one third of the initial sample claiming that they do not have active SAACs, there is work to be done. Just as was suggested for the campus SAACs, athletics administrators and faculty may want to use the conceptual organization of the SAACs' responsibilities to initiate activity.

The NCAA rules decision domain has been the rallying point for many established SAACs, but the involvement measures suggest campus SAACs are perceived as only "sometimes" being involved. The differences between institutional governance processes and among NCAA divisional systems may make the work of the SAACs more challenging. In my experience of working with the campus SAACs, discussions about governance processes rarely emerge on their own. When these conversations do occur, they are powerful. We are asking students to make a major moral leap from personal or peer-centered decision-making to thinking about the interests that may go beyond team, institution, or athletics conference. Couple this developmental challenge with a lack of understanding of the NCAA governance structure. When the SAACs are asked to provide feedback on NCAA rules there needs to be some initial education on both the governance process for establishing legislation and what the actual proposals mean.

The domain of department policies is one in which few perceived the SAACs to be highly involved or salient. As athletics administrators and FARs, we need to reconsider this particular finding and its implications. Just as conversations in the early 1990s were about getting student-athlete input on NCAA rules, we really need to think about how we are involving our student-athletes in more local conversations about our

departments and institutions. Especially in those cases where policies at the institutional level may withhold student-athletes from practice and competition, we should be concerned about student-athlete awareness of the policies and their perspectives. Anecdotally, at several institutions where I have witnessed the SAACs' conversations on these types of issues, the student-athletes often suggest policies that are stricter than what are proposed by the administration and disciplinary policies more severe than what one might expect from students.

For athletics administrators or FARs who are looking to improve student-athlete perceptions of how seriously their concerns are taken, they might want to make sure that the student-athletes are represented on their campus athletics advisory boards. Just as important, they need to make sure that the student-athletes are aware of this representation.

Limitations of the Study

The response rates in this study, though acceptable, were lowered because institutions were removed that did not have responses from both their SAAC members and athletics administrators/FARs. In addition, individuals were removed who did not successfully complete the section on perceptions of salience without regard to decision domains and the items within the nine sets of scenarios. These two requirements lowered initial responses rates of 46.0% for athletics administrators/FARs and 46.6% for SAAC members to usable response rates of 22.9% and 35.2% respectively.

To create the salience indices (both with and without regard to decision domains), responses of "I don't know" were removed from consideration. For a number of questions like "the idea of unionizing by student-athletes has been discussed by my

SAAC,” a large number of “I don’t know” responses were recorded. Special attention was not given to the makeup of this group, and it reflects a limited understanding of who may not have been weighing in on SAAC perceptions.

The relationship between organizational characteristics and stakeholder salience was not fully explored in this study as intended; consequently, I am reluctant to make strong, definitive claims about it. It was intended that there be more organizational characteristics of the campus SAAC included in the study. Questions such as the frequency of meetings and number of members were left open-ended with the intention of defining categories once the results were submitted. The differences across campus SAACs were affirmed; however, the data were provided in a way that made categorization impossible. A number of SAAC members commented on the extensive structure of their organization. One example of the complexity was that the frequency of meetings differed according to the SAAC member’s position on the committee (e.g., executive board member, subcommittee chair, alternate voting member). Other organizational characteristics that were intended but not ultimately included in the data analyses were items like the selection process for SAAC or the type of orientation provided to its new members.

A decision was made to exclude several items from the survey instrument for athletics administrators and FARs in order to shorten it. Two of these items were about perceptions of representation and voting rights on the campus athletics advisory board. In hindsight, both items showed promise to explain perceptions of salience. It would have been helpful to have had the athletics administrators’ and FARs’ responses.

Data organized by race were kept in the results sections to acknowledge responses of the study participants; however, the small numbers of individuals who identified as Non-White in the study make broader generalizations based on race inappropriate.

Finally, the literature on stakeholder theory provides little guidance on coalition building between stakeholders. The data within this study exposed differences among SAAC stakeholders. While I propose that the SAACs consider opportunities to work together on issues, stakeholder theory is currently limited in its discussion on how different stakeholder groups might leverage their collective salience to increase their agency with organizational managers.

Suggestions for Further Research

Wading into this area of study, it is clear that there is room for continued research on stakeholder theory generally and intercollegiate athletics more specifically. Both areas and their potential for further research will be reflected upon in this section.

In describing the revised conceptual model for this study, it was proposed that salience be embedded within a particular decision domain. The findings support that the strength of perceived salience varies according to the set of issues considered; however, the characteristics of the decision domains that might affect salience were not clear. Using the three domains of SAAC involvement that emerged in this study as examples, several aspects of a domain that might be explored include: the degree to which the decisions are internal to the governance of the organization (e.g., department policies) or external (e.g., NCAA rules); the degree to which action requires organizational resources (community relations versus department policies); and the level of competition among

stakeholders with interests situated in a particular domain. These examples are not intended to be exhaustive, but they suggest that there may be additional variables affecting perceptions of a stakeholder's salience. In addition, there might be some interactions between the stakeholder variables (i.e., institutional, organizational, individual characteristics) and these domain variables.

One critique of stakeholder theory is that the link between salience and organizational performance is not clear. Presumably, organizational managers identify those stakeholders who are most salient, so they can direct their attention and resources appropriately for the organization's benefit. The SAACs were perceived to have a great deal of overall agency with athletics administrators and FARs, but their levels of involvement in these areas were not necessarily high; consequently, the contributions of the SAACs as stakeholders may be weak. Could the presence of select dimensions of salience (i.e., legitimacy) without others (i.e., urgency) indicate complacency rather than action? In the case of the campus SAACS, there was a lack of perceived urgency, but the consequence on the departments of athletics was not explored. It is certainly deserving of more attention.

Further research on the organizational characteristics of the campus SAAC and their relationships with salience appears to be needed. An attempt was made to capture several organizational characteristics of the campus SAACs; however, numerous differences across these committees require a more concentrated look at structural characteristics that define committees (e.g., number of representatives, existence of a subcommittee structure, terms of service).

As one looks to better understand the attribute of urgency, the organizational structures of SAACs and their agenda creation mechanisms may be ripe areas for further examination (possibly through case studies). The frequency that SAACs, their executive boards, or subcommittees meet will affect the ability of the group to act on issues of importance in a timely manner. [A question in the survey asked about the frequency of SAAC meetings. The discourse of the responses suggested great variation among committees.]

Finally, it is important to reflect on whether stakeholder theory is positioned to stand the test of time; moreover, what new lines of research are important to keeping this literature current and relevant. Mitchell, Agle, and Wood's 1997 article had a strong influence on this study. It is over ten years since this article was published, yet it continues to be quoted, most recently in 2008 (Flak, Nordheim, & Munkvold). Its descriptive relevance for understanding salience makes it an important foundational article. Understanding the relationships between stakeholders and organizational leaders is relevant in these times of organizational change. Leaders are looking for guidance on how to prioritize their attention and resources. Stakeholder theory is broad enough to cover new relationships that are emerging as organizations are multistate or multinational in scope. New research, though, needs to move stakeholder theory beyond description to more quantifiable measures that differentiate individuals and groups. Likewise, the research must understand not only the perceived salience of stakeholders, but also the perceived strength of coalitions of stakeholders.

With regard to research on SAACs, stakeholder theory can continue to provide a foundation for the examination of relationships between student-athlete committees and

the athletics administration. The boundaries that must be pushed include understanding more specific differentiators among the SAACs (e.g., organizational characteristics). In addition, one might want to reframe the position of stakeholders and managers, examining the SAACS, faculty, and athletics administrators as stakeholders to institutional managers (e.g., president, chancellor, boards of trustees) to expose new coalition possibilities. Also, other stakeholder groups like coaches, alumni, and athletics boosters deserve attention to see how the perceptions of SAAC salience compare against these other groups and their interests. Stakeholder theory continues to be relevant because the importance of relationships continues to be articulated.

Conclusion

Within the NCAA, the phrase “student-athlete voice” has been used to call attention to the interests of certain stakeholders within college athletics. At times, it has been bandied about in such a way as to call into question the sincerity of its use. What has been affirmed through this study is that both the stakeholders (i.e., SAAC members) and managers (i.e., athletics administrators, FARs), across the NCAA, perceive the campus SAACs as “very often” having influence on the decision-making process for athletics. However, perceptions of involvement across three decision domains (i.e., department policies, NCAA rules, community relations) are surprisingly low and leave room for increased SAAC participation in the overall campus governance of intercollegiate athletics.

APPENDICES

APPENDIX A: SURVEY INSTRUMENT COVER MEMO

SUBJECT LINE:

STUDY OF NCAA CAMPUS SAACS: REQUEST FOR SURVEY PARTICIPATION

Greetings!

I am asking for your help with a study of National Collegiate Athletic Association (NCAA) campus student-athlete advisory committees (SAACs). Current campus SAAC members, directors of athletics, senior woman administrators, and faculty athletics representatives from selected NCAA institutions are being asked to share perceptions of their institution's campus SAAC through an online survey that should take no more than 12-15 minutes to complete.

As a former NCAA student-athlete, I chose to pursue this study with the expectation that this information will be useful to student-athletes, athletics and university administrators, and faculty who are interested in making the student-athlete voice stronger in the administration of college athletics. I will be sharing this information in the aggregate with groups within and outside of athletics.

If this information would be helpful to you, your institution, or SAAC, please feel free to contact me via email at lahendri@umich.edu. I would be happy to share the results. Thank you for your help!

Sincerely,

Lori Hendricks
University of Michigan Doctoral Candidate
Former NCAA Education Outreach Coordinator for the CHAMPS/Life Skills Program
and Liaison to the NCAA Association-Wide SAAC and Division II SAAC

615 East University Avenue, Suite 2339
Ann Arbor, Michigan 48109
734-945-7740 (phone)

Please click on the link below to participate.

INCLUDE LINK HERE

APPENDIX B: STUDENT-ATHLETE SURVEY INSTRUMENT

1.

Screen 1/13

INFORMED CONSENT FOR THE STUDY:

**Perceptions of Stakeholder Salience
and Dimensions of Involvement for
Campus Student-Athlete Advisory Committees
in the Governance of Intercollegiate Athletics**
[HUM00008665]

The information collected in this survey will be used to understand perceptions of NCAA campus student-athlete advisory committees (SAACs). It is expected that this survey should take between 15-20 minutes to complete. Any question that you choose not to answer may be skipped, and you can withdraw your participation at any time.

There are benefits and risks associated with your participation in this study. You may find personal benefit in this opportunity to think about your SAAC's influence. It is expected that the results of this study will help those individuals and groups interested in the governance of intercollegiate athletics to better understand the potential of the SAAC to improve this process.

The results of this study will be shared through a dissertation and possibly journal articles and presentations. While the risk of participation is minimal, I am requesting permission to use your responses to this survey in these ways. Your identity and institution's identity will not be made known in any of the results. The principal investigator will be the only individual who will have access to individual responses, and these will never be shared. Your email will be deleted from the dataset once the data collection is done. Once the results have been written, the entire dataset will be destroyed.

If you have questions regarding the study, survey instrument, or results, please contact the primary investigator, Lori Hendricks, University of Michigan, at 734-945-7740 or lahendri@umich.edu. The faculty advisor to the study is Dr. Marvin Peterson. Should you have questions regarding your rights as a participant in this research, please contact the University of Michigan's Behavioral Sciences Institutional Review Board: 540 East Liberty Street, Suite 202 Ann Arbor, Michigan 48104, 734/936-0933 (phone); irbhsbs@umich.edu (email). Refer to Application - HUM00008665.

Please indicate with an acknowledgement of YES that your participation in this study is entirely voluntary and that you are agreeing to it with an understanding of how the information will be used.

- Yes, I provide my consent.
- No, I do not provide my consent. (This will end your participation in the study.)

Screen 2/13

For each of the questions in this survey, the reference to the student-athlete advisory committee (SAAC) is to the campus SAAC.

2. The best way to describe how representatives are selected to my SAAC is: (Select one)

- Team members select their representative(s)
- The coach selects the team representative(s)
- The team captain is the representative(s)
- Whomever volunteers is the representative(s)
- Each team has its own process
- Other process not mentioned
- I don't know

3. How many student-athletes serve on your SAAC: _____

4. How many times does your SAAC meet each month during the academic year:
_____ .

Screen 3/13

5. New SAAC members are introduced to their roles and responsibilities through the following: (Select all that apply)
- Orientation
 - SAAC handbook
 - New members are provided previous SAAC minutes
 - Peer mentor is assigned
 - SAAC retreat
 - Other way(s) not mentioned
 - I don't know
 - No introduction
6. My SAAC is represented on our institution's athletics advisory board.
- Yes
 - No
 - I don't know
7. The SAAC representative to my institution's athletics advisory board has a vote:
- Yes
 - No
 - I don't know
 - Not applicable

Screen 4/13

8. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC has the power to ensure that the student-athlete perspective is heard by our athletics administrators.						
My SAAC is considered a legitimate voice of the student-athletes in our athletics program.						
It would be viewed negatively by our athletics administrators if my SAAC were excluded from the decision-making process for athletics.						
My SAAC communicates with the rest of the student-athletes on my campus (e.g., listserve, newsletter, email-blasts).						
Thinking generally about my institution, student involvement in decision-making is valued across campus.						
My SAAC's goals and interests are consistent with those of my athletics administration.						
My SAAC has ways to ensure that student-athlete concerns are acted on by our athletics administration.						

Screen 5/13

9. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC prioritizes important issues.						
The athletics administration prioritizes the issues that are important to my SAAC.						
The idea of unionizing by student-athletes has been discussed by my SAAC.						
Representatives of my SAAC are appointed to other campus or athletic department committees.						
My SAAC's recommendations to the athletics administration require immediate attention.						
The issues my SAAC considers important are the same issues the athletics administration considers important.						

Screen 6/13

10. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC is involved in setting athletic department policy on drug testing and/or penalties for violating these policies.						
My SAAC is involved in the hiring of athletics administrators and coaches.						
My SAAC has the opportunity to review our athletics department budget.						
My SAAC reviews the Equity in Athletics Disclosure Act report that my institution must complete for the federal government and NCAA.						
My SAAC reviews NCAA-required student-athlete exit interviews or a compiled report of the responses.						
My SAAC comments on the academic experiences of student-athletes (e.g., advising, tutoring, course selection, graduation rates).						
My SAAC makes recommendations for my institution's vote on NCAA rules.						

Screen 7/13 – Over halfway done!

11. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC helps to create department disciplinary procedures for student-athletes.						
My SAAC promotes communication between the athletics administration and student-athletes.						
My SAAC provides feedback to the athletic department on current issues.						
My SAAC speaks for all student-athletes during the creation of athletic department policies.						
My SAAC builds a sense of community among all athletics teams.						
My SAAC asks for student-athlete opinions to proposed conference and NCAA rules.						
My SAAC organizes community service activities.						
My SAAC promotes student-athlete representation on campus-wide committees (e.g., student government).						
My SAAC promotes a positive student-athlete image on campus.						

Screen 8/13

For this next series of questions, scenarios will be provided to give you a context for your responses. Keep each scenario in mind as you answer the questions that follow it.

12. Imagine that pictures of student-athletes at your institution participating in what looks like some sort of hazing activity have been exposed by the website badjocks.com.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to address hazing concerns.						
My SAAC has the power to address hazing concerns.						
It would be considered appropriate by the athletics administration for my SAAC to address hazing concerns.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

13. Imagine that a local hospital has approached your athletics program to get student-athletes involved in its volunteer program. Student-athletes are asked to spend time during the term visiting with sick children.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to organize community service activities.						
My SAAC has the power to organize community service activities.						
It would be considered appropriate by the athletics administration for my SAAC to organize community service activities.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 9/13

14. Imagine that the latest Equity in Athletics Disclosure Act (EADA) report for your institution shows disparities in sport participation opportunities or financial aid for female student-athletes. There is no word, yet, about how the athletics administration plans to address these findings.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know	N/A: Single Sex College
It is within the scope of my SAAC's influence to provide feedback to the athletics administration on current equity issues.							
My SAAC has the power to provide feedback to the athletics administration on current equity issues.							
It would be considered appropriate by the athletics administration for my SAAC to provide them feedback on current equity issues.							
My SAAC would consider this issue important.							
My SAAC would think this issue needs immediate attention.							

15. Imagine that a number of new NCAA rules have been proposed including one that would affect the amount of time student-athletes would be allowed to participate per week in their sports. Coaches and administrators want to know what the student-athletes think.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to ask for student-athlete opinions on proposed NCAA rules.						
My SAAC has the power to ask for student-athlete opinions on proposed NCAA rules.						
It would be considered appropriate by the athletics administration for my SAAC to ask for student-athlete opinions on proposed NCAA rules.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 10/13 – Home Stretch!!

16. Imagine that the NCAA has changed its drug testing policies on when testing can occur during the year and what teams will be affected. This information is new, and it is not clear if the student-athletes on your campus have heard about this change.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to share new information with our student-athletes.						
My SAAC has the power to share new information with our student-athletes.						
It would be considered appropriate by the athletics administration for my SAAC to share new information with our student-athletes.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention						

17. Imagine that over the course of a weekend, several student-athletes' lockers and the walls of certain athletic facilities were spray-painted with racial slurs. There is considerable speculation about who might have done it and why. Various members of the athletics community describe the current situation differently.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to promote communication among student-athletes.						
My SAAC has the power to promote communication among student-athletes.						
It would be considered appropriate by the athletics administration for my SAAC to promote communication among student-athletes.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 11/13 – Nearing the end!

18. Imagine that in reaction to several high visibility athletics cases, your institution decides to revisit its recruiting policies. It is rethinking the types of activities deemed appropriate and determining disciplinary measures should there be violations of these policies.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to put forth the student-athlete perspective during policy formation.						
My SAAC has the power to put forth the student-athlete perspective during policy formation.						
It would be considered appropriate by the athletics administration for my SAAC to put forth the student-athlete perspective during policy formation.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

19. Imagine that the student-athletes at your institution are interested in building a sense of community. There are many suggestions including attending each other's games, providing leadership workshops, creating a student-athlete lounge, and attending other student events like theater productions.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to build a sense of community.						
My SAAC has the power to build a sense of community.						
It would be considered appropriate by the athletics administration for my SAAC to build a sense of community.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 12/13 – This is the last scenario.

20. Imagine that over the next several years, decisions affecting student-athletes will be made by committees outside of your athletic department (e.g., Academic Affairs Committee, Financial Affairs Committee, Committee on Institutional Diversity). Some positions on these committees are reserved for students. Your SAAC wants representation on these committees.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to promote student-athlete representation on campus committees.						
My SAAC has the power to promote student-athlete representation on campus committees.						
It would be considered appropriate the athletics administration for my SAAC to promote student-athlete representation on campus committees.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 13/13 – LAST SCREEN!

21. My current position is:

- Student-Athlete Advisory Committee Member
- Director of Athletics
- Senior Woman Administrator
- Faculty Athletics Representative
- Other, please specify _____

22. My primary intercollegiate sport is:

- Not Applicable (administrator or faculty)
- Baseball
- Basketball
- Bowling
- Crew
- Cross Country
- Fencing
- Field Hockey
- Football
- Golf
- Gymnastics
- Ice Hockey
- Lacrosse
- Rifle
- Skiing
- Soccer
- Softball
- Swimming/Diving
- Tennis
- Track (Indoor or Outdoor)
- Volleyball
- Water Polo
- Wrestling
- Other

23. My gender is:

- Female
- Male

24. I would describe myself as: (Fill in circles for all that apply)

- African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic or Latino
- White, non-Hispanic (includes Middle Eastern)
- Non-resident Alien
- Resident Alien
- Other

25. The majority of sports at my institution compete in the NCAA division of:

- Division I
- Division II
- Division III

26. Please enter the name of your institution:

**APPENDIX C. ATHLETICS ADMINISTRATORS/FARs
SURVEY INSTRUMENT**

Screen 1/11

1. INFORMED CONSENT FOR THE STUDY:

**Perceptions of Stakeholder Salience
and Dimensions of Influence for
Campus Student-Athlete Advisory Committees
in the Governance of Intercollegiate Athletics**
[HUM00008665]

The information collected in this survey will be used to understand perceptions of NCAA campus student-athlete advisory committees (SAACs). It is expected that this survey should take about 15 minutes to complete. Any question that you choose not to answer may be skipped, and you can withdraw your participation at any time.

There are benefits and risks associated with your participation in this study. You may find personal benefit in this opportunity to think about your SAAC's influence. It is expected that the results of this study will help those individuals and groups interested in the governance of intercollegiate athletics to better understand the potential of the SAAC to improve this process.

The results of this study will be shared through a dissertation and possibly journal articles and presentations. While the risk of participation is minimal, I am requesting permission to use your responses to this survey in these ways. Your identity and institution's identity will not be made known in any of the results. The principal investigator will be the only individual who will have access to individual responses, and these will never be shared. Your email will be deleted from the dataset once the data collection is done. Once the results have been written, the entire dataset will be destroyed.

If you have questions regarding the study, survey instrument, or results, please contact the primary investigator, Lori Hendricks, University of Michigan, at 734-945-7740 or lahendri@umich.edu. The faculty advisor to the study is Dr. Marvin Peterson. Should you have questions regarding your rights as a participant in this research, please contact the University of Michigan's Behavioral Sciences Institutional Review Board: 540 East Liberty Street, Suite 202 Ann Arbor, Michigan 48104, 734/936-0933; irbhsbs@umich.edu. Refer to Application - HUM00008665.

Please indicate with an acknowledgement of YES that your participation in this study is entirely voluntary and that you are agreeing to it with an understanding of how the information will be used.

- Yes, I provide my consent.
- No, I do not provide my consent. (This will end your participation in the study.)

Screen 2/11

For each of the questions in this survey, the reference to the student-athlete advisory committee (SAAC) is to the campus SAAC.

2. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC has the power to ensure that the student-athlete perspective is heard by our athletics administrators.						
My SAAC is considered a legitimate voice of the student-athletes in our athletics program.						
It would be viewed negatively by our athletics administrators if my SAAC were excluded from the decision-making process for athletics.						
My SAAC communicates with the rest of the student-athletes on my campus (e.g., listserve, newsletter, email-blasts).						
Thinking generally about my institution, student involvement in decision-making is valued across campus.						
My SAAC's goals and interests are consistent with those of my athletics administration.						
My SAAC has ways to ensure that student-athlete concerns are acted on by our athletics administration.						

Screen 3/11

3. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC prioritizes important issues.						
The athletics administration prioritizes the issues that are important to my SAAC.						
The idea of unionizing by student-athletes has been discussed by my SAAC.						
Representatives of my SAAC are appointed to other campus or athletic department committees.						
My SAAC's recommendations to the athletics administration require immediate attention.						
The issues my SAAC considers important are the same issues the athletics administration considers important.						

Screen 4/11

4. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC is involved in setting athletic department policy on drug testing and/or penalties for violating these policies.						
My SAAC is involved in the hiring of athletics administrators and coaches.						
My SAAC has the opportunity to review our athletics department budget.						
My SAAC reviews the Equity in Athletics Disclosure Act report that my institution must complete for the federal government and NCAA.						
My SAAC reviews NCAA-required student-athlete exit interviews or a compiled report of the responses.						
My SAAC comments on the academic experiences of student-athletes (e.g., advising, tutoring, course selection, graduation rates).						
My SAAC makes recommendations for my institution's vote on NCAA rules.						

Screen 5/11

5. For each of the following questions, please indicate which response best describes your SAAC.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
My SAAC helps to create department disciplinary procedures for student-athletes.						
My SAAC promotes communication between the athletics administration and student-athletes.						
My SAAC provides feedback to the athletic department on current issues.						
My SAAC speaks for all student-athletes during the creation of athletic department policies.						
My SAAC builds a sense of community among all athletics teams.						
My SAAC asks for student-athlete opinions to proposed conference and NCAA rules.						
My SAAC organizes community service activities.						
My SAAC promotes student-athlete representation on campus-wide committees (e.g., student government).						
My SAAC promotes a positive student-athlete image on campus.						

Screen 6/11 Over halfway done. Thank you!

For this next series of questions, scenarios will be provided to give you a context for your responses. Keep each scenario in mind as you answer the questions that follow it.

6. Imagine that pictures of student-athletes at your institution participating in what looks like some sort of hazing activity have been exposed by the website badjocks.com.

	Never	Rarely	Someti mes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to address hazing concerns.						
My SAAC has the power to address hazing concerns.						
It would be considered appropriate by the athletics administration for my SAAC to address hazing concerns.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

7. Imagine that a local hospital has approached your athletics program to get student-athletes involved in its volunteer program. Student-athletes are asked to spend time during the term visiting with sick children.

	Never	Rarely	Someti mes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to organize community service activities.						
My SAAC has the power to organize community service activities.						
It would be considered appropriate by the athletics administration for my SAAC to organize community service activities.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 7/11

8. Imagine that the latest Equity in Athletics Disclosure Act (EADA) report for your institution shows disparities in sport participation opportunities or financial aid for female student-athletes. There is no word, yet, about how the athletics administration plans to address these findings.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know	N/A: Single Sex College
It is within the scope of my SAAC's influence to provide feedback to the athletics administration on current equity issues.							
My SAAC has the power to provide feedback to the athletics administration on current equity issues.							
It would be considered appropriate by the athletics administration for my SAAC to provide them feedback on current equity issues.							
My SAAC would consider this issue important.							
My SAAC would think this issue needs immediate attention.							

9. Imagine that a number of new NCAA rules have been proposed including one that would affect the amount of time student-athletes would be allowed to participate per week in their sports. Coaches and administrators want to know what the student-athletes think.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to ask for student-athlete opinions on proposed NCAA rules.						
My SAAC has the power to ask for student-athlete opinions on proposed NCAA rules.						
It would be considered appropriate by the athletics administration for my SAAC to ask for student-athlete opinions on proposed NCAA rules.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 8/11

10. Imagine that the NCAA has changed its drug testing policies on when testing can occur during the year and what teams will be affected. This information is new, and it is not clear if the student-athletes on your campus have heard about this change.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to share new information with our student-athletes.						
My SAAC has the power to share new information with our student-athletes.						
It would be considered appropriate by the athletics administration for my SAAC to share new information with our student-athletes.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

11. Imagine that over the course of a weekend, several student-athletes' lockers and the walls of certain athletic facilities were spray-painted with racial slurs. There is considerable speculation about who might have done it and why. Various members of the athletics community describe the current situation differently.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to promote communication.						
My SAAC has the power to promote communication.						
It would be considered appropriate by the athletics administration for my SAAC to promote communication.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 9/11

12. Imagine that in reaction to several high visibility athletics cases, your institution decides to revisit its recruiting policies. It is rethinking the types of activities deemed appropriate and determining disciplinary measures should there be violations of these policies.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to put forth the student-athlete perspective during policy formation.						
My SAAC has the power to put forth the student-athlete perspective during policy formation.						
It would be considered appropriate by the athletics administration for my SAAC to put forth the student-athlete perspective during policy formation.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

13. Imagine that the student-athletes at your institution are interested in building a sense of community. There are many suggestions including attending each other's games, providing leadership workshops, creating a student-athlete lounge, and attending student events like theater productions.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to build a sense of community.						
My SAAC has the power to build a sense of community.						
It would be considered appropriate by the athletics administration for my SAAC to build a sense of community.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 10/11 -- This is the last scenario.

14. Imagine that over the next several years, decisions affecting student-athletes will be made by committees outside of your athletic department (e.g., Academic Affairs Committee, Financial Affairs Committee, Committee on Institutional Diversity). Some positions on these committees are reserved for students. Your SAAC wants representation on these committees.

	Never	Rarely	Sometimes	Very Often	Always	I Don't Know
It is within the scope of my SAAC's influence to promote student-athlete representation on campus committees.						
My SAAC has the power to promote student-athlete representation on campus committees.						
It would be considered appropriate by the athletics administration for my SAAC to promote student-athlete representation on campus committees.						
My SAAC would consider this issue important.						
My SAAC would think this issue needs immediate attention.						

Screen 11/11 – LAST SCREEN!

15. My current position is:

- Director of Athletics
- Senior Woman Administrator
- Faculty Athletics Representative
- Other, please specify _____

16. My gender is:

- Female
- Male

17. I would describe myself as: (Fill in circles for all that apply)

- African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic or Latino
- White, non-Hispanic (includes Middle Eastern)
- Non-resident Alien
- Resident Alien
- Other

18. The majority of sports at my institution compete in the NCAA division of:

- Division I
- Division II
- Division III

19. Please enter the name of your institution:

Thank you for participating in this study!

If you are interested in the results of the study, you may contact the primary investigator, Lori Hendricks, at lahendri@umich.edu.

**APPENDIX D: LIST OF SURVEY ITEMS BY CONSTRUCT
FOR STUDENT-ATHLETES**

Question Number	Stakeholder Saliency: Power	Stakeholder Saliency: Legitimacy	Stakeholder Saliency: Urgency	Domains of Involvement	SAAC Characteristic	Individual Characteristic	Institutional Characteristic
1. = Consent							
2.					X		
3.					X		
4.					X		
5.					X		
6.					X		
7.					X		
8A.	X						
8B.		X					
8C.		X					
8D.		X					
8E.		X					
8F.		X					
8G.	X						
9A.			X				
9B.			X				
9C.	X						
9D.	X						
9E.			X				
9F.			X				
10A.				X			
10B.				X			
10C.				X			
10D.				X			
10E.				X			
10F.				X			
10G.				X			
11A.				X			
11B.				X			
11C.				X			
11D.				X			
11E.				X			
11F.				X			
11G.				X			
11H.				X			
11I.				X			
Scenario-Specific Questions Begin							
12A.				X			
12B.	X						
12C.		X					
12D.			X				
12E.			X				
13A.				X			
13B.	X						
13C.		X					
13D.			X				
13E.			X				
14A.				X			
14B.	X						
14C.		X					
14D.			X				
14E.			X				
15A.				X			
15B.	X						
15C.		X					
15D.			X				
15E.			X				

Question Number	Stakeholder Salience: Power	Stakeholder Salience: Legitimacy	Stakeholder Salience: Urgency	Domains of Involvement	SAAC Characteristic	Individual Characteristic	Institutional Characteristic
16A.				X			
16B.	X						
16C.		X					
16D.			X				
16E.			X				
17A.				X			
17B.	X						
17C.		X					
17D.			X				
17E.			X				
18A.				X			
18B.	X						
18C.		X					
18D.			X				
18E.			X				
19A.				X			
19B.	X						
19C.		X					
19D.			X				
19E.			X				
20A.				X			
20B.	X						
20C.		X					
20D.			X				
20E.			X				
21.						X	
22.						X	
23.						X	
24.						X	
25.							X
26.							X

**APPENDIX E: LIST OF SURVEY ITEMS BY CONSTRUCT FOR
ATHLETICS ADMINISTRATORS/FARS**

Question Number	Stakeholder Saliency: Power	Stakeholder Saliency: Legitimacy	Stakeholder Saliency: Urgency	Domains of Involvement	Individual Characteristic	Institutional Characteristic
1. = Consent						
2A.	X					
2B.		X				
2C.		X				
2D.		X				
2E.		X				
2F.		X				
2G.	X					
3A.			X			
3B.			X			
3C.	X					
3D.	X					
3E.			X			
3F.			X			
4A.				X		
4B.				X		
4C.				X		
4D.				X		
4E.				X		
4F.				X		
4G.				X		
5A.				X		
5B.				X		
5C.				X		
5D.				X		
5E.				X		
5F.				X		
5G.				X		
5H.				X		
5I.				X		
Scenario-Specific Questions Begin						
6A.				X		
6B.	X					
6C.		X				
6D.			X			
6E.			X			
7A.				X		
7B.	X					
7C.		X				
7D.			X			
7E.			X			
8A.				X		
8B.	X					
8C.		X				
8D.			X			
8E.			X			
9A.				X		
9B.	X					
9C.		X				
9D.			X			
9E.			X			
10A.				X		
10B.	X					
10C.		X				
10D.			X			
10E.			X			
11A.				X		

Question Number	Stakeholder Saliency: Power	Stakeholder Saliency: Legitimacy	Stakeholder Saliency: Urgency	Domains of Involvement	Individual Characteristic	Institutional Characteristic
11B.	X					
11C.		X				
11D.			X			
11E.			X			
12A.				X		
12B.	X					
12C.		X				
12D.			X			
12E.			X			
13A.				X		
13B.	X					
13C.		X				
13D.			X			
13E.			X			
14A.				X		
14B.	X					
14C.		X				
14D.			X			
14E.			X			
15.					X	
16.					X	
17.					X	
18.						X
19.						X

APPENDIX F: DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

Characteristics		Number of Respondents (N=954)	Percentage of Responses to Question
Individual Characteristics			
Group	SAAC Member	819	86%
	Athletics Administrator/FARs	135	14%
Position	Director of Athletics	28	2.9%
	Senior Woman Administrator	53	5.6%
	Faculty Athletics Representative	41	4.3%
	Other	15	1.6%
Gender	Female	599	69%
	Male	271	31%
Race	White	735	85%
	Racial/Multiracial	97	11%
	Other	34	4%
Sport [Only Student-Athletes' Responses]	Fall	268	36%
	Winter	149	20%
	Spring	302	41%
	Other and Not Applicable	21	3%
SAAC Characteristics [Only Student-Athletes' Responses]			
Perception that SAAC is Represented on Athletics Advisory Board	Yes	345	43%
	No	39	5%
Perception that SAAC Representative Has Formal Vote on Athletics Advisory Board	Yes	204	25%
	No	26	3%
Don't Know	Don't Know	548	67%
	Not Applicable	40	5%
Institutional Characteristics			
NCAA Division	Division I	413	43%
	Division II	251	26%
	Division III	290	30%
Size	Less than 1,000 Fulltime Enrollment	64	7%
	1,001-5,000 Fulltime Enrollment	411	43%
	5,001-10,000 Fulltime Enrollment	218	23%
	10,001 and Over Fulltime Enrollment	261	27%
Control	Private	438	46%
	Public	516	54%

APPENDIX G: FREQUENCIES OF THE OVERALL SAMPLE

Frequencies for Power Items. All Participants (n=954)

	Never	Rarely	Sometimes	Very Often	Always	Don't Know
My SAAC has the power to ensure the student-athlete perspective is heard by our athletics administrators.	6 .6%	16 1.7%	169 17.7%	418 43.9%	316 33.2%	28 2.9%
My SAAC has ways to ensure that student-athlete concerns are acted on by our athletics administration.	11 1.2%	54 5.7%	229 24.1%	398 41.9%	212 22.3%	46 4.8%
The idea of unionizing by student-athletes has been discussed by my SAAC.	250 26.3%	107 11.3%	123 13%	138 14.5%	88 9.3%	243 25.6%
Representatives of my SAAC are appointed to other campus or athletic department committees.	51 5.4%	111 11.7%	276 29.1%	224 23.7%	104 11%	181 19.1%
My SAAC has the power to address hazing concerns.	36 4%	53 5.9%	158 17.5%	260 28.8%	239 26.5%	157 17.4%
My SAAC has the power to organize community service activities.	3 .3%	12 1.3%	69 7.6%	249 27.6%	544 60.3%	25 2.8%
My SAAC has the power to provide feedback to the athletics administration on current equity issues. ^a	27 3.1%	43 4.9%	146 16.6%	269 30.6%	242 27.5%	136 15.5%
My SAAC has the power to ask for student-athlete opinions on proposed NCAA rules.	5 .6%	18 2%	80 9.1%	253 28.8%	490 55.7%	33 3.8%
My SAAC has the power to share new information with our student-athletes.	7 .8%	16 1.8%	77 8.8%	229 26.1%	509 58%	40 4.6%
My SAAC has the power to promote communication among student-athletes.	8 .9%	16 1.8%	102 11.6%	279 31.7%	432 49.1%	42 4.8%
My SAAC has the power to put forth the student-athlete perspective during policy formation.	14 1.6%	42 4.8%	158 18.2%	310 35.6%	262 30.1%	84 9.7%
My SAAC has the power to build a sense of community.	5 .6%	21 2.4%	77 8.9%	225 25.9%	516 59.4%	25 2.9%
My SAAC has the power to promote student-athlete representation on campus committees.	9 1%	33 3.8%	131 15.1%	282 32.5%	339 39%	75 8.6%

^a Not applicable=17 (1.9%)

Frequencies for Legitimacy Items. All Participants (n=954)

	Never	Rarely	Sometimes	Very Often	Always	Don't Know
My SAAC is considered a legitimate voice of the student-athletes in our athletics program.	9 .9%	39 4.1%	167 17.5%	371 39%	344 36.1%	22 2.3%
It would be viewed negatively by our athletics administrators if my SAAC were excluded from the decision-making process for athletics.	29 3%	94 9.9%	201 21.1%	317 33.3%	199 20.9%	111 11.7%
My SAAC communicates with the rest of the student-athletes on my campus (e.g., listserv, newsletter, email-blasts).	35 3.7%	154 16.2%	302 31.7%	275 28.9%	154 16.2%	33 3.5%
Thinking generally about my institution, student involvement in decision-making is valued across campus.	12 1.3%	68 7.1%	242 25.4%	364 38.2%	245 25.7%	21 2.2%
My SAAC's goals and interests are consistent with those of my athletics administration.	6 .6%	25 2.6%	173 18.2%	469 49.3%	232 24.4%	47 4.9%
It would be considered appropriate the athletics administration for my SAAC to address hazing concerns.	41 4.5%	56 6.2%	145 16.1%	264 29.2%	281 31.1%	116 12.8%
It would be considered appropriate the athletics administration for my SAAC to organize community service activities.	3 .3%	9 1%	68 7.5%	242 26.8%	552 61.1%	30 3.3%
It would be considered appropriate by the athletics administration for my SAAC to provide them feedback on current equity issues. ^a	25 2.8%	47 5.4%	152 17.3%	264 30.1%	250 28.5%	123 14%
It would be considered appropriate the athletics administration for my SAAC to ask for student-athlete opinions on proposed NCAA rules.	6 .7%	15 1.7%	96 10.9%	263 29.9%	465 52.9%	34 3.9%
It would be considered appropriate by the athletics administration for my SAAC to share new information with our student-athletes.	7 .8%	20 2.3%	79 9%	238 27.1%	490 55.9%	43 4.9%
It would be considered appropriate by the athletics administration for my SAAC to promote communication among student-athletes.	9 1%	16 1.8%	82 9.4%	271 30.9%	447 51%	52 5.9%
It would be considered appropriate by the athletics administration for my SAAC to put forth the student-athlete perspective during policy formation.	12 1.4%	42 4.8%	177 20.3%	289 33.2%	266 30.5%	85 9.8%
It would be considered appropriate by the athletics administration for my SAAC to build a sense of community.	4 .5%	17 1.9%	49 5.6%	231 26.5%	545 62.5%	26 3%
It would be considered appropriate by the athletics administration for my SAAC to promote student-athlete representation on campus committees.	5 .6%	27 3.1%	89 10.3%	306 35.3%	379 43.8%	60 6.9%

^a Not applicable=17 (1.9%)

Frequencies for Urgency Items. All Participants (n=954)

	Never	Rarely	Sometimes	Very Often	Always	Don't Know
My SAAC prioritizes important issues.	7 .7%	23 2.4%	162 17%	436 45.8%	299 31.4%	24 2.5%
The athletics administration prioritizes the issues that are important to my SAAC.	20 2.1%	57 6%	287 30.2%	366 38.5%	128 13.5%	92 9.7%
My SAAC's recommendations to the athletics administration require immediate attention.	18 1.9%	127 13.4%	425 44.9%	209 22.1%	47 5%	121 12.8%
The issues my SAAC considers important are the same issues the athletics administration considers important.	16 1.7%	38 4%	339 35.6%	374 39.3%	107 11.2%	78 8.2%
My SAAC would consider addressing hazing concerns important.	11 1.2%	26 2.9%	75 8.3%	253 28%	501 55.5%	37 4.1%
My SAAC would think addressing hazing concerns needs immediate attention.	16 1.8%	36 4%	95 10.5%	245 27.2%	460 51%	50 5.5%
My SAAC would consider organizing community service activities important.	3 .3%	10 1.1%	81 9%	292 32.3%	489 54.1%	29 3.2%
My SAAC would think organizing community service activities needs immediate attention.	4 .4%	32 3.5%	160 17.7%	304 33.7%	361 40%	41 4.5%
My SAAC would consider providing feedback to the athletics administration on current equity issues important. ^a	7 .8%	19 2.2%	110 12.5%	268 30.5%	371 42.3%	83 9.5%
My SAAC would think providing feedback to the athletics administration on current equity issues needs immediate attention. ^b	13 1.5%	32 3.6%	129 14.6%	274 31.1%	319 36.2%	93 10.6%
My SAAC would consider asking for student-athlete opinions on proposed NCAA rules important.	4 .5%	10 1.1%	71 8.1%	248 28.2%	521 59.3%	25 2.8%
My SAAC would think asking for student-athlete opinions on proposed NCAA rules needs immediate attention.	4 .5%	16 1.8%	95 10.9%	278 31.8%	449 51.3%	33 3.8%
My SAAC would consider sharing new information with student-athletes important.	7 .8%	12 1.4%	65 7.4%	247 28.2%	518 59.1%	28 3.2%
My SAAC would think sharing new information with student-athletes needs immediate attention.	7 .8%	22 2.5%	86 9.8%	257 29.3%	467 53.3%	37 4.2%
My SAAC would consider promoting communication among student-athletes important.	4 .5%	13 1.5%	48 5.5%	208 23.7%	569 64.9%	35 4%
My SAAC would think promoting communication among student-athletes needs immediate attention.	9 1%	10 1.1%	61 7%	202 23%	559 63.7%	36 4.1%
My SAAC would consider putting forth the student-athlete perspective during policy formation important.	10 1.2%	26 3%	149 17.1%	320 36.8%	292 33.6%	72 8.3%
My SAAC would think putting forth the student-athlete perspective during policy formation needs immediate attention.	9 1%	43 4.9%	183 21%	308 35.4%	246 28.3%	81 9.3%
My SAAC would consider building a sense of community important.	3 .3%	18 2.1%	89 10.2%	255 29.3%	478 55%	26 3%
My SAAC would think building a sense of community needs immediate attention.	5 .6%	34 3.9%	144 16.6%	245 28.2%	409 47%	33 3.8%
My SAAC would consider promoting student-athlete representation on campus committees important.	3 .3%	27 3.1%	105 12.1%	298 34.4%	383 44.2%	51 5.9%
My SAAC would think promoting student-athlete representation on campus committees needs immediate attention.	7 .8%	37 4.3%	149 17.2%	270 31.3%	342 39.6%	59 6.8%

^a Not applicable=20 (2.3%)

^b Not applicable=21 (2.4%)

Frequencies for Dimensions of Involvement Items. All Participants (n=954)

	Never	Rarely	Sometimes	Very Often	Always	Don't Know
My SAAC is involved in setting athletic department policy on drug testing and/or penalties for violating these policies.	247 26.7%	187 20.2%	127 13.7%	103 11.1%	85 9.2%	177 19.1%
My SAAC is involved in the hiring of athletics administrators and coaches.	371 40%	186 20.1%	105 11.3%	58 6.3%	25 2.7%	182 19.6%
My SAAC has the opportunity to review our athletics department budget.	362 39.1%	148 16%	98 10.6%	41 4.4%	30 3.2%	248 26.8%
My SAAC reviews the Equity in Athletics Disclosure Act report that my institution must complete for the federal government and NCAA.	274 29.8%	111 12.1%	106 11.5%	58 6.3%	40 4.3%	331 36%
My SAAC reviews NCAA-required student-athlete exit interviews or a compiled report of the responses.	295 32.1%	114 12.4%	86 9.4%	60 6.5%	40 4.4%	324 35.3%
My SAAC comments on the academic experiences of student-athletes (e.g., advising, tutoring, course selection, graduation rates).	92 9.9%	86 9.3%	246 26.6%	261 28.2%	159 17.2%	81 8.8%
My SAAC makes recommendations for my institution's vote on NCAA rules.	82 8.9%	97 10.5%	177 19.1%	204 22%	213 23%	153 16.5%
My SAAC helps to create department disciplinary procedures for student-athletes.	200 22%	172 18.9%	200 22%	107 11.8%	66 7.3%	164 18%
My SAAC promotes communication between the athletics administration and student-athletes.	13 1.4%	44 4.8%	155 17%	350 38.4%	318 34.9%	31 3.4%
My SAAC provides feedback to the athletic department on current issues.	13 1.4%	47 5.2%	181 19.9%	345 38%	279 30.7%	43 4.7%
My SAAC speaks for all student-athletes during the creation of athletic department policies.	49 5.4%	78 8.6%	216 23.8%	316 34.8%	153 16.9%	96 10.6%
My SAAC builds a sense of community among all athletics teams.	21 2.3%	53 5.8%	213 23.5%	331 36.5%	268 29.6%	20 2.2%
My SAAC asks for student-athlete opinions to proposed conference and NCAA rules.	52 5.7%	99 10.9%	199 21.9%	261 28.8%	207 22.8%	89 9.8%
My SAAC organizes community service activities.	16 1.8%	34 3.7%	159 17.5%	256 28.2%	417 45.9%	26 2.9%
My SAAC promotes student-athlete representation on campus-wide committees (e.g., student government).	42 4.6%	121 13.3%	240 26.4%	235 25.8%	186 20.4%	86 9.5%
My SAAC promotes a positive student-athlete image on campus.	7 .8%	21 2.3%	94 10.3%	286 31.5%	472 51.9%	29 3.2%
It is within the scope of my SAAC's influence to address hazing concerns.	32 3.5%	57 6.3%	165 18.2%	275 30.4%	255 28.2%	121 13.4%
It is within the scope of my SAAC's influence to organize community service activities.	4 .4%	14 1.6%	103 11.4%	279 30.9%	480 53.2%	23 2.5%
It is within the scope of my SAAC's influence to provide feedback to the athletics administration on current equity issues.	29 3.3%	45 5.1%	178 20.2%	232 26.3%	238 27%	142 16.1%
It is within the scope of my SAAC's influence to ask for student-athlete opinions on proposed NCAA rules.	4 .5%	15 1.7%	99 11.2%	240 27.2%	494 56.1%	29 3.3%
It is within the scope of my SAAC's influence to share new information with our student-athletes.	7 .8%	19 2.2%	78 8.9%	229 26.1%	507 57.8%	37 4.2%
It is within the scope of my SAAC's influence to promote communication among student-athletes.	11 1.3%	16 1.8%	89 10.1%	278 31.7%	443 50.5%	40 4.6%

Frequencies for Dimensions of Involvement Items (Continued). All Participants (n=954)

	Never	Rarely	Sometimes	Very Often	Always	Don't Know
It is within the scope of my SAAC's influence to put forth the student-athlete perspective during policy formation.	13 1.5%	36 4.1%	174 20%	301 34.6%	260 29.9%	85 9.8%
It is within the scope of my SAAC's influence to build a sense of community.	3 .3%	12 1.4%	55 6.3%	224 25.8%	555 63.9%	20 2.3%
It is within the scope of my SAAC's influence to promote student-athlete representation on campus committees.	6 .7%	30 3.5%	115 13.2%	269 31%	389 44.8%	60 6.9%

APPENDIX H: SALIENCE FACTORS - MEAN SCORES BY INDIVIDUAL, ORGANIZATIONAL, AND INSTITUTIONAL CHARACTERISTICS

		Power	Legitimacy	Urgency	Overall Salience
Individual Characteristics					
Group	SAAC Member	M=3.58	M=3.78	M=3.68	M=3.68
	Athletics Administrator /FARs	M=3.41	M=3.84	M=3.42	M=3.58
Position	Director of Athletics	M=3.63	M=4.09	M=3.54	M=3.78
	Senior Woman Administrator	M=3.35	M=3.71	M=3.43	M=3.51
	Faculty Athletics Representative	M=3.41	M=3.92	M=3.34	M=3.59
	Coach	M=3.00	M=3.40	M=3.00	M=3.15
	Other	M=3.08	M=3.54	M=3.36	M=3.35
Gender	Female	M=3.60	M=3.80	M=3.66	M=3.69
	Male	M=3.45	M=3.73	M=3.59	M=3.60
Race	White	M=3.55	M=3.79	M=3.63	M=3.66
	Racial/Multiracial	M=3.68	M=3.78	M=3.77	M=3.73
	Other	M=3.33	M=3.58	M=3.52	M=3.47
Sport [Only Student-Athletes' Responses]	Fall	M=3.53	M=3.72	M=3.62	M=3.62
	Winter	M=3.60	M=3.78	M=3.72	M=3.70
	Spring	M=3.59	M=3.79	M=3.69	M=3.69
	Other and Not Applicable	M=3.77	M=3.85	M=3.78	M=3.79
Organizational Characteristics [Only Student-Athletes' Responses]					
Perception SAAC Represented on Athletics Advisory Board	Yes	M=3.79	M=3.98	M=3.84	M=3.87
	No	M=2.86	M=3.18	M=3.06	M=3.04
	Don't Know	M=3.48	M=3.68	M=3.60	M=3.58
Perception SAAC Representative Has Formal Vote on Athletics Advisory Board	Yes	M=3.85	M=4.04	M=3.91	M=3.94
	No	M=3.40	M=3.38	M=3.46	M=3.41
	Don't Know	M=3.52	M=3.72	M=3.62	M=3.62
Institutional Characteristics					
NCAA Division	Division I	M=3.63	M=3.85	M=3.69	M=3.72
	Division II	M=3.48	M=3.66	M=3.57	M=3.57
	Division III	M=3.51	M=3.81	M=3.63	M=3.66
Size	Less than 1000 FTE	M=3.37	M=3.63	M=3.54	M=3.51
	1,001-5,000 FTE	M=3.56	M=3.76	M=3.63	M=3.65
	5,001-10,000 FTE	M=3.51	M=3.73	M=3.59	M=3.61
	10,001-Over FTE	M=3.63	M=3.92	M=3.72	M=3.76
Control	Private	M=3.49	M=3.74	M=3.58	M=3.60
	Public	M=3.61	M=3.83	M=3.69	M=3.71

* Scale: 1=Never, 5=Always

**APPENDIX I: DECISION DOMAINS - MEAN SCORES BY INDIVIDUAL,
ORGANIZATIONAL, AND INSTITUTIONAL CHARACTERISTICS**

		Department Policy	NCAA Rules	Community Relations	Overall Dimensions of Involvement
Individual Characteristics					
Group	SAAC Member	M=2.29	M=3.50	M=3.96	M=3.34
	Athletics Administrator /FARs	M=2.15	M=3.42	M=3.78	M=3.13
Position	Director of Athletics	M=2.51	M=3.45	M=4.08	M=3.34
	Senior Woman Administrator	M=1.94	M=3.36	M=3.64	M=2.94
	Faculty Athletics Representative	M=2.36	M=3.37	M=3.78	M=3.29
	Coach	M=1.00	M=3.33	M=3.67	M=2.63
	Other	M=1.70	M=3.79	M=3.66	M=3.03
Gender	Female	M=2.22	M=3.51	M=3.95	M=3.33
	Male	M=2.33	M=3.42	M=3.90	M=3.30
Race	White	M=2.26	M=3.47	M=3.94	M=3.32
	Racial/Multiracial	M=2.27	M=3.63	M=3.97	M=3.37
	Other	M=2.07	M=3.26	M=3.80	M=3.23
Sport [Only Student-Athletes' Responses]	Fall	M=2.19	M=3.37	M=3.95	M=3.28
	Winter	M=2.24	M=3.44	M=3.95	M=3.32
	Spring	M=2.35	M=3.64	M=3.98	M=3.42
	Other and Not Applicable	M=2.62	M=3.23	M=4.00	M=3.52
Organizational Characteristics [Only Student-Athletes' Responses]					
Perception SAAC Represented on Athletics Advisory Board	Yes	M=2.59	M=3.81	M=4.15	M=3.57
	No	M=1.48	M=2.91	M=3.30	M=2.54
	Don't Know	M=2.11	M=3.31	M=3.85	M=3.24
Perception SAAC Representative Has Formal Vote on Athletics Advisory Board	Yes	M=2.70	M=3.84	M=4.19	M=3.61
	No	M=1.78	M=3.12	M=3.89	M=2.97
	Don't Know	M=2.18	M=3.42	M=3.90	M=3.30
Institutional Characteristics					
NCAA Division	Division I	M=2.26	M=3.73	M=4.00	M=3.41
	Division II	M=2.26	M=3.34	M=3.87	M=3.24
	Division III	M=2.27	M=3.27	M=3.88	M=3.24
Size	Less than 1,000 FTE	M=2.09	M=3.20	M=3.79	M=3.15
	1,001-5,000 FTE	M=2.34	M=3.37	M=3.87	M=3.29
	5,001-10,000 FTE	M=2.16	M=3.49	M=3.93	M=3.26
	10,001-Over FTE	M=2.27	M=3.74	M=4.05	M=3.44
Control	Private	M=2.18	M=3.30	M=3.84	M=3.21
	Public	M=2.34	M=3.65	M=4.00	M=3.40

* Scale: 1=Never, 5=Always

BIBLIOGRAPHY

- Abel, J. F. (1972). *The impact of student participation in university governance as perceived by students*. Unpublished doctoral dissertation, Indiana University.
- Aceto, T. D. (1967). *Student participation in policy making and the use of direct action at the Midwest CIC Universities*. Unpublished doctoral dissertation, Indiana University.
- Ackoff, R.L. (1970). *A Concept of Corporate Planning*. New York: John Wiley & Sons.
- Ackoff, R.L. (1974). *Redesigning the Future*. New York: John Wiley & Sons.
- Agle, B. R., Mitchell, R. K., & Sonnenfeld, J. A. (1999, October). Who matters to ceos? An investigation of stakeholder attributes and salience, corporate performance, and ceo values. *Academy of Management Journal*, 42(5), 507-525.
- Alkhafaji, A. F. (1989). *A stakeholder approach to corporate governance. Managing a dynamic environment*. Westport, CT: Quorum Books.
- Argandoña, A. (1998, July). The stakeholder theory and the common good. *Journal of Business Ethics*, 17(9/10), 1093-1102.
- Becker, S. L., Sparks, W. G., Choi, H. C., & Sell, L. (1986). Intercollegiate athletic committees: Dimensions of influence. *The Journal of Higher Education*, 57(4), 431-441.
- Benovich, J. B. (1969, May). *Report of the president's committee on student involvement in the university*. Cleveland, Ohio: The Cleveland State University. (ERIC Document Reproduction Service No. ED035360)
- Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. In W. G. Tierney & V. M. Lechuga (Eds.), *Restructuring shared governance in higher education. New Directions for Higher Education*, 127, 5-22. San Francisco, CA: Jossey-Bass.
- Blandford, B. A. (1972, October). Student participation on institutional governing boards. *Higher Education Panel Report, Survey No. 11*. Washington, D.C.: American Council on Education. (ERIC Document Reproduction Service No. ED070410)
- Boland, J. A. (2005). Student participation in shared governance: A means of advancing democratic values? *Tertiary Education and Management*, 11, 199-217.
- Brenner, S. N. (1995). Stakeholder theory of the firm: Its consistency with current management techniques. In J. Näsi (Ed.), *Understanding stakeholder thinking*, 75-96. Helsinki: LSR-Julkaisut Oy.
- Burton, B. K., & Dunn, C. P. (1996, April). Feminist ethics as moral grounding for stakeholder theory. *Business Ethics Quarterly*, 6(2), 133-147.
- Carroll, A. B. (1989). *Business and society: Ethics and stakeholder management*. Cincinnati, OH: South-Western.
- Chand, E. A. (1975). *Student involvement in the governance of institutions of higher education and the campus unrest (A study of university and college officers' views of student participation in campus governance)*. Unpublished doctoral dissertation, Utah State University.
- Child, J. W., & Marcoux, A. M. (1999, April). Freeman and Evan: Stakeholder theory in the original position. *Business Ethics Quarterly*, 9(2), 207-223.
- Chu, D., Segrave, J. O., & Becker, B. J. (Eds). (1985). *Sport and higher education*. Champaign, IL: Human Kinetics Publishers, Inc.

- Churchman, C.W. (1968). *The Systems Approach*. New York: Delacorte Press.
- Churchman, C.W. (1971). *The Design of Inquiring Systems: Basic Concepts of Systems and Organizations*. New York: Basic Books.
- Clarkson, M. (1994). A risk based model of stakeholder theory. *Proceedings of the Second Toronto Conference on Stakeholder Theory*. Toronto: Centre for Corporate Social Performance & Ethics, University of Toronto.
- Clarkson, M. B. E. (1995). A stakeholder framework for analyzing and evaluating corporate social performance. *Academy of Management Review*, 20, 92-117.
- Cobb, R. W., & Elder, C. D. (1972). *Participation in American politics: The dynamics of agenda building*. Baltimore: Johns Hopkins University Press.
- Cornell, B. & Shapiro, A. C. (1987). Corporate stakeholders and corporate finance. *Financial Management*, 16, 5-14.
- Covell, D. (2004). Attachment, allegiance, and a convergent application of stakeholder theory to Ivy League athletics. *International Sports Journal*, 8(1), 14-26.
- De Lopez, T. T. (2003). Stakeholders of Ream National Park, Cambodia. *Ecological Economics*, 46(2), 269-282.
- Dent, J. (2001). The Undefeated: The Oklahoma Sooners and the greatest winning streak in college football. New York, NY: St. Martin's Press.
- Dill, W. (2008). Strategic management in a kibitzer's world (pp. 40-47). In A. J. Zakhem, D. E. Palmer, & M. L. Stoll (Eds.), *Stakeholder theory: Essential Readings in ethical leadership and management* (284-293). Amherst, NY: Prometheus Books.
- Donaldson, T. (1999). Making stakeholder theory whole. *The Academy of Management Review*, 24(2), 237-241.
- Donaldson, T. (2002, April). The stakeholder revolution and the Clarkson principles. *Business Ethics Quarterly*, 12(2), 107-113.
- Donaldson, T., & Preston, L. E. (1995). The stakeholder theory of the corporation: Concepts, evidence, and implications. *The Academy of Management Review*, 20(1), 65-91.
- Driscoll, C., & Starik, M. (2004). The primordial stakeholder: Advancing the conceptual consideration of stakeholder status for the natural environment. *Journal of Business Ethics*, 49, 55-73.
- Earl, J. W. (2004, September-October). The faculty's role in reforming college sports. *Academe*, 90(5), 53-57.
- Emerson, R. M. (1962). Power-dependence relations. *American Sociological Review*, 27, 31-41.
- Epstein, E.M. (1969). *The Corporation in American Politics*. Englewood Cliffs, NJ: Prentice-Hall.
- Etzioni, A. (1964). *Modern organizations*. Englewood Cliffs, N.J.: Prentice-Hall.
- Evan, W. M., & Freeman, R. E. (1988). A stakeholder theory of the modern corporation: Kantian capitalism. In T. L. Beauchamp & N. Bowie (Eds.), *Ethical theory and business*, 75-84. Englewood Cliffs, NJ: Prentice-Hall.
- Eyestone, R. (1978). *From social issue to public policy*. New York: Wiley.
- Faculty Athletics Representative Association (Revised 2004-2005). *Faculty Athletics Representative Association Handbook*. Retrieved January 4, 2006 from <http://org.elon.edu/ncaafara/FARAHdbk2005.html>

- Flak, L. S., Nordheim, S., & Mukvold, B. E. (Winter 2008). Analyzing stakeholder diversity in G2G efforts: Combining descriptive stakeholder theory and dialectic process theory. *E-Service Journal* 6(2), 3-23.
- Foote, C., Mayer, H., & Associates (1968). *The culture of the university: Governance and education*. San Francisco, CA: Jossey-Bass Inc.
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston: Pitman.
- Freeman, R. E. (1994). The politics of stakeholder theory: Some future directions. *Business Ethics Quarterly*, 4, 409-421.
- Freeman, R. E. (1999, April). Divergent stakeholder theory. *The Academy of Management Review*, 24(2), 233-236.
- Freeman, R. E. & Evan, W. M. (1990). Corporate governance: A stakeholder interpretation. *Journal of Behavioral Economics*, 19, 337-359.
- Freeman, R. E., & Phillips, R. A. (2002). Stakeholder theory: A libertarian defense. *Business Ethics Quarterly*, 12(3), 331-349.
- Freeman, R. E., & Reed, D. L. (1983). Stockholders and stakeholders: A new perspective on corporate governance. *California Management Review*, 25(3), 93-94.
- Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S. (2010). *Stakeholder theory: The state of the art*. New York: Cambridge University Press.
- Funk, G. D. (1991). *Major violation: The unbalanced priorities in athletics and academics*. Champaign, IL: Leisure Press.
- Gaskins, S.E., & deShazo, W.F. (1985). Attitudes toward drug abuse and screening for an intercollegiate athletic program. *The Physician and Sportsmedicine*, 13(9), 93-100.
- Gayle, D. J., Tewarie, B., & White, Jr., A. Q. (2003). Governance in the twenty-first-century university. *ASHE-ERIC Higher Education Report*, 30(1). Adrianna J. Kezar, Series Editor.
- Giapponi, C. C. (2000). *Human motivation: Models driven by agency and stakeholder theories*. Unpublished doctoral dissertation, The University of New Haven.
- Gibson, K. (2000, August). The moral basis of stakeholder theory. *Journal of Business Ethics*, 26(3), 245-257.
- Gilligan, C. (1982). *In a Different Voice*. Cambridge, MA: Harvard University Press.
- Gomberg, I. L., & Atelsek, F. J. (1977). *Composition of college and university governing boards*. Higher Education Panel Report No, 35. Washington, D.C.: American Council on Education.
- Gulley, P. G. (1978). *The perceptions of students regarding their participation as members of boards of trustees*. Unpublished doctoral dissertation, Boston College.
- Halladay, D. W., Kauffman, J. F., Price, W., & Skutt, R. (1968). *The role of the student*. Paper presented at the meeting of the American Association of State Colleges and Universities, Washington, D.C. (ERIC Document Reproduction Service No. ED029605)
- Harrison, J. S., Bosse, D. A., & Phillips, R. A. (2010). Managing for stakeholders, stakeholder utility functions, and competitive advantage. *Strategic Management Journal*, 31, 58-74.

- Harrison, T., Pace, D., & Pastore, D. L. (2005, March). Internal stakeholder perceptions toward the payment of intercollegiate student athletes. *Research Quarterly for Exercise and Sport*, 76(1), 125.
- Heitzinger, R., & Associates (1986). 1981-1986 Data collection and analysis high school, college, professional athletes alcohol/drug survey. In R.D. Martin (1995), *Drug testing and education programs in NCAA Division I member schools: Policy development and the involvement of student-athletes*. Unpublished doctoral dissertation, West Virginia University.
- Hekhuis, L. F. (1967). *A comparison of the perceptions of students and faculty at Michigan State University with respect to student participation in university policy formation*. Unpublished doctoral dissertation, Michigan State University.
- Hill, C. W. L., & Jones, T. M. (1992). Stakeholder-agency theory. *Journal of Management Studies*, 29(2), 131-154.
- Hodgkinson, H. L. (1969). *Student participation in campus governance*. Paper presented at the meeting of the American Educational Research Association, Los Angeles, CA. (ERIC Document Reproduction Service No. ED034478)
- Hodgkinson, H. L., & Meeth, L. R. (Eds.). (1971). *Power and authority: Transformation of campus governance*. San Francisco, California: Jossey-Bass Inc., Publishers.
- Hosseini, J. C., & Brenner, S. N. (1992, April). The stakeholder theory of the firm: A methodology to generate value matrix weights. *Business Ethics Quarterly*, 2(2), 99-119.
- Hunt, V. (1976). *Governance of women's intercollegiate athletics: An historical perspective*. Unpublished doctoral dissertation, University of North Carolina, Greensboro.
- Jawahar, I. M., & McLaughlin, G. L. (2001, July). Toward a descriptive stakeholder theory: An organizational life cycle approach. *The Academy of Management Review*, 26(3), 397-414.
- Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs, and ownership structure. *Journal of Financial Economics*, 3, 305-360.
- Johnston, J. T. (2003). Show them the money: the threat of NCAA athlete unionization in response to the commercialization of college sports. *Seton Hall Journal of Sport Law*, 13(2), 203-237.
- Jones, T. M. (1995). Instrumental stakeholder theory: A synthesis of ethics and economics. *Academy of Management Review*, 20, 404-437.
- Jones, T. M., & Wicks, A. C. (1999, April). Convergent stakeholder theory. *The Academy of Management Review*, 24(2), 206-221.
- Kerr, J. G. (2000). *Perceptions of higher education educators and students regarding student participation in educational decision-making: A comparative analysis*. Unpublished doctoral dissertation, Walden University.
- Kerr, W. R. (1970). *Student participation in university governance and academic decision-making*. Unpublished doctoral dissertation, The University of Utah.
- Kezar, A. (2004). What is more important to effective governance: Relationships, trust, and leadership, or structures and formal processes? In W. G. Tierney & V. M. Lechuga (Eds.), *Restructuring shared governance in higher education*. *New Directions for Higher Education*, 127, 35-46. San Francisco, CA: Jossey-Bass.
- Kish, L. (1965). *Survey sampling*. New York: John Wiley and Sons.

- Knight Commission on Intercollegiate Athletics (June, 2010). *Restoring the Balance: Dollars, Values, and the Future of College Sports*. Miami, FL: Author.
- Knock, G. H. (1969). *The report of the commission on student participation in university life*. Oxford, Ohio: Miami University (OH). (ERIC Document Reproduction Service No. ED034499)
- Kotter, J. P. (2008). *A sense of urgency*. Boston, MA: Harvard Business School Publishing.
- Kreiner, P., & Bhambri, A. (1988). Influence and information in organization-stakeholder relationships. *Academy of Management Best Paper Proceedings*, 319-323. Anaheim, CA.
- Langtry, B. (1994). Stakeholders and the moral responsibilities of business. *Business Ethics Quarterly*, 4, 431-443.
- Laplume, A. O., Sonpar, K., & Litz, R. A. (2008, December). Stakeholder theory: Reviewing a theory that moves us. *Journal of Management*, 34(6), 1152-1189.
- Lapworth, S. (2004, October). Arresting decline in shared governance: Towards a flexible model for academic participation. *Higher Education Quarterly*, 58(4), 299-314.
- Lee, E. C., & Bowen, F. M. (1971). *The multicampus university: A study of academic governance*. New York: McGraw-Hill Book Company.
- Leslie, D. (2003, June). "Governance" or "Governing"? Paper presented at the Governance Roundtable, Santa Fe, New Mexico.
- Lopez, T. T. D. (2008). Stakeholder management for conservation projects: A case study of Ream National Park, Cambodia. In A. J. Zakhem, D. E. Palmer, & M. L. Stoll (Eds.), *Stakeholder theory: Essential readings in ethical leadership and management* (pp. 284-293). Amherst, NY: Prometheus Books.
- Magrath, C. P. (1968), *Student participation; What happens when we try it?* Paper presented at the 51st Meeting of American Council on Education, Washington, DC.
- Martin, R. D. (1995). *Drug testing and education programs in NCAA Division I member schools: Policy development and the involvement of student-athletes*. Unpublished doctoral dissertation, West Virginia University.
- McGrath, E. J. (1970). *Should students share the power? A study of their role in college and university governance*. Philadelphia, PA: Temple University Press.
- McIntyre, V. L. (1977). *An investigation of student trusteeship in the United States*. Unpublished doctoral dissertation, University of Oregon.
- McQuitty, L.L. (1966). Similarity analysis by reciprocal pairs for discrete and continuous data. *Educational and Psychological Measurement*, 26, 825-831.
- Melia, P. K. (1982). *The contribution, effectiveness, and future of student participation in institutional governance*. Unpublished doctoral dissertation, Southern Illinois University at Carbondale.
- Mellahi, K., & Wood, G. (2003). The role and potential of stakeholders in "hollow participation": Conventional stakeholder theory and institutionalist alternatives. *Business and Society Review*, 108(2), 183-202.
- Menon, M. E. (2003). Student involvement in university governance: A need for negotiated educational aims? *Tertiary Education and Management*, 9, 233-246.
- Miles, J. M., Miller, M. T., & Nadler, D. P. (2008, December). Student governance: Toward effectiveness and the ideal. *College Student Journal*, 42(4), 1061-1069.

- Millet, J. D. (1978). *New structures of campus power*. San Francisco, CA: Jossey-Bass Publishers.
- Minor, J. T. (2005, May/June). Faculty governance at historically black colleges and universities. *Academe*, 91(3), 34-37.
- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997, October). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *The Academy of Management Review*, 22(4), 853-886.
- Mitra, D. L. (2006, October-December). Student voice from the inside and outside: The positioning of challengers. *International Journal of Leadership in Education*, 9(4), 315-328.
- Morison, R. S. (1969, June). *The president's commission on student involvement in decision-making. The chairman's report*. Ithaca, New York: Cornell University. (ERIC Document Reproduction Service No. ED034501)
- Muston, R. (1970). *Policy boards and student participation*. Unpublished doctoral dissertation, Indiana University.
- National Association of Student Personnel Administrators (1970, April). *Assumptions and beliefs of selected members of the academic community*. Report of the NASPA Division of Research and Program Development. Washington, D.C.: Author.
- Nason, J. W. (1974). *The future of trusteeship: The role and responsibilities of college and university boards*. Washington, D.C.: Association of Governing Boards of Universities and Colleges.
- National Collegiate Athletic Association (2001). 1982-2000 NCAA participation statistics report. Indianapolis, IN: Author.
- National Collegiate Athletic Association (2004). *Student-Athlete Advisory Committee*. Indianapolis, IN: Author.
- Noddings, N. (1984). *Caring: A Feminine Approach to Ethics & Moral Education*. Berkeley, CA: University of California Press.
- Oerlemans, K. (2007, April). Students as stakeholders: Voices from the Antipodes. *Journal of Educational Administration and History*, 39(1), 17-32.
- Pettigrew, A. M. (1973). *The politics of organizational decision-making*. London: Tavistock.
- Pfeffer, J. (1981). *Power in organizations*. Marshfield, MA: Pitman.
- Pfeffer, J., & Salancik, G. R. (2003). *The external control of organizations*. Stanford, CA: Stanford Business Books.
- Phillips, R. (2003). Stakeholder legitimacy. *Business Ethics Quarterly*, 13(1), 25-41.
- Phillips, R., Freeman, R. E., & Wicks, A. C. (2003, October). What stakeholder theory is not. *Business Ethics Quarterly*, 13(4), 479-503.
- Piscetelli, M. (2006). Opportunity fund needs athlete input. *NCAA News*, 43(3), 4, 16.
- Reed-Woodard, M. A. (2008, December). Cancel complacency. *Black Enterprise*, 39(5), 139.
- Rhoades, G. (2003). *Democracy and capitalism, academic style: Governance in contemporary higher education*. Paper presented at the Governance Roundtable, Santa Fe, New Mexico.
- Robertson, D. B. (Ed.). (1978). *Power and empowerment in higher education*. Lexington, Kentucky: The University Press of Kentucky.

- Robinson, L. H., & Shoenfeld, J. D. (1970, February). *Student participation in academic governance*. Washington, D.C.: Eric Clearinghouse on Higher Education. (ERIC Document Reproduction Service No. ED035786)
- Rowley, T. J. (1997, October). Moving beyond dyadic ties: A network theory of stakeholder influences. *Academy of Management*, 22(4), 887-910.
- Rudolph, F. (1962). *The American college and university: A history*. New York: Alfred A. Knopf.
- Salancik, G. R., & Pfeffer, J. (1977). Who gets power – and how they hold on to it: A strategic contingency model of power. *Organizational Dynamics*, 5, 3-21.
- Schneider, D., & Morris, J. (1993). College athletes and drug testing: Attitudes and behaviors by gender and sport. *Journal of Athletic Training*, 28(2), 146-150.
- Sethi, S.P. (1970). *Business Corporations and the Black Man: An Analysis of Social Conflict: The Kodak-Fight Controversy*. Scranton, PA: Chandler Publishing Company.
- Scott, W. R. (2003). *Organizations: Rational, natural, and open systems (Fifth Edition)*. Upper Saddle River, New Jersey: Prentice Hall.
- Sexton, D. (1968). *Student participation in governance at selected colleges and universities*. Unpublished doctoral dissertation, University of Tennessee.
- Shankman, N. A. (1999, May). Reframing the debate between agency and stakeholder theories of the firm. *Journal of Business Ethics*, 19(4), 319-334.
- Shinn, L. D. (2004, January/February). A conflict of cultures: Governance at liberal arts colleges. *Change*, 18-26.
- Simplicio, J. S. C. (2006). Shared governance: An analysis of power on the modern university campus from the perspective of an administrator. *Education*, 126(4), 763-768.
- Smith, H. J. (2003). The shareholders vs. stakeholders debate. *MIT Sloan Management Review*, 44(4), 85-90
- Soska, T. M. & Johnson, A. K. (Eds.), (2004). *University-Community Partnerships: Universities in Civic Engagement*. Binghamton, NY: Haworth Social Work Practice Press.
- Sperber, M. (1990). *College sports inc*. New York: Henry Holt and Company, LLC.
- Sperber, M. (2000). *Beer and circus: How big-time sports is crippling undergraduate education*. New York: Henry Holt and Company, LLC.
- Spurr, S. H. (1969, December). *The relative roles of faculty and students in decision-making*. Paper presented at the ninth annual meeting of the Council of Graduate Schools in the U.S., Washington, D.C. (ERIC Document Reproduction Service No. ED036255)
- Stadtman, V. (1980). *Academic adaptations: Higher education prepares for the 1980s and 1990s*. San Francisco: Jossey-Bass.
- Susman, W. T. (1970, March). *Is increased participation in decision making enough?* Paper presented at the national conference of the American Association for Higher Education, Chicago, Illinois.
- The Carnegie Commission on Higher Education. (1973, April). *Governance of higher education*. New York: McGraw-Hill Book Company.

- The Carnegie Foundation for the Advancement of Teaching. (1982). *The control of the campus: A report on the governance of higher education*. Lawrenceville, New Jersey: Princeton University Press.
- Thompson, J. D. (2003/1967). *Organizations in action*. New Brunswick: Transaction Publishers.
- Thompson, J. K., Wartick, S. L., & Smith, H. L. (1991). Integrating corporate social performance and stakeholder management: Implications for a research agenda in small business. *Research in Corporate Social Performance and Policy*, 12, 207-230.
- Tierney, W. G., & Lechuga, V. M. (Eds.). (2004). Restructuring shared governance in higher education. *New Directions for Higher Education*, 127. San Francisco, CA: Jossey-Bass.
- Tinberg, N. (2009, November-December). A call for faculty reengagement in governance. *Academe*, 95(6), 8-10.
- Trakman, L. (2008). Modelling University Governance. *Higher Education Quarterly*, 62(1/2), 63-83.
- Tyler, T. R., & Lind, E. A. (1992). A relational model of authority in groups. *Advances in Experimental Social Psychology*, 25, 115-191.
- Veit, R. (2005, November/December). Some branches are more equal than others. *Academe*, 91(6), 42-45.
- Votaw, D. (1964). *The Six-Legged Dog*. Berkeley, CA: University of California Press.
- Washington State Legislature, Olympia. Joint Committee on Higher Education. (1973). *The student role in governance*. Olympia, Washington: Author. (ERIC Document Reproduction Service No. ED074946)
- Weber, M. (1947). *The theory of social and economic organization*. (A. R. Henderson & T. Parsons, Trans.) London: William Hodge and Company Limited.
- Weick, K.E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409-421.
- Wicks, A. C., Gilbert, Jr., D. R., & Freeman, R. E. (1994, October). A feminist reinterpretation of the stakeholder concept. *Business Ethics Quarterly*, 4(4), 475-499.
- Willey, S. (1996). *The governance of women's intercollegiate athletics: Association for Intercollegiate Athletics for Women (AIAW), 1976-1982*. Unpublished doctoral dissertation, Indiana University.
- Wright, W. C. (1977). *Merits of principal arguments on undergraduate student voting membership on the governing board of colleges and universities*. Unpublished doctoral dissertation, The American University.
- Zakhem, A. J., Palmer, D. E., & Stoll, M. L. (Eds.). (2008). *Stakeholder theory: Essential readings in ethical leadership and management*. Amherst, NY: Prometheus Books.