Pepperdine University

Graduate School of Education and Psychology

AN EXAMINATION OF THE ISSUES IMPACTING ATHLETIC DIRECTORS AT NCAA

DIVISION I FOOTBALL BOWL SERIES NON-AUTOMATIC QUALIFYING

INSTITUTIONS

A dissertation proposal submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Wayne Joshua Stickney

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Jack McManus, Ph.D. – Dissertation Chairperson

UMI Number: 3684803

UMI 3684803

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

This dissertation, written by

Wayne Joshua Stickney

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Jack McManus, Ph.D., Chairperson

June Schmeider-Ramirez, Ph.D.

Gayle Fenton, Ed.D.

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DEDICATION

I dedicate this dissertation to my wife, Kierstin, and my daughters, Gianna and

Alexandra. Living the dream is all about living it with them. I love you.

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Thank you to my family for your support and the sacrifice you have made. Kierstin, Gianna, and Alexandra – I love you.

VITA

<u>EDUCATION</u>

M.S., California State University, Long Beach
Counseling, with an emphasis in Student Development in Higher Education

B.A., California State University, Long Beach
Communication Studies, Minor in Mathematics

<u>RELEVANT PROFESSIONAL POSITIONS</u>

Long Beach State University
Senior Associate Athletics Director for Major Gifts and Resource Acquisition, 2014 – Present
- Managed the Athletic Department's participation in a $225 million major comprehensive campaign.
- Reorganized and managed the Beach Athletics Board of Directors.
- Developed and implemented the first annual Athletics External Relations Plan.

New Mexico State University
Associate Athletic Director for Development, 2010 - 2014
- Implemented major gift program that increased major gifts to athletics, including $1.5 million and $750,000 gifts. Prior to these two significant gifts, there had only been one $1 million+ donor to the athletic department. Created and managed Football Success Fund – This is the Head Football Coach's VIP in-group. The program generated over $280,000 by the third year. There was only one donor at the $5,000 giving level to football prior to this program. Developed several VIP experiences around away Football games. Highlighted experience involved trip to be a part of the NM STATE Aggies vs. Georgia Bulldogs in Athens, GA. Hosted major gift prospects over a four-day experience, including stay at an alumni's Sage Valley Country Club Cottage, Tour of the World of Coke in Atlanta, GA, alumni tailgate at the game, and stay in the visiting A.D.s Suite.
- Managed and sold Intercollegiate Athletics Hospitality Program. Program included four 24 person football suites, one 300 person club-level, one 150 person Men's Basketball Hospitality Club, and forty-eight courtside Men's Basketball seats. All programs generate over $300,000.
- Managed priority seating program for Men's Basketball, generating an impact of $450,000.
- Reorganized volunteer board structure for the Aggie Athletic Club. Board now consists of 24 advisors focused on recruiting booster club members. Board membership requires a $1,000 membership.
- Initiated the first Student-Athlete Phone-a-Thon (SAP). SAP works with each team to collect contact information for ten prospects from each student-athletes' personal network and then places those student-athletes in a calling room where they solicit donations for their team. We have had eight teams participate with an average of $7,000 raised per team.
- Facilitated Senior Staff Retreat. Three day experience focused on improving communication and trust and initiated the redesign of the department's strategic plan.

- Facilitated Football Coaches Retreat. Three day experience focused on improving communication and trust and development of coaching goals.
- Created and managed Aggie Spirit Game Day Experience Task Force. University standing committee created by the University President to focus solely on enhancing the football game day atmosphere.
- Participated in RFP development, selection/implementation of program, and integration with the Central Advancement Office's donor management system.
- Developed Intercollegiate Athletics' role in the Central Advancement Offices' implementation of a new donor management system, Raiser's Edge.
- Created a website focused on Intercollegiate Athletics fundraising. Utilized the same web platform as the Alumni Association, IMMODULES; strategically expanding Intercollegiate Athletics' reach to over 50,000 NMSU alumni. This website, www.AggieAthleticClub.com, allows supporters to make donations online and register for special events, recognizes key donors to the department, and coordinates and promotes head coach and student-athletes engagements in the community.

Post Season Involvement
- NCAA Men's Basketball Tournament 1st Round
- Developed ticket selling strategy to meet our ICA's quota for the tournament. Developed VIP experiences for key boosters attending the tournament with the team, including two A.D.s Cabinet Members.
- NCAA Final Four – Houston 2011
  Managed party of twenty VIPs at the Final Four. Attendees included a combination of members of the Board of Regents, major gift prospects, and administrators.
- NCAA Final Four – New Orleans
  Managed party of twenty VIPs at the Final Four. Attendees included a combination of members of the Board of Regents, major gift prospects, and administrators.
- Western Athletic Conference Men's and Women's Basketball Tournament
  (1 year in Reno, NV and 3 years in Las Vegas, NV). Developed ticket selling strategy to meet our ICA's quota for the tournament. Managed a VIP hospitality experience that included high-end donor/sponsor room, alumni and fan receptions, and donor dinners with key university assets (Regents, President, Athletic Director, etc.).

Ex-Officio Member of Sports Enterprises, Inc.
- Served as ex-Officio administrator for Sports Enterprises, Inc. which manages the Corporate Partnership portfolio that generates $1.1 million annually.
- Direct responsibility for stewarding $100,000+ sponsors – Wells Fargo, El Paso Electric, Laguna Development, Las Cruces Sun News, and Las Cruces Bulletin
- Direct responsibility for securing and stewarding beverage partners – Premier Distributing and Southwest Wines.
- Collaborated with partnership sales representative, Dormie Marketing.

Sports Administration
- Supervised Equestrian team – Equestrian is an emerging NCAA sport that requires a focus on promoting the sport to the local community. This involves not only managing budget, competition contracts, and evaluation of coaches, but also creating a strategic plan for the team at NMSU. We are in the middle of an assessment to produce a strategic plan to include sustainable funding and the construction of an Equestrian Complex.

- Supervised Cheer Program – Program has three roles which include 1) support game day atmosphere around Football, Men's and Women's Basketball, and Women's Volleyball (60+ games per year), 2) compete in competitions that provide exposure of the NMSU brand (finished 2nd at the Anaheim National Championships), and 3) represent Intercollegiate Athletics and the university in the local community (participated in over 80 engagements). Supervised this program and managed budget, evaluated coach performance, and more.

Long Beach State University
Coordinator of Development, 2007 - 2010
- Developed vision and implemented an action plan that raised $1 million for the annual fund.
- Created and directed an annual Student-Athlete Phone-A-Thon — generating $200,000 and 1,000 new donors to the donor giving program (49er Athletic Club) over a two year period.
- Created and implemented strategic plan for a student referendum, leading to a $4.5 million increase to support scholarships, sport team operational budgets, and campus technology.
- Directed development for the Golf Program, increasing annual giving by $30,000 per year.
- Directed development for the Track & Field Program, increasing annual giving by $30,000.
- Reorganized data management program to improve contact information for current and new donors leading to over 4,000 improved records.
- Established partner relationship with a local Marriott property in the amount of $15,000.
- Created a transition program for graduating seniors that included four corporate partners.

Long Beach State University
Director of Campus Scholarships and Development, 2002 - 2007
- Stewarded $50,000 seed grant, leading to $1,000,000 donation by the Bernard Osher Foundation.
- Increased the scholarship fund by $400,000 generating 160 new scholarships for students.
- Increased scholarship center usage by 600% in three years.
- Developed a database consisting of over $38,600,000 in scholarship information.

Associated Students, Inc.
President/CEO, 2001 - 2002
- Created Beach Pride Referendum which generated over $1 million.
- Increased student participation in ASI programs by 200% through public relations campaign that placed me at 100 events.
- Established Beach Pride Center increasing participation in campus events by 5,000 students.
- Delivered commencement speech to over 10,000 graduating students, staff, faculty, and family members.

PARTICIPATED IN PROFESSIONAL ASSOCIATIONS
- Council for Advancement and Support of Education
- National Association of College Directors of Athletics

ABSTRACT

This study attempted to identify the issues confronting athletic directors at the NCAA Division I FBS membership institutions from the following athletic conferences: American Athletic Conference, Conference USA, Mid American Conference, Mountain West Conference, and Sun Belt Conference. These conferences are considered to be non-BCS automatic qualifying conferences. Since the literature showed a lack of research on most of the issues that impact the university athletic director, this research attempted to present an enhanced perspective of the issues that the athletic director must confront in his or her career and daily life. The researcher utilized an explanatory sequential mixed methods research design to identify and explore the issues. Twenty-two of sixty-one athletic directors responded to a thirteen item electronic survey. Follow-up interviews were administered to six of the athletic directors who indicated a willingness to participate.

Athletic directors identified fundraising, managing the budget and finance issues, and student-athlete welfare as the top three issues affecting his or her career. Athletic directors identified the following as those issues that consumed most of their time: fundraising, managing his or her department's budget, and staying current on NCAA regulations. Athletic directors identified the following as their most stressful issues: fundraising, budget, decision making, personnel, the pending autonomy of the high resource conferences, and general uncertainty. Warning signs identified by the athletic directors included: national lawsuits, declining attendance (both alumni/fans and students) at sporting events, and decreasing state support. In addition, individual athletic directors identified the following issues that may impact the future: negative impact on the United States Olympic movement due to significantly increased emphasis on football and men's basketball, impact of non-practioner perspective in governance of collegiate athletics, and possible significant change in the definition of amateurism.

Chapter 1: Introduction

The popularity of athletic sporting events was demonstrated by the fact that more people watched the World Cup than watched Neil Armstrong's first steps on the moon (As cited in Bucher & Krotee, 1998). Over 48 million people attended NCAA football games in 2009 (Pitts & Rezek, 2012). Smith (2000) theorized as many people watch athletic sporting events as attended worship services in the United States, a country that was founded on religion. Millions of fans supported their professional and collegiate athletic teams and make sports a multi-billion business. Wolfe, et al. (2005) stated the following:

> Sport also evokes images, and the reality, of living at the edge. Consider the examples of downhill skiing and cycling. The secret to winning in these sports is to move at a pace that approaches being out of control. If you get lucky and make it through the course intact, you win because others are holding back to retain control. Sport performance tests the edge. (p. 205)

The study of intercollegiate athletics may give insight into the many reasons why the athletics industry has risen to great popularity throughout America.

Several inspirational movies have been filmed, based on the intercollegiate athletic stories of triumph and despair. The five African American starters for the University of Texas, El Paso (formerly Texas Western) competing for and winning the 1966 National Championship over the segregated, all-white University of Kentucky men's basketball team served as the plot line for *Glory Road*. *Prefontaine* and *Without Limits* captured the life and tragic death of preeminent college distance runner Steve Prefontaine. *Rudy* captured and presented the underdog story of a young man who overcomes his own limitations to play in a football game for his

cherished Irish football team. The list was numerous and spoke to the popularity of sport in mainstream media.

Intercollegiate athletics was a passion that led to donor support. An intercollegiate baseball team in the southwest United States received a gift in excess of $1 million in the summer of 2013. This donation was intended to upgrade the playing facility with the hopes of enhancing the fan experience, transforming recruiting, and improving the competitiveness of the team. The donors, a husband and wife, were graduates of the university, contributed to academic programs throughout the years, and were retired from very lucrative careers in the oil industry and public service. During the press conference, the husband explained the reason they chose to make the contribution. He recounted playing little league baseball and the influence it had on his family and his fandom over the ensuing years for not just baseball, but for sports in general. This donor spoke with a passion that is often seen in supporters of intercollegiate athletics. The nostalgia of competitive teams and the connection with the university drove these kinds of donations throughout the country.

Intercollegiate athletics was a complex part of the academy that lives between two worlds. In one world, intercollegiate athletics was expected to bolster and support the academic achievement of a university. In the other world, intercollegiate athletics was expected to operate similar to a business. Athletic directors consistently were confronted by changing priorities because of having to straddle these two worlds. Thelin (2004) described the American campus as resembling the Greek mythological figure, Janus, who looked in both directions simultaneously. Buer (2009) applied this analogy to the athletic director, where he or she must operate within the context of *Janusian Integration*. Applied to the athletic director, Janusian Integration meant he or she must manage the duel identity of leading an academic unit and a business enterprise (Buer,

2009). Sorenson (1997) related Janusian Integration to critics of the church or the American Psychological Association. In these two areas, *rich psychologists* earned more money via private practice than through pastoral salaries, which created a resentment of the money earners (Sorenson, 1997). The athletic director was similarly criticized and/or resented by campus colleagues for the level of compensation he or she received.

One-hundred and twenty-four athletic directors led athletic programs at as many NCAA Division I Football Bowl Subdivision universities. A number of issues arose for these college athletic directors. Some required immediate and appropriate attention and response; otherwise, the athletic director may lose his or her job. The ability to make ethical decisions was impacted by the tenure of an athletic director (Spivey, 2008). The athletic director at Rutgers University was let go after video tapes of inappropriate coaching practices surfaced, exposing in the media an inappropriate treatment of men's basketball student-athletes. The athletic director, in collaboration with university counsel and administration, responded to these tapes months prior to the content surfacing in the media. However, public opinion helped deem the level of punishment on the men's basketball coach as being unacceptable, leading to the termination of several people, including the athletic director.

An Athletic Director was the head of a college unit that has responsibility to many stakeholders at a university. The stakeholders with whom an athletic director interacts were several. Ruihley and Fall (2009), in defining a stakeholder, stated, "An athletic department has many publics consisting of anyone who has stake in its success or failure" (p. 400). According to Jackowski, the list of intercollegiate athletics stakeholders included the following:

> The institution to which the department belongs, student-athletes, students at large, the
>
> National Collegiate Athletic Association (NCAA), athletic conference members,

competing institutions, alumni, the local community, booster-club members, broadcast

media, licensees, merchandisers, high school students, and local, state, and federal

governments. (as cited in Ruihley & Fall, 2009, p. 400)

Peach (2007) identified additional stakeholders as including mom & dad, K-12, federal

regulations (e.g., Title IX), federal and state courts, professional sports, bookies, and drug

dealers. Renshler (2007) provided a helpful view of the three levels of the stakeholders within

the athletic department. The internal primary stakeholders included the university president and

boards of trustees, athletics teams, athletic administration, and support personnel. The external

primary stakeholders included the state government, fans, boosters, corporate partners, suppliers,

competitors, the conference, and the NCAA. The external secondary stakeholders included local

communities, the media, professional associations, special interest groups, students, faculty, and

alumni. Each of these stakeholders held varying degrees of power over decisions that were made

by an athletic director (Hoffman, 2013; Spivey, 2008).

The athletic director must manage each of these relationships skillfully or face the

erosion of his or her credibility through the word-of-mouth assassinations these people may

make on the athletic director's credibility. A well regarded athletic director from Michigan State

University replied to the question, "What is the most difficult part of your job," by saying,

"Keeping rational balance would be one of the more difficult roles of an AD. Top success in

football, men's basketball and throughout a 25-sport program. Resource allocation and attention

to detail" (Hollis, 2013). The athletic director must build a repertoire of "sound bites" to manage

these relationships. The sound bite was a statement that is an appealing statement on its own and

appeases or rouses a stakeholder, but within the context of the bigger picture, has lesser value.

The ambiguity for leadership of athletics was a challenge the athletic director must manage

(Hoffman, 2013). Propaganda was used to "quell critical examination or dissent" (Southall & Staurowsky, 2013, p. 404). "Student-athlete" was a term that is used as a hegemon to demonstrate the importance placed on the student before the athlete (Southall & Staurowsky, 2013). Miranda and Paskus (2013) made the statement, "It is widely assumed in the world of college athletics that intercollegiate sports serve as an educational vehicle and are an appropriate endeavor for academic institutions" (Miranda & Paskus, 2013).

The analogy that an athletic director must operate like a Chief Executive Officer (CEO) of a company was accurate when considering the business-like responsibilities of selling tickets, building facilities, managing a senior staff, negotiating coaches contracts, representing the department in press conferences, and more. However, the analogy was far from perfect. A CEO had the ability make directives that yielded immediate results. An athletic director must convince other campus chiefs (presidents, vice presidents, deans, department heads, and gatekeepers) to seek improvements and/or changes that impact department's stakeholders. This task may include requesting that the campus police department alter the post-game traffic flow pattern to ensure the donor-accessed parking lots receive the most expedient exit from campus. Ensuring these donors' exodus runs smoothly is a part of ensuring they are satisfied and continue in supporting the department. A CEO would be able to direct the campus police department; the athletic director must request and seek to convince.

> Intercollegiate athletic programs are not profit seeking organizations, but rather, highly-commercialized non-profit divisions of the larger academic institutions they operate within. College sports programs operate as non-profit organizations, and thus do not behave in a manner befitting a profit/loss paradigm. (McEvoy, Morse, & Shapiro, 2013, p. 23)

Diversity is a challenge for most athletic programs, and the athletic director has a responsibility to create opportunities for women and minorities to not only enter the profession, but also to excel. Four athletic directors came together for a forum where they answered questions related to encouraging diversity in their departments (Underwood, DiJulia, Geuerrero, & Byrne, 2006). There was no "cookie-cutter" answer, but the common strategy they shared was working professional networks to motivate candidates to apply for jobs (Underwood et al., 2006).

The athletic director constantly exists on the precipice of having to look for the next job. A misstep may lead his or her president to terminate their contract. Many stumbling blocks have similar power to unseat an athletic director, like the Rutgers University example above. The issues facing today's athletic directors are many and include the lack of transparency, or at least communication, between governing bodies and athletic directors, sustainability of the enterprise, future of television contracts and revenues, football scheduling, conference realignment, student-athlete mental health issues, the growing disconnect with the academy, inequality in scholarship costs through tuition waivers, continued demand to demonstrate return on investment, life after college for student-athletes, future of the minority athletic director, changing make-up of today's college student, future of amateurism, implementation of the new Division I Institutional Performance Program, among several more issues. The athletic director must respond to multiple bosses, and represent multiple agencies, with multiple cultures. These range from working in a university setting with its collegial approach to problem-solving, to working with the NCAA and its legal requirements, to working with press and social media professionals who are seeking a *story*.

Intercollegiate athletics is a high profile department on the college campus. The analogy that Intercollegiate Athletics is the largest window or a front porch through which the public views a university (Gerdy, 1997; Perez, 2012; Welch Suggs, Lederman, & Selingo, 2003) demanded that today's successful athletic director operate in a state of juggling priorities. Broyles and Hay (1979) said the only sure bet with intercollegiate athletics is change. Hoffman (2013) coined the phrase, "leveraging academic prestige through the gridiron marketplace" (2013, p. 15). Howard and Stinson (2013) found athletic programs create much more awareness for opportunities to support the rest of the university.

The athletic director is the primary leader in both the day-to-day and the 10,000 foot operation of an athletic department. There are varying values placed on what role an athletic director should play in guiding a department's operations. The athletic director of yesterday emerged as a part-time administrator, physical education director, or faculty manager and involved a focus on internal duties, including purchase and care of equipment, preparation of budgets, ticket sales and finances, public relations, preparation of facilities, scheduling, game contracts, preparation of eligibility lists, securing officials, arranging team travel, student manager system, arrangements for scouting, supervision of coaching staff, and administration of home athletic contests (Voltmer, 1958).

The issues facing today's athletic director include the lack of transparency between governing bodies and athletic directors, sustainability of the enterprise, future of television contracts and revenues, football scheduling, conference realignment, student-athlete mental health issues, the growing disconnect with the academy, inequality in scholarship costs through tuition waivers, continued demand to demonstrate return on investment, life after college for student-athletes, changing make-up of today's college student, future of amateurism,

implementation of the new Division I Institutional Performance Program, integrity of the enterprise, higher education's failed experiment with professional athletics or pay-for-play, ethical dilemmas in college sport, race in college sport, the impact of race as it relates to employment opportunities for college administrators, gender and sport, NCAA and the issues of sports wagering, performance enhancing drugs, agents on campus, the influence of the media, low graduation rates, lowering of academic entrance requirements for athletes, uncontrolled spending for facilities, escalating compensation for coaches, the manipulation of schedules to accommodate television, and the big-business element that is driving athletic departments to acquire corporate sponsorships and other external funding, athlete deviance, academic fraud, coaches violating NCAA rules, the continued proliferation of the arms race, academic integrity, sportsmanship and fair play, student-athlete welfare, commercialism of intercollegiate athletics, internationalization of intercollegiate athletics, and the question of who is in charge of intercollegiate athletics (Boggan, 2006; Knorr, 2004; Lapchick, 2006b; Schroeder, 2010). Santore (July 12, 2013) identified that today's athletic director must have the qualities of a bottom-line mentality, an entrepreneurial spirit, a mission-driven approach, coachability, and self-awareness.

The researcher of this paper reviewed hundreds of headline articles and culled several issues confronting college athletics. The current issues facing today's leaders in college athletics are cyclical. Smith (2011) listed the issues the NCAA discussed in its first two years of existence as follows:

Amateurism, summer baseball for pay, freshman eligibility, graduate student eligibility, number of years of eligibility, entrance requirements, scholarship standards for athletes, progress toward graduation, recruitment of athletes, transfer of athletes, training table,

preseason practice, professional coaching, the number of contests, betting at games, national rules of eligibility, basketball rules, working with Amateur Athletic Union, and faculty control of athletics. (p. 54)

These issues were similar to the current issues confronting intercollegiate athletic programs across the country.

This research proposed to examine what issues are most important for today's athletic director to maintain competency and manage in leading their respective intercollegiate athletic programs. The goal was to inventory the issues and rank and begin the development of a blue print for athletic directors to consider when they assume their role at the head of the intercollegiate athletic department.

Statement of Problem

Intercollegiate athletics has grown from a student initiated extracurricular activity into a big business-like, multi-billion dollar extension of the university. The complex nature requires the development of a leadership pipeline that prepares and equips individuals with the skill and expertise for leading today's athletic program. Although this pipeline exists within the networking strategies of organizations like the National Association of Collegiate Directors of Athletics, there is no research constructed roadmap available to guide today's athletic director. There is no list of scientifically vetted issues an athletic director must face. There is no rank order of importance placed on what issues are considered the most dire to address when many challenges may surmount on an athletic directors' plate in a small period of time. Currently, an athletic director enters the first day on the job and must look to his or her network and/or professional organization for guidance on issues with which they will be confronted. There needs to be research conducted to identify, inventory, and rank the major issues facing athletic

directors. The hope is for this research to lead to the preparation of materials for athletic directors in managing his or her diverse jobs.

Purpose of Study

Some literature listed issues an athletic director may face in their role from an experiential standpoint (Boggan, 2006; Broyles & Hay, 1979; Knorr, 2004; Lapchick, 2006b; Schroeder, 2010). However, there has been limited research assessing athletic director's rank order and intensity of issues they face. As intercollegiate athletics becomes a more complex part of the academic enterprise, it is important to understand the issues impacting the job of an athletic director and better understand the issues that are most pressing.

The purpose of this study was to identify, inventory, and rank the issues that confront athletic directors in their professional lives. This study was a mixed methods design that started with a survey in order to generate quantitative data. The next phase included follow-up interviews with a selected subset of the survey participants. These interviews gather qualitative data.

Research Questions

The central research question that guided this study was as follows: What are the major issues affecting athletic directors from the NCAA Division I FBS, non-automatic qualifying intercollegiate athletic programs?

The sub-research questions utilized the findings from the review of literature to relate the central question to the strategy of providing in-depth understanding. The sub-research questions that supported this central question were as follows:

Sub-Research Question 1. What are the top three issues athletic directors rank in terms of the importance each issue has on his or her successful completion of his or her job?

Sub-Research Question 2. How much time per week do athletic directors spend

addressing each issue?

Sub-Research Question 3. What are the warning signs that point to change in college

athletics according to athletic directors?

Sub-Research Question 4. What issues are most stressful for an athletic director in the

execution of his or her job?

Sub-Research Question 5. Are there any differences in the responses above by selected

demographic variables, such as gender, ethnic background, and years as athletic

director?

Significance of the Study

As mentioned earlier there were many issues to which an athletic director must respond. The research was limited in developing an inventory of the issues that face today's athletic director. This study was significant for at least three reasons. First, this study provided an inventory of and explored the top issues facing the athletic director. Current and new athletic directors will be able to draw upon this study for an education on the issues that will pose the biggest stumbling blocks for their programs and for their own careers.

Second, this study identified the issues from the perspective of the athletic director. This will add to the professionalization of the athletic director position.

Third, the subject of intercollegiate athletics was attractive to many stakeholders and is a "fun" area to study (Wolfe et al., 2005). The popularity of working in college athletics made this study attractive to individuals who may have a propensity to the athletic director position.

Fourth, this study may help college and universities that educate future Athletic Directors in the development of curricula and experiences to prepare these people for their careers.

The hope is for this study was to aid athletic directors in making timely and appropriate decisions in response to the issues they face in their jobs.

Limitations of the Study

There were a few potential limitations that existed with this study. First, there was potentially a threat to internal validity regarding the investigator-constructed measurement instruments. The lack of previous instrument implementation caused concern for whether what was observed accurately reflected a relationship between the variables in the study (Heiman, 2002, p. 400). The researcher sought to reduce this threat to validity by utilizing a panel of three experts to review the instruments for content validity.

Second, there was a potential threat to the external validity for this study. There were 1,281 NCAA member institution athletic directors. This study sought to include participants only from the NCAA Division I Football Bowl Subdivision. There ere 61 potential participants and the information gathered was appropriate to these participants and was not necessarily generalizable to the other 1,281 athletic directors.

Third, securing participation from the NCAA Division I FBS mid-major athletic directors was a challenge. Their participation was essential in answering the research questions. The ability to use the researcher's current network was imperative to influence members at these institutions that the investment of their time was a worthwhile endeavor.

Operational Definitions

The following operational definitions were used throughout this study:

Athletic director. The athletic director is the leader and manager of the intercollegiate athletic program on a university campus. This person is responsible for the enterprise of the department, including sports supervision, financial and human resource management, revenue

generation, and public relations. Athletic director is a job title that exists, in one variation or another, in all universities in this country.

Intercollegiate athletics. Intercollegiate athletics is the descriptive name of a unit on a college campus. This unit is responsible for facilitating competition between on-campus students and students from other campuses, among several other responsibilities (Broyles & Hay, 1979). The terms intercollegiate athletics and college athletics are used interchangeably throughout this study.

Mid-major. The term *mid-major* has been utilized to refer to different levels of football (FBS non-AQ; FCS playoff) and basketball (any conference not in the 10 BCS conferences) competition within the NCAA. For the purpose of this paper, mid-major references the 61 universities in the NCAA Division I FBS that are members of the 5 non-AQ BCS level conferences beginning in the 2014 football season.

Bowl Championship Series. The Bowl Championship Series (BCS) is a five game college football series that determines the NCAA Division I FBS national football championship (BCS, 2013b). The BCS exists since 1998; matches the number 1 and number 2 each year (versus this only happening only 8 times in 56 seasons previously); attracts more television viewers than the NCAA Basketball Finals, NBA Finals, Daytona 500, the World Series, the Masters, or the Stanley Cup Finals; and has increased access to the top 5 bowl games for the non-AQ conference members (BCS, 2013c).

Summary

This dissertation proposal was formatted into three chapters. Chapter 1 contained the introduction, background, problem statement, research questions, and other related subjects.

Chapter 2 contained the review of background and related literature. Chapter 3 outlined the research methodology.

Chapter 2: Background and Related Literature

This chapter presents a review of literature that relates to the investigation of the issues that are pertinent for athletic directors from the NCAA Football Bowl Subdivision universities. The literature is divided into five areas pertaining to college athletics and the history leading up to these issues. The major areas include colleges and universities in the United States, intercollegiate athletics in colleges and universities, the role of the athletic department in colleges and universities, organizational structure of athletics, and current college athletic conference structure. Collegiate athletics has a robust past, present and future.

Colleges and Universities in the United States

The beginning colleges in America were referred to as the colonial colleges (Thelin, 2004). These colleges were modeled similarly to Oxford and Cambridge where the "collegiate system" was adopted to mix living and learning (Thelin, 2004). The variance from these two colleges was the fusion of instruction and certification; Oxford and Cambridge were a federation of colleges where the student pursued their academic instruction and extracurricular activities in the college and the university implemented exams and awarded degrees (Thelin, 2004). The colonial college facilitated only one college to facilitate all these purposes (Thelin, 2004).

The colonial college became the foundation for the American university where the colonial college leadership valued the study of the classics and devotion to God (Gerdy, 1997). The environment of the college also became a social community where attending the institution to acquire social contacts became just as important, if not more than, as accumulating intellectual growth (R. A. Smith, 2011). Thus, an institution was born to build the community.

Firsts in American higher education. The first universities in America were sometimes referred to as the 'alma maters of the nation' and included Harvard, William and Mary, Yale,

Princeton, Columbia, Brown, Dartmouth, Rutgers, and Pennsylvania (Thelin, 2004). Harvard University was established in 1636 (Lucas, 2006). Troy Female Seminary opened in 1821 and became the first college for women (Lucas, 2006). Oberlin College became the first co-educational college in 1837 and was one of the first to begin regularly admitting African American students in 1835 (Lucas, 2006).

Wilberforce University opened as the first African American university in 1856 (Lucas, 2006). A person's skin color should not dictate their socioeconomic status. However, citizens of minority ethnic backgrounds have had historically higher proportions of poverty than other, more privileged groups (Rendón & Hope, 1996). The Historically Black Colleges and Universities emerged in the 1860's (Komives & Woodard, 1996). Many of the students who attended these institutions were from low-income backgrounds (Roebuck & Murty, 1993).

The University of Georgia claimed the status of being the first state university in the United States by formalizing a legal charter in 1785, but the University of North Carolina stakes the claim that it was the first state university in the United States to admit a student in 1795 (Thelin, 2004).

The University of Wisconsin was a leader in social movements. The University of Wisconsin was one of the first to offer financial aid in 1848 (D. Person, personal communications, September 18, 2002). The financial aid targeted the sons of farmers who did not have the financial resources to attend college (D. Person, personal communications, September 18, 2002). This type of aid, which was given to a population of low-income students, precipitated the major Morrill Land Grant Act of the 1860's and laid the foundation for the creation of financial aid for future students, especially students from low-income backgrounds.

Morrill Land Grant Acts. The beginnings of American universities and colleges was exclusionary to several groups even though these people lived and worked alongside the majority (Thelin, 2004). The study of the classics and theology, which had been primary focuses of early education, mixed with the need for utility and practicality. The scientific method was being adopted to expose myths, question assumptions, and verify the truth (Chu, 1989). University leaders were experimenting with grammar and Indian schools (Thelin, 2004). A natural progression led to the opening of the doors to higher education and exponentially expanded through the passing of the Morrill Land Grant Act.

The Morrill Land Grant Act was signed into law by President Abraham Lincoln in 1862 (Kerr, 2001). The effects of this act were far reaching, allowing students across the country the ability to access the doors of higher education (Kerr, 2001). The act helped to establish several colleges throughout the United States, all of which were not focused on limiting admission. Higher education was no longer open just to the upper class. Education provided an affordable option for students, who were previously ineligible to attend a university, to pursue a higher education degree based on their low-income status background (G. L. Anderson, 1976). The Act was regarded as the most influential federal legislation in creating access to higher education (Thelin, 2004). The Morrill Act granted over 150,000 acres to establish and enhance land grant universities (Chu, 1989).

The second Morrill Act was passed in 1890 and served to refill the federal funding for land-grant programs and spurred the founding of additional colleges (Thelin, 2004). The Hatch Act was passed in 1887 and preceded the 1890 Morrill Act and was instrumental in funding agricultural research stations throughout the country (Thelin, 2004). Properties and endowments grew more than 300% between 1892 and 1914 (Chu, 1989) and land grant universities were

designed to serve two purposes, (1) meet any educational need of any enrolled student and (2) directly contribute to the community (Chu, 1989).

Early organization and philanthropy. The period between 1870 and 1910 marked a time of organization and entrepreneurship for the American university. The turn of the century (1900) marked the formation of the Association of American Universities (AAU), which included fourteen charter members (Thelin, 2004). The presidents of these universities organized in an effort to bring organization to standards (Thelin, 2004); the theme of organizing was pervasive as many of the same presidents formed the NCAA in 1905. Industry was an influencer during this time as several business leaders became transformational philanthropists, including the Johns Hopkins $7 million ($112.8 million value in 2000 dollars) gift to found Johns Hopkins University in 1876, John D. Rockefeller's cumulative $12 million ($229 million value in 2000 dollars) gifts to found the University of Chicago, and Benjamin Duke's cumulative giving of $2 million ($29.5 million value in 2000 dollars) to revive Trinity College (Thelin, 2004), which later became Duke University.

The world wars. Large scale building of the physical plant of the university escalated during the World War I and World War II eras (Thelin, 2004). World War I spurred the naming of several college football stadiums, known as *Memorial Stadium*, to honor the students who lost their lives during the war (Thelin, 2004). Fourteen of these stadia still have *memorial* in the name, including Los Angeles Memorial Coliseum, Darrell K Royal-Texas Memorial Stadium, Liberty Bowl Memorial Stadium, and Aggie Memorial Stadium (Guiher, 2013). The momentum of interest and access in higher education led to an increase from 250,000 to 1.3 million college students between the two wars (Thelin, 2004). This led to an increased interest by the public in the extracurricular activities, including intercollegiate athletics (Thelin, 2004).

The Social Movements of the 1960's. The place of a college and university as a setting for student activism formally traced its roots back to 1776 when the first debating society, Phi Beta Kappa, was formed to allow a medium in which students could vent and vet the issues of the day (Thelin, 2004). The 1960's were a period of time in which higher education underwent many reforms that expanded the opportunity for students to attend college (Altbach, 1998). Federal reforms of the 1960's, like the Civil Rights Act of 1964 (Greenberg & Page, 2003), led to social programs such as Affirmative Action that drastically increased the opportunity for students from minority groups, many of which were from low income backgrounds, to gain access to college (Kerr, 2001). Sandeen (1994) shared that the 1960's were a period of time in which policies were developed that defined student freedom.

Intercollegiate Athletics in Colleges and Universities

The genesis of intercollegiate athletics was not traced to one single incident, but to several activities that took place coinciding with the evolution of the colleges and universities in the United States. College athletics emerged more than 200 years after the beginning of American higher education (Gerdy, 1997). Many firsts existed in sport competitions for intercollegiate athletics. According to Voltmer (1958):

> Organized athletics appeared in England as early as 1822 when the first Eton-Harrow cricket match was played. Oxford and Cambridge met for the first time in 1827. In the United States, the first interschool contest was a rowing race between Yale and Harvard in 1852. In 1859 the first baseball game was played between Williams and Amherst. (p. 198)

Rutgers played Princeton on November 6, 1869 in the first intercollegiate football competition (Crowley, 2006, 2). Black colleges and universities facilitated the first black competition in 1892

in North Carolina where Biddle Memorial Institute defeated Livingston College (Hawkins & Palgrave, 2010). The first women's basketball game was facilitated in 1896 between Stanford and Berkeley (W. Suggs, 2006).

Intercollegiate athletics began as a student supported activity where the student, alumni, and parents financially supported travel, secured equipment, and oversaw the administration of the athletics program (Gerdy, 1997; W. Suggs, 2009a, 2009b; Thelin, 2004; Voltmer, 1958). The beginnings saw the competition as fun and only slightly as a distraction to the main curriculum of the campus. As the number of intercollegiate competitions increased, several problems emerged. Voltmer (1958) described three problems as (1) the scope of responsibility became too large for students to handle, (2) leadership was inconsistent due to shifting student populations, and (3) undesirable practices emerged, including financial mismanagement, escalating costs due to unrestricted travel, improper or lack of medical care for injured students and more. Some faculty became concerned that student affinity for athletic programs had surpassed the affinity for academics (Barr, 1999).

Intercollegiate athletics was a popular part of the modern college and university and created many challenges.

The value of amateurism. The *sport model* was the prevailing inspiration during the early period of intercollegiate athletics. This model "emphasized participation and cooperation instead of competition" (Couturier, 2008, 421). The sport model was closely aligned with the English-influenced ideals of amateurism, "drawn from the notion that manly qualities were inherited rather than being the fruit of individually acquired merits" (W. Suggs, 2006, p. 5). The first definition of amateurism the NCAA used was "An amateur athlete is one who participates in competitive physical sports only for the pleasure, and the physical, mental, moral, and social

benefits directly derived therefrom" (R. A. Smith, 2011, p. 61). However, the long undercurrent of rejecting the British concept of fixed status systems, similar to the intent of the Declaration of Independence, led to a slow modification of this definition into the practice of American amateurism (R. A. Smith, 2011).

As the sport model became more commercialized, the modern intercollegiate athletics program began to emerge. This was supported by college administrators moving to control and fund intercollegiate athletics at the turn of the century in an attempt to align intercollegiate athletics with the values of the academy (Gerdy, 2006; R. A. Smith, 1990; W. Suggs, 2009b; Voltmer, 1958). The existence of amateurism was "the bedrock principle that sets intercollegiate athletics apart from professional sport" (Pierce, 2007, p. viii, viii). However, one of the recommendations led the NCAA to formalize the intercollegiate athletic scholarship in 1956. The agreement allowed a "full ride" scholarship to cover the cost of tuition, room, board, fees, books, and "laundry money" (R. A. Smith, 2011). The definition of amateurism changed significantly with this provision for compensation and the English influence slipped further from the NCAA definition of amateurism.

The definition of amateurism was difficult to state from a positive and was easier to state in terms of a negative (Gerdy, 2006; R. A. Smith, 1993). The NCAA limited a student-athlete to receive permissible grant-in-aid and limited universities to cover expenses related to competitions, specific events, or practice involving meals; lodging; apparel, equipment and supplies; coaching and instruction; health/medical insurance; transportation; medical treatment and physical therapy; facility usage; entry fees; and other reasonable expenses (Association, 2013). Student-athletes who possessed superior athletic ability are unable to accept additional

benefits, even though their performance motivated others to want to reward them for their achievement with tangible acts of appreciation.

One of the more salient examples of the tension between amateurism and professionalism was the fight between Steve Prefontaine and the Amateur Athletic Union leadership in the early 1970s. Prefontaine was the premiere distance runner for the United States and the University of Oregon during this time period. The Amateur Athletic Union (AAU) was the dominant United States organizer of participation in national and Olympic track meets and took a hard line on allowable financing levels for amateur athletes. Prefontaine trained to represent his country, traveled to competitions on a shoe-string budget, and lived in a mobile home with very little means to support his training. In contrast, the AAU officials reaped the benefits of lavish accommodations when traveling to competitions. Prefontaine spoke against this inequity and advocated that US Olympic athletes should be able to accept money for their performances. He challenged the rule that US Olympic athletes must struggle to maintain amateur status to represent their country while administrators did not have to struggle.

The amateur norm was changing. Gerdy (2006) argued the success of today's college athletic programs was based on standards similar to those expected in professional sports franchises, "wins and losses, revenue generated, television appearances, and championship banners hung from gymnasium rafters" (p. 62). Gerdy (2006) described, "the professional model is also about paying whatever you have to for coaches, staff, facilities, scouting, travel, and anything else that coaches believe might make the difference in winning and losing" (p. 61). The professional model was operating on several college campuses as seen in escalating values of contracts for football coaches and grand palaces constructed for sporting events. The strain from the increasing commercialization of college athletics existed for years.

Related to the tension between amateurism and professionalism was the growing inequity between the monetary value of a scholarship a student-athlete received and the value of the athletic output from the student-athlete the university received. A portion of the student-athlete population received a full-ride scholarship that failed to pay for all necessary costs. The cost of attendance was the actual cost of attending college that existed in addition to an athletic scholarship and was based on the miscellaneous expenses that a student paid in addition to tuition, fees, room, and board (Solomon, 2014a). The rest of the student-athletes were left with even fewer dollars. At the larger, more prestigious college athletic programs, millions of dollars were poured into the institution. The lesser college athletic programs still operated multi-million dollar budgets. The bigger conferences wanted to distribute more money to their student-athletes because they have the resources.

The sentiment of a full-ride scholarship serving as *enough* payment for athletic participation was being challenged. Kessler stated, "We have a situation where everybody associated with division I men's basketball and football has the opportunity to reap great financial benefits from the revenues generated, except the athletes who are actually generating those revenues" (As cited in Parnell, 2014). The NCAA arbitrarily defined amateurism, "amateurism in intercollegiate athletics is whatever the NCAA says it is (Zimbalist & Sack, April 10, 2013). The President of the NCAA, in an interview on the Seth Davis Show, explained that student-athletes should not receive *pay for play*, but that the potential shift in providing student-athletes with more resources should be about how athletic programs support the student-athlete in their pursuit of an education (M. Emmert, personal communication, January 13, 2014). One question that arose was, 'Should the student-athlete be responsible for determining how to

spend the money or should the NCAA, conference, and/or campus administration be responsible?'

A significant court case in 2014, Ed O'Bannon v. NCAA, threatened to legally dictate change upon the collegiate landscape. Kessler described the O'Bannon case as being "designed to strike down the rules which prohibit players [from marketing] their names, rights, likenesses, and intellectual property in college sports" (As cited in Parnell, 2014). The summation of the potential impact of a decision for O'Bannon involved payment to student-athletes for the utilization of their likeness to promote the university, conference, or NCAA. Some believe this court case would challenge the NCAA's commitment to amateurism (Southall & Staurowsky, 2013). Southhall and Staurowsky (2013) believed "The Collegiate Model" the NCAA has been preaching since 2003 would be placed into jeopardy because of this court case (Southall & Staurowsky, 2013).

The future of amateurism was an issue that carries financial and philosophical implications into the future.

Intercollegiate athletics regulation. The formal organization of intercollegiate athletics began with several failed association-like attempts, including the formation of the Intercollegiate Football Association, University Athletic Club of New York football rules committee, Brown Conference, Intercollegiate Conference of Faculty Representatives, Football Rules Committee, and several meetings gathering various university leaders (Barr, 1999; Fleisher, Goff, & Tollison, 1992). One of these associations, the Intercollegiate Athletic Association of the United States (IAAUS), was formed in 1905 (Barr, 1999; Fleisher et al., 1992). The IAAUS was renamed to the National Collegiate Athletic Association in 1910 (Barr, 1999; Fleisher et al., 1992; NCAA, 2013a). Thus, the NCAA was born. Safety in the game of football, the desire to

protect young people, and a lack of standardized rules compliance inspired college presidents to

form this organization with the support of President Theodore Roosevelt (Fleisher et al., 1992;

NCAA, 2013a; W. Suggs, 2006, 2009b). Other emergent issues demanded organization,

including concern for the number of days student-athletes spent away from campus for

competition, use of professional athletes, and gambling (Barr, 1999). The NCAA membership

roster grew from fewer than 100 members in the first few years to over 210 by 1945 (Fleisher et

al., 1992).

The birth of the NCAA provided little impact in terms of sweeping change. Prior to 1948,

the NCAA attempted to "control intercollegiate athletics by persuasion and appeal to reason"

(Voltmer, 1958, p. 206) with very little power of enforcement (W. Suggs, 2006). Smith (2011)

described the early years of the NCAA as being "principally a debating society for faculty

representatives" (p. 52) with "much discussion but little legislative impact" (p. 53). The NCAA

needed what were considered the big schools at the time, including Harvard; Princeton; Yale;

Chicago; and others, to be at the decision-making table, so the leadership facilitated a set of

bylaws containing no regulations and no national eligibility rules (R. A. Smith, 2011). "Home

Rule" was used to describe this prevailing management of intercollegiate athletics (R. A. Smith,

2011). The importance of the NCAA in the first half of the 1900s was the attention the

organization drew to the problems in intercollegiate athletics (R. A. Smith, 2011). There were

eighty-three members of the NCAA in 1917 (R. A. Smith, 2011).

The Directors Conference was formed in 1922 to review best practices and enhance the

power of the athletic director (Barr, 1999). This was the first step in the direction of formalizing

the role of an intercollegiate athletics department leader. The NCAA created a document in

response to support from President Woodrow Wilson for intercollegiate athletics that included a

call for "freshman ineligibility, elimination of training tables, professional coaching pay reduction, preseason practice elimination, and no lowering of eligibility standards for participation" (R. A. Smith, 2011, p. 60). The NCAA created nine fundamental principles in 1922, including the following:

(1) Strict adherence to the NCAA's definition of amateurism;

(2) Organization of conferences to adopt rules;

(3) Adoption of the freshman ineligibility rule;

(4) Three years of eligibility;

(5) Opposition to athlete migrants;

(6) No graduate participation;

(7) Participation only on the institutional team, even during vacations;

(8) Suppression of betting by the institution; and

(9) "Absolute faculty control" (R. A. Smith, 2011, pp. 61-62)

These principles coincided with the burgeoning commercialism of intercollegiate athletics. These principles were too progressive for the membership and failed to be adopted as law.

Carnegie report. Much of the evolution of intercollegiate athletics was shaped by controversy, including the outcry of the academic faculty and leadership, on average every ten to fifteen year (W. Suggs, 2006). The commercialism of intercollegiate athletics gave rise to the first of the five most influential reports on college athletics. The Carnegie Report on American College Athletics, was released in 1929 (Knorr, 2004; R. A. Smith, 2011). The report criticized "recruiting and subsidization, the hiring of professional coaches, the abandonment of amateurism, and the lack of student involvement in decision making" (R. A. Smith, 2011, p. 69).

This report provided the first evaluation of intercollegiate athletics and served as the base for future attempts to regulate and transform intercollegiate athletic programs.

Following the Carnegie Report and with long debate, the NCAA membership passed the *Sanity Code*. The Sanity Code, passed in 1948, emerged as a result of controversies surrounding briberies in intercollegiate athletics. The legislation later symbolized the beginning of the NCAA's aggressive steps to become an accrediting association and enforcer of policies (Fleisher et al., 1992; W. Suggs, 2006; Voltmer, 1958). The Sanity Code sought to control financial aid for student-athletes; however, when an attempt was made to enforce the code in 1951, the legislation was rescinded because it failed to gather enough support from the membership (Fleisher et al., 1992). The Sanity Code failed because the only penalty it was designed to dispense was expulsion from the NCAA and none of the members were willing to back up the Constitutional Compliance Committee that instituted the code (R. K. Smith, 2000). The Sanity Code became the precursor to the development of the rules-enforcement system that exists today, called the 'Committee on Infractions' (W. Suggs, 2006).

Four scandals in 1951 demanded reform following the failure of the Sanity Code (R. A. Smith, 2011). These included widespread exposure of point shaving in basketball, the West Point football team academic cheating case, dissention at the College of William and Mary, and a racial attack on the field against a Drake University African-American quarterback by an Oklahoma A&M defensive tackle. The membership of the NCAA enhanced the organization's power in two ways. First, the membership changed the NCAA constitution to empower the organization with the ability to pass legislation with a majority vote versus a two-thirds majority vote (R. A. Smith, 2011). Second, the NCAA suspended the University of Kentucky, one of the most visible participants in the point shaving scandals, from play in basketball for one year (R.

A. Smith, 2011; Thelin, 2004). The latter act was viewed as legitimating the NCAA's policy enforcement power (R. A. Smith, 2011) and is known as the first *death penalty*.

ACE president's report. Following these scandals, the second of the five most influential reports on college athletics, the American Council on Education (ACE) President's Report, (Knorr, 2004; R. A. Smith, 2011) was published in 1952. Eleven university presidents worked under the ACE President's Committee and made several recommendations on what to reform in intercollegiate athletics:

(1) Athletic admission standards should be the same as for other students;

(2) Athletic grants should not be conditional on athletic participation;

(3) Athletic grants should be limited to tuition, room, board, books, and fees;

(4) Bowl games and postseason competition should be eliminated;

(5) Free substitution or platoon football should be eliminated;

(6) There should be a clearly defined sport season;

(7) Coaches should have faculty status and salaries in line with other non-athletic faculty; and

(8) Athletics should be controlled by the university administration. (R. A. Smith, 2011, pp. 118-119)

Some of these recommendations were implemented by the NCAA membership and this report continued the move toward regulating intercollegiate athletics.

An inquiry into the need for and feasibility of a national study of intercollegiate athletics. The third of the five most influential reports on college athletics, An Inquiry into the Need for and Feasibility of a National Study of Intercollegiate Athletics, was presented in 1974. The report focused on the status of African-American athletes and women in intercollegiate

athletics and raised doubt on the ability and willingness of university presidents to implement

real intercollegiate athletics reform (R. A. Smith, 2011). Thelin (1994) described the report as

highlighting "the lack of debate among presidents as well as the scholarly inattention to policy

issues surrounding college sports" (p. 1979).

The most significant act by the NCAA to regulate the membership was the *death penalty*

doled out to Southern Methodist University for years of violations around paying student-

athletes. The death penalty emerged as the ultimate penalty for failure to follow NCAA rules and

regulations. The NCAA found Southern Methodist University guilty of repeat violations over a

five-year period. The penalty was a ban during the 1987 and 1988 seasons, a loss of all

scholarships, and limits on scholarships during the subsequent rebuilding phase (Fleisher et al.,

1992).

> SMU taught the committee that the death penalty is too much like the nuclear bomb, said
>
> John Lombardi, a University of Florida professor who was the school's president when
>
> the Gators went before the NCAA in 1990 for major violations. It's like what happened
>
> after we dropped the (atom) bomb in World War II. The results were so catastrophic that
>
> now we'll do anything to avoid dropping another one. (Farrey, 2002)

Knight commission I. The fourth of the five most influential reports on college athletics,

emerged from the formation of the Knight Foundation Commission on Intercollegiate Athletics

in 1989 (R. A. Smith, 2011). This commission published *Keeping Faith with the Student-Athlete:*

A New Model for Intercollegiate Athletics calling for presidential control of intercollegiate

athletics through, (1) academic integrity, (2) financial integrity, and (3) independent certification

(R. A. Smith, 2011). This group focused on the role of the president in ensuring positive change

in intercollegiate athletics.

Knight commission II. The fifth of the five most influential reports on college athletics, a *Call to Action*, called for many reforms, including the following:

- Raising graduation rates with severe penalties for low graduation rates;

- Raising the one-year athletic scholarships to four or five years;

- Reducing the practice and playing schedules;

- Controlling when games would be telecast;

- Reducing expenditures for football scholarships, coaches' salaries, and coaches' outside income;

- Redistributing television money by not having it based principally upon winning; eliminating corporate logos; banning legalized gambling on college sports; restricting athlete recruiting;

- Considering need-based athletic scholarships; and

- Reinstituting freshman ineligibility. (R. A. Smith, 2011, p. 180)

The promulgation of commercialism. The 1920s to 1950s became known as the *golden age* of intercollegiate athletics football. The sport of football gained in popularity and stadiums grew from NCAA Division III-sized facilities, into multi-thousand seat entertainment venues. All the Big Ten Conference members built large stadiums during this time (R. A. Smith, 2011), with the apex being Michigan's stadium housing 101,001 seats in 1956 (Fleisher et al., 1992; Kerr, 2001; R. A. Smith, 2011). Stanford University built a 90,000 seat stadium in the 1920s in five months and paid for the structure with the gate receipts from the first game with the University of California (R. A. Smith, 2011). Many of these stadiums possessed 'Memorial Stadium' in their names to honor students who passed away during World War I (R. A. Smith,

2011; W. Suggs, 2006). Football was always the primary influencer of commercialization of intercollegiate athletics.

The emergence of television led to the next controversy in the evolution of intercollegiate athletics. The first national broadcast of a live NCAA televised event was a football game between Duke and the University of Pittsburgh in 1951 (R. K. Smith, 2000). The NCAA capitalized on the television medium by restricting member institutions' use of television in 1951. The NCAA negotiated television contracts with the major television networks, including NBC, ABC, CBS, and TBS, for the next thirty plus years (Fleisher et al., 1992). Football and men's basketball increased in popularity during this time, as evidenced by an increase in television contract revenue from $1.4 million in 1952 to $64 million in 1983.

The NCAA capitalized on the popularity of men's basketball during this period. The NCAA Basketball Championship Tournament increased in number of invited teams. There were twenty-four teams in 1952; thirty-two by 1953; and forty-eight in 1979 (Fleisher et al., 1992). A significant directive cemented the tournament's value when the NCAA directed members to prioritize participation in the NCAA Tournament over the National Invitation Tournament (NIT), which had existed as a popular tournament for years (Fleisher et al., 1992). Since the refocus on the NCAA Tournament, the NIT became a post-season competition for the teams who failed to receive an invitation to the NCAA Basketball Tournament.

Televised sporting events, specifically football and men's basketball, led to more intensified pressure to regulate intercollegiate athletics (R. K. Smith, 2000). The NCAA was divided into three divisions, I, II, and II in 1978 when the Robin Hood proposals sought to divide television and postseason bowl revenues in an egalitarian dissemination among all NCAA members (Fleisher et al., 1992). Peach (2007) stated, "Football is also the sport that prompted the

NCAA to begin imposing financial aid restrictions, academic eligibility standards and similar controls in the 1950s" (Peach, 2007, p. 15). The NCAA passed the *Principle Concerning Financial Aid* in 1952 allowing aid as that only administered by the institution (W. Suggs, 2006). The principle was further defined in 1976 to limiting a NCAA Division I scholarship to only cover room, board, and books (W. Suggs, 2006). The NCAA's ability to restrict financial rewards from football telecasting and the national basketball tournament increased its power as a rules enforcer (R. A. Smith, 2011).

The Supreme Court struck down the NCAA's restriction on television in 1984. A lower court ruled, in the case of the *National Collegiate Athletic Association v. Board of Regents of the University of Oklahoma et al.*, the NCAA television contract restricted output and fixed prices and was a violation of the Sherman Act (Fleisher et al., 1992). ESPN aired the Vanderbilt versus Georgia football game in 1984 (W. Suggs, 2006). The Big 8 expansion into the Big 12 led to the signing of a $100 million television contract (R. A. Smith, 2011) and, although short-lived, wrestled control of football television contracts away from the NCAA. The College Football Association (CFA) was formed in 1984 to negotiate television contracts (W. Suggs, 2006). Notre Dame defected from the CFA in 1991 and the Southeastern Conference withdrew in 1994 (W. Suggs, 2006). The CFA was highly effective at funneling television revenues into the hands of the high profile programs and is responsible for creating an "unbalanced playing field in football and other sports" (R. K. Smith, 2000, p. 19).

The impact of television on intercollegiate athletics was tremendous. Harris (2009) identified three themes utilized by universities in presenting commercials during bowl games as including success, tradition, and appeal to prospective university students.

Anctil (2009) related intercollegiate athletics to a movie where the university was the product and the game as the entertainment. Television exposed the product to thousands of alumni and fans. The issue confronting athletic directors was the significant role that television was playing and continued to play in decisions involving conference alignment, transparency of the enterprise, and other parts of the program that were adversely impacted by television exposure.

Gender equity. A major theme in the evolution of college athletics was the emergence of the female athlete in the collegiate athletics landscape. Vassar College started the first *Field Day* in 1895 that created friendly competition between women on a college campus (R. A. Smith, 2011). This eventually led to the standard intercollegiate athletic competition for women for most of the first part of the 1900s, known as *Play Days* (W. Suggs, 2006). Play Days featured female physical education majors from one university visiting another university and socializing and competing against female physical education majors from that university (W. Suggs, 2006). This moderated form of inter-female competition dominated the landscape for many years.

The push for gender equity emerged from two major movements in the 1960s, including the women's movement and the national desire to compete with and beat the Soviet Union in public venues, like the Olympic games (R. A. Smith, 2011). There were several organizations that played a role in organizing women's intercollegiate athletics. These organizations provided direction for how athletic programs on college campuses were administered. Couturier (2008) identified the following organizations as having influence in this arena: the Women's Division of National Amateur Athletic Federation (WDNAAF), Women's Athletic Association (WAA), Women's Recreation Association (WRA), National Section on Women's Athletics (NSWA), Commission on Intercollegiate Athletics for Women, and the Association of Intercollegiate Athletics for Women (AIAW). These organizations evolved from the philosophy that placed

importance on participation, enjoyment, and the leadership over women's sport by well-trained women. These organizations attempted to restrict competition for girls and women and devalued the notion of achievement in sport (Couturier, 2008). The NCAA was absent from the governance of women in collegiate athletics for most of this time, but that eventually began to change.

The control of women's sports between female leaders who already had a stronghold over women's sports and the NCAA became a battle. In 1967, the American Association of Health, Physical Education and Recreation's Division of Girl's and Women's Sports created the Commission on Intercollegiate Athletics for Women (CIAW) to protect the separateness of male and female athletics (R. A. Smith, 2011; W. Suggs, 2006). The CIAW became the Association of Intercollegiate Athletics for Women (AIAW) in 1972 and had 275 charter members (W. Suggs, 2006). The AIAW and women's leaders wanted to keep commercialism out of female sports and the NCAA wanted to control everything related to amateurism (R. A. Smith, 2011). This separateness perpetuated the unequal treatment of women.

An athletically unrelated incident led to the push for gender equity through legislation. A part-time female faculty member at the University of Maryland, Bernice Sandler, led a national campaign to end discrimination in education after she was told by a university leader that she would not be hired because, as a male colleague said, "You come on too strong for a woman" (R. A. Smith, 2011). Sandler generated attention for the need to pass legislation specifically protecting gender by referencing similar acts, amendments, and executive orders, including Title VI and Title VII of the Civil Rights Act of 1964, the Fourteenth Amendment, and President Lyndon Johnson's executive order (R. A. Smith, 2011).

Sandler's partnership with the Women's Equity Action League led to the passage of Title IX of the Education Amendments of 1972. The legislation stated, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activities receiving federal financial assistance" (R. A. Smith, 2011). Female participation in intercollegiate athletic sports more than doubled in a five-year period, from 29,977 in 1971 to 62,886 in 1976 (W. Suggs, 2006). The United States Department of Health, Education, and Welfare (HEW) issued Title IX guidelines in 1975, significantly enhancing equal athletic opportunity between men and women, including the following:

- Selection of sports and levels of competition to "effectively accommodate the interests and abilities of both sexes;"

- Equipment and supplies;

- Scheduling games and practice time;

- Travel and per diems;

- Opportunity to receive coaching and academic tutoring;

- Assignment and compensation of coaches and tutors;

- Locker rooms, practice, and competitive facilities;

- Medical and training facilities and services;

- Housing and dining; and

- Publicity. (W. Suggs, 2006, p. 15)

In response to college leadership pushback on the directive that institutions only had three years to come into compliance with the 1975 regulations, HEW provided a *policy clarification* in 1979 (W. Suggs, 2006). This policy clarification included rules for verifying a college's compliance

with the law; universities needed to offer scholarships for women in the same proportion that

women were represented on the college campus, and created a *laundry list* for athletic

department leaders to address so investigators would review compliance. The three-part test

allowed for the compliance with Title IX by an athletic department and included the following:

1. Where intercollegiate-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments (a condition that becomes known as "substantial proportionality");

2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interest and abilities of the members of that sex; or

3. Where the members of one sex are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion such as that cited above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program. (W. Suggs, 2006, p. 17)

Congress passed the Civil Rights Restoration Act of 1988, specifically applying Title IX to

intercollegiate athletics (R. A. Smith, 2011).

A 1992 court case, *Franklin v. Gwinnett County*, unrelated to athletics, was the first court

case to award monetary damages for a lack of Title IX compliance, prompting many universities

to respond in support of women's intercollegiate athletics (W. Suggs, 2006). In an effort to

comply with Title IX, many intercollegiate athletic programs converted women's clubs and

intramural programs into varsity sports (W. Suggs, 2006). The initial conversion failed to create

equal investment. In 1992, *Cohen v. Brown University* found that Brown University was discriminating against women and determined compliance with the first test was the surest way to be compliant with Title IX (R. A. Smith, 2011; W. Suggs, 2006; Thelin, 2004). The impact of this case was that no NCAA Division I women's sport program had been dropped since 1991 (R. A. Smith, 2011). In projecting the impact of Title IX, Judge Cynthia Holcomb Hall of the Court of Appeals for the Ninth Circuit penned, "Title IX has enhanced, and will continue to enhance, women's opportunities to enjoy the thrill of victory, the agony of defeat, and the many tangible benefits that flow from just being given a chance to participate in intercollegiate athletics" (As cited in W. Suggs, 2006, pp. 22-23).

The NCAA finally took control women's intercollegiate athletics by sponsoring women's championships for NCAA Division II and III in 1980-81 and NCAA Division I in 1981-82 (Brake, 2010; R. A. Smith, 2011; W. Suggs, 2006; Thelin, 2004). The merger of intercollegiate athletics administrations for men's and women's sports eliminated the silo control of women's sports by women (R. A. Smith, 2011). College presidents began placing women's athletic programs under the same umbrella as men's programs in the mid-1970s (W. Suggs, 2006). Criticism for the response to Title IX included the reduction of male sport teams and the need for male revenue sports to fund women's sports (R. K. Smith, 2000).

Another result of Title IX was the decline of women coaching women's sports. After Title IX was passed, women coaching women's sports and the lack of women in key athletic leadership positions declined significantly (Brake, 2010; LaVoi, 2014). Women made up 90 percent of administrators for women's intercollegiate athletics in 1972 and eventually came to make up 21.3 percent of intercollegiate athletic positions (Brake, 2010). Women also made up 90 percent of coaches leading women's sports programs and eventually came to make up 42.8

percent (Brake, 2010). One strategy offered for addressing this issue as to implement a policy

that would mandate intercollegiate athletic administrators to interview at least one female in each

applicant pool for head coach searches of women's sports (LaVoi, 2014). This suggested policy

compares to an existing policy in the NFL, the Rooney Rule, that required each team to interview

a minority coach for their coaching vacancy (LaVoi, 2014). Weaver and Chelladurai (2002)

found it important for the need of a pipeline of mentors for females to attain the athletic director

position in intercollegiate athletics.

Another advancement that impacted the status of women sports was the development of

reports seeking to compare financial data for intercollegiate athletic programs (W. Suggs,

2009b). "The EADA (Equity in Athletics Disclosure Act) was an annual federal report that

required co-educational institutions to disclose their financial allocations and structural

operations in athletics for a given fiscal year" (Feezell, 2009, p. 69). This report had a significant

impact in exposing the inequity of investment in women's sports programs.

Academic standards and the African-American athlete. The elite beginnings of higher

education in America lent the academy to desiring the creation of academic standards in

intercollegiate athletics. A portion of these standards was focused on ensuring *student* in the term

student-athlete maintained priority. The other part of these standards naturally created an elite

evolution of standards that restricted access to higher education. Instead of the sport scholarship

being viewed as a way for lower socioeconomic kids to gain access to achieving a better life,

these standards sought to maintain the elitism of the academy. Eitzen & Sage (1986) described

the three reasons for low black athlete graduation rates, (1) lack of preparation for college, (2)

coaches directing the student-athlete toward easy classes instead of progress toward graduation,

and (3) schoolwork becomes secondary to the demands of training for and competing in intercollegiate athletics.

The NCAA moved to create academic standards in the 1960s and 1970s. The NCAA created the *1.6 rule* in 1966 and forbade freshmen from competing in an effort to create a focus on academics (R. A. Smith, 2011; W. Suggs, 2006). The freshmen ineglibility rule was abandoned in 1971 and the 1.6 rule was upgraded to the '2.0 rule' in 1973 (R. A. Smith, 2011; W. Suggs, 2006). Inflation was a major reason for the permission of freshmen to begin competing on their varsity teams (R. A. Smith, 2011).

Proposition 48 was presented by the American Council on Education (ACE) President's Ad Hoc Committee on Athletics Reform to the NCAA conference in 1983 as another step to create academic credibility for freshmen athletes entering the academy (Fleisher et al., 1992; R. A. Smith, 2011; W. Suggs, 2006). Proposition 48 required incoming freshmen to have a minimum 2.0 grade point average in eleven core high school courses and a 700 Standard Aptitude Test (SAT) score or 15 ACT score (R. A. Smith, 2011). The leadership that presented Proposition 48 lacked any input from historically black colleges and was extensively criticized as a racist initiative (R. A. Smith, 2011). The NCAA created what became known as the *partial qualifier* student-athlete in response to the persistent criticism. The partial qualifier student-athlete must have either maintained a 2.0 high school grade point average or earned a cumulative 700 SAT score (R. A. Smith, 2011). The rule prevented freshmen from competing during their first year of college and only allowed competition in the second year conditional on satisfactory academic progress (R. A. Smith, 2011). The NCAA passed Proposition 42, banning scholarships to partial qualifier in 1989 (R. A. Smith, 2011). The challenge for Proposition 48 was that it

lacked any empirical justification and created tensions over academic integrity, competitive equity, and access for low-income and minority students (Petr & McArdle, 2012).

The NCAA created the Initial Eligibility Clearinghouse in 1994 to certify eligibility for high school student-athletes to enter the university (Petr & McArdle, 2012). This was the first large-scale effort to track progress of student-athletes through their intercollegiate academic careers (Petr & McArdle, 2012).

The NCAA implemented a significant academic reform package called the Academic Progress Rate (APR) in 2004 (R. A. Smith, 2011). The APR penalized an institution if (1) a student-athlete left the university; (2) a student-athlete failed; (3) a student-athlete failed to complete 40 percent of graduation requirements by the sophomore year, 60 percent of graduation requirements by the junior year, and 80 percent of graduation requirements by the senior year (R. A. Smith, 2011). One negative the APR produced was the *clustering* effect, which is the tendency of an unusual percentage of a team's members enrolling in the same major (R. A. Smith, 2011). The University of Connecticut was the only high-profile athletic program to receive an APR postseason ban in any sport (Wolken, 2014). According to Auerbach (2014) thirty-six teams at the NCAA Division I level were ineligible for postseason competition in 2014-2015 for failing to meet APR standards.

Homosexuality in intercollegiate athletics. Intercollegiate athletics was modeled after the greater society's treatment of homosexual participants. Being lesbian, gay, bisexual, or transgender presented issues around how student-athletes identifying in one of these categories were treated in relation to heterosexual students. An issue that athletic leaders faced was how to ensure homosexual athletes were treated equally to heterosexual teammates. One group that was hardest hit by this challenge was the gay black athlete. The gay black athlete was discouraged

from *coming out of the closet* because of the racism and homophobia in the broader culture and the marginalization they experienced in their own racial and sexual communities (E. M. M. Anderson, 2010). "Openly gay men have concentrated on culturally feminized (and middle class) sports, like swimming, diving, ice skating, body building, and cheerleading" (E. M. M. Anderson, 2010, p. 958). Being openly gay in collegiate football or men's basketball or baseball was a non-existent state of being for student-athletes.

Until 2013, no professional athlete ever publicly self-identified as gay while playing in the United States (E. M. M. Anderson, 2010). Jason Collins became the first openly gay player in the National Basketball Association. In 2014, Michael Sam, a defensive end position player at the University of Missouri, became the first NCAA Division I FBS football player to come out before the NFL Draft. The Missouri head football coach said, "I'm really proud of Mike and really proud of our football team" (ESPN.com, 2014). The primary existence of gay athlete role models in the media and society have been swimmers and divers (Kasinitz, 2014), and the public announcements by Collins and Sam were major steps in creating a public awareness and acceptance of the gay athlete.

Role of the Athletic Department within the University

Sport served many functions in society, including providing an emotional release, affirming a sense of identity, controlling social behavior, socializing group norms, creating change, creating a collective conscience, and creating the ability to achieve success (Bucher, 1983; Bucher & Krotee, 1998). Intercollegiate athletic programs similarly evolved since meager beginnings as a student pastime into a robust, business-like operation that provided structure for fulfilling these functions. The role intercollegiate athletics played on the college campus varied by university and the desired combination of functions from each university's stakeholder

groups. Gerdy (2006) listed the three roles for which universities should sponsor intercollegiate athletics:

1. Athletics generates revenues, visibility, and prestige for the university;

2. Athletics provides entertainment and serves a unifying function for an increasingly fragmented university community; and

3. Athletics is education (character building) for the students participating. (pp. 33-34)

Reviewing these roles was the focus of this section.

Athletics generates revenues, visibility, and prestige for the university. Broyles and Hay (1979) described a major role of the intercollegiate athletic program is to grow the business. Intercollegiate athletics became a way for universities to generate revenues. McEvoy, Morse, and Shapiro (2013) differentiated intercollegiate athletics revenue as either allocated revenue or department-generated revenue. The four largest sources of department generated revenue for intercollegiate athletic programs included television media rights (primarily benefiting the five BCS conference affiliated schools), ticket sales (29% of FBS generated revenue), donations (23% of FBS generated revenues), and marketing/sponsorship income (10% of FBS generated revenues) (McEvoy et al., 2013). Growing the business had many benefits, both direct (increased attendance, ticket sales, parking sales, and concession sales) and indirect (increase in enrollments, more attention due to the improved image and exposure, more donations by alumni, presence building, and enhanced relationships with statewide constituencies) for the university (Goff, 2000; W. Suggs, 2009b).

An appropriate analogy many university leaders used when describing the value of intercollegiate athletics, was the *front porch*. The front porch analogy held that the exposure an athletic program generates for the university invites the rest of the world to peer into the window

and take a look at the academic programs the rest of the campus offers (Fisher, 2009; W. Suggs, 2009b). Universities existed to maximize their prestige (Bowen, 1980). Media coverage of intercollegiate athletics shaped public perception of a university's program, values, and goals, even though only 5% of all students compete on these teams (Chu, 1989). There were several examples of universities who have leveraged their intercollegiate athletic programs to increase exposure. UNLV, a mid-major program, became a household name in 1992 when their men's basketball team, led by Head Coach Jerry Tarkanian, won the NCAA National Championship. Gonzaga University's men's basketball team, led by Head Coach Dan Monson, advanced to the NCAA Men's Basketball Tournament *Elite 8* in 1999 and became a nation-wide phenomenon. Fresno State baseball won the College World Series in 2008 and the university's first national championship. The significance of this feat was that the team had to win the Western Athletic Conference Baseball Tournament Championship just to advance to post season. Boise State University became a household name because of sustained success in football. Dozens of programs have experienced regional and national recognition as a result of their athletic success.

Many academic leaders placed value on successful athletic programs serving important public relations roles and leading to increased donations to the university (Gerdy, 1997). Toma and Kramer Ii (2009) identified the *spectator sports* as football and men's basketball, each receiving considerable attention from the public. Spectator sports attracted broad external interest and caused the generation of significant revenue through broadcasting rights to television, ticket sales, and attracting donations from those interested in better seats (Feezell, 2009; Fisher, 2009; Slaughter & Leslie, 1997; W. Suggs, 2009b; Toma & Kramer Ii, 2009). Many university presidents placed value on the central role intercollegiate athletics played in recruiting resources to the university (Chu, 1989).

Football was a vehicle used to bring prospective major donors and key legislators into close proximity with the president, annual fund donors, tuition-paying parents, and other community members (W. Suggs, 2009b; Toma & Kramer Ii, 2009). "Football allows a community to relate to something that they perceive to be distinctive, central, and enduring, causing them to want to defend and announce their affiliation" (Toma & Kramer Ii, 2009, p. 3). The institutional identity of many universities was grounded in athletic characteristics, including colors, logos, mascots, symbols, language, songs, slogans, stories, legends, myths, and ceremonies (Buer, 2009; Toma & Kramer Ii, 2009). The creation of institutional symbols, especially mascots and colors, was most popular between 1890 and 1910, where university alumni and students self-identified with mascots that personified the attributes of the student-athletes at the school (Thelin, 2004). Buer (2009) argued college athletic programs support university efforts in fundraising and building community.

Academic leaders valued the increased effect winning has on applications to the university. Numerous studies provided evidence that there were modest to high increases in a university's applications when football or basketball win an important, high-profile contest (Fisher, 2009; Sperber, 2000). This phenomenon was known as the *Flutie Effect*, which was described below:

> Followed the classic Thanksgiving weekend 1984 football win by Boston College over the University of Miami on a last-second touchdown pass by quarterback Doug Flutie. Millions of viewers saw the play, either during the game or as part of highlight packages. The next fall semester, Boston College experienced a 25 percent increase in its applications. (Fisher, 2009, p. 47)

Steinberg (2014) shared the following:

Colleges receive a variety of ancillary benefits from the heightened exposure. When

Butler University played in the championship game in 2010, the value of the publicity

and exposure they received was estimated at $639 million. Their applications for

admission went up 41%. When Virginia Commonwealth University made the 2011 Final

Four, their donations to the athletic department jumped by 376%. When alums feel pride

for the athletic achievements of their alma mater, they may give to other areas of the

school. For VCU, overall university giving rose that year by 46%. (p. 1)

Increases in college applications led to increased enrollments, which meant more tuition dollars

and state subsidies for the university.

Exposure on television enhanced the emotional connection prospective students had with

a university (Anctil, 2009). Intercollegiate athletics helped some institutions compete with

geographically-close universities considered flagships, attracting high school students with the

lure of being able to continue playing sports in college (R. A. Smith, 1990; W. Suggs, 2009b),

and creating a "common experience for students, alumni, and external constituents" (W. Suggs,

2009b, p. 13). Perez (2012) studied FBS and FCS universities in the California State University

System, including California State University, Fresno State; San Diego State University; San

Jose State University; Sacramento State University; Cal Poly San Luis Obispo; California State

University, Fullerton; and California State University, Long Beach. Local high school student

enrollment increased to the university when football and men's basketball programs experienced

success (Perez, 2012). University administrators justified their support of the athletic programs

because "athletic success changes the opinion held by local students regarding the quality of an

institution" (Perez, 2012, p. 205).

Athletics provides entertainment and serves a unifying function for an increasingly fragmented university community. The university community was filled with stakeholder groups vying for similar resources and exposure. Students, faculty, and staff oftentimes found conflict because of competing values. Intercollegiate athletic teams helped unite communities (Dunning, 1999; Fisher, 2009) during times of conflict. The recent journey of the Dayton University men's basketball team to the NCAA Men's Basketball Tournament Elite 8 caused various networks (ESPN, Fox Sports, and others) to show footage of these stakeholders gathered around large television screens watching as the Flyers competed at the highest level.

The ability of college athletics to rally stakeholders together in unity was the motivation of a sense of personal worth that came from being attached to the college team (Fink, Trail, & Anderson, 2002). Intercollegiate athletics served to create a unifying force, cement relations between town and student, soothe hostile legislatures, and provide facilities to the public (Broyles & Hay, 1979). In a time of decreasing state support for public universities, intercollegiate athletics offered an opportunity for lesser resourced universities like Western Kentucky, New Mexico State, and Washington State to compete for support on the court and in the legislative houses against their instate *big sisters*, University of Kentucky, University of New Mexico, and University of Washington (Toma & Kramer Ii, 2009). Alumni and fans developed a sense of civic pride when supporting their team.

Buer (2009) argued athletic departments existed within a hybrid identity where one purpose was to entertain and the other purpose was to support research, instruction, and service. This hybrid identity generated conflict over time. Intercollegiate athletics oftentimes found itself in conflict with the academy. The challenge to legitimize the place of athletics on a university campus existed since the genesis of sports competition between students. Veblen (1898)

acknowledge, with disdain, that athletics competed with the classics for primacy in leisure-class education. This was in 1898. The move to include college athletics as a part of the academy in the late 1800s was due to the problems that emerged from the intercollegiate athletics' evolution. "The college administrators and faculty were determined to eliminate the evils which had developed, but they had no intention of recognizing athletics as a function of higher education" (Voltmer, 1958, p. 200).

When Jackie Sherrill was hired by Texas A&M in 1982 at a salary of $287,000 to coach football, he was the highest paid coach in his time (Eitzen & Sage, 1986). Average pay for full professors was $31,649 and university presidents was $47,610 in this same year (Eitzen & Sage, 1986). Examples of football and basketball coaches being paid at multiples of their faculty colleagues existed since the 1800s. Nick Saban, head football coach at the University of Alabama, received a contract enhancement that increased his pay from $5 million to $5.5 million in 2012 to over $7 million in 2014 and on. The existence of such disparity in pay naturally led to resentment from faculty for the high-paid coach. "Faculty are concerned that the commercialization of college sports is eroding the amateur ideal and further distancing athletics from the values of the university" (Lawrence, Ott, & Hendricks, 2009, p. 79). Resentment naturally built when such compensation disparity existed among colleagues on a college campus.

The growing divide between intercollegiate athletics and the academy was an issue the athletic director had to address. Spivey (2008) suggested the athletic director must be more closely connected to the academic enterprise. This might be accomplished through placing the athletic director on university committees and including in the athletic director's evaluations measures related to academic performance of student-athletes (Spivey, 2008). Understanding the

cultural expectations and history of past infractions was an effective way to prepare an athletic

director to lead his or her department (Spivey, 2008).

      Athletics is education (character building) for the students participating. The *student*

in *student-athlete* was listed as the first word to emphasize the priority for the young men and

women attending universities. Intercollegiate athletics was supposed to have a profound impact

on the education and personal development of those who participate (Feezell, 2009). Jensen

(1983) listed the values of athletics, including conditioning and law of the harvest, teamwork,

preparation, extra-effort and determination, playing by the rules, and defenses against

discouragement. The student-athlete developed a healthy body, stamina, discipline, moral values,

emotional maturity, social competence, competitiveness, cooperation, opportunities, and

recognition (Broyles & Hay, 1979). The NCAA (2013b) identified several benefits accrued to

student-athletes, including receiving a college education where 15% of NCAA Division I

student-athletes are first-generation attendees; achieving success academically where eight out of

ten student-athletes are finishing their degrees; receiving scholarships that help offset the

required investment to attend college; accessing a $70 million student assistance fund for

personal emergencies and basic needs; accessing state-of the art coaching, facilities and

equipment; accessing high-level support for academic advising and tutors; developing healthy

life styles; accessing medical care; receiving medical insurance through their university and

coverage from the NCAA catastrophic injury program; introducing student-athletes to a variety

of experiences including travel to cities and towns across the country, participating in NCAA

championships, and traveling to foreign tours; and preparing for life through development of

skills outside the classroom, including time management and teamwork.

Brand stated "athletics is the only one (commercial activity) where students are recruited to serve as institutional representatives and engage in an extracurricular activity that generates significant external benefits for the institution" (As cited in W. Suggs, 2009b, p. 16). Participation in intercollegiate athletics shaped the future of the student-athlete. Shulman, Schonfeld, Meserve, and Bowen (2002) discussed a longitudinal study that found athletes have greater success in careers like finance and marketing than regular university students. Chu (1989) described higher grades, more money, and better social mobility as benefits of student-athlete participation in sport.

The education a student received outside-the-classroom was as important as the education he or she received inside-the-classroom. The outside-the-classroom learning was most influenced by engagement with which the student interacted (Clopton, 2009; Gayles & Hu, 2009; Pascarella, 1991). Gayles and Hu (2009) identified student engagement as being "(1) interaction with faculty; (2) interaction with students and other teammates; (3) participation in student groups, organizations, and other service activities; and (4) participation in academic-related activities" (p. 104). One organization emerged as a powerful engagement strategy for the student-athlete, the Student Athlete Advisory Committee (Knorr, 2004). This one student-organization had the ability to create interconnections between student-athletes from different teams and advocate for student-athlete issues.

Intercollegiate athletics was a medium through which the student-athlete developed a diverse perspective. Intercollegiate athletic programs offered a multicultural program that generated understanding (Hirko, 2009). Hirko (2009) "found that, on average, college athletes perceive that they have an important opportunity to learn from racial diversity, and doing so benefited their education" (p. 96). The student-athlete was similar to their campus counterparts in

that they were involved and had many of the same issues. White expanded on the value of intercollegiate athletics in higher education:

> Why do we support University athletics? Because it's an important educational experience. Participation in athletics teaches teamwork, resilience, a drive to win, and skills in responding to losing with dignity and a plan to improve. Athletes have a shared identify with their team members, they offer peer support, they are highly engaged with their institution. They do receive financial aid and they work hard for that aid. They also have a connection with a caring and demanding adult mentor called a coach. All of these elements have now been shown to be high impact practices that would improve every student's education. It's also important to remember that University athletics touches athletes, fans, and students in marketing, entertainment, music, dance, and sports medicine to name just a few in addition to the students who work directly for the athletics department during games and other events. (T. White, CSU Chancellor, personal communication, CSU Council of Presidents. September 10, 2014)

Organizational Structure of Athletics

The following categories described the organizational structure of athletics: Organization of an athletic department, decision making for the athletic director, the intercollegiate athletic department budget, the National Collegiate Athletic Association (NCAA), the NAIA, NACDA, and Faculty Athletic Representatives.

Organization of an athletic department. The organizational management of athletic departments varied across the nation, NCAA divisions, and conferences. Some were more vertically aligned in structure than others. One common denominator was the presence of a position that oversees the intercollegiate athletic unit, the Director of Athletics. Athletic directors

held varying titles and carried varying reporting lines at universities across the country. Titles included, in ascending order of responsibility, *Director of Intercollegiate Athletics*, *Assistant Vice President of Intercollegiate Athletics*, *Associate Vice President of Intercollegiate Athletics*, and *Vice President of Intercollegiate Athletics*. Rarely, some had responsibilities outside of athletics. David Williams II served as the Vice Chancellor for Athletics and University Affairs and Athletics Director. In this role, Williams oversaw athletics, university affairs, and served as the university's legal counsel. Reporting lines included directly reporting to the vice president of student affairs, provost, or the university president. Some advocates argued the athletic director should report to an academic-focused administrator (Chu, 1989; Knorr, 2004) to ensure an emphasis on academics.

Regardless of the title and the reporting line, Duderstadt (2003) identified the following roles athletic directors held, (1) management, (2) finances, (3) personnel, (4) legal, and (5) educational issues. These roles typically required an athletic director to manage his or her department under one of two commonly divided areas, internal operations and external affairs.

Internal operations included business and finance; compliance; academic advising; facility management; strength and conditioning; training; equipment management; preparing and administering the budget; employing and evaluating coaches; purchasing equipment and supplies; arranging for officials; supervising eligibility and health status requirements; arranging transportation; seeing that medical examinations, insurance coverage and medical treatment are available and adequate; establishing travel schedules and enforcing travel policy; office personnel; security; keeping financial records; paying guarantees; contractual agreements; preparing for athletic contests and providing administrative supervision of them; maintaining

athletic eligibility lists; purchasing; risk management; recruiting; teaching; coaching; and Title

IX compliance (Bucher, 1983; Bucher & Krotee, 1998; Jensen, 1983; Spenard, 2013).

External relations included fundraising, sponsorships, ticket sales, sports information,

media and public relations, governmental relations, policy making (external); campus relations;

marketing and promoting the fan experience, and conference affiliation (Bucher, 1983; Bucher &

Krotee, 1998; Jensen, 1983; Spenard, 2013).

An athletic director assigned responsibility for implementing internal operations and

external affairs responsibilities to a team of associate and assistant athletics directors, directors,

coordinators, and head and assistant coaches. These employees made up the athletic department.

Effective athletic directors hired personnel that complemented his or her own strengths.

Decision making for the athletic director. The athletic director must make several

decisions on a daily basis. These decisions were influenced by several stakeholders and

oftentimes took into account several perspectives. Bolman and Deal (2003) shared that it is

helpful to develop a set of lenses through which a decision maker may view the world. These

lenses have interchangeable frames, or sets of "ideas or assumptions you carry in your head. It

helps you understand and negotiate a particular 'territory'" (Bolman & Deal, 2003, p. 12). The

four frames through which a person may consider when making a decision include the structural

frame, the human resource frame, the political frame, and the symbolic frame (Bolman & Deal,

2003).

Expanding on the work of Bolman and Deal, Schmieder-Ramirez and Mallette (2007)

provide a leadership model of decision making that takes into account several perspectives on the

decision making process. The SPELIT Power Matrix, requires leaders to make decisions based

on various frames of reference from the organization including the assessment of the influence of

social aspects of the organization, political environment, economic environment, legal environment, intercultural dynamics, and technology (Schmieder-Ramirez & Mallette, 2007).

The intercollegiate athletic department budget. A common quote that defined the word *insanity* was *doing the same thing over and over and expecting a different result*. The world of higher education was under pressure by the public to demonstrate a return on investment (M. S. Harris, 2009). Tensions that existed between portions of the faculty and intercollegiate athletics since the inception were summed up by the words of Cornell University's President, Andrew D. White, in 1974 when he responded to an invitation by the University of Michigan to play a football game, "I will not permit thirty men to travel 400 miles to agitate a bag of wind" (As cited in W. Suggs, 2006, p. 5). This attitude existed for years and influenced the continued demand to justify intercollegiate competition.

The need to demonstrate a return on investment was pervasive and generating profitability, even though only experienced by a few intercollegiate athletic programs was the benchmark of excellence. McEvoy, Morse, and Shapiro (2013) applied Bowen's (1980) Revenue Theory of Cost to intercollegiate athletics profitability. The five laws included (1) the primary goals of institutions are educational excellence, prestige, and influence; (2) there is no limit to what an institution will spend in pursuit of these goals; (3) institutions will raise all the money they can; (4) each institution spends all that is raises; and (5) the cumulative effect of following these laws leads to a consistent increase in expenditures. Considering these five laws explained the rise of the *Arms Race*. The Arms Race refered to the escalating investments universities made in their intercollegiate athletic programs both through increases in operational spending and spending on capital investments (Litan, Orszag, & Orszag, 2003).

An intercollegiate athletic program's budget consisted of monies provided from student fees, state funds, institutional support, ticket sales, donations, corporate sponsorships, royalties, concessions, parking, sport camps, media rights sales, and NCAA and conference television contract distributions (Toma & Kramer Ii, 2009). The sources of athletic funding included individual, group, and season ticket sales; donations; concessions; parking fees; revenue from special booster sponsored projects; the student body; television royalties; postseason distributions; game guarantees; institutional transfers; and student-athletes (Jensen, 1983; W. Suggs, 2009b).

Just as universities felt pressure to become more entrepreneurial, so too were athletic departments (Toma & Kramer Ii, 2009). Very few intercollegiate athletic programs operated in the black (W. Suggs, 2009b). Intercollegiate athletic programs operated out of various budget levels. The ranges found the largest programs operating in surplus of $100 million, the typical BCS programs operated between $50 million and $100 million, and the smaller FBS programs operated between $25 million and $50 million (Toma & Kramer Ii, 2009). The future of intercollegiate athletic department leadership required an athletic director to both manage a budget and generate revenues (Swift, 2011).

The National Collegiate Athletic Association. There were over 1,281 members of the NCAA, which made it one of the largest membership organizations in college athletics. The NCAA as organized into three divisions, Division I, Division II, and Division III. Division I was divided in three subdivisions, including the Football Bowl Subdivision (FBS), Football Championship Subdivision (FCS), and non-football. The need to develop divisions was motivated by the Robin Hood proposals (Fleisher et al., 1992; R. A. Smith, 2011) and the desire

to place institutions into categories that would create competitive similarities (R. K. Smith, 2000). The headquarters for the NCAA were located in Indianapolis, Indiana.

The NCAA existed to facilitate national championships, maintain integrity in academics and competition, govern the association rules and policies, and protect the health and safety of student-athletes. The NCAA required member institutions to conduct self-studies that served to certify that their athletic programs fall in line with the following areas: Governance and rules compliance, academic integrity, fiscal integrity, and commitment to equity (R. K. Smith, 2000). The championships were the more glamorous responsibilities the NCAA oversees. The first NCAA championship was a track and field competition facilitated on the University of Chicago campus in 1921 (R. A. Smith, 2011). The profits "paid for two-thirds of all travel expenses of the teams involved" (R. A. Smith, 2011, p. 62). The first national basketball championship was facilitated in 1939 (R. A. Smith, 2011). The NCAA Men's Basketball Tournament, affectionately referred to as *March Madness*, became a multi-billion source of income for the NCAA. There were 89 NCAA championships at the time this paper was written.

The NCAA existed in a double bind dilemma, criticized for inadequately responding to the increased commercialization of intercollegiate athletics and for "unfairly exercising its regulatory authority" (R. K. Smith, 2000, p. 16). Suggs (2009b) shared the beginning purpose of the NCAA included a "dual role of regulating and promoting college sports" (p. 15) and that today's intercollegiate athletic programs must "abide by rules meant to maintain amateur ideals, including regulations on program structure, competition and equipment, and the recruiting and eligibility of athletes" (p. 15). Peach (2007) listed the noncontroversial functions of the NCAA as being "(1) rule-making (2) historical record-keeping and (3) conducting championship tournaments – except in football" (p. 13). Conversely, Peach (2007) also listed the controversial

functions of the NCAA to include, "(1) attempts to ensure that college athletes remain amateurs (that is to make certain that they receive low wages for what they do), (2) to maintain or ensure academic integrity and (3) to promote competitive balance" (p. 14). The court case, *NCAA v. Tarkanian*, exempted the NCAA from having to defend against due process (R. K. Smith, 2000), thus creating a powerful governing organization.

The President provided leadership and direction for the NCAA. There have been six executive directors/presidents of the NCAA. The NCAA hired its first executive director, Walter Byers, in 1951 from the Big Ten Conference office (W. Suggs, 2006). His focus was on building the bureaucracy and revenue streams (R. K. Smith, 2000; W. Suggs, 2006). Myles Brand was appointed the first former university president to head the NCAA in 2003 (Southall & Staurowsky, 2013). This also marked the change from *executive director* to *president* for this position with the intent of more closely aligning the NCAA with the nature of higher education (Southall & Staurowsky, 2013).

The NCAA President was increasingly become a lightning rod for all that was wrong in intercollegiate athletics. Back-to-back panels at the 2013 National Association of Collegiate Directors of Athletics Convention in Orlando, Florida reflected the lack of transparency between the NCAA and athletic directors today. Both panels were moderated by Abe Madkour, Executive Editor of *SportsBusiness Journal*. The first panel titled, *The State of Intercollegiate Athletics From the Media's Perspective*, consisted of Jay Bilas, ESPN College Basketball Analyst; Dan Wetzel, Yahoo! Sports National Sports Columnist; and Dan Wolken, USA Today National College Football Writer. The second panel titled, *The State of Intercollegiate Athletics From the Athletic Director's Perspective*, consisted of Chris Del Conte, Texas Christian University Athletic Director; Jean Lenti Ponsetto, DePaul University Athletic Director, Lee Reed,

Georgetown University Athletic Director; and Kevin White, Duke University Athletic Director. The dominant theme of the each participant's response to Madkour's questions pointed to the lack of involvement of athletic directors in many of the important decisions being made by the NCAA leadership. College presidents were dominating the decision-making at the NCAA. The day-to-day practioner, the athletic director, was being restricted from participating in the key conversations.

This lack of trust and transparency with the leadership at the NCAA challenged the power paradigm. Approximately half of the NCAA Division I FBS members belonged to conferences that shared large sums of money from the television broadcast rights contracts (Maxcy, 2013). A challenge the NCAA faced was to maintain its power over the membership. This power lied in "the spontaneous consent it obtains from member institutions, athletes and other college-sport stakeholders for its Collegiate Model of Athletics" (Southall & Staurowsky, 2013, p. 424). The half of the NCAA Division I FBS member schools belonging to conferences with large sums of money became less and less inclined to play ball, so to speak, and at the time this paper was written, were threatening to leave the NCAA or create a new voting structure.

National Association of Intercollegiate Athletics. The National Association of Intercollegiate Athletics (NAIA) "has close to 300 member schools and more than 60,000 student-athletes (NAIA, 2013). The NAIA sponsored thirteen sports and administered twenty-three national championships. The organization was focused on "an expectation of ethical behavior, fairness in competition, access to athletic scholarship, sportsmanship and leadership development" (NAIA, 2013). "The NAIA was established in 1937 and is a smaller association. It is made up of smaller 4-year colleges throughout the United States, and competitive levels are comparable to NCAA D2 schools" (Scholarships, 2014). Although the NAIA lacked the ability

to compete against the NCAA at the top levels, it served as the other four-year association in collegiate athletics.

National Association of Collegiate Athletic Directors. A salient characteristic in the formation of a profession was the degree of development in that profession (Turner & Hodge, 1970). Intercollegiate athletics began as a student initiative that has evolved over time and was validated by the development of professional organizations. Understanding that the athletic director was the original administrator of the college athletic program, the emergence of the National Association of Collegiate Directors of Athletics (NACDA) as the umbrella athletic association for all intercollegiate athletic professionals was appropriate because of its namesake.

NACDA was founded in 1965 and had over 6,100 members today (Directors, January 10, 2014) and encompassed twelve associations that merged with NACDA throughout the years. These included College of Athletic Business Management Association (CABMA), Collegiate Event and Facility Management Association (CEFMA), Division I-AAA Athletic Directors Association (DI-AAA ADA), Division II Athletics Directors Association (DII ADA), Football Championship Subdivision Athletics Directors Association (FCS ADA), International Collegiate Licensing Association (ICLA), Minority Opportunities Athletic Association (MOAA), National Association of Academic Advisors for Athletics (N4A), National Association for Athletics Compliance (NAAC), National Association of Athletic Development Directors (NAADD), National Association of Collegiate Marketing Administrators (NACMA), and National Alliance of Two Year College Athletic Administrators (NATYCAA).

One role NACDA played in influencing intercollegiate athletics was the management of the NACDA Directors' Cup. This was a competition that crowned the most successful intercollegiate athletic program in the NCAA Divisions I, II, and III and the NAIA. This ranking

competition existed since 1993-1994 (Perez, 2012). The pursuit of placing in the top of the

NACDA Directors' Cup contributed to teams spending more and more on their athletic programs

(Jones, 2013).

Faculty athletic representatives. Faculty athletic committees began forming at the turn

of the century. Princeton formed the first in 1881 and Harvard formed the second faculty

athletics committee in 1882 (Barr, 1999). A study in 1977, initiated by former NCAA President

Earl Ramer, sought to create perspective on the faculty athletics representative and the role this

position maintained at member institutions (Barr, 1999). The ensuing years saw much dialogue

about the role the faculty athletics representative should have on the college campus and in the

national discussion of athletics, but it was in 1989 when the Faculty Athletics Representatives

Association (FARA) was formed (Barr, 1999). The NCAA passed legislation in 1989 formally

requiring member institutions to designate a member of the faculty to their faculty athletics

representative position (Barr, 1999). The first Institutes intended to train NCAA Division I, II,

and III faculty representatives were held in 2011, 2005, and 2009 respectively (Miranda, 2008).

Faculty Athletic Representatives were charged with ensuring the intercollegiate athletic program

operated with academic integrity, advocated for the student-athlete well-being, and helped ensure

institutional control (Miranda & Paskus, 2013).

Current College Athletic Conference Structure

There were thirty-seven college conferences at the NCAA Division I level. Twenty-seven

total NCAA Division I athletic conferences sponsored several sports, except for football. The

remaining ten NCAA Division I athletic conferences sponsored football and were referred to as

Football Bowl Subdivision (FBS). These included the American Athletic Conference (AAC), the

Atlantic Coast Conference (ACC), the Big Ten Conference (Big 10), the Big Twelve Conference

(Big 12), the Conference USA (C-USA), the Mid-American Conference (MAC), the Mountain West Conference (MWC), the Pacific Twelve Conference (PAC 12), the Southeastern Conference (SEC), and the Sun Belt Conference (Sun Belt).

History of the college athletic conference. Conferences emerged as a way for college administrators to impose a set of rules without having to buckle under pressure from "alumni, students, supporters, and townspeople" (Voltmer, 1958, p. 205). Conference membership was originally focused on gathering "Institutions of similar types, curricula, philosophy, entrance requirements, size, and financial resources" (Voltmer, 1958, pp. 207-208). Eight major conferences formed between 1894 and 1915, including the Big Ten, Southeastern, Missouri Valley, and Western Athletic Conference (Barr, 1999; R. A. Smith, 2011). The Atlantic Coast Conference formed in 1953 (R. A. Smith, 2011).

College athletic conferences began growing in power and influence when the College Football Association dissolved (Underwood et al., 2006). The College Football Association controlled the television money and the college athletics conferences began assuming this responsibility. The incentive to join the ranks of the BCS conference was roughly $21.4 million in annual revenues to each member school (McEvoy et al., 2013).

Role of the college athletic conference. The role of the college athletic conference included television contract negotiation, championship events management, and coordinated interaction with the NCAA (Duderstadt, 2003; W. Suggs, 2009b). Participation in a conference included the ability to participate in a championship, enforcement of rules for the conduct of athletics, certification and assignment of officials, enforcement of sportsmanship rules, a final authority for the resolution of questions, controversies, and appeals (Jensen, 1983). Sweitzer

(2009) identifies similarity between institutions, geographic proximity, television contracts, and game attendance as the benefits of being associated with a particular conference.

Bowl Championship Series. The Bowl Championship Series (BCS) was a five game college football series that determined the NCAA Division I FBS national football championship (BCS, 2013b). The term "Bowl Championship Series" was oftentimes used incorrectly to describe the five automatic qualifying conferences (BCS, 2013c). The term "automatic qualifying" meant that a team from that conference would be selected to participate in one of the five bowl games (BCS, 2013c). All 10 NCAA Division I FBS conferences were members of the BCS (BCS, 2013c).

The BCS began in 1998 and matched the number 1 and number 2 ranked football teams each year in the national championship game (BCS, 2013c). The BCS attracted more television viewers than the NCAA Basketball Finals, NBA Finals, Daytona 500, the World Series, the Masters, or the Stanley Cup Finals and increased access to the top 5 bowl games for the non-AQ conference members (BCS, 2013c). All 10 FBS conferences were members of the Bowl Championship Series 5 game playoff system that determined the national football champion each year (BCS, 2013a). Although the bowl games will likely dominate college athletics for years to come, at the time this paper was written, a four-game playoff was being introduced to college football in an effort to name a national championship through this type of system.

The mid-major conferences. For purposes of this study, the research explored the five non-Automatic Qualifying (non-AQ) BCS conferences, which included the AAC, C-USA, MAC, MWC, and Sun Belt (BCS, 2013a). These conferences were referred to as the mid-major football conferences (BCS, 2013a).

The American Athletic Conference (AAC) was formed in 2013 after the split within the Big East Conference (established in 1979). There were eleven members of the AAC in 2014 and included the University of Central Florida, the University of Cincinnati, the University of Connecticut, East Carolina University, the University of Houston, the University of Memphis, the University of South Florida, Southern Methodist University, and Temple University, Tulane University, and the University of Tulsa. Navy will join the conference as a football-only member in 2015. The geographic footprint for the AAC included the states of Connecticut, Florida, Louisiana, Maryland, North Carolina, Ohio, Oklahoma, Pennsylvania, Tennessee, and Texas. The commissioner was Michael Aresco.

The Conference USA (C-USA) was formed in 1995 by the mergers of the Metro Conference and Great Midwest Conference. There were thirteen members of the C-USA in 2014 and included the University of Alabama, Birmingham; the University of Southern Mississippi; Marshall University; Rice University; the University of Texas, El Paso; Florida Atlantic University; Florida International University; Louisiana Tech University; Middle Tennessee State University; North Texas University; Old Dominion University; the University of Texas, San Antonio; and Western Kentucky University. The geographical footprint for C-USA included Alabama, Florida, Kentucky, Louisiana, Mississippi, Tennessee, Texas, Virginia, and West Virginia. The commissioner was Britton Banowsky.

The Mid-American Conference (MAC) was formed in 1946. There were thirteen football playing members in the MAC in 2014 and included the University of Akron; Ball State University; Bowling Green State University; the University of Buffalo; Central Michigan University; Eastern Michigan University; Kent State University; the University of Massachusetts; the University of Miami, Ohio; Northern Illinois University; the University of

Ohio; the University of Toledo; and Western Michigan University. The geographical footprint for the MAC included Illinois, Indiana, Massachusetts, Michigan, and New York. The commissioner was Jon Steinbrecher.

The Mountain West Conference was formed in 1999 with the defection of eight universities from the Western Athletic Conference. There were twelve members of the Mountain West Conference in 2014 and included Air Force; Boise State University; Colorado State University; Fresno State University; the University of Hawai'i; the University of Nevada, Las Vegas; the University of Nevada, Reno; the University of New Mexico; San Diego State University, San Jose State University; Utah State University; and Wyoming University. The geographical footprint for the Mountain West Conference included California, Colorado, Hawai'i, Idaho, Nevada, New Mexico, Utah, and Wyoming. The commissioner was Craig Thompson.

The Sun Belt Conference was formed in 1976 as a non-football conference and began sponsoring football in 2001. There were twelve members in the Sun Belt Conference in 2014 and will include the University of Arkansas, Little Rock; Arkansas State University; Appalachian State University; Georgia Southern University; Georgia State University; South Alabama University; the University of Idaho; the University of Louisiana, Lafayette; the University of Louisiana, Monroe; New Mexico State University; the University of Texas, Arlington; and Texas State University. The geographical footprint for the Sun Belt Conference included Alabama, Arkansas, Georgia, Idaho, Louisiana, New Mexico, North Carolina, and Texas. Karl Benson was the commissioner.

Conference realignment. Universities realigned with other conferences because of prestige and the ability to reclassify their peer institutions to a higher level of peers (Sweitzer,

2009) . The first great realignment occurred in 1990 when Penn State University joined the Big

Ten Conference (Fleisher et al., 1992). The second big wave of realignment occurred when

Boston College, the University of Miami, and Virginia Tech joined the Atlantic Coast

Conference in 2003 (W. Suggs, 2006). November 4, 2004 became known as *Conference*

Judgment Day, when the Big East, Conference USA, and the WAC announced shifts in their

memberships (Lapchick, 2006a).

Television contracts and the revenues those contracts generated were strong motivators in

the conference realignment landscape (Fleisher et al., 1992; Sweitzer, 2009). The BCS was

changing. Bowl games continued to exist and generate post season excitement for fans and other

stakeholders; however, the future of the top level of college football was tied to a playoff system.

This system created a closer delineation of places first, second, third, and fourth. This playoff

system was called the "College Football Playoff" and was projected to yield in excess of $500

million (Southall & Staurowsky, 2013).

Some universities chose to move their athletic programs from lower NCAA Divisions II

and III to the NCAA Division I. Sweitzer (2009) identified such moves as being motivated by

the increased exposure from competing in the Division I and seeking to improve their status

toward research university.

Given the facts that research revealed little background on studies that identified

challenges faced by NCAA Division I athletic directors in the United States, and given the fact

that related research showed there was a rich body of knowledge extant in fields that were

directly related to leadership and management in athletic departments, it appeared time to

address this obvious gap in that research. This dissertation was designed to address that gap in

the research.

Chapter 3: Research Methodology

This chapter provided an explanation of the research design, a restatement of the research questions, an overview of the data sources, an explanation of the data collection strategies, procedures, and instruments; explanation of validity and reliability for the study; description of data analysis procedure; and description of interaction with the Institutional Review Board and human subjects considerations.

Restatement of Research Questions

The central research question that guided this study was: What are the major issues affecting athletic directors from the NCAA Division I FBS, non-automatic qualifying intercollegiate athletic programs?

The sub-research questions utilized the findings from the review of literature to relate the central question to the strategy of providing in-depth understanding. The sub-research questions that supported this central question were the following:

Sub-Research Question 1. What are the top three issues athletic directors rank in terms of the importance each issue has on his or her successful completion of his or her job?

Sub-Research Question 2. How much time per week do athletic directors spend addressing each issue?

Sub-Research Question 3. What are the warning signs that point to change in college athletics according to athletic directors?

Sub-Research Question 4. What issues are most stressful for an athletic director in the execution of his or her job?

Sub-Research Question 5. Are there any differences in the responses above by selected

demographic variables, such as gender, ethnic background, and years as athletic

director?

Research Design

Creswell and Plano-Clark (2011) stated, "research designs are procedures for collecting,

analyzing, interpreting, and reporting data in research studies" (p. 53). This study utilized an

explanatory sequential mixed methods research design that sought to identify, inventory, and

rank the issues that face today's athletic director. This research design was also categorized as a

mixed method design, where the qualitative and quantitative instruments were planned at the

start of the research process and the procedures were implemented as planned (Creswell &

Plano-Clark, 2011).

Rationale for mixed-method design. The reason the explanatory sequential research

design was chosen for this study was to develop completeness. According to Creswell and Plano-

Clark (2011) the use of both quantitative and qualitative methods created a more comprehensive

account of the issues facing athletic directors. The selection of only a survey would not allow the

research to completely verify the issues affecting today's athletic director (Creswell & Plano-

Clark, 2011). Although the disadvantage of a mixed methods design was the amount of time

required to develop and implement the instruments, the overall effort resulted in a more

comprehensive research study (Creswell & Plano-Clark, 2011). Utilizing both a survey and

interviews to gather data were important means in "obtaining direct responses from participants

about their understandings, conceptions, beliefs, and attitudes" (L. R. Harris & Brown, 2010, p.

2).

Phases of research. There were two phases of this research study: The implementation of an online survey in phase one and the implementation of a set of phone interviews in phase two. According to Creswell and Plano-Clark (2011), the four steps of the explanatory sequential research design include 1) the design and implementation of the quantitative strand or survey, 2) use of strategies to enhance quantitative results or survey, 3) design and implementation of the qualitative strand or interview questions, and 4) interpret the interconnected results (Creswell & Plano-Clark, 2011).

Data Sources

The data sources for this study included all athletic directors at NCAA Division I Football Bowl Subdivision mid-major intercollegiate athletic programs at the start of May 1, 2014 (See Appendix A). There were sixty-one such athletic directors at these universities. The unit of analysis was the athletic director. The quantitative phase included twenty-two athletic directors. The qualitative phase included six athletic directors chosen from the participants of the survey.

Process for the selection of data sources. Participants for this study were identified through their affiliation with an NCAA Division I Football Bowl Subdivision mid-major intercollegiate athletic program. Athletic directors were identified utilizing the *College AD List of Athletic Directors* (AD, 2014), which provided names and email addresses for each athletic director. This website was available to the public. In some cases, contact information for athletic directors on this website was either out-of-date or incorrect. In these cases, the researcher visited the department websites relative to those athletic directors to secure their correct email address. These department websites were also available to the public.

Selection of athletic directors for the survey. The selection of data sources entailed the recruitment of athletic directors for their participation in an online survey. An initial email (Appendix C) was sent by the researcher to each athletic director inviting him or her to participate in the electronic survey. The email established researcher as a doctoral student at Pepperdine University, shared the population for the study, identified the purpose of the research, and described amount of time needed to participate in the survey. The final piece of this email was the invitation to the athletic director to click on a link to proceed to an online survey. Following a brief welcome statement, the subjects participated in the electronic survey. The athletic directors were thanked for their time and participation at the completion of the survey.

Anticipating a low initial response rate, the researcher adhered to a plan to send two follow-up emails during the duration of the data collection window (Appendix D and Appendix F) to remind the athletic directors of the opportunity to participate in the electronic survey. This data collection window spanned thirty days.

Selection of athletic directors for the interviews. The selection of data sources entailed the recruitment of athletic directors for their participation in interviews. The survey provided an opportunity for athletic directors to check a box signifying their willingness to be interviewed. Among the eight athletics directors who checked the box indicating their willingness to be interviewed, the researcher recruited six athletic directors to participate in follow up interviews. The other two athletic directors who indicated a willingness to be interviewed never responded to repeated attempts to schedule an interview.

Data Collection Strategies

Survey – data collection strategy. The initial phase, the quantitative phase, of this research involved an online survey that was utilized to gather athletic director responses on the

issues he or she faces in his or her position. The emergent issues from the literature were used to develop and organize the questions on the survey. The survey provided one of the first steps "to get the facts about the situation or a picture of conditions that prevail or that are developing" (Best, 2003, p. 117). It may be possible to generalize to the larger population from the survey results; however, in this explanatory study, the goal was not generalizability, but rather to better explain the issues affecting athletic directors. The survey (Appendix F) was made available to the participants through the site, SurveyMonkey.

Interview – data collection strategy. The second step, the qualitative phase, involved a set of interview questions. The researcher interviewed six athletic directors. Semi-structured, open-ended, interviews are a common data collection technique for qualitative descriptive research designs (Sandelowski, 2000). Each interview was conducted over the phone and lasted in the following time lengths, 17:19, 27:29, 30:12, 36:24, 42:33, and 47:49. The research utilized a website service, Recordator, to record each interview session. The interview protocol was based on prior observations and grounded in the results from the literature review. The researcher used open-ended questions to guide the interview in the direction of the research study, but allowed the subjects to relate their unique opinions and experiences. All interviews were conducted over the phone because of the geographical distance between the researcher and the participants. It was the intent of the researcher to use the results of these interviews to enrich the responses achieved by the online surveys. See Appendix G for a copy of the interview protocol.

Data Collection Procedures

Survey - data collection procedure. Each of the 61 athletic directors received an email inviting them to participate in the online survey. Once the athletic director clicked the available

link to visit the online survey, the first page displayed information on informed consent (See Appendix F). Each participant was asked to agree to the informed consent by clicking through to the next page of the survey. The survey included three sections (See Appendix F to review the content of each section). The first section included an introduction to the survey instrument. The second section collected demographic information. The third section provided the opportunity for each athletic director to review and then rank the issues in terms of level of stress and time spent on each issue. He or she was permitted to stop at any time without penalty. The final question in the survey stated, "In an effort to enhance the value of this study, the researcher will conduct follow up interviews over the phone. These interviews lasted between 20 to 30 minutes and will be scheduled at your convenience. Please check this box if you are willing to be interviewed. If you check this box, you will be provided a personalized report of the study's findings." The offer of an incentive of receiving a personalized report of the study's findings intended to increase the response rate for the interviews.

Interviews – data collection procedure. The researcher recruited participation of athletic directors in the interviews by sending an email (Appendix H) to each survey participant who checked the box indicating their willingness to participate in the interviews. This email requested confirmation, informed him or her of the purpose of the study, and explained informed consent. Upon positive confirmation to participate, the researcher scheduled a mutually convenient time for a 30 to 45-minute interview. An electronic copy of the consent information sheet (Appendix I) was sent via email to each of the participants prior to their interview and each were allowed to state their preference for being recorded and provide their informed consent for participating in the interview.

Data Collection Instruments

Based on the review of literature and research questions, twelve issues affecting athletic directors emerged to guide the development of both the survey and the interview protocol.

Survey protocol. The instrument that was utilized to gather data from the athletic directors in the first phase was a cross-sectional, self-administered electronic survey. The researcher followed protocol (See Appendix B) for administering the survey to each of the 61 athletic directors utilizing email.

Interview protocol. Complementing the survey, the interviews were designed based on the issues affecting athletic directors. The protocol (Appendix G) consisted of seven open-ended questions. Interviews were recorded, utilizing an internet service called Recordator, when the participant indicated agreement. The research recorded notes by hand as a precautionary measure in case of a technical malfunction; however, there was no such malfunction. The privacy of the participants was protected through the use of a numbering system, coded to the participants in a single electronic file. The coding system was password protected and stored in a locked safe in the researcher's office and will remain in storage until the five years have passed. At this point, the documents will be destroyed.

Validity and Reliability of Instrumentation

Heiman (2002) defined validity as "the extent to which a procedure measures what it is intended to measure" (p. 72). Where face validity counts on an instrument appearing to measure the variables only (Heiman, 2002), this research established survey and interview question content validity by utilizing a group of three experts to assess and provide feedback on the instruments (Creswell & Plano-Clark, 2011). Both the survey instrument (Appendix F) and the interview protocol (Appendix G) were validated by a content evaluation panel, consisting of one

university foundation chief financial officer and two faculty athletic representatives. Each expert independently evaluated the content of the survey questions and interviews questions to determine whether or not each question adequately aided in answering corresponding research question(s).

In developing the protocol for evaluating the survey and interview instruments, Lawshe (1975) recommended inviting each expert to independently rate each question as *essential*, *useful, but unclear*, or *not necessary*. Where protocol questions were rated as "essential" or "useful, but unclear," the experts should assist in rewriting the questions for clarity (Lawshe, 1975). The researcher developed an instrument (Appendix L) that each expert utilized to review the survey questions and interview questions (Appendix L). The researcher then connected with each expert panel member via telephone and invited him or her to participate on the expert review panel. Upon agreement, the researcher emailed each expert the expert panel (Appendix L).

The survey and interview questions were modified according to the suggestions of the content evaluation panel and discussion with the dissertation chair. The resulting questions were deemed appropriate by the content evaluation panel and dissertation chair for the goals of this study.

The survey was piloted with three volunteers in order to determine the time anticipated for completion of the survey. The pilot of the survey helped determine the functionality of delivering the instrument online and ensured the links worked correctly. A pilot of the interviews was facilitated by the researcher with two volunteers to determine the amount of time to block for each interview.

Heiman (2002) defined reliability as "the degree to which the same event or behavior produces the same score each time it is measured" (p. 71) or "a reliable measurement is repeatable and stable over time" (p. 71). The researcher followed the interview protocol in conducting interviews to secure as consistent a research situation as possible, which is a key element in establishing reliability (Heiman, 2002).

Description of Data Analysis Procedure

This study gathered quantitative data through the survey and follow up interviews to identify, inventory, and rank the issues affecting NCAA Division I mid-major football program athletic directors. The survey participants entered their responses to the survey questions directly into the electronic survey system and the researcher downloaded the data. The quantitative data was analyzed using the SurveyMonkey program to find mean ratings and intensity factors, as well as, to determine a ranking of issues confronting athletic directors.

Interview data was recorded using an website service called Recordator. This data was transcribed by the researcher using the software program, HyperTranscribe, and reviewed for obvious mistakes as the first step toward creating internal reliability.

All qualitative data from the surveys and interviews was entered into the software program, HyperTranscribe. The researcher initially coded the qualitative data from the surveys and interviews. This method entailed marking up electronic text utilizing several identified codes. The material was organized around topics and categories, which evolved through the coding process. The data coding became more analytic as the identification and linking of codes morphed and the researcher began to identify themes. The topics, categories, and themes were presented through the use of models, diagrams, and tables in an effort to correlate to the research questions.

Institutional Review Board and Human Subjects Consideration

      Guidelines for IRB. This mixed methods explanatory sequential research design used a survey and interviews for data collection. This study involved interactions with human subjects making it important to protect the rights, welfare, dignity, and well-being of the participants. Pepperdine University required the researcher to prepare and submit an application to the Pepperdine University Institutional Review Board (IRB) before recruiting subjects and beginning research. Submission and permission were granted by the IRB after the first review and ensured this study complied with accepted ethical, federal, and professional standards for research.

      According to the guidelines set forth by Pepperdine's Graduate and Professional Schools' Institutional Review Board (GPS-IRB) based on the exemptions set forth in 45 CFR 46.101(b)(2), this study qualified as exempt because the research was based on regular and special observation of public behavior, protected the identity and confidentiality of the participants, and posed minimal risks to the participants of the study.

      The researcher in this study completed and received a certificate (Appendix J) for human subjects training.

      Participant confidentiality. Stake (2010) described the best way to create confidentiality is to ensure that the data stay away from collecting unnecessary personal information. A staple strategy to maintaining the confidentiality of the participants is not divulging the names in the research (Lawshe, 1975; Stake, 2010).

      Respondents to the survey received confidentiality through the use of the SurveyMonkey survey tool. The researcher was able to generate a list of subjects who completed the survey without revealing their individual answers. The SurveyMonkey tool was used to assign identifiers to the responses in order to maintain confidentiality. Individually identifying

information, such as IP addresses, were stripped from the responses and stored separately in the SurveyMonkey tool. The SurveyMonkey account used by the researcher had a unique password assigned in order for the researcher to maintain data access control. This unique password was only known to the researcher and kept in a secure location along with any other confidential demographic information to ensure all ethical considerations were respectfully met. Both hard and digital copies of data were appropriately stored to protect the confidentiality and integrity of the research. According to Pepperdine University IRB directions, these confidential documents are to be destroyed no sooner than five years after the conclusion of this research project. All responses to the survey remained confidential and the final report did not link the responses to any individual or organization. Although no other researchers were expected to require access to the data, the researcher reserved the right to provide secure access to the data if the study required additional analysis. There was no need for the researcher to grant access to the research data.

Participants in the interviews were assigned an alias as a substitute for his or her name. The protocol for assigning the alias consisted of a code with an alphabetic character and a four-digit number that represented the month and day of the interview. The first interview was assigned the letter A, B for the second, C for the third, and so forth. As an example, an individual interviewed on September 4, 2014 and who was the first in the sequence of interviews was assigned the code identifier A0409. The key to the code was only known to the researcher and kept in a secure location along with any other confidential demographic information to ensure all ethical considerations were respectfully met. Both hard and digital copies of data were appropriately secured to protect the confidentiality and integrity of the research. According to Pepperdine University IRB directions, these confidential documents are to be destroyed no

sooner than five years after the conclusion of this research project. All responses to the interview questions remained confidential and the final report did not link the responses to any individual or organization.

All reported findings were reported in aggregate and reported findings remained confidential.

Informed consent. After permission to commence research was granted by the Pepperdine University IRB, each of the 61 athletic directors received an email (Appendix C) inviting them to participate in the survey. The email invited the athletic director to click a link to participate in the survey. The welcome message for the online survey provided an explanation of the risks and the confidentiality guidelines. In addition, the welcome message advised the participant of their right to withdraw from the research without prejudice at any time. The participant indicated agreement to the informed consent by continuing the survey.

Eight athletic directors, who indicating a willingness to participate in a follow up interview, received an email (Appendix H) confirming his or her willingness to participate in an interview. After receiving confirmation, the researcher emailed an informed consent form (Appendix I) to document participant permission. The consent form articulated the nature and purpose of the study, an explanation of the risks, and the confidentiality guidelines. In addition, the form advised the participant of their right to withdraw from the research without prejudice at any time.

Risk to subjects. There was minimal risk to the participants of the surveys and interviews. However, there was potential risk that the identities of participants may become known. Establishing confidentiality, the researcher minimized this risk by assigning codes for all written notes and the final report to mask the identities of the participants. The electronic survey

separated the IP address and the researcher delivered the survey data without connection to the identity of the participants. Should the security of the electronic survey system be compromised, the resulting connections to the participants' name and answers were considered to have minimal risk. Any electronic written notes, transcriptions and final report were protected in a password-protected file on the researcher's computer to which the researcher was the only person with the login and password information. The hard copies of any documents related to this study were stored in a locked safe in the researcher's office along with any handwritten notes. All electronic work was kept on a backup drive in the researcher's office safe for the duration of the study and will be destroyed five years after the completion of this research. There was no risk of physical harm to the participants.

The researcher applied to the Pepperdine University Institutional Review Board for Exempt status.

Summary

The preceding chapter provided the methodology that was used to conduct this research project, the identification of data sources and how those data sources were selected, a detailed account of how data was collected, how validity and reliability was established, how the data was analyzed, and IRB and Human Subjects considerations. The use of an explanatory sequential research design was used to identify, inventory, and rank the issues affecting athletic directors at NCAA Division I FBS mid-major universities.

Chapter 4: Results

This study sought to explore the issues affecting athletic directors at the NCAA Division I FBS level. The purpose of this study was to identify, inventory, and rank the issues that confront athletic directors in their professional lives. The process of the study was to utilize a mixed methods approach to gathering data. The research gathered quantitative data and then gathered qualitative interview data. Thus, the methodology was categorized as an explanatory sequential mixed methods research design.

This chapter analyzed and discussed the findings from the data collected through an online survey administered to athletic directors from twenty-two athletic programs. The results included both quantitative and qualitative analysis. Answers from twenty-two athletic directors from the online survey were used for the qualitative analysis. The qualitative aspects of this study were generated from the open-ended questions on the survey and follow up interviews with six athletic directors. The research questions were addressed individually as were unanticipated outcomes, which resulted from the qualitative analysis of the open-ended questions in both the survey and interview. Before presenting these findings, the research questions and a description of the data-gathering process were reviewed, and a description of participants was presented.

Restatement of the Research Questions

The central research question that guided this study was as follows:
What are the major issues affecting athletic directors from the NCAA Division I FBS, non-automatic qualifying intercollegiate athletic programs?

The sub-research questions utilized the findings from the review of literature to relate the central question to the strategy of providing in-depth understanding. The sub-research questions that supported this central question were as follows:

Sub-Research Question 1. What are the top three issues athletic directors rank in terms of the importance each issue has on his or her successful completion of his or her job?

Sub-Research Question 2. How much time per week do athletic directors spend addressing each issue?

Sub-Research Question 3. What are the warning signs that point to change in college athletics according to athletic directors?

Sub-Research Question 4. What issues are most stressful for an athletic director in the execution of his or her job?

Sub-Research Question 5. Are there any differences in the responses above by selected demographic variables, such as gender, ethnic background, and years as athletic director?

Description of the Data Gathering Processes

Survey data gathering process. An email with an invitation to participate in the electronic survey was sent to 61 athletic directors at the NCAA Division I FBS from member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference. Each athletic director was invited to click on a link to take the survey on the Internet. SurveyMonkey was used to gather all of the responses. Twenty-two athletic directors participated in the survey between July 29, 2014 and August 27, 2014. The researcher closed the survey on August 28, 2014.

Interview data gathering process. An email invitation was sent by the researcher to each athletic director who checked the box on the survey indicating his or her willingness to participate in the interviews. A total of eight athletic directors indicated a willingness to be

interviewed. The research interviewed all six in the month of September. The other two never responded to follow up communications to be interviewed.

The researcher conducted all interviews over the phone and recorded each interview using a website program called Recordator. The researcher took handwritten notes during all interviews as a back up to the phone recordings in case there was a technical malfunction. There was no such technical malfunction. Comments from all six interviews were used.

After conducting all of the interviews, the recordings were used to create transcripts for each interview. The research software, HyperTranscribe, was used to create the transcript. The completed transcripts were then uploaded into the research software, HyperResearch, for coding and analysis.

Description of the Respondents

Description of the survey respondents. As indicated above, the electronic survey was sent to 61 athletic directors. There were twenty-two responses of varying levels of completeness. Twenty-two of sixty-one, or 36.1%, participant responses were deemed usable for analyzing survey questions one through eight. Of the twenty-two participants, fifteen completed survey question nine through survey question twelve, which constituted the primary data gathering questions on the issues affecting athletic directors. Fifteen of sixty-one, or 24.6%, participant responses were deemed usable for analyzing survey questions nine through twelve. This section identified the demographics of the twenty-two athletic directors, but the subsequent sections presented the results of the fifteen athletic directors that answered the primary questions.

Twenty-two athletic directors responded to the first, open-ended survey question, "How many years have you been employed as an athletic director (please type the number of years below)." Participants provided a number of responses, ranging from "5 months" to "25" years.

Nine participants had between "5 months" and "9" years of experience employed as an athletic director. Eleven participants had between "10" and "19" years of experience employed as an athletic director. Two participants had "23" and "25" years of experience employed as an athletic director. Table 1 provided the distribution of years each athletic director has been employed in the industry.

Table 1

Distribution of Years Employed as an Athletic Director.

Number of Years	Frequency
5 months	1
1	1
2	1
3	2
5	2
7	1
9	1
10	2
13	2
14	3
15	2
16	1
19	1
23	1
25	1

Twenty-two athletic directors responded to the second survey question, "From the drop down menu below, please select one area of athletics with which you most closely associate your career path. If the path with which you most closely identify with is not listed, please select the "Other (please specify)" option and type the path with which you most closely identify." Three participants most closely identified with paths associated with the internal operations related to the college athletics department. Ten participants most closely identified with paths associated with the external operations related to the college athletics department. Seven participants most

closely identified with paths associated with the coaching role related to the college athletics department. Two participants most closely identified with paths associated with student life and development related to the college athletics department. Table 2 provided the distribution of career paths with which athletic directors most closely identified.

Table 2

Distribution of Career Paths with which Athletic Directors Most Closely Identified.

Career Path Area	Frequency
Internal Operations: Compliance	1
Internal Operations: Business and Finance	2
External Operations: Marketing and Sponsorships	4
External Operations: Development	6
Coaching	5
Other (Please Specify): Student Life	1
Other (Please Specify): Student Athlete Development	1
Other (Please Specify): Coach and AD	1
Other (Please Specify): Coaching, radio, television, Bowl Management	1

Twenty-two athletic directors responded to the third, open-ended survey question, "How many years have you worked in college athletics (please type the number of years, including graduate assistant work, below)?" Participants provided a number of responses, ranging from "12" years to "40" years. Participants represented 556 years of experience working in college athletics. Fourteen athletic directors were working in college athletics for over "25" years. Table 3 provided a distribution of the number of years participants have worked in college athletics.

Table 3

Number of Years Participants have Worked in College Athletics.

Number of Years	Frequency
12	1
16	2
17	1
20	1
22	1
23	2
25	4
26	3
27	2
30	1
33	1
35	1
37	1
40	1

    Twenty-two athletic directors responded to the fourth, open-ended survey question,

"What are the estimated number of hours you work per week in your role as an athletic director

(please type the total hours worked, both inside and outside the office, below)?" Three

participants indicated working between fifty and sixty hours per week in his or her role as an

athletic director. Twelve participants indicated working between sixty and seventy hours per

week in his or her role as an athletic director. Seven participants indicated working at least

seventy hours per week in his or her role as an athletic director. Table 4 provided a distribution

of the number of hours each participant works per week in his or her role as an athletic director.

Table 4

Number of Hours each Participant Worked per Week in his or her Role as an Athletic Director.

Number of Hours or Range	Frequency
60	7
65	1
70	4
80	1
88	1
96	1
50-60	2
55-60	1
60-70	4

Twenty-one athletic directors responded to the fifth, open-ended survey question, "With what ethnic or racial group do you most closely identify (please type your answer below)?" Eighteen participants indicated most closely identifying with "Anglo," "Caucasian," or "White." Of these participants, one indicated most closely identifying with "Anglo/American Indian." Two participants indicated most closely identifying with "Hispanic." One participant indicated most closely identifying with "Black." Table 5 provided a distribution of what ethnic or racial group with which each athletic director most closely identifies.

Table 5

Distribution of What Ethnic or Racial Group with which Each Athletic Director Most Closely identifies.

Ethnic or racial group	Frequency
Anglo/American Indian	1
Anglo	1
Black	1
Caucasian	7
Hispanic	2
White	9

Twenty-two athletic directors responded to the sixth survey question, "In what age group do you place yourself (please select one of the age groups below)?" Two participants placed himself or herself in the "35 to 34" age group. Nine participants placed himself or herself in the "45 to 54" age group. Eight participants placed himself or herself in the "55 to 64" age group. Three participants placed himself or herself in the "64 to 74" age group. Table 6 provided a distribution of age groups in which athletic directors placed himself or herself.

Table 6

Distribution of Age Groups in which Athletic Directors Placed himself or herself.

Age Group	Frequency
35 to 44	2
45 to 54	9
55 to 64	8
65 to 74	3

Twenty-two athletic directors responded to the seventh survey question, "What is the highest level of school you have completed or the highest degree you have received (please select one of the following options below)?" All twenty-two athletic directors indicated having earned a minimum of a bachelor degree. Four participants indicated having earned a "Bachelor Degree." Fourteen participants indicated having earned a "Masters Degree." One participant indicated having earned a "Doctorate Degree (Ph.D.)." Three participants indicated having earned a "Doctorate Degree (Ed.D)." One participant indicated having earned a "Other (Please Specify): ABD for EdD." Table 7 provided a distribution of highest level or school or highest degree received by the athletic directors.

Table 7

Distribution of Highest Level or School or Highest Degree Received by the Athletic Directors.

Level of School or Highest Level of Degree	Frequency
Bachelor Degree	4
Masters Degree	14
Doctorate Degree (Ph.D.)	1
Doctorate Degree (Ed.D)	3
Other (Please Specify): ABD for EdD	1

Twenty-two athletic directors responded to the eighth survey question, "What is your gender (please select one of the following two options)?" Two participants identified as "Female." Twenty participants identified as "Male." Table 8 provided the distribution of gender identification of the athletic directors.

Table 8

Distribution of Gender Identification of the Athletic Directors.

Gender	Frequency
Female	2
Male	20

Description of interview respondents. An invitation to be interviewed on the phone was extended to all athletic directors who checked the box on the survey indicating their willingness to be interviewed. Eight participants indicated a willingness to be interviewed; however, only six responded to repeated attempts to schedule a phone call interview. Six athletic directors were interviewed.

Answers to the Research Questions

Sub-research question 1. What were the top three issues athletic directors rank in terms of the importance each issue has on his or her successful completion of his or her job?

Quantitative survey items that related to Sub-Research Question 1 included: SQ9 and SQ12.

Qualitative survey items that related to Sub-Research Question 1 included: SQ10 and SQ12.

 Quantitative and qualitative data from the survey supporting sub-research question 1.

Sub-Research Question 1 asked, "What are the top three issues athletic directors rank in terms of

the importance each issue has on his or her successful completion of his or her job?" This section

summarized the main themes that emerged when athletic director's answered Survey Question

12, which ranked the existing issues listed in Survey Question 9 and issues he or she added in

Survey Question 10. Table 9 displayed the distribution of the top six most important issues

ranked by the athletic directors. Participants ranked each issue as either being "most important,"

"second most important," or 'third most important" in terms of the successful completion of his

or her job. "Fundraising" was referenced in the top three most important issues by athletic

directors a total of thirteen times. "Budget and/or finance" was referenced in the top three most

important issues by athletic directors a total of seven times. "Student-athlete welfare" was

referenced in the top three most important issues by athletic directors a total of four times.

"Staying current on changes to NCAA regulations" was referenced in the top three most

important issues by athletic directors a total of three times. "Ensuring compliance to Title IX"

was referenced in the top three most important issues by athletic directors a total of three times.

"Compliance" was referenced in the top three most important issues by athletic directors a total

of two times.

Table 9

Distribution of Top Six Most Important Issues Ranked by the Athletic Directors.

Top Six Themes	Frequency Top Issue	Frequency 2nd Issue	Frequency 3rd Issue
Fundraising	6	5	2
Budget and/or finance	3	1	3
Student-athlete welfare	1	2	1
Staying current on changes to NCAA regulations	3	0	0
Ensuring compliance to Title IX	0	2	1
Compliance	1	0	1

Sub-Research Question 2. How much time per week did athletic directors spend on addressing each issue? Quantitative survey items that related to Sub-Research Question 2 included: SQ9. Qualitative survey items that related to Sub-Research Question 2 included: SQ11.

Quantitative data from the survey supporting sub-research question 2. Sub-Research Question 2 asked, "How much time per week do athletic directors spend on addressing each issue?" To answer this question, Table 10 displayed the distribution of hours athletic directors spend addressing each issue. In terms of the existing issues, thirteen athletic directors were spending at least two hours "staying current on changes in NCAA regulations;" eleven were spending at least two hours "ensuring sport teams maintain minimum APR (academic progress rate) standards;" ten were spending at least two hours "negotiating coach contracts;" nine were spending at least two hours "negotiating game contracts;" and eight were spending at least two hours "preparing to pay an additional stipend to student-athletes."

Table 10

Distribution of Hours per Week Athletic Directors Spend Addressing each Issue.

Answer Options	0 hrs	1 hr	2 hrs	3 hrs	4 hrs	5 hrs	6 hrs	7 hrs	8 hrs	9 hrs	10 hrs	10+ hrs
Issue 1. Staying current on changes in NCAA regulations	0	2	6	1	3	1	0	0	2	0	0	0
Issue 2. Ensuring sport teams maintain minimum APR (academic progress rate) standards	0	4	6	1	3	0	0	0	0	0	0	1
Issue 3. Ensuring compliance with Title IX	1	7	4	1	1	0	0	0	0	0	0	1
Issue 4. Preparing for potential payout to student-athletes based on "likeness" use of their personal brand	7	5	1	1	1	0	0	0	0	0	0	0
Issue 5. Preparing to pay an additional stipend to student-athletes	2	5	3	1	1	2	0	0	0	0	0	1
Issue 6. Preparing to pay student-athletes per conditions set by a union	13	1	0	0	1	0	0	0	0	0	0	0
Issue 7. Negotiating television contracts	7	6	1	0	0	1	0	0	0	0	0	0
Issue 8. Placing student-athletes into jobs	4	9	1	1	0	0	0	0	0	0	0	0
Issue 9. Negotiating conference realignment	6	2	2	1	1	1	1	0	1	0	0	0
Issue 10. Negotiating game contracts	0	6	4	2	1	1	0	0	1	0	0	0
Issue 11. Negotiating coach contracts	0	5	5	0	2	1	1	0	0	0	0	1
Issue 12. Ensuring a safe environment is provided for gay, lesbian, bisexual, and transgendered student-athletes.	3	9	1	0	2	0	0	0	0	0	0	0

Qualitative survey results supporting sub-research question 2. Sub-Research Question 2 asked, "How much time per week do athletic directors spend on addressing each issue?" To answer that question, Table 11 displayed the distribution of hours athletic directors spent addressing each of the top six most important issues in the successful completion of his or her

job. Thirteen athletic directors were spending five or more hours on "fundraising" or "raising money" to support his or her athletic programs. Seven athletic directors were spending three or more hours managing his or her "budgets." Four athletic directors were spending three or more hours on "student-athlete welfare."

Table 11

Distribution of Hours per Week Athletic Directors Spend Addressing Each of the Top Six Most Important Issues in the Successful Completion of his or her Job.

Top Six Themes	3 hrs	4 hrs	5 hrs	6 hrs	7 hrs	8 hrs	9 hrs	10 hrs	10+ hrs
Fundraising	0	1	1	0	0	1	0	1	9
Budget and/or finance	1	1	0	1	1	1	0	0	2
Student-athlete welfare	1	0	1	1	0	0	0	0	1
Staying current on changes to NCAA regulations	3	0	0	0	0	0	0	0	0
Ensuring compliance to Title IX	3	0	0	0	0	0	0	0	0
Compliance	1	1	0	0	0	0	0	0	0

Sub-Research Question 3. What were the warning signs that point to change in college athletics according to athletic directors? The qualitative interview question that related to Sub-Research Question 3 included: I4.

Qualitative interview results supporting sub-research question 3. Sub-Research Question 3 asked, "What are the warning signs that point to change in college athletics according to athletic directors?" To answer the question, this section summarized the main themes from the interview question pertaining to what signs each athletic director identified as warning signs. The main themes that emerged from this question included, "lawsuits," "declining attendance," and "decreasing state support."

Lawsuits. Of all the themes that emerged around what athletic directors see as today's warning signs that point to change in college athletics, five participants expressed concern for the national lawsuits associated with college athletics in today's landscape. One athletic director said, "Obviously, the warning signs in relation to the lawsuits that are being promulgated at this point. There are several of them out there. That's a big warning sign." Another athletic director said, "I think the biggest warning signs are what's happening in the court system." Further:

> I think the biggest issue right now is that nobody knows. The lawsuits out there and trying to be proactive and to stay a step ahead of letting others run our business; we delayed in making some decisions for so long on some changes that now we have gotten thrown into people suing us.

Additionally:

> Lawsuits. I think the government getting involved; that there are hearings in Congress and the call for this cost of attendance or some kind of pay for play. The call for the students to be paid for the use of their image. All those are big, big warning signs.

Another athletic director said the following:

> We have not done a good job of telling our story. We have gotten lost. For the kid at the Final Four from Connecticut to come out and say, "I go to bed hungry," and us to just all of a sudden put in new food legislation without everybody pointing out that he eats at a training table and he has per diem; "What did you spend your money on?" There was money there. We have to tell our story. Our kids have free tutors, they have study halls, they have a personal strength coach. They have all the medical care. Where do they come up with we don't take care of the kids medically? If a kid is here and doesn't have insurance and has an operation, we are paying for it. But we haven't told our story. I think

what is just happening in how the media has taken a hold of who we are and is not telling

the true story. All the lawsuits are huge warning signals that we have got to pay attention

to and we are a little bit late. It's just a shame that we didn't have a chance to maybe react

the way we wanted. Instead of being proactive, we have to be reactive, and that means

that sometimes you don't always make the best decisions.

Another athletic director said the following:

I think the flashing red lights and the sirens are the lawsuits. You can talk about it from a

concussion and injury or medical liability perspective. You can talk about it from a pay

for play perspective. You can talk about it from an academic fraud perspective. I think

the lawsuits and investigations that are around us are warning signs of what is going on

and of what needs to change.

Another athletic director said the following:

I think as I look at it, it would probably be that the short answer is that the collegiate

model is at risk. The biggest threat is that the collegiate model that we know now is

totally at risk and could look so different in the future because of the changes that are

happening with potential unions and paying the players. That's what I fear the most.

Another athletic director said, "The definition of an amateur student-athlete, what that looks like

with the O'Bannon case and all of those things"

Declining attendance. Five participants identified decreasing attendance at their

institution and universities across the country as a warning sign. One athletic director shared:

I think another piece that we are also beginning to see the tell-tale signs of are issues

around attendance and fan experience. And those two things, how we compete with the

sixty inch flat screen, but more importantly how do you compete with the experience of multi-tasking at an event at the same level you can at home - is even the bigger question.

Further:

Then there is still room for conference realignment down the road and I think that is going to happen again. I think there is going to be an "all of a sudden" realization that we are not able to play the teams we want to play and so we may need to look at realigning a little bit so that we can have those rivalries again or make this a more regionally attractive kind of situation and I think there is room for that down the road. I am not predicting that it will happen soon, but I think it will happen, but it will just be born out of what makes sense from a conference perspective. And, really, it relates to the previous point regarding fan experience - playing the teams people want to see versus playing a team that is really not known to your region or your fan base.

Further:

I think a couple of other warning signs that you see are lack of students at games. For me, what that says is that not only does it hurt you short term, it could potentially hurt you long term as you are looking to build a fan base and cultivate donors. If they are not coming to games while they are here, you've got bigger issues later. It is harder to get them to feel that it is important for them to continue to do something that they didn't participate in while they were here. So, I think that is a sign.

Another athletic director said the following:

The second thing that is the hardest, especially for us football schools, is getting people to come on Saturdays to football games. Can we get people to come off their couch? We have taken more money from our media partners, so now we have more games televised

and even the way the online broadcasts are, you can put that on your Hi-Def TV and it looks just like a Hi-Def TV broadcast. So, the second part of this is how we keep people coming to our stands, coming to our games, coming into our stands and buying a ticket so that we can remain relevant in the world.

Another athletic director said the following:

The interest and participation in sport because of the changing world outside, the sedentary life of young people and what their interests are, I think you see so many people who would rather sit inside and play a game. Their gamesmanship is very good, but their participation level is very stifled. This has got to be a major issue for those of us in college athletics.

Further:

I just think again, everybody is having trouble getting their students out to games, their donors, their alumni out to the games. So, that is part of the culture that is happening. You can sit at home and watch most of this on TV and not skip a beat. You don't have to get up. You don't have to move. You don't have to play. You don't have to interact with people. You can just text your way through life.

Another athletic director said the following:

I think the other thing we have got to really be alerted to is the fact that attendance in a lot of our games, especially student attendance, is going down. So, how are we going to build that? How do you keep people engaged?

Another athletic director said, "It is a tough time because you have got a declining fan base across the country in terms of attendance, whether it is high resource or not."

Decreasing state support. Two athletic directors expressed decreasing state support as a warning sign in collegiate athletics. One said, "some of the warning signs are decreased funding by the state and increased expectations in athletics from a financial commitment perspective. That is going to be tough to sustain down the road." Further:

> I think there is a growing trend nationally to cut back on the amount of state support for higher education and I think that has been well documented, but at the same time, just to give you an example, at our university, there has been a hundred million dollar decrease in state funding over the last seven years. That's just at our university. Now, if you were to then go back and say, because athletics is doing okay, "I want to give raises to all my people and I want to build this building, I want to build that building," what you are doing is you are not in alignment with the university. Everybody says that's unfair.

Another athletic director said the following:

> Money is always going to be an issue. You have all these state universities where the states are in a declining support mode for universities. For the athletic departments that get subsidized by their campuses, which are about 97% of us out there at the Division I level, finding ways to overcome the decreased support from universities is, I think, the biggest challenge. Because that helps stabilize any budget. Revenue growth can be great, but there aren't any big things out there, you know the Big 5 conferences have been able to maximize their revenue from a TV perspective from the College Football perspective and I think that's great. For those of us at the mid major and below standpoint, we are going to be faced with those tough financial decisions that come with that declining state subsidy.

Further:

I think that goes back to the financial piece I mentioned earlier. I think the declining state subsidies for public universities are the biggest warning sign for college athletics. You hate to think about what's going to happen with that someday because does that mean we are going to have to drop a bunch of sports because we still need to support our football and basketball programs. Well, that doesn't do much for our Olympic Sports that are successful and provide great opportunities for lots of student-athletes. So, to me, that is the biggest warning sign out there and everything else is attributed to that because if I have more support and more resources to put toward our sports, toward our support services for student-athletes, training, sports medicine, that type of stuff, the better off they can be. It still comes down to what I can do from a budgetary standpoint.

Sub-Research Question 4. What issues were most stressful for an athletic director in the execution of his or her job? Quantitative survey items that related to Sub-Research Question 4 included: SQ9. Qualitative survey items that related to Sub-Research Question 4 included: SQ11. Qualitative interview questions that related to Sub-Research Question 4 included: I3, I4, I5.

Quantitative data from the survey supporting sub-research question 4. Sub-Research Question 4 asked, "What issues are most stressful for an athletic director in the execution of his or her job?" To answer this question, Table 12 provided the distribution of stress experienced by athletic directors in the execution of his or her job. Eight participants expressed experiencing "High anxiety" for the issue, "Preparing to pay an additional stipend to student-athletes." Six participants expressed experiencing "High anxiety" for the issue, "Ensuring sport teams maintain minimum APR (academic progress rate)."

Table 12

Distribution of Stress Experienced by Athletic Directors in the Execution of his or her Job.

Answer Options	High anxiety	Medium anxiety	Low anxiety
Issue 1. Staying current on changes in NCAA regulations	2	6	7
Issue 2. Ensuring sport teams maintain minimum APR (academic progress rate) standards	6	4	5
Issue 3. Ensuring compliance with Title IX	2	9	4
Issue 4. Preparing for potential payout to student-athletes based on "likeness" use of their personal brand	3	4	8
Issue 5. Preparing to pay an additional stipend to student-athletes	8	5	2
Issue 6. Preparing to pay student-athletes per conditions set by a union	0	3	12
Issue 7. Negotiating television contracts	1	2	12
Issue 8. Placing student-athletes into jobs	0	4	11
Issue 9. Negotiating conference realignment	4	4	7
Issue 10. Negotiating game contracts	1	10	4
Issue 11. Negotiating coach contracts	5	7	3
Issue 12. Ensuring a safe environment is provided for gay, lesbian, bisexual, and transgendered student-athletes.	0	4	11

Qualitative survey results supporting sub-research question 4. Sub-Research Question 4 asked, "What issues are most stressful for an athletic director in the execution of his or her job?" To answer this question, Table 13 provided a distribution of stress experienced for each of the top six most important issues by the athletic directors. The most stressful (high anxiety) issue for athletic directors was fundraising. Eight athletic directors identified fundraising as having a stress level of "high anxiety." Six athletic directors identified budget as having a stress level of "high anxiety."

Table 13

Distribution of Stress Experienced for each of the Top Six Most Important Issues by the Athletic Directors.

Top Six Themes	High anxiety	Medium anxiety	Low anxiety
Fundraising	8	5	0
Budget and/or finance	6	1	0
Student-athlete welfare	1	2	1

Qualitative interview results supporting sub-research question 4. Sub-Research Question 4 asked, "What issues are most stressful for an athletic director in the execution of his or her job?" To answer the question, this section summarized the main themes from the interview question pertaining to what issues are most stressful for an athletic director in the execution of his or her job. The main themes that emerged from this question included, "decision making," "personnel issues," "autonomy of the high resource conferences," and "uncertainty."

Decision making. Decision making was one issue that emerged as being stressful for six athletic directors. This was captured best in a response from one athletic director:

So, even though as a senior associate AD or as a Deputy, whatever, you deal with those things on a somewhat regular basis. To actually be the person that is making the final decisions and deciding who is weighing in on those decisions, how much time and information you are taking to form those decisions. I think those are the things that I'm not sure you quite understand until you are actually sitting in the chair.

Additionally, another athletic director said the following:

For me that is something that is not really a challenging issue because I started in student affairs and have worked in other areas on a college campus. It was less of an issue with

me because I was very familiar with the inner workings and the political nature of a university in general, but otherwise, I could see where it would be a big shock for people who come up only through athletics. I think it is a bigger issue for them because of the amount of bureaucracy and red tape associated with the decision making process can be very frustrating and the whole concept of shared governance is something that most people, especially from the outside, just do not get at all. So, all of those things are kind of shocking to people who just approach it with just, "all we want to do is put a game on." Well, there's a lot more to it than that.

All six athletic directors identified several environmental frames of reference he or she considers when making a decision. These frames of reference were categorized as student-athlete centered, campus/stakeholder centered, and values-based centered. Speaking from a student-athlete centered approach, one athletic director said the following:

I am a very student-athlete centered athletic director, so the first things I always ask myself, how does this impact the student-athlete? And, so, no matter where I go to from there, whether it is something to deal with academics, or dealing with sales, marketing, development, I always still come back to, "Okay, what's the impact on our student-athletes?" So, I have found that in my career that you make difficult decisions all the time in this role, and half the people are going to think it is a great decision and half the people are going to think that it's the stupidest thing that has ever been done in the history of the world, and are letting everyone know that, whether it is the president or board of trustees or other staff members or whatever, but, I have found, you know you don't want to listen to those naysayers but you do hear them, but I found that if I could rest my head at night thinking I did the right things for our student-athletes that I feel pretty good about it. So,

while there are lots of factors that go into those decisions and lots of input, whether it is the stakeholders that are involved or whatever, in the end, primarily I start with our student-athletes.

Another athletic director said the following:

I would tell you this. I am crystal clear, I tell all my coaches, anybody, my family, everybody. I want to make sure I am crystal clear on this. Every decision we make, it is very clear. It is always about what is in the best interest of our student-athletes. I don't have any confusion. I don't have any excuses. I am going to tell you whatever decision we make, it is going to be in the best interest of our student-athletes.

Further:

Every day, when we make a decision it is about what is in the best interest of us and it keeps it simple.

Further:

It makes it easy. It makes a very tough job really enjoyable because you always come back to that. It does. I talk to my colleagues that have been in the business for 35 years. They are wiped out. They are beat up. I have only been in it for a year, but however long I get to do this, I go home at night and I sleep really well and get up in the morning and go "how can we make us better?" It may not be the best approach, I am sure other people have much better grandiose ideas, but we're moving along. We are getting better every day.

Another athletic director said the following:

I think the center of every decision, if you draw a circle and put in the center what is most important to our business, it would be student-athlete welfare.

Further:

> I think every decision needs to go back and focus on what is good for student-athlete
> welfare. That doesn't always mean that you are going to do what the kids would most like
> for you to do. It just means looking at the big picture, what influences have one them.

Further:

> I think the essence of making any decision is answering the question, are you really
> meeting student-athlete welfare and are your fitting into the mission of the university?

Four athletic directors included campus and other stakeholders when describing the frames of reference they consider when making a decision. In regard to this campus/stakeholder centered approach, one athletic director said the following:

> The first thing you have to do is you have to think about the institution, you mention all
> the stakeholders, when we are making big decisions, those decisions aren't just about
> athletics, they are about an institution. So as an athletic director, if you are not entirely
> comfortable and in line with what is going on at your institutional level, across the board,
> then you are out of touch. Decisions have to be made with the institution and your
> stakeholders in mind.

Further:

> When you sit in the chair, if you are not thinking about the university in total and you are
> likely, at this level, you are sitting on the president's cabinet. You better make decisions
> and understand as it relates to the enterprise as it relates to the entire university. You are
> not just hunkering down in athletics. You have to be very aware of today's issues and
> how to meet those. You cannot be an expert at everything, so making sure you are going

to build a team that will help you navigate all those issues and get you from good to great, as the book says.

Another athletic director said the following:

The other thing you have to also consider is, "do you have the buy in from your head coaches and staff?" Because if you don't, and there is not alignment there in any decision you make ... so you better communicate as to how and why you are making decisions so that there is alignment to be sure that you have consensus among your staff. Because they are the ones, in many cases, asked to articulate a reason or rationale for whatever decision you are making more so than the athletic director. To me, it is about making sure there is some alignment there. Not that we are trying to just go out and have drones who just speak the company line all the time, but that they are involved in the process so that they understand it.

Another athletic director said the following:

I say that there is certain issues that are going to come up that are handled into different avenues. If it touches the outside world, I always have that open line communication with my president and he, with the board of trustees, to where there are no surprises and everybody is knowledgeable about the issues at hand.

Another athletic director said the following:

If you are in a room and everybody in the room looks like you, chances are you are not going to make a real good decision. You are not going to get a lot of different opinions. You are not going to have a lot of different perspectives. So the idea of diversity in a team setting is really, really important. You are going to find that once you get to know everybody, we are probably a lot more alike than we are different. But everybody comes

from a different part of life that can bring new thoughts and concepts. If you keep having the same people in the room, you just never can get that thought.

One athletic director stressed a values-based decision making centered approach when considering frames of reference in making decisions:

Part of what I have tried to do is to create a set of values and hopefully a mission statement that I can look back to and say, "these are the things we value and this will help us make decisions." So, looking at a values-based decision model is something that I adhere to, or at least try to. It doesn't mean that I am not looking at all the things you mentioned, including the political and economic frames of reference, but certainly having a set of clearly developed values that allow you to say these are the things that are most important for us and, therefore, we're going to make decisions around these priorities or these values seems to help. It doesn't drown out the noise, but it certainly helps you focus when you have to make a decision. We are being legally and legislatively directed more now then we were in the past. So, some things you don't have options on so you have to stay up on those things to be sure that just because you want to do something and it fits into your values, you may not be able to because either legally or legislatively it is not permitted to do. So you have to be careful of those things. I am starting to see a shift in the kind of permissive mentality of the NCAA to allow for more flexibility in that regard and I think that is a good thing. I started seeing that a few years ago and I can see how it is working now.

Autonomy of the high resource conferences. Another issue that emerged as being stressful for five athletics directors was the movement toward creating autonomy for the conferences that are at the top of collegiate athletics. One athletic director shared:

I would tell you this probably the most enlightening thing that has happened is the autonomy of the resource five conferences and how they are proceeding. And how there is clearly no respect for anybody else in the NCAA except for the high resource conferences. To see that has been very alarming and some of the things that are moving forward without being vetted out. Full cost of attendance, unlimited meals, unlimited scholarships, all of those things are really dramatic for those of us in the business. That is probably the most surprising, changing things that are going on in college athletics.

Further:

I just hope that we are still standing and there is a chance to beat that big guy every now and then. It is no different now, then it has always been. The big schools have always had more. Now we are just going public with it. So, I think it will be an interesting next couple of years to see how this goes.

Another athletic director shared the following:

It is literally the power five conferences making the decisions that are going to be affecting the other five conferences from a cost standpoint. They have the resources and, yes it is great that we are doing this for the student-athletes, but there is a cost behind it, and institutions that are not funded, especially these big TV contracts, like the power five, they're going to have to make certain decisions down the road and prioritize what sports they are going to compete at a national level and some might not be funded to that level. It is going to have to be an institutional and an athletic decision.

Another athletic director said the following:

I think the immediate concern, obviously, the governance restructuring. For a hundred plus years, there has been a separation between the high resource schools, as we call them

now, and the rest. I like to call them the imperial five, actually. But, now, with grant of

rights, television contracts at different conferences, high resource conferences, that gap

has widened.

Further:

So the gap has widened. The other thing that has happened is that gap, if you will, is in

the process of being structured and formalized in the form of legislation, so that now,

with the autonomy, that gap continues to widen because there are things that high

resource institutions will do that we cannot do. The next five years, we will be consumed

with navigating the autonomy legislation and where we fit. What is really different, as it

relates to autonomy, the mid majors are the ones that are challenged mostly. FCS knows

exactly where they are. They are not going to play in this space. The high resource,

imperial five, they know where they are at. They have television money and, although the

bottom of that, they do go with some angst and they have some concerns, the bottom of

the Big 10, the bottom of the SCC, the bottom of the ACC, and so on, they are all playing

that game and they all know where the money is coming from. The next five years is

about navigating the legislative process and what we are referring to as autonomy, and

deciding institutionally, two things at least. One is, what spaces can we afford to play in

and, two, doing a gut chuck and understanding philosophically, do we want to play in

those spaces?

Another athletic director said the following:

I think the other thing that concerns me would be autonomous decision by the big five. I

don't want a ceiling on what my university can be. It worries me that we are going to

widen the gap so much that there is no way to make yourself better. Is there going to be a

pathway, that if we work real hard and do our things that we can someday be a part of that group. I have never seen a culture work where one group has a lot more advantages and opportunities than the rest of the group. It doesn't stand. It falls apart. I am a republican when I vote, but when I think about the sharing of revenue and opportunities on a democratic level, I think we need to share the wealth a little bit better. I think greed. I think this country has become consumed by sports and I don't think that is all bad, but I think we have probably misrepresented ourselves sometimes and we have gotten things out of priority. And because of greed right now, I think some people are making some decisions that may call to the end of the way of life we have all known for years, and years, and years. Can you imagine going on a college campus and the only teams you have are men's basketball and football? It blows my mind, but we are going to ruin the Olympic movement. If a kid can't get a scholarship and be a swimmer on a college campus or a track athlete, what are we going to doing to our Olympic movement? All that scares me, but this may be the start of that. It is going to be real interesting how involved the government gets with this and how these attorneys who are trying to make a buck with some of these kids and keeping bringing these lawsuits up and how far they take it. It is going to, in a large part, determine our future. At the same time there are a lot of people in Congress that believe in universities and believe in collegiate athletics, so they will have an opportunity to step up and try to hold everything together too. It won't all be one sided. Those are my concerns right now.

Another athletic director said the following:

I think it's definitely going to move to that Division IV kind of a mentality. I think autonomy is really just the first step. I think it will move in that direction and I think there

will be a new set of standards as it pertains really to my earlier point regarding the

professionalism standpoint. That will be the dividing line. Who is able to maintain the

appropriate financial resources to professionalize their athletics department and who isn't.

Those that aren't maintain a collegiate model and those that are move toward this

professional model.

Personnel issues. One of the issues in collegiate athletics that emerged as a being

stressful for four athletic directors was issues around personnel. One athletic director shared:

Personnel issues. What I mean by that are issues that you find out about people, their

personal lives, their relationships and other things that you had no idea, you wouldn't

know unless you were in a supervisory role. You may have even seen some of that in

your life as an administrator, and as you move up, I think you find out more things you

don't want to know about people.

Another athletic director said the following:

The need to be much more inclusive has changed. Making sure you are being very fair as

far as ethnic decisions, as far as lifestyle decisions, not only among your staff, but your

student-athletes.

Another athletic director said the following:

I think we always know that when we go into a management or leadership position that

we will deal with the human resource issues, but I probably didn't, and I have been in this

twenty-five years, I guess I didn't realize how time consuming that could be. Personnel

issues, whether it be a coach, staff member, student-athlete/coach issue, any number of

those things. We reach across campus.

Another athletic director said the following:

We are sitting here talking about the five high resource conferences and the rest of us that are trying to make due and our coaches are not being paid, but they are being fired, they are being hired, the same thing. So, I look at it a little bit differently because we waste our time on all this stuff when there are so many great things that we need to be working on. That is what I do. I keep my head down, try to make us better, and tell them, you know, you still have to play the game. As long as scholarships and the playing season are intact, we've got a chance.

Uncertainty. One of the issues in collegiate athletics that emerged as a being stressful for two athletic directors was the uncertainty of where collegiate athletics is heading as a profession. One athletic director shared, "I just think the uncertainty, the uncertainty of where we are going as a governance structure, legislatively, it is at an all-time high of uncertainty. The trust factor is not there like it used to be." Another athletic director shared the following:

We are in a whole new era of collegiate sports, so all the things we are going through with the changing governance and the autonomous decision with the Big Five, that's putting things out there I would never have to work with before.

Further:

I think the biggest issue right now is that nobody knows. The lawsuits out there and trying to be proactive and to stay a step ahead of letting others run our business; we delayed in making some decisions for so long on some changes that now we have gotten thrown into people suing us and all that. There are a lot of things I just don't think we know.

Sub-Research Question 5. Were there any differences in the responses above by selected demographic variables, such as gender, ethnic background, and years as athletic

director? Quantitative survey items that related to Sub-Research Question 4 included: SQ1, SQ2, SQ3, SQ4, SQ5, SQ6, SQ7, SQ8, SQ9, SQ10, SQ11, and SQ12. Unfortunately, only fifteen of the twenty-two participants completed survey questions 1 through 12, which only allowed the researcher the ability to compare differences in responses for fifteen participants. Based on the limited variety in the results, the researcher determined that confidentiality might be threatened by answering research question 5 and decided to leave the question unanswered.

Unanticipated Outcomes

Based on the findings from this study, there were some unanticipated outcomes for the researcher.

Football. The researcher asked the informal question, "How are you doing?" after reading the Interview Protocol statement. Three of the athletic directors immediately referenced his or her program's progress with football. One athletic director shared, "Well its going well here and we are 1 - 0. I am constantly reminded that half the teams that played last weekend lost. So, I feel good about being 1 and 0." Another athletic director shared, "We started off the year well. We are getting ready to play our first conference football game this weekend." Another athletic director referenced his or her department's progress in football, but the exact quote is not included because it would identify the university.

Need for practitioners at the NCAA. The researcher asked a follow up question, "with all the headlines around the challenges faced by the NCAA today, how do you think the organization will exist in five to ten years?" after asking the Interview Question, "Looking ahead in the world of intercollegiate athletics, what do you think will be the key issues in five to ten years?" A theme emerged from this question in that three athletic directors shared the opinion

that more NCAA staff should have experience working on a college campus. One athletic

director shared the following:

> Well, I think there needs to be more practitioners there. I am frustrated just personally. I
> have been in this business for twenty years and I only know two to three people in NCAA
> headquarters and that is it. Fifteen years ago I knew fifty, sixty people. I think there
> should be some ADs that are working there who used to sit in our chairs that understand
> what we are going through as athletic directors. So, I would like to see that
> transformation. It is almost like I would like a requirement for anybody who works at the
> NCAA should have had to work on campus at some point before going there so they
> understand what it is like to work in an athletic department while they sit there in
> Indianapolis. So, I think there are some challenges they need to go through and I still
> think there is a very good purpose for the NCAA. I think it is a great institution, but there
> is some tweaking that needs to happen.

Further, this athletic director shared the following:

> Yes, I think so. That is a big part of it. It is easy to tell other people how they should do
> things from a distance. If you haven't, and every campus is different, but, none-the-less,
> there are real similarities between all of us, and so, the more experience people have had
> in those areas, the better off they would be.

Another athletic director shared the following:

> The NCAA has some great staff people there, but very few of them have ever been on
> campus or if they were, it has been a long, long time ago. So there are things that they
> don't understand that they can't emphasize with.

This athletic director also shared the following:

I think there is a call to action for the actual practitioners to be running the show there. There always needs to be oversight by presidential control, but the presidents should not be making day-to-day decisions on some very important management issues. That needs to go to this council [referencing the new athletic director's council at the NCAA]. So, I think that we are going to see that change immediately.

Another athletic director shared the following:

The NCAA is attacked. It has been weakened. I think that moving forward, if the leadership isn't strong and they are not entrenched in what is going on, they have lost a lot of credibility and trust and ultimately, that is what they should be about.

Notable quotes. The researcher identified quotes that captured a feeling about the profession or a mood expressed by each athletic director. Table 14 listed these notable quotes about the profession or a mood expressed by each athletic director.

Table 14

List of Notable Quotes about the Profession or a Mood Expressed by each Athletic Director.

Quotes

- "You can just float along with so many different things pulling at you that in the end, you can say I moved lots of things along a little bit, but I never really accomplished anything because I didn't know exactly which of those things I was going to try and accomplish."
- "Somebody said, if you like what college athletics looks like today, you are going to hate it in five to ten years. So, I don't know what that crystal ball looks like. I know when conference realignment started it happened because of the Texas Network, then it blew up from there, so I have no idea."
- "They are going to be able to do their occasional meals; we are not going to set up a 7-11 like it seems some of the places across the country are doing."
- "Every day people want to tell you how to do your job."
- "The only job that you can basically make the wrong decision, show it on national TV, and not have any accountability is referees. They have the greatest job in the world. They go out, they make calls, you can't talk to them, you can't argue with them, you can't send a letter, they don't want to respond, they are the protected species."
- "What I say, whatever a coach can get or and athletic director can get, so be it, because their jobs are one of the most pressured field jobs there are. Every day you are being scrutinized. You are paid to win, you are paid to graduate, you are paid to be responsible for 18, 19, 20 year old kids. There are 460 student-athletes here and every day there is something going on that we have got to get involved in."
- "We have made great strides in fundraising, but it is what I go to bed thinking about and it is what I get up in the morning thinking about."
- "If you want to be the best, you have to outwork everybody. You have got to work really, really hard."
- "Here is my point, if you are running a business, what do you do? You invest in your cash cow and you cut your dogs. What does that mean to us?"

Summary

This chapter analyzed and discussed the findings from the data collected through an online survey administered to athletic directors from twenty-two athletic programs. The results included both quantitative and qualitative analysis. Answers from twenty-two athletic directors from the online survey were used for the qualitative analysis. The qualitative aspects of this study were generated from the open-ended questions on the survey and follow up interviews with

six athletic directors. The research questions were addressed individually as were unanticipated outcomes, which resulted from the qualitative analysis of the open-ended questions in both the survey and interview. The research questions, a description of the data-gathering process, and a description of respondents were presented.

Chapter 5: Conclusions and Suggestions for Further Research

This study sought to explore the issues affecting athletic directors at the NCAA Division I FBS level. The purpose of this study was to identify, inventory, and rank the issues that confront athletic directors in their professional lives. The goal of the study was to utilize a mixed methods approach to gathering data.

Chapter 5 compared what was found in the surveys and interviews to the literature, drew conclusions and implications, and made a series of recommendations. This chapter also presented the findings from the research alongside the literature and was organized by the research questions used to conduct this research.

In order to identify, inventory, and rank the issues that confront athletic directors in their professional lives from the NCAA Division I FBS member institutions, the following research question was used to guide the research study:

What are the major issues affecting athletic directors from the NCAA Division I FBS, non-automatic qualifying intercollegiate athletic programs?

The sub-research questions utilized the findings from the review of literature to relate the central question to the strategy of providing in-depth understanding. The sub-research questions that supported this central question were the following:

Sub-Research Question 1. What are the top 3 issues athletic directors rank in terms of the importance each issue has on his or her successful completion of his or her job?

Sub-Research Question 2. How much time per week do athletic directors spend addressing each issue?

Sub-Research Question 3. What are the warning signs that point to change in college athletics according to athletic directors?

Sub-Research Question 4. What issues are most stressful for an athletic director in the execution of his or her job?

Sub-Research Question 5. Are there any differences in the responses above by selected demographic variables, such as gender, ethnic background, and years as athletic director?

Summary of Research Findings

From the researcher's perspective, the most significant contribution of this study was creating an enhanced perspective on the issues affecting athletic directors at the NCAA Division I FBS membership levels. The literature showed a lack of research on most of the issues that impact the athletic director. This research contained the reflections of athletic directors on issues in terms of the top three issues, time consumption, stress level, and warning signs for the profession. These findings were mapped to the existing literature related to the issues and provided a foundation for future research on the issues affecting athletic directors.

Sub-research question 1. Sub-research question 1 asked, "What are the top three issues athletic directors rank in terms of the importance each issue has on his or her successful completion of his or her job?" Based on the findings, "fundraising," "Budget and/or Finance," and "student-athlete welfare" were the top three issues for an athletic director in the successful completion of his or her job.

Fundraising. Fundraising was identified as a top three issue for athletic directors in the successful completion of his or her job through the results of the survey instrument. Fitzgerald et al (1994) found that the majority of athletic directors had been collegiate coaches, possessing experience in this role. However, with the increased demand to accumulate resources in support of athletic programs, the shifting priority for the type of experience needed for today's athletic

director is in the area of fundraising. Although the literature was split in terms of how impactful athletic success is on raising money, Stinson and Howard (2008) found "that successful athletic programs influence both the number of donors making gifts to an institution and the average dollar amount of those gifts" (p. 1). As the top issue athletic directors ranked in terms of the successful completion of his or her job, fundraising was changing the makeup of the future athletic director.

Budget and/or finance. Budget and/or finance were identified as a top three issue for athletic directors in the successful completion of his or her job through the results of the survey instrument. Litan et al. (2003) described the arms race as being the proliferation of universities investing significant resources into the operations and facilities of the athletic program on campus. Jones (2013) supports the direction of increasing support for the athletic department in terms of increased performance. A strong correlation between increased investment in the NCAA Division I FBS program led to better results (Jones, 2013). Managing a budget from the standpoint of expectations to produce winning programs was a stressful endeavor.

Student-athlete welfare. Student-athlete welfare was identified as a top three issue for athletic directors in the successful completion of his or her job through the results of the survey instrument. This was supported in the literature, tracing back to the formation of the NCAA when "18 fatalities and 149 serious injuries of the 1905 season brought critics out in force" (Crowley, 2006, p. 9). Student-athlete has always been a focus of the NCAA and collegiate athletics administrators. The NCAA (2013b) identified several benefits a student-athlete receives through his or her participation in college athletics. These benefits included receiving a college education through a scholarship, access to a student assistance fund, access to elite training and

academic support services, coverage by medical insurance and medical care, and exposure to a lifelong network (NCAA, 2013b).

Sub-research question 2. Sub-research question 2 asked, "How much time per week do athletic directors spend on addressing each issue?" Based on the findings, athletic directors were spending the most time addressing fundraising or raising money (13 at five or more hours per week), managing his or her budgets (7 at three or more hours per week), staying current on changes in NCAA regulations (13 at 2 or more hours per week), ensuring sports teams maintain minimum APR (academic progress rate) standards (11 at 2 or more hours per week); negotiating coach contracts (10 at 2 or more hours per week), negotiating game contracts (9 at 2 or more hours per week), and preparing to pay an additional stipend to student-athletes (8 at 2 or more hours per week). The literature did not offer perspective on how much time athletic directors are spending on the issues.

Sub-research question 3. Sub-research question 3 asked, "What are the warning signs that point to change in college athletics according to athletic directors?" The warning signs in college athletics today included the national lawsuits, declining attendance, and decreasing state support.

Lawsuits. Participants identified the national lawsuits taking place in today's courts associated with collegiate athletics as being a warning sign. According to the interviews, these lawsuits, whether focused on allowing student-athletes the right to market their own likeness or focused on leading to paying student-athletes in an employee-like relationship, threatened the model of collegiate athletics that has existed for over 100 years. Although the literature did not discuss these lawsuits, the headlines were full of coverage on this issue. The O'Bannon v. NCAA lawsuit challenged the long existing practice where other entities received compensation for the

use of a student-athlete's image and/or likeness, but the student-athlete did not (Zimbalist & Sack, 2013). The Jenkins lawsuit against the NCAA argues that the NCAA restricts the ability of student-athletes to receive the true cost of education (Solomon, 2014b). A class-action head-injury lawsuit was settled by the NCAA in July 2014 to provide a $70 million fund just to diagnose thousands of current and former student-athletes (Press, 2014). In another case, a former student-athlete was suing the University of North Carolina for failing to provide him with the education he was promised (UNC, 2014).

Parnell (2014) captured the sentiment of why these lawsuits have come about and slipped in the impending awakening of the *sleeping giant*:

> Current NCAA Division I rules send the gross majority of the billions of dollars in sports-generated revenue right back to the schools, coaches, administration, and staff; the athletes see very-little-to-none of it. And as NCAA General Counsel Donald Remy is now coming to understand, collaring revenue of that magnitude can send tremors across the landscape; tremors strong enough to awaken a sleeping giant.

Strauss and Eder (2014) included a quote from an outspoken critic of the NCAA, ESPN Analyst Jay Bilas, "It's another brick being taken out of the castle the N.C.A.A. has constructed. It's not going to stand forever, and we're getting closer and closer to it tumbling."

Declining attendance. Participants identified declining attendance as a warning sign in collegiate athletics. While declining attendance was not identified as an issue in the literature, the importance of "butts in seats," as some athletic directors phrased the attendance at games, was a major way collegiate athletic programs raised support for their programs. Mahony, Gladden, and Funk (2003) found that Division I programs showed a strong correlation between demand for

seats and donations to the program. New (2014) captured what is commonly seen as the cause of a declining student attendance:

> But an increasing number of students, researchers say, now see the experience a little differently. For them, attending a football game more likely means sitting outdoors for hours in chilly weather, with little or no access to cell phone reception and alcohol. Once the tailgate party has ended, why not just cheer on the home team from a bar down the street? There are probably some cheap game-day specials, and there may even be free Wi-Fi.

The priority seating program and the gate from football and basketball games were important sources of income for the athletic department. Athletic program budgets have been negatively impacted by declining attendance.

Decreasing state support. Participants identified decreasing state support as a warning sign in collegiate athletics. The literature supported a decrease in state funding for higher education. Hiltonsmith and Draut (2014) discussed state funding of higher education before the Great Recession, which occurred in the late 90s and 2000, "49 states (all but North Dakota) are spending less per student on higher education than they did before the Great Recession" (p. 2). Further, "In many state, the cuts have been especially deep. Since the recession, 28 states have cut per-student funding by more than 25 percent" (Hiltonsmith & Draut, 2014, p. 2). "States are spending $2,353 or 28 percent less per student on higher education, nationwide, in the current 2013 fiscal year than they did in 2008, when the recession hit" (Oliff, Palacios, Johnson, & Leachman, 2013, p. 1). In regard to the declining state support, one athletic director said the following:

If you were to then go back and say, because athletics is doing okay, "I want to give

raises to all my people and I want to build this building, I want to build that building,"

what you are doing is you are not in alignment with the university. Everybody says that's

unfair.

Sub-research question 4. Sub-research question 4 asked, "What issues are most stressful

for an athletic director in the execution of his or her job?" The following issues were found to be

most stressful for an athletic director in the execution of his or her job: Fundraising, budget,

decision making, personnel issues, autonomy of high resource conferences, and uncertainty.

Fundraising. Athletic directors identified fundraising as being a stressful issue in the

execution of his or her job. Ryska (2002) found that some athletic directors experienced more

stress when he or she attempted to emphasize positive relationships between the athletic

department and the community. The athletic director held the responsibility of managing

multiple stakeholder relationships in hopes of attracting a $100 donation, let alone a $1 million

investment. The lack of research supporting the relationship between athletics and fundraising

(Martinez, Stinson, Minsoo, & Jubenville, 2010), pointed to a lack of logic in the system. There

seemed to be no formula, no *if this, then that* way of implementing a plan to fundraise. The

athletic director experienced stress with fundraising because the need to generate support for his

or her coaches and student-athletes were at an all-time high, but the path was not clear in how to

secure those resources.

Budget. Managing the budget was identified as a stressful issue for athletic directors. The

athletic directors in this study managed multi-million budgets and were accountable to several

stakeholders. Renshler (2007) described the budget management process for athletic departments

and the athletic director as being influenced by several stakeholders, making the ability to

manage that budget time consuming and difficult. Coupled with what Suggs (2009a) described

as, "athletics departments spend money not to make profits, but to put the best teams on the field

in a way of reflecting greater glory on their own institutions" (p. 29), there was never enough

money available to spend on placing a winning team on the field or on the court.

Decision making. Decision making was identified as a stressful issue by the athletic

directors during the interviews. Athletic directors identified different stakeholders that must be

considered when making decisions as including the student-athletes, the general student

population, the university president or chancellor, the board of regents or board of trustees, the

coaches, staff, and faculty. The literature identified several stakeholders who influenced the

decision making process in collegiate athletics (Clarkson, 1995; Hoffman, 2013; Peach, 2007;

Ruihley & Fall, 2009; Spivey, 2008). Renshler (2007) described the decision making process of

athletics directors as being complicated and noteworthy of further research. Scott (1997) studied

decision making for athletic directors and head coaches and found that including multi-frame

perspectives was helpful for athletic directors when making decisions.

Personnel issues. A few of the athletic directors shared that he or she did not imagine the

stress going into the job that he or she would experience with personnel issues. The athletic

department organizational chart operated similar to the academic unit on campus of the college.

The basic power matrix was based on the relationship between the dean or athletic director and

the department chair or head coach. The administration existed to help the leaders within these

areas, departments or teams, to positively impact stakeholders, including student, staff, faculty,

and more. Austin (1990) stated the following:

Various issues and conflicts develop out of the multiple and interacting cultures in which

faculty members work. Though the values of some of the cultures coincide, faculty must

make trade-offs between those values that are dissonant. (p. 68)

The athletic director was presented with the challenge of managing the issues that emerged from

working with coaches and staff who all bring varying cultural history to the organization.

Autonomy of high resource conferences. One of the stressful issues facing athletic

directors emerged around the theme of the pending autonomy of the high resource conferences.

These conferences typically were referred to as the *high resource five* or, as one athletic director

said, the *imperial five*. These five conferences included athletic programs from the Atlantic Coast

Conference (ACC), the Big Ten Conference (Big 10), the Big Twelve Conference (Big 12), the

Pacific Twelve Conference (PAC 12), and the Southeastern Conference (SEC). The growing

power of the five high resource conferences was a source of concern for athletic directors at

schools considered to be in the *have not* category of the non-resource five. Peach (2007) stated

that football is the money sport and the NCAA began imposing rules in the 1950s in an effort to

not only clean up the image of collegiate athletics, but even the playing field. Peach (2007) found

that the playing field has never truly been leveled and that, more than fifty years later, "the

power schools in football were the power schools before the imposition of NCAA regulations"

(Peach, 2007, p. 21).

Uncertainty. Worry for what will happen next in the collegiate athletics landscaped

seemed to be a stressful state of being for athletic directors. This concern was based primarily on

a foreshadowing of decreased opportunity, whether financial or status, for his or her own

institution to have a place at the table.

Johnson (1999) and Collins (2001) discussed the challenges faced when there are changes in our environment. Johnson (1999) described the frustration folks experience when their paradigm of the world changes and they find it hard to adapt to a new set of habits or process for work. Collins (2001) described the need to confront the brutal facts of the reality behind a change or the challenges facing a leader or organization.

Sub-research question 5. Sub-research question 5 asked, "Are there any differences in the responses above by selected demographic variables, such as gender, ethnic background, and years as athletic director?"

Job Satisfaction? Fourteen athletic directors have been working in college athletics for over "25" years. There were two inferences that might be drawn from this statistic. First, at the end of twenty-five years of working in a career, a professional has approached the retirement age. The first inference was that working in college athletics might be rewarding enough to motivate the professional to stay in the career for longer than professionals in other careers. The second inference was that once a professional becomes an athletic director, he or she has arrived and may choose to stay in the role as long as possible.

Not a nine to five job. Of the twenty-two participants who responded to the fourth survey question, 100% indicated working a minimum of fifty hours in his or her role as an athletic director. This finding inferred that the role of the athletic director is not a nine to five job or a typical forty hour work week position. Swift (2011) shared, "ADs work extended hours, have supportive families, and must have thick skin and a sense of humor to handle the negative criticism from fans and alumni" (p. 2). The irony was that an athletic director must create high self-expectations, like working more hours than is typical, but not be able to create these same expectations for the staff because of human resource protocol.

Unanticipated Outcomes and Surprises

Based on the findings from this study, there were some surprises and unanticipated outcomes for the researcher.

Gender and minority related issues. The researcher was surprised by the lack of perspective on gender and minority related issues during the interviews. The researcher believed there would be more perspective on the issues around gender and minorities, especially in terms of access to members of these populations becoming athletic directors. There was only one interview with an athletic director that provided perspective on anything related to diversity. The focus was on the lack of women and minorities in the collegiate athletics leadership and the perspective surfaced after asking the final question, "Is there anything else you would like to add to your comments today?" This athletic director said the following:

Title IX has been great. Sometimes it has been real unfair. Some of the rules that the NCAA put in about the number of scholarships and trying to make everything equitable hurt some sports. So, there were men's sports that were unfairly hurt. But sometimes we have to put a rule in place and go to the extreme end and then come back to the middle for the right thing to be done. But there would be no way I would be in the role I am today without some ladies that were there to fight for this and for that law to be put into place. The doors have been opened. It is still not great, it is not perfect, but it so much better than it was thirty years ago.

Further:

And the other thing I learned real hard as a coach was to not put leaders in front of them that look like them is a pretty tough situation. I worked really hard and I thought I was doing everything to accommodate kids, but there were some African American kids on

our team from East St. Louis, from Memphis, that there was no way I could ever really understand what they were going through. So the concept that you need like gender and like race in front of those kids has to be addressed. That doesn't mean that you can never have a male coach a women's team. It doesn't mean as a white person you can never coach a football team. It doesn't mean that. It means that your staff needs to be diverse so that there is an opportunity for those kids to relate to people that look like them. That is really, really important. We constantly have to be checking ourselves. And it's not comfortable. And sometimes you have to work really, really hard to build your base, the demographic base that you are going to recruit from as far as staff. It is hard work. And sometimes you have got to take chances on people. I think that's a huge responsibility we have.

Without saying it, this athletic director identified homologous reproduction as an issue in collegiate athletics, where leadership is comfortable with like people and hires like people (Fitzgerald et al., 1994).

Final Thoughts about the Literature

There was little in the literature on the issues affecting today's athletic director. The bulk of what literature that did exist sufficed only to provide a historical account of collegiate athletics. Little insight into the challenges an athletic director faces in his or her role was provided in the literature.

Conclusions

The findings from this study suggested five conclusions. First, with all the issues faced by today's athletic director at the NCAA FBS Division I level and based on the line of questioning in the survey and interviews, the issues that are top-of-mind issues for athletic directors were

those issues that dominate the headlines. In speaking with six athletic directors, the issues in the headlines were the primary focus in the conversation. References to lawsuits and pending legislation dominated the responses. The conclusion was with the many issues facing an athletic director on a daily basis, the athletic director was pulled in the direction of focusing, at least in conversation, on what issues were in the headlines. The future landscape might be decided by the courts and not the profession.

Second, although fundraising was the number one issue identified by athletic directors in terms of consuming both their time and being most stressful through the survey data, only one athletic director referenced fundraising extensively in his or her answers to the interview questions. There was a sound bite in the profession that says, "Fundraising is one of the most important roles of today's athletic director and is a must for aspiring professionals." Several athletic directors identified fundraising as being important, but the six athletic directors who were interviewed barely addressed or referenced fundraising in their responses to the interview questions. This may be due to none of them having had a fundraising background. The conclusion was that it is an issue, but is something that is harder to talk about when not practiced.

Third, the NCAA Division I FBS non-automatic qualifying conference athletic director was at a disadvantage in terms of managing a budget because the high resource conference members continued to generate increased support from donations and television-related revenues. Competing with the escalating budgets of these bigger programs, the athletic director at this level was caught in the double bind dilemma of needing to both balance the budget and supply his or her coaches with enough resources to compete. The reality was that the majority of athletic programs in the NCAA Division I FBS operated in the red and all indicators point to this not changing any time soon. The athletic director and the system needed to find a way to better

explain and promote this institutional funding as a *way of life* that is interdependent with the academic mission of the university.

Fourth, although some of the athletic directors focused on the student-athlete as the focal point for making decisions, each shared the influence of multiple stakeholders on his or her decision making process. The SPELIT Power Matrix, developed by Schmieder-Ramirez and Mallette (2007) provided a way for a decision maker to consciously view issues through frames from multiple stakeholders when weighing the task of making a difficult decision. There were more influences on the athletic director's decision making process than just answering the question, "What is in the best interest of the student-athlete." Focusing on the student-athlete was important, but just focusing on the student-athlete prevented an athletic department from fulfilling the pervasive sound bite, "Athletics is the front porch of the university and recruits the rest of the world to step onto the porch and peer into the house to discover a wonderful university." Collins (2001) defined level 5 leadership as "ambition first and foremost for the company and concern for its success rather than for one's own riches and personal renown" (pp. 25-26). Today's athletic director must make decisions as a leader who is focused on what is in the best interest of the greater community of stakeholders the athletic department serves, not solely on what is best for the student-athlete.

Fifth, the role of the athletic director required more than just the customary nine to five commitment. The responses provided by some of the athletic directors during the standard greeting where the researcher asked, "How are you doing?" and the number of hours athletic directors acknowledged working each week indicated that the athletic director is immersed in his or her role. This was an athletic culture issue. The athletic director was happy if his or her teams were performing well. Ask any other employee at the university this same question and his or her

answer would most likely not be tied to the success of students in the classroom (in the case of a faculty member), the success of a student orientation program (in the case of a student affairs professional), or the success of a landscape renovation project (in the case of a campus landscape architect).

Six, two athletic directors referenced the potential impact the changes in the collegiate athletics landscape might have on the Olympic Sports movement in the United States. The speculation that accompanied the thought of increasing resources to support student-athletes insinuated that there would be an increased shift in resources away from the non-revenue sports (I.e. baseball, swimming and diving, water polo, soccer, track and field, etc.) to the revenue sports (I.e. football and men's basketball). The University of Texas Athletic Director announced the intent of the athletic program to fund each student-athlete at an additional $10,000, of which $5,000 would cover the additional cost of attendance and the other $5,000 would compensate the student-athlete for the use of his or her likeness (Lindenberger, 2014). The total investment was estimated at about $6 million (Lindenberger, 2014). The top programs might be able to support broad based excellence, however, what would happen at the majority of college campuses where the athletic program leadership decided to compete in football and men's basketball? The non-high resource conference member institutions were not raising anywhere near the money of the University of Texas. Does the institution drop Olympic, non-revenue sports?

Implications

One of the interview questions asked, "What are the words of advice you would share with a new athletic director?" There were thirteen themes that developed from the answers to this question. These themes included "be careful who you trust and build a strong staff," "understand the human resources process," "create a clear vision and plan," "assess relationships in your

organization," "create alignment with university leadership," "be in the business for the right reasons," "develop a strong relationship with your conference office," "get to know your best supporters quickly," "get to know the student body," "grow where you are," "develop a network of experienced advisors," "embrace change," and "acquire experience in fundraising and/or marketing."

Be careful who you trust and build a strong staff. Four athletic directors offered advice to new athletic directors to be careful of whom he or she trusts and build a strong staff. One athletic director said the following:

I think your staff is very important. You got to get people on board that are not only experts in their field, but also work hard to help you as an AD. In the end, who in your staff is really trying to make you look good. Who in the staff is really trying to support you in your objectives. In return, you have to do the same to them; you got to be supportive of them. It's coming back to that loyalty thing and where people are trying to go. So it is really important you surround yourself with great people.

Another athletic director said the following:

The other thing is that you got to get to know your head coaches because, as I said earlier, they are the people that will be your better advocates and be able to tell your story as much as anyone else and my point has always been if my head coaches know me, then my circle just increased by seventeen or eighteen because they are going to tell people, and they're going to tell people. So to build that trust and relationship with your head coaches early I think is very important so you have credibility through their circles and if they are saying positive things about the direction you are going then that is always really helpful for a new A.D.

Another athletic director said the following:

> Build a staff that you can trust. You are going to have to have some key people on your staff that you know have your back because there are going to be certain decisions that you are going to have to rely on them to give input to answer those questions. Building that staff is key.

Further, this athletic director said the following:

> You have to be careful. You got to be guarded. You got to be guarded. I mean you have to trust people. You can't do business if you don't trust people. If you are paranoid, you are not going to be successful in this business. There is a certain trust factor you have to have with people. That goes not just to being an AD. That goes to being a parent and an employee. You got to have a trust factor. I think our industry, honestly, is an industry that likes to share information. I have been in one industry where you don't share the company line with people. You don't go outside of that and talk to competitors because you know they would want an edge. I think our business is very accommodating to that networking.

Another athletic director said the following,

> I think you just got to surround yourself with really good people. So as you build your staff, you just got to have really good people with you. You have got to surround yourself with really good people and have a strong sense of what your values are in what you want to build into your program.

> **Understand the human resources process**. Three athletic directors offered advice to new athletic directors that included understanding the human resources process on campus. One athletic director said:

I think hiring and firing of coaches and staff and the HR process of how you deal with that is very important for an AD. Just understanding the political environment that you are dealing with. Anything that touches that outside world, you want to make sure your institution is covered.

Another athletic director said the following

You have to learn how to hold people accountable and that means sometimes making really hard decisions, but long-term they are going to be better off and your program will be better off.

Another athletic director said the following:

You always have that list of folks you are thinking about. Then vet it through the president and make sure the president is comfortable with where I am going.

Create a clear vision and plan. Three athletic directors offered advice to new athletic directors that included the importance of creating a clear vision and plan for the department. One athletic director said the following:

Then I think you have to be very clear with where you are going with things. One of the areas that can get people in trouble is they just float along without giving a clear sense of, of okay, here are the three things we really need to focus on and reminding people of those things often. There are so many different things pulling at you in the job that I think it just makes it hard. You can just float along with so many different things pulling at you that in the end, you can say I moved lots of things along a little bit, but I never really accomplished anything because I didn't know exactly which of those things I was going to try and accomplish.

Another athletic director said the following:

You have to have a plan. It has to be written and it has got to be verbalized. But you got to have a plan. You can't just go by the seat of your pants. We have got to keep our scholarship program in place and we have got to have a great annual fund. With the new rules changes where you can now probably go up to the cost of attendance, that's additional fundraising for scholarships. We have to retain our coaches.

Another athletic director said the following:

When you sit in the chair, if you are not thinking about the university in total and you are likely, at this level, you are sitting on the president's cabinet. You better make decisions and understand as it relates to the enterprise as it relates to the entire university. You are not just hunkering down in athletics. You have to be very aware of today's issues and how to meet those. You cannot be an expert at everything, so making sure you are going to build a team that will help you navigate all those issues and get you from good to great, as the book says.

Further:

I think you always have to go back to why we are doing what we are doing. It is about our mission. So are you hitting the mark in terms of fulfilling your mission? the first thing we got to do is facilitate their success in reaching those stated mission goals. We have had a lot of fun in facilities development, fan base increases, fundraising increases. It is prioritizing. It is getting the right team on board. It is facilitating success by funding your programs properly and building facilities and being able to recruit the right student-athlete because you got the right coach. The academic excellence and you think about what we have achieved academically and it is at the top of our conference. You think about success on the field. We continue to build that. So you think about championships

and then you think about what your student-athletes are doing when they leave here. Are they leaders in other communities? Are they getting jobs? Are they being successful?

Assess relationships in your organization. Two athletic directors offered advice to new athletic directors that included assessing relationships in the organization. One athletic director said the following:

I would say that when you are an athletic director you come into a situation very different from a head coach where most head coaches can transition a staff as they transition into the position. You as an athletic director, you are coming in and you may be the only new person. So, what you have to do is work quickly to assess your staff, but at the same time I think you shouldn't make a lot of decisions right away. I learned the hard way there. Whether it's your coaching staff or whether it's your administrative staff, I would take my time in assessing those relationships as well as their competencies before you make any wholesale organizational changes. Now, there may be a model that you want to use, like for me, I use a sports administrative model. I have an executive team model. I know what I want to get to and I share that with people in the process, but I am not going to put people in seats on the bus for a while until I really recognize their competencies. So that's one thing. You know it can be pretty lonely. You come into a job and you are the new guy and everybody is expecting a lot of things. The staff has been there, in some cases for 15 to 20 years, and they don't really want a lot of change. So that is part of the issue. You have to deal with that. So you have to look for opportunities to bring in staff at the appropriate times and making sure that your organization can still function based on what you are comfortable with. My whole thing is that I'm going to give everybody an opportunity and I am not going to assume that, regardless of what other people tell me,

anybody is anything until I have a chance to assess it personally. A lot of people offer

your ideas and opinions and you have to weed through that stuff because, most of the

time, there's history and normally an agenda. I always take things with a grain of salt. I

don't ever react quickly.

Another athletic director said the following:

I think you have to really, if you are coming to a new place, listen and learn and

understand the culture of the place there. Who controls the department from a personal

standpoint or who understands what's going on in all the different areas. You really have

to create good relationships with those people of influence, both inside and outside the

department.

Create alignment with university leadership. Two athletic directors offered advice for

new athletic directors that included creating alignment with the university leadership. One

athletic director said the following:

You better know what your chancellor or president wants because if they have an

expectation that you do certain things, you better work towards doing those things and

not ignore them and start off on whatever you feel is important. Their priorities have to

be your priorities. You want to start off on the wrong foot, get cross with your chancellor.

Don't get crossways with the person that hired you.

Another athletic director said the following:

Be very cognizant of your relationship with your president that you work for. That is

ultimately going to be very important to your success. Based upon that president's

relationship with the board of trustees, so you have to make sure those relationships are

really solid.

Be in the business for the right reasons. Two athletic directors offered advice to new athletic directors that included being in the business for the right reasons. One athletic director said the following:

> Don't get into this business unless you really, really love it because of the amount of time and effort it takes. It is not an 8 to 5 job and it is not a job that you can spend the amount of time with your family and pursue the things that probably normal people do. I think that you don't get involved in this job unless you really love kids and unless you want to have an impact. If you want have an impact on people and if you want to give kids a great experiences, then this is a wonderful profession. But if you are just in it for the money and the perks and being on TV, you are eventually going to blow up because there is much more involved in this business than just that. It is about taking care of people, it is about helping young people grow, it is about developing them into service-minded citizens. That takes a tremendous amount of work and effort and communication and programming.

Another athletic director said the following:

> I think that I talk to aspiring ADs all the time and, number one, it is not a job, it's a lifestyle and you have got to understand that it is a huge part of your life. If you are not planning on it being basically that, then don't do it. You better be mobile in your ability to be excellent where you are, but then moving for that other opportunity.

Develop a strong relationship with your conference office. One athletic director offered advice to new athletic directors that included developing a strong relationship with the conference office. This athletic director said the following:

I would make sure that I got to know the Conference Office and the staff pretty quickly.

There is a lot of power there. They are the ones who can help you get on an NCAA

committee. They are the ones that can assign you to a sport championship committee.

They are the ones that select venues for championships. It also provides you for an

opportunity for leadership, whether it's running your particular administrative group, in

my case, the athletic directors, or whatever group it is. I often thought that this was a

missing piece from a background perspective that a lot of new ADs don't know about and

don't take the time to get to know. So that's one thing I would do.

Further:

You are in meetings with them, but I like to communicate with my commissioner at least

once per week and just make sure he knows I am out here; send him an article or

something like that or give him a call or pick his brain or give him feedback if I see

comments and even some of the other staff, it's important to do that. And be responsive

to their requests. It is really important when they email or call you that you get back to

them. And that happens regularly. I think you have to prioritize.

Get to know your best supporters quickly. One athletic director offered advice to new

athletic directors that included getting to know the best supporters quickly. This athletic director

said the following:

The other piece I would say for new ADs is you better get to know your best supporters

very quickly. You've got to get out and meet them personally. You just can't call them,

you've got to get out there and see them. For us, the first thing I asked for was give me a

list of the top 100 donors. In my first year, I wanted to try and see each and everyone

face-to-face. Easier said than done, but it is possible and you can get it in and eventually you'll get it.

Get to know the student body. One athletic director offered advice to new athletic directors that included getting to know the student body. This athletic director said the following:

Here I would say too, that in the case with many places, the largest single donor of any organization in the athletics department is the student body through their fee structure. I formed a student advisory committee right away so that I could get the leaders from the Greek organizations, student government, residence halls and other areas. I formed that group quickly so that I could have an advisory group so when we did things that affected their experiences at games or how we distributed tickets or whatever it might be that I had a group I could bounce ideas off and could give me feedback.

Grow where you are. One athletic director offered advice to new athletic directors that included growing where you are. This athletic director said the following:

Say you are an AD at a mid-major and you get an opportunity to go to a place that is four states away or out the region you really know, but it is an opportunity to get a couple more hundred thousand dollars, prestige of being in that power five conference, you make one of your donors mad the first year and you get fired, where are you going to go at 54, 55 and you been in this business that long. You are going to have to make a decision do I have to go back and become a senior associate AD somewhere? Do I totally get out of the business, which I love. Those are the things you got to think about when you start making decisions about when you start making a decision about that next step. That next step has to be almost a given to where it is that next step for the next step. A lot of guys in this business in my opinion, they are always searching. Every single job that

comes up, they know who is involved with it. What are they doing at the job they are in? Good things happen to good people that are working hard.

Develop a network of experienced advisors. One athletic director offered advice to new athletic directors that included developing a network of advisors. This athletic director said the following:

My words of advice would be establish a network of people in the profession that could be your mentors. They might be several different people that could serve as advisors in academics, compliance, business, how to deal with coaches.

Further:

You can't do it by yourself and you need to have the ability to bounce things off different ADs that have been there and been through the wars. I generally picked ADs that have been in the business a lot longer then I have instead of a young, upcoming AD that you just want to have a relationship with. I have always gone to the people with experience that I can trust. That would be my number one thing.

Embrace change. One of the athletic directors offered advice to new athletic directors that included embracing change. This athletic director said the following:

I would tell him to embrace change and listen to people. I laugh, because I am an old timer and if I can change, anybody can change, anybody can change. When I came here, and I was here before, but if I heard one time, I've heard a million times, "that's the way we have always done it." For me, I say that's not the way we are going to do it anymore. We are going to change, we are going to keep up with what is going on in our community and the trends and the young people and listen to what people want and what people are looking for.

Acquire experience in fundraising and/or marketing. One of the athletic directors offered advice to new athletic directors that included acquiring experience in fundraising and/or marketing before becoming an athletic director. This athletic director said the following:

Anything you can do to be prepared to be a marketing person, a fundraiser, would be extremely important before you take this role. So any experience like that you can have would be extremely beneficial.

Recommendations for Future Research

Expand the data set. This study was designed based on the goals of the research and was built based on the available literature at the time. One delimitation of the study was to focus on a smaller group of athletic directors from the NCAA Division I FBS, non-automatic qualifying conference member schools. Ideally, this research would be enhanced with increased participation of athletic directors from the sixty-one NCAA Division I FBS non-automatic qualifying conferences. The research might be enhanced further by including athletic directors from other levels of athletic institutions, including member programs from the high resource five conferences, Division I non-football conferences, NCAA Division II and NCAA Division III conferences.

Proposed future research. This research study provided a detailed inventory of the issues facing today's athletic director. Proposed research projects are presented below:

1. To examine the influence of stakeholder groups on the decision making process for an athletic director. In other words, which stakeholder groups hold the most influence over an athletic director when he or she makes a decision?

2. To examine the fundraising infrastructure around the athletic director. In other words, what is the best organizational infrastructure for ensuring an athletic director is successful in fundraising for his or her organization?

3. To explore the impact lawsuits will have on the collegiate athletic landscape. In other words, when the dust has settled from the lawsuits, what does collegiate athletics look like?

4. To examine the impact of declining attendance in collegiate athletics. In other words, what are the factors that are contributing to declining attendance in collegiate athletics?

5. To examine the job satisfaction of athletic directors who have been in college athletics for over twenty-five years. In other words, what motivates an athletic director to lead an athletic program after a twenty-five year career?

6. To examine changes that pending legislation and NCAA legislation will have on the Olympic movement. Specifically, if schools are empowered to increase significantly the financial package for student-athletes, what will the impact be on the Olympic sports?

7. To examine the issues affecting different levels of athletic directors. Specifically, are the issues that affect the athletic director at the NCAA Division I FBS non-resource five membership conferences, the same and/or different as those affecting the athletic director at the high resource five conferences, the NCAA Division I non-football schools, the NCAA Division II schools, and/or the NCAA Division III schools?

8. To examine the impact of a spouse/partner relationship on the career of an athletic director. In other words, how does the spouse/partner positively and negatively impact the role of the athletic director?

9. To examine the make-up of the NCAA staff. In other words, what are the backgrounds and perspectives of the people who are employed by the NCAA headquarters?

Final Summary

College athletics continued to be an exciting profession where the issues are cyclical in the impact each has on the marketplace. The warning signs that point to changes in the profession included the lawsuits in the court systems, decreasing state support, pending changes in NCAA legislation, and declining attendance. The ability to represent the university and produce wins on the field was not localized to just areas controlled by the athletic director. The athletic director is a position of leadership where the need to wear multiple hats is important in his or her ability to navigate the various stakeholder influences on the organization.

A few of the more outstanding concerns that remain in the changing collegiate athletics landscape include what is going to happen to our Olympic sports movement, the growing gap between the haves and the have nots, and how do athletic directors navigate the uncertainty of the ensuing years. The athletic director will be guaranteed a career of change.

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APPENDIX A

List of NCAA Division I FBS Mid-Major Universities

The data sources in this project included athletic directors from the following sixty-one NCAA Division I FBS mid-major universities:

Conference	University
• American Athletic Conference	University of Central Florida
• American Athletic Conference	University of Cincinnati
• American Athletic Conference	University of Connecticut
• American Athletic Conference	East Carolina University
• American Athletic Conference	University of Houston
• American Athletic Conference	University of Memphis
• American Athletic Conference	University of South Florida
• American Athletic Conference	Southern Methodist University
• American Athletic Conference	Temple University
• American Athletic Conference	Tulane University
• American Athletic Conference	University of Tulsa
• Conference USA	University of Alabama, Birmingham
• Conference USA	University of Southern Mississippi
• Conference USA	Marshall University
• Conference USA	Rice University
• Conference USA	University of Texas, El Paso
• Conference USA	Florida Atlantic University
• Conference USA	Florida International University
• Conference USA	Louisiana Tech University
• Conference USA	Middle Tennessee State University
• Conference USA	North Texas University
• Conference USA	Old Dominion University
• Conference USA	University of Texas, San Antonio
• Conference USA	Western Kentucky University
• Mid-American Conference	University of Akron
• Mid-American Conference	Ball State University
• Mid-American Conference	Bowling Green State University
• Mid-American Conference	University of Buffalo
• Mid-American Conference	Central Michigan University
• Mid-American Conference	Eastern Michigan University
• Mid-American Conference	Kent State University
• Mid-American Conference	University of Massachusetts
• Mid-American Conference	University of Miami, Ohio
• Mid-American Conference	Northern Illinois University

- Mid-American Conference   University of Ohio
- Mid-American Conference   University of Toledo
- Mid-American Conference   Western Michigan University
- Mountain West Conference   Air Force
- Mountain West Conference   Boise State University
- Mountain West Conference   Colorado State University
- Mountain West Conference   Fresno State University
- Mountain West Conference   University of Hawai'i
- Mountain West Conference   University of Nevada, Las Vegas
- Mountain West Conference   University of Nevada, Reno
- Mountain West Conference   University of New Mexico
- Mountain West Conference   San Diego State University
- Mountain West Conference   San Jose State University
- Mountain West Conference   Utah State University
- Mountain West Conference   Wyoming University
- Sun Belt Conference   University of Arkansas, Little Rock
- Sun Belt Conference   Arkansas State University
- Sun Belt Conference   Appalachian State University
- Sun Belt Conference   Georgia Southern University
- Sun Belt Conference   Georgia State University
- Sun Belt Conference   South Alabama University
- Sun Belt Conference   University of Idaho
- Sun Belt Conference   University of Louisiana, Lafayette
- Sun Belt Conference   University of Louisiana, Monroe
- Sun Belt Conference   New Mexico State University
- Sun Belt Conference   University of Texas, Arlington
- Sun Belt Conference   Texas State University

APPENDIX B

Protocol for Administering the Survey

The following is a step-by-step process that was followed by the researcher in gathering the data using the survey instrument:

Step 1. The researcher made initial contact with each athletic director by sending the recruitment email (Appendix C). This survey provided a link through which each athletic director was able to visit and complete the survey;

Step 2. The researcher sent a first follow up email (Appendix D) after ten days to all athletic directors;

Step 3. The researcher sent a second follow up email (Appendix E) after another ten days to all athletic directors;

Step 4. Responses were collected and organized from each participant in an electronic database.

Step 5. Participants received a generic "Thank You" electronic mail piece that expressed gratitude for their participation.

APPENDIX C

Email to Recruit Athletic Director to Participate in Survey

Dear <<Insert Name of Athletic Director>>,

My name is Wayne Stickney, and I am a Doctoral Student in the Organizational Leadership Program at Pepperdine University (I am also the **Senior Associate Athletic Director at Long Beach State University**). I am currently in the process of studying athletic directors for my dissertation entitled, "Issues Affecting Athletics Directors: A Mixed Methods Approach." This research is being conducted in partial fulfillment of the requirements for my dissertation. The professor supervising my work is Dr. Jack McManus. The purpose of this study is to identify, inventory, and rank the issues affecting athletic directors at NCAA Division I FBS member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference. I invite you to participate in this study by clicking the link displayed below. This link will take you to the first page where you will receive information on informed consent. Please understand that your participation in my study is strictly voluntary and, if you choose to participate, should take approximately 5-7 minutes to complete. Thank you for taking the time to read this information, and I hope you decide to complete the survey.

Click HERE to take the Survey!!

Thank you,

Wayne Stickney
Doctoral Candidate
wayne.stickney@csulb.edu

APPENDIX D

First follow up email in the administration of the survey

Dear <<Insert name of athletic director>>,

Ten days ago, I sent an email requesting your assistance in a study examining the issues affecting athletic directors. Please understand that your participation is completely voluntary and, if you choose not to participate or have already completed the survey, please just disregard this email (Note: I am scheduled to send one more follow up email in 10 days).

However, if you choose to participate, your contribution to this research will be important as I am only studying 61 athletic directors at the NCAA Division I FBS level from member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference.

The data collected will be used for my doctoral dissertation in the Organizational Leadership Program at Pepperdine University.

Please click on the link displayed below if to participate:

Click HERE to take the Survey!!

Thank you for your time,

Wayne Stickney
Doctoral Candidate
wayne.stickney@csulb.edu

APPENDIX E

Second follow up email in the administration of the survey

Dear <<Insert name of athletic director>>,

This is the final email I will send requesting your participation in a study examining the issues affecting athletic directors. Please understand that your participation is completely voluntary and, if you choose not to participate or have already completed the survey, please just disregard this email.

However, if you choose to participate, your contribution to this research will be important as I am only studying 61 athletic directors at the NCAA Division I FBS from member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference.

The data collected will be used for my doctoral dissertation in the Organizational Leadership Program at Pepperdine University.

Please click on the link displayed below if to participate:

Click HERE to take the Survey!!

Thank you for your time,

Wayne Stickney
Doctoral Candidate
Wayne.stickney@csulb.edu

APPENDIX F

Content of Survey for Issues Affecting Athletic Directors (from SurveyMonkey)

The following survey is located at https://www.surveymonkey.com/s/8JYZT3T.

Survey of Issues Affecting College Athletic Directors 2

1. Introduction

My name is Wayne Stickney, and I am a student in the Organizational Leadership Program at Pepperdine University and am the Senior Associate Athletic Director at Long Beach State University. I am currently in the process of recruiting athletic directors to participate in my study entitled, "Issues Affecting Athletic Directors." The professor supervising my work is Dr. Jack McManus. This doctoral dissertation study is designed to investigate the issues affecting athletic directors at the NCAA Division I FBS universities from member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference. Please understand that your participation in my study is strictly voluntary. The following is a description of what your study participation entails, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate. If you should decide to participate in the study, you will be asked to complete an online survey utilizing Survey Monkey. It should take approximately 5 to 7 minutes to complete the survey you have been asked to complete. Please complete the survey alone in a single setting. Although minimal, there are potential risks that you should consider before deciding to participate in this study. These risks include a breach in confidentiality. The survey system will strip the data of identifying information (such as your email address and your computer's IP address). This information could be leaked or hacked into and then your answers could be linked to you. This is a minimal risk as there are many layers of security at SurveyMonkey for securing data. In the event you experience a breach in confidentiality, please contact me, my chairperson or the director of IRB to discuss your concerns. The are no benefits to you for completing this survey. If you should decide to participate and find you are not interested in completing the survey in its entirety, you have the right to discontinue at any point without being questioned about your decision. You also do not have to answer any of the questions on the survey that you prefer not to answer – just leave such items blank. The survey will be facilitated utilizing the online software program, SurveyMonkey. I will be the only person who has access and administration rights to this survey and will follow up with two reminder emails (each will follow in 1 ½ week increments) requesting participation. Since these reminders will go out to everyone, I apologize ahead of time for sending you these reminders if you have completed the survey. If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released. The data will be kept in a secure manner for at least three years and then destroyed. If you have any questions regarding the information that I have provided, please (see contact information below). If you have further questions or do not feel I have adequately addressed your concerns, please contact Dr. Jack McManus (Jack.mcmanus@pepperdine.edu). If you have questions about your rights as a research participant, contact Dr. Thema Bryant-Davis (gpsirb@pepperdine.edu), Chairperson of the GSEP IRB, Pepperdine University. By completing the online survey, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study. Thank you for taking the time to read this information, and I hope you decide to complete the survey. You are welcome to a brief summary of the study findings in about 1 year. Please email me at my email address if you desire a copy. Sincerely, Wayne Stickney Doctoral Candidate wayne.stickney@csulb.edu 575.932.9419

Survey of Issues Affecting College Athletic Directors 2

2. Demographic Information

SQ1 **1. How many years have you been employed as an athletic director (please type the number of years below)?**

SQ2 **2. From the drop down menu below, please select one area of athletics with which you most closely associate your career path. If the path with which you most closely identify with is not listed, please select the "Other (please specify)" option and type the path with which you most closely identify.**

SQ3 **3. How many years have you worked in college athletics (please type the number of years, including graduate assistant work, below)?**

SQ4 **4. What are the estimated number of hours you work per week in your role as an athletic director (please type the total hours worked, both inside and outside the office, below)?**

SQ5 **5. With what ethnic or racial group do you most closley identify (please type your answer below)?**

SQ6 **6. In what age group do you place yourself (please select one of the age groups below)?**

◯ 18 to 24 age group

◯ 25 to 34 age group

◯ 35 to 44 age group

◯ 45 to 54 age group

◯ 55 to 64 age group

◯ 65 to 74 age group

◯ 75 or older age group

Survey of Issues Affecting College Athletic Directors 2

SQ7 **7. What is the highest level of school you have completed or the highest degree you have received (please select one of the following options below)?**

- ( ) Less than high school degree
- ( ) High school degree or equivalent (e.g., GED)
- ( ) Some college but no degree
- ( ) Associate degree
- ( ) Bachelor degree
- ( ) Masters degree
- ( ) Doctorate degree (Ph.d.)
- ( ) Doctorate degree (Ed.d)
- ( ) Law degree

Other (please specify)

[   ]

SQ8 **8. What is your gender (please select one of the following two options)?**

- ( ) Female
- ( ) Male

Survey of Issues Affecting College Athletic Directors 2

3. Intercollegiate Athletics Issues

SQ9

1. Directions: Below you will see, in the left hand column, twelve issues that confront today's athletic director. These issues were found in the research related to the career of athletic directors. Please read through the twelve issues and then do the following: Beginning with Issue 1, re-read the issue and then enter values in the two columns to the right of the issue. For example, the first column to the right is Stress Level. Click on the down arrow and move your cursor to the phrase "High anxiety," "Medium anxiety," or "Low anxiety" for the phrase that best expresses your stress level for that issue. The next column is titled, Time Consumption. In this column, click on the down arrow and select the estimate of the number of hours you spend in a typical week on that issue. Please repeat this process for the eleven issues that follow.

	a) Stress Level	b) Time Consumption
Issue 1. Staying current on changes in NCAA regulations		
Issue 2. Ensuring sport teams maintain minimum APR (academic progress rate) standards		
Issue 3. Ensuring compliance with Title IX		
Issue 4. Preparing for potential payout to student-athletes based on "likeness" use of their personal brand		
Issue 5. Preparing to pay an additional stipend to student-athletes		
Issue 6. Preparing to pay student-athletes per conditions set by a union		
Issue 7. Negotiating television contracts		
Issue 8. Placing student-athletes into jobs		
Issue 9. Negotiating conference realignment		
Issue 10. Negotiating game contracts		
Issue 11. Negotiating coach contracts		
Issue 12. Ensuring a safe environment is provided for		

Survey of Issues Affecting College Athletic Directors 2

gay, lesbian, bisexual, and
transgendered student-
athletes.

2. In this section, please list up to four separate issues that you address in your role as an athletic director, that are not listed in the twelve issues above.

Issue 13

Issue 14

Issue 15

Issue 16

3. Directions: Below you will see, in the left hand column, "Issue 13," "Issue 14," "Issue 15," and "Issue 16." These each correspond to the respective answer you may have provided above in Question 2. Please indicate the "Stress Level" and "Time consumption" for each of the issues. Please do the following: Beginning with Issue 13, re-read the issue and then enter values in the two columns to the right of the issue. For example, the first column to the right is Stress Level. Click on the down arrow and move your cursor to the phrase "High anxiety," "Medium anxiety," or "Low anxiety" for the phrase that best expresses your stress level for that issue. The next column is titled, Time Consumption. In this column, click on the down arrow and select the estimate of the number of hours you spend in a typical week on that issue. Please repeat this process for each of the issues (Issue 13, Issue 14, Issue 15, up to Issue 16) you may have provided.

	a) Stress Level	b) Time Consumption
Issue 13		
Issue 14		
Issue 15		
Issue 16		

4. In this, the final question of this section, please type one number in each of the three boxes below that represents the three most important issues (from Issue 1 to Issue 16 above) confronting athletic directors today. For example, you might enter the numbers 12, 3, and 1. Or the numbers 5, 7, and 14.

Most important

Second most important

Third most important

Survey of Issues Affecting College Athletic Directors 2

SQ13

5. In an effort to enhance the value of this study, the researcher will conduct follow up interviews over the phone. These interviews will last between 20 and 30 minutes and will be scheduled at your convenience. Please type your email address below if you are willing to be interviewed. If you type your email address below, indicating your willingness to be interviewed, you will be provided a personalized report of the study's findings.

APPENDIX G

Interview Protocol for Issues Affecting Athletic Directors

Date: _____   Place: _____
Interviewer: _____   Interviewee: _____

Instructions for the interviewer to follow:
- Please instruct the volunteer to verbally give consent to participate in the interview.
- Please read the following statement to the interviewee:
  Thank you for agreeing to participate in this interview. I want to thank you for agreeing to be interviewed. Before we begin, I would like to read through a few statements:
    - *I am conducting this research in partial fulfillment of the requirements for my dissertation.*
    - *The purpose of this study is to identify, inventory, and rank the issues affecting athletic directors at the NCAA Division I FBS, non-Automatic Qualifying universities.*
    - *Confidentiality will be maintained where your answers will not be linked to you.*
    - *I would like to audiotape our interview today. If you grant permission, this recording will be locked in a secure location for five years and destroyed at the end of that period. Do I have your permission to audiotape our interview session today?*
    - *You do not have to answer every question during this interview.*
    - *Your job status will not be affected by refusal to participate or by withdrawal from the study.*
    - *I would like to remind you that your participation is voluntary and you may decide to stop at any time.*
    - *Finally, do I have your permission to proceed with the interview questions?*

Check one of the following statements as agreed to by the participant:
__ Participant agrees to be recorded.
__ Participant does not agree to be recorded.

Regardless of whether the interview session is audio recorded or not, the researcher must utilize the following format to record handwritten notes.

1. What are the unforeseen issues you have had to deal with that you did not imagine would be issues?

2. What do you think will be the key issues in five to ten years?

Prompt: Do you think the NCAA will exist in five to ten years?

3. There is a model for SPELIT. Social | Political | … In your role as athletic director, which of these ?
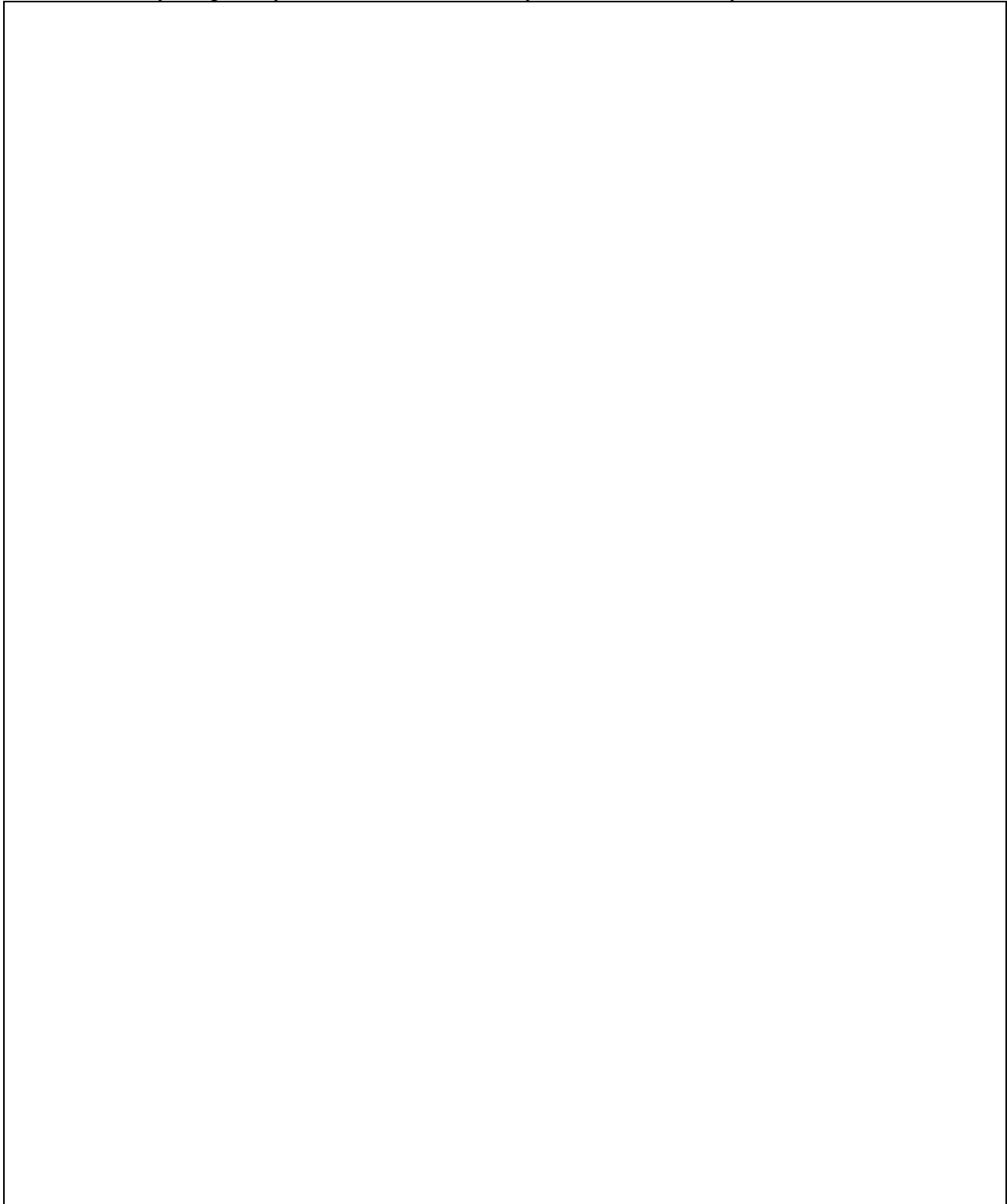
4. What are the warning signs that point to change in your profession?

Prompts: I.e. hiring, dealing with alumni, dealing with operations, etc.

5. What are the words of advice you would share with a new athletic director?

6. What else would you like to share with me about the issues affecting you as an athletic director?

7. Is there anything else you would like to add to your comments today?

APPENDIX H

Email to Recruit Athletic Director to Participate in the Interview

Dear << Name of Athletic Director>>,

I want to thank you for indicating a willingness for me to interview you in my effort to conduct research for my dissertation at Pepperdine University. Again, I am conducting research on the issues that affect athletic directors at NCAA Division I FBS mid-major universities and your participation is important to this research. I have provided some more details on this research and information on confidentiality and process at the end of my email signature below for your review. I would appreciate the opportunity to schedule an interview with you now. I am projecting the need for about 30 to 45 minutes of your time. The interview will consist of me placing a phone call to the phone number of your choice, asking you seven questions, and then adjourning. With that said, the following are some dates and time ranges in which I would like to determine if you are available to start the interview. **Please indicate which day and start time would work for you and please provide the phone number you would like me to call**. For your convenience, I will send you an Outlook Calendar entry with the details for our interview session.

All times are in Pacific Standard Time
- Thursday, September 9, 2014 … 10:00 am – 1:00 pm
- Tuesday, September 9, 2014 … 5:00 am – 7:00 am or 10:00 am to 2:00 pm
- Wednesday, September 10, 2014 … 5:00 am – 8:00 am
- Thursday, September 11, 2014 … 4:00 pm – 8:00 pm
- Friday, September 12, 2014 … 10:00 am – 8:00 pm
- Monday, September 15, 2014 … 5:00 am – 8:00 am or 3:00 am – 8:00 pm

These are suggested days and time ranges and if none work for your schedule, let's find another day and time that will be convenient for you. Again, thank you for indicating your willingness to participate. I am very much looking forward to our time together. Good luck this weekend!

Go Beach!

Wayne J. Stickney
Senior Associate Athletic Director for Major Gifts & Revenue Acquisition
Long Beach State University

I am a Doctoral Candidate at Pepperdine University and as part of my study, I will be conducting research on the issues that affect athletic directors. This research is being conducted in partial fulfillment of the requirements for my dissertation.

The purpose of this study is to identify, inventory, and rank order the issues affecting athletic directors at NCAA Division I FBS mid-major universities. We hope to gain valuable information about the issues affecting you in your job.

If you volunteer to participate in this interview, confidentiality will be maintained. Your answers will not be linked to you. The final report will not contain identifying information that will link you to your statements. The data will be summarized and presented in a manner such that it will not be attributable to you.

The interviews will be recorded using a digital recording device in order to help me capture the interview data and analyze it appropriately. At the conclusion of this research, the recording will be destroyed. I will ask you for permission to record the interview and if you would rather I not, I will only take written notes.

If you volunteer to participate in an interview, you may stop at any time or skip any question without penalty. While there is no direct benefit to you for participating in this research, there may be a benefit to the academic community from this research.

Your feedback is desired; however, if you choose not to participate or to withdraw from the study, your job status or reputation will not be affected. Your participation is voluntary, and if you choose to participate we will set up an interview with you to take place over the phone.

Please reply to this email if you are willing to participate in a 30 to 45-minute interview.

Thank you for your time.

Wayne J. Stickney
Pepperdine University, Doctoral Candidate
Wayne.stickney@csulb.edu

Chairman of this dissertation research: Dr. Jack McManus
Jack.mcmanus@pepperdine.edu

Chairman of the IRB: Dr. Thema Brant-Davis
gpsirb@pepperdine.edu

APPENDIX I

Consent Information Sheet

Dear <<Insert Name of Athletic Director>>,

My name is Wayne Stickney, and I am a student in the Organizational Leadership Program at Pepperdine University, who is currently in the process of recruiting individuals for my study entitled, "Issues Affecting Athletic Directors." The professor supervising my work is Dr. Jack McManus. The study is designed to investigate the issues affecting athletic directors at the NCAA Division I FBS universities from member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference, so I am following up with individuals, who indicated on the survey portion of this study their willingness to participate, to schedule an interview. Please understand that your participation in my study is strictly voluntary. The following is a description of what your study participation entails, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

If you should decide to participate, the interview session will be conducted over the phone and should take approximately 30 to 45 minutes to complete.

In an effort to reduce any potential risk for your participation in the interview your answers will not be linked to you. The final report will not contain identifying information that will link you to your statements. The data will be summarized and presented in a manner such that it will not be attributable to you. Confidentiality will be maintained.

The interviews will be recorded using a digital recording device in order to help me capture the interview data and analyze it appropriately. At the conclusion of this research, the recording will be destroyed.

While there is no direct benefit to you for participating in this research, there may be a benefit to the academic community from this research.

If you volunteer to participate in an interview, you may stop at any time or skip any question without penalty. Your feedback is desired; however, if you choose not to participate or to withdraw from the study, your job status or reputation will not be affected. Your participation is completely voluntary.

If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released. The data will be kept in a secure manner for at least three years and then destroyed.

If you have any questions regarding the information that I have provided, please contact Dr. Jack McManus (Jack.mcmanus@pepperdine.edu). If you have questions about your rights as a research participant, contact Dr. Thema Bryant-Davis (gpsirb@pepperdine.edu), Chairperson of the GSEP IRB, Pepperdine University.

Thank you for taking the time to read this information. If you consent to participate in this interview, I will schedule and facilitate an interview with you. You are welcome to a brief summary of the study findings in about 1 year. Please email me at my email address if you desire a copy.
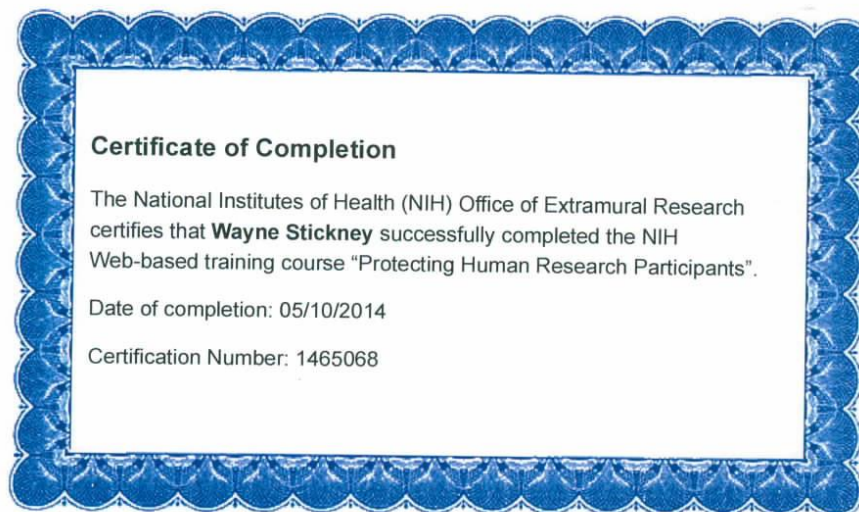
Sincerely,

Wayne Stickney
Doctoral Candidate
wayne.stickney@csulb.edu

APPENDIX J

Certificate of Human Subjects Training

Protecting Human Subject Research Participants   https://phrp.nihtraining.com/users/cert.php?c=1464068

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Wayne Stickney** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 05/10/2014

Certification Number: 1465068

APPENDIX K

Pepperdine University IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

July 3, 2014

Wayne Stickney

Protocol #: E0614D01
Project Title: Issues Affecting Athletic Directors

Dear Mr. Stickney:

Thank you for submitting your application, *Issues Affecting Athletic Directors,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. McManus, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, **your application to waive documentation of informed consent has been approved.**

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the

Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
        Mr. Brett Leach, Compliance Attorney
        Dr. Jack McManus, Faculty Advisor

APPENDIX L

Expert Panel Survey and Interview Questions Review Form and Instructions

See next page,

Dear <<Insert name of expert>>,

Thank you for your willingness to serve on the panel of experts, for the purpose of validating my survey and interview questions. The purpose of this validation is to ensure that the questions provide data to answer the stated research questions and, ultimately, lead to the completion of the purpose of the study.

The purpose of the study is to identify, inventory, and rank the issues affecting NCAA Division I FBS mid-major athletic directors from the five non-automatic qualifying conferences, including the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference. I will seek to survey all 61 of these athletic directors and conduct follow up interviews with between 6 and 8 of these athletic directors.

Included in this packet are three documents. The first set of documents includes the Expert Panel Survey Question Review Form and the copy of the online data gathering instrument. The Expert Panel Survey Question Review Form contains four columns,

- **Survey Question**
  Lists "Q1," "Q2," to "Q12" and corresponds to the question on the online data gathering instrument.
- **Research Question**
  Lists RQ1, RQ2, RQ3, RQ4, and/or RQ5, which correspond to the research question(s) the survey question seeks to answer.
- **Helps answer the listed research question(s): Y or N**
  Provides an opportunity for you to answer this question.
- **If "N", please rewrite the survey question**
  Provides an opportunity for you to rewrite the survey question, if necessary.

Here is your task. If you think the survey question does help answer the listed research question, check "Y" for yes and proceed to the next survey question. If you think the survey question does not help answer the research question listed, check "N" for no and in the space provided rewrite the survey question.

The third document includes the Expert Panel Interview Question Review Form, which also contains the questions from the interview question data gathering instrument. The Expert Panel Interview Question Review Form contains four columns,

- **Interview Question**
  Lists each question from the interview question data gathering instrument.
- **Research Question**
  Lists RQ1, RQ2, RQ3, RQ4, and/or RQ5, which correspond to the research question(s) the interview question seeks to answer.
- **Helps answer the listed research question(s): Y or N**
  Provides an opportunity for you to answer this question.
- **If "N", please rewrite the interview question**
  Provides an opportunity for you to rewrite the interview question, if necessary.

Similar to the task above, if you think the survey question does help answer the listed research question, check "Y" for yes and proceed to the next survey question. If you think the survey question does not help answer the research question listed, check "N" for no and in the space provided rewrite the survey question.

Thank you for this valuable assistance with my research.

Sincerely,

Wayne J. Stickney

Survey of Issues Affecting College Athletic Directors

1. Introduction

My name is Wayne Stickney, and I am a student in the Organizational Leadership Program at Pepperdine University, who is currently in the process of recruiting individuals for my study entitled, "Issues Affecting Athletic Directors." The professor supervising my work is Dr. Jack McManus. The study is designed to investigate the issues affecting athletic directors at the NCAA Division I FBS universities from member universities in the American Athletic Conference, Conference USA, Mid-American Conference, Mountain West Conference, and Sun Belt Conference, so I am inviting individuals who are current athletic directors at these universities to participate in my study. Please understand that your participation in my study is strictly voluntary. The following is a description of what your study participation entails, the terms for participating in the study, and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

If you should decide to participate in the study, you will be asked to complete an online survey utilizing Survey Monkey. It should take approximately 10 minutes to complete the survey you have been asked to complete. Please complete the survey alone in a single setting.

Although minimal, there are potential risks that you should consider before deciding to participate in this study. These risks include a breach in confidentiality. The survey system will strip the data of identifying information (such as your email address and your computer's IP address). This information could be leaked or hacked into and then your answers could be linked to you. This is a minimal risk as there are many layers of security at SurveyMonkey for securing data. In the event you experience a breach in confidentiality, please contact me, my chairperson or the director of IRB to discuss your concerns.

The are no benefits to you for completing this survey.

If you should decide to participate and find you are not interested in completing the survey in its entirety, you have the right to discontinue at any point without being questioned about your decision. You also do not have to answer any of the questions on the survey that you prefer not to answer – just leave such items blank.

The survey will be facilitated utilizing the online software program, SurveyMonkey. I will be the only person who has access and administration rights to this survey and will follow up with two reminder emails (each will follow in 1 ½ week increments) requesting participation. Since these reminders will go out to everyone, I apologize ahead of time for sending you these reminders if you have completed the survey.

If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released. The data will be kept in a secure manner for at least three years and then destroyed.

If you have any questions regarding the information that I have provided, please (see contact information below). If you have further questions or do not feel I have adequately addressed your concerns, please contact Dr. Jack McManus (Jack.mcmanus@pepperdine.edu). If you have questions about your rights as a research participant, contact Dr. Thema Bryant-Davis (gpsirb@pepperdine.edu), Chairperson of the GSEP IRB, Pepperdine University.
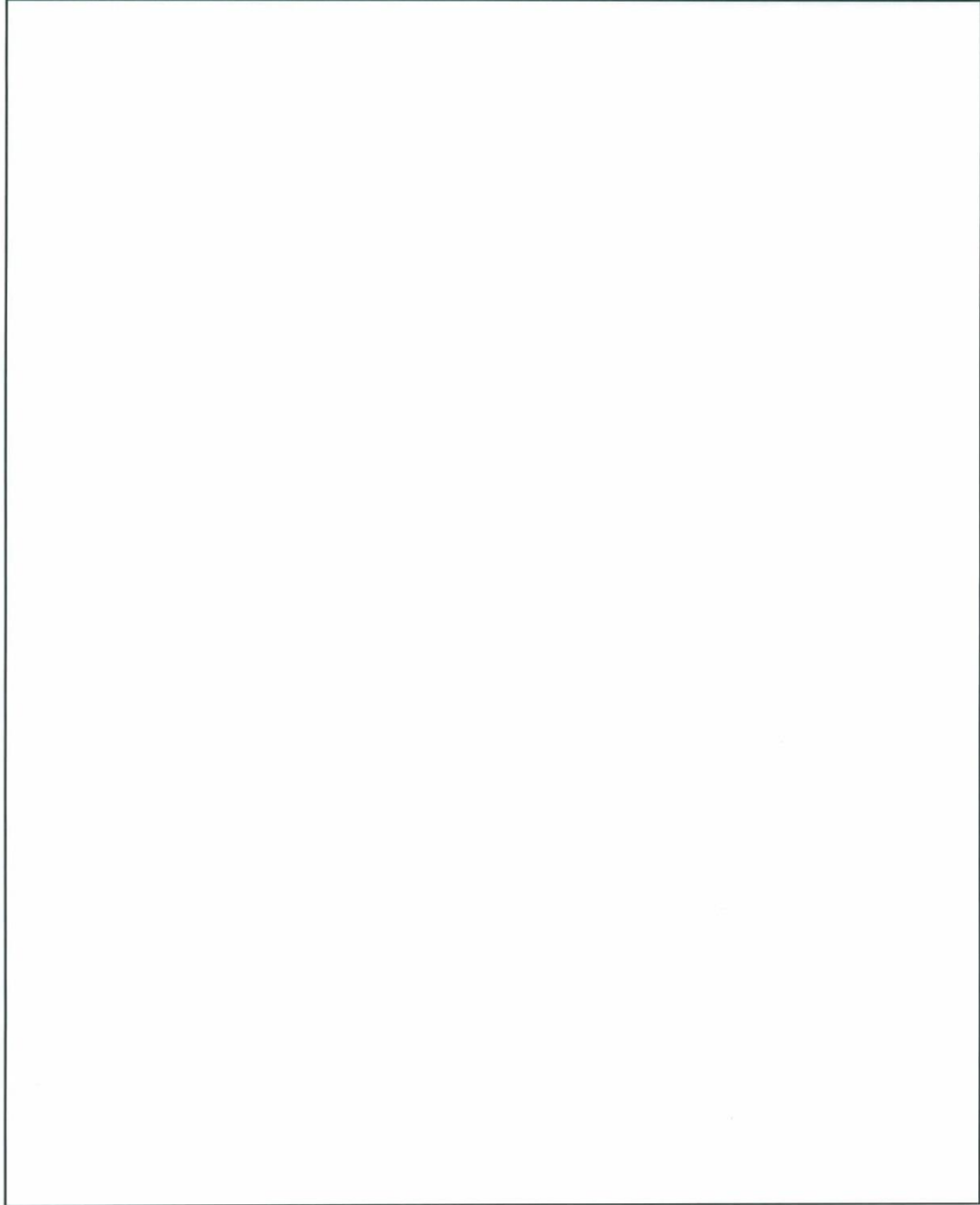
By completing the online survey, you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study.

Thank you for taking the time to read this information, and I hope you decide to complete the survey. You are welcome to a brief summary of the study findings in about 1 year. Please email me at my email address if you desire a copy.

Sincerely,

Wayne Stickney
Doctoral Candidate
wayne.stickney@csulb.edu

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Survey of Issues Affecting College Athletic Directors

Survey of Issues Affecting College Athletic Directors

2. Demographic Information

Q1 **1. How many years have you been employed as an athletic director?**

○ 1 year   ○ 2-5 years   ○ 6-10 years   ○ 11-15 years   ○ 16-20 years   ○ 21+ years

Q2 **2. How many positions did you hold before becoming an athletic director?**

○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

Q3 **3. How many years have you worked in college athletics?**

○ 1 year   ○ 2-5 years   ○ 6-10 years   ○ 11-15 years   ○ 16-20 years   ○ 21+ years

Q4 **4. What are the estimated number of hours you work per week in your role as an athletic director?**

○ 40-55 hours   ○ 56-65 hours   ○ 66-70 hours   ○ 71-75 hours   ○ 76-80 hours   ○ 81+ hours

Q5 **5. Ethnicity**

○ Caucasian/White
○ African American
○ Indigenous or Aboriginal Person
○ Asian/Pacific Islander
○ Hispanic
○ Latino
○ Multiracial
○ Rather not say
○ Other

Q6 **6. What is your age?**

○ 18 to 24
○ 25 to 34
○ 35 to 44
○ 45 to 54
○ 55 to 64
○ 65 to 74
○ 75 or older

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Q7

7. What is the highest level of school you have completed or the highest degree you have received?

- ( ) Less than high school degree
- ( ) High school degree or equivalent (e.g., GED)
- ( ) Some college but no degree
- ( ) Associate degree
- ( ) Bachelor degree
- ( ) Graduate degree

Other (please specify)

[   ]

Q8

8. What is your gender?

- ( ) Female
- ( ) Male

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3. Intercollegiate Athletics Issues

Q9

1. Directions: Below you will see, in the left hand column, eleven issues that confront today's athletic director. These issues were found in the research related to the career of athletic directors. Please read through the eleven issues and then do the following:

Beginning with Issue 1, re-read the issue and then enter values in the three columns to the right of the issue. For example, the first column to the right is Stress Level. Click on the down arrow and move your cursor to the word "High," "Medium," or "Low" for the word that best expresses your stress level for that issue. The next column is titled, Time Consumption. In this column, click on the down arrow and select the estimate of the number of hours you spend in a typical week on that issue. The last column to the right is labeled, Intensity. Click on the down arrow and select the choice that best represents how intense this issue is for you.

Please repeat this process for the ten issues that follow.

	a) Stress Level	b) Time Consumption	b) Intensity
Issue 1. Staying current on changes in NCAA regulations	High / medium / Low	0 hours / 1 hour / 2 "	Minimally intense / Intense / Very Intense
Issue 2. Ensuring sport teams maintain minimum APR (academic progress rate) standards		3 " / 4 " / 5 " / 6 " / 7 "	
Issue 3. Ensuring compliance with Title IX		8 " / 9 "	
Issue 4. Preparing for potential payout to student-athletes based on "likeness" use of their personal brand		10 " / more than 10 hrs.	
Issue 5. Preparing to pay an additional stipend to student-athletes			
Issue 6. Preparing to pay student-athletes per conditions set by a union			
Issue 7. Negotiating television contracts			
Issue 8. Placing student-athletes into jobs			
Issue 9. Negotiating conference realignment			

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Issue 10. Negotiating game and coach contracts	☐	☐	☐
Issue 11. Ensuring a safe environment is provided for gay, lesbian, bisexual, and transgendered student-athletes.	☐	☐	☐

Q10

2. In this section, please list up to four separate issues that you address in your role as an athletic director, that are not listed in the eleven issues above.

Issue 12	
Issue 13	
Issue 14	
Issue 15	

Q11

3. In this, the final question of this section, please type one number in each of the three boxes below that represents the three most important issues (from Issue 1 to Issue 14 above) confronting athletic directors today. For example, you might enter the numbers 12, 3, and 1. Or the numbers 5, 7, and 14.

Most important	
Second most important	
Third most important	

Q12

4. In an effort to enhance value of this study, the researcher will conduct follow up interviews over the phone. These interviews will last between 20 to 30 minutes and will be scheduled at your convenience. Please check this box if you are willing to be interviewed. If you check this box, you will be provided a personalized report of the study's findings.

◯ Check here if you agree to be interviewed

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Expert Panel Survey Question Review Form

This is the Expert Panel Survey Question Review Form. The central research question for this research is, "What are the major issues affecting athletic directors from the NCAA Division I FBS mid-major intercollegiate athletic programs?" The sub-research questions are as follows:

- RQ1 = Sub-Research Question 1. How do athletic directors rank the issues in terms of the importance each issue has on his or her successful completion of his or her job?
- RQ2 = Sub-Research Question 2. What percent of time do athletic directors spend addressing each issue?
- RQ3 = Sub-Research Question 3. What examples provide perspective for how athletic directors might address issues they face in their jobs?
- RQ4 = Sub-Research Question 4. What issues are most intense for an athletic director in the execution of his or her job?
- RQ5 = Sub-Research Question 5. Are there any differences in the responses above by selected demographic variables, such as gender, ethnic background, and years as athletic director?

Survey Question	Research Question	Helps answer the listed research question(s): Y or N	If "N", please rewrite the survey question
Q1	RQ5	☐Y or ☐N	
Q2	RQ5	☐Y or ☐N	
Q3	RQ5	☐Y or ☐N	
Q4	RQ5	☐Y or ☐N	

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Expert Panel Survey Question Review Form

Q5	RQ5	☐Y or ☐N	
Q6	RQ5	☐Y or ☐N	
Q7	RQ5	☐Y or ☐N	
Q8	RQ5	☐Y or ☐N	
Q9	RQ1, RQ2, RQ3, RQ4, RQ5	☐Y or ☐N	
Q10	RQ1, RQ2, RQ3, RQ4, RQ5	☐Y or ☐N	
Q11	RQ1, RQ2, RQ3, RQ4, RQ5	☐Y or ☐N	
Q12	RQ1, RQ2, RQ3, RQ4, RQ5	☐Y or ☐N	

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Expert Panel Survey Interview Question Review Form

This is the Expert Panel Interview Question Review Form. The central research question for this research is, "What are the major issues affecting athletic directors from the NCAA Division I FBS mid-major intercollegiate athletic programs?" The sub-research questions are as follows:

- RQ1 = Sub-Research Question 1. How do athletic directors rank the issues in terms of the importance each issue has on his or her successful completion of his or her job?
- RQ2 = Sub-Research Question 2. What percent of time do athletic directors spend addressing each issue?
- RQ3 = Sub-Research Question 3. What examples provide perspective for how athletic directors might address issues they face in their jobs?
- RQ4 = Sub-Research Question 4. What issues are most intense for an athletic director in the execution of his or her job?
- RQ5 = Sub-Research Question 5. Are there any differences in the responses above by selected demographic variables, such as gender, ethnic background, and years as athletic director?

Interview Question	Research Question	Helps answer the listed research question(s): Y or N	If "N", please rewrite the interview question
1. What are the major issues you feel are affecting your role as an athletic director?	RQ5	☐Y or ☐N	
2. What are the 3 to 5 most important issues in the successful completion of your job?	RQ5	☐Y or ☐N	

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Expert Panel Survey Interview Question Review Form

3. Did anyone mentor you when you became and athletic director?	RQ5	☐Y or ☐N	
4. What are the warning signs in your profession?	RQ5	☐Y or ☐N	
5. What are three words of advice you would share with a new athletic director.	RQ5	☐Y or ☐N	
6. What else would you like to share with me about the issues affecting you as an athletic director?	RQ5	☐Y or ☐N	

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