

2-1-2012

# An Exploration of Challenges Facing Division III Athletic Directors

Jeffrey Engbers

Follow this and additional works at: [https://digitalrepository.unm.edu/educ\\_hess\\_etds](https://digitalrepository.unm.edu/educ_hess_etds)

---

## Recommended Citation

Engbers, Jeffrey. "An Exploration of Challenges Facing Division III Athletic Directors." (2012). [https://digitalrepository.unm.edu/educ\\_hess\\_etds/10](https://digitalrepository.unm.edu/educ_hess_etds/10)

This Dissertation is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Health, Exercise, and Sports Sciences ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).

**Jeffrey L. Engbers**

*Candidate*

**Health Exercise and Sports Science**

*Department*

This dissertation is approved, and it is acceptable in quality and form for publication:

*Approved by the Dissertation Committee:*

Dr. John Barnes

, Chairperson

Dr. Todd Siedler

Dr. Annie Clement

Dr. Jim Timmer Jr.

**AN EXPLORATION OF CHALLENGES FACING DIVISION III  
ATHLETIC DIRECTORS**

**BY**

**JEFFREY L. ENGBERS**

B.A., Physical Education, Calvin College, 2005  
M.A., Sport Management & Sport Studies, Western Michigan University, 2007

**DISSERTATION**

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
**Doctor of Philosophy**

**Physical Education, Sports and Exercise Sciences**

The University of New Mexico  
Albuquerque, New Mexico

**December, 2011**

## DEDICATION

Thank You God for showing your love for me through those around me. It has been your love, care, provision, and protection that has guided me. This paper and the process of earning the PhD are directly attributed to God our Father for making it happen and to the many individuals in my life who God has worked through to shape, form, and support me through this process.

To my wife Noell who has not only put up with my antics in the difficult times of this process, but has supported, encouraged, and loved me through it all. I love you! My parents, Lance and RoseAnn have provided me with the opportunities, support, and love needed to formulate and achieve goals. I am grateful for my family including siblings, grandparents, new parents, friends, nieces, nephews, aunts, and uncles for their support and love for me.

Rehoboth Christian School has allowed me to advance my education and has given me the opportunity to practice what I have learned. I am grateful for this community of teachers, students, parents, and family who have given me much more than I have been able to give them. Thank You! Without a doubt, my experiences in running shoes and in the classroom at Calvin College have positively impacted me. Thank You! Finally, Whitinsville Christian School provided a dependable foundation. Whether this was playing the violin, participating in sports, learning in the classroom, or hanging out with great friends, it was here that I began to develop into who I am today.

The completion of this degree is dedicated to those who have played a role in my growth and development. Thank You all for this! It is my prayer that I use this degree and the responsibility it entails for the glory and honor of our Lord Jesus Christ.

## ACKNOWLEDGMENTS

I heartily acknowledge Dr. John Barnes, my advisor and dissertation chair, for meeting me where I needed to be met at and encouraging me to push through the process of earning this degree. His ability to adapt to students' needs and desires for the benefit of their education while holding high standards will remain with me as I continue my career.

I also thank my committee members, Dr. Jim Timmer Jr., Dr. Todd Seidler, and Dr. Annie Clement. Dr. Jim Timmer Jr. was extremely valuable in the formulation of the dissertation and his first hand knowledge of Directing Athletics at the Division III level was vital. Dr. Todd Seidler and Dr. Annie Clement provided valuable recommendations pertaining to this study and assistance in my professional development. Gratitude is also extended to the athletic directors who provided valuable insight while serving on the pilot study and the many athletic directors who gave of their precious time to complete the survey.

To my editor, Lori Macdonald, though a small word of thanks is not enough for the many hours you spent reading, editing, and revising the many pages of writing, I am extremely thankful for you and your editing skills. To my family, Lance, RoseAnn, Chuck, Jill, Niecia, Ellen, Bob, Ilah, Lori, Andy, Beckett, David, Michelle, Jackson, William, Avery, Kyle, Erica, Joshua, Tara, Kyler, Ryenn, Gabriel, Hope, and Gideon – Thank You for the distinctive ways you have supported me!

And finally to my wife, Noell, I can't thank you enough for your love, support, encouragement, and the way you push me to be my best. I love you.

# **AN EXPLORATION OF CHALLENGES FACING DIVISION III ATHLETIC DIRECTORS**

by

**JEFFREY L. ENGBERS**

**B.A., PHYSICAL EDUCATION, CALVIN COLLEGE, 2005  
M.A., SPORT MANAGEMENT & SPORT STUDIES,  
WESTERN MICHIGAN UNIVERSITY, 2007  
PH.D., PHYSICAL EDUCATION, SPORTS & EXERCISE SCIENCES,  
UNIVERSITY OF NEW MEXICO, 2011**

## **ABSTRACT**

The marriage of athletics and education, although common in the United States, is a unique structure within scholastic and collegiate institutions. The national governing body for intercollegiate athletics is the National Collegiate Athletic Association (NCAA). The NCAA has divided its members into three Divisions: I, II and III. Division III focuses primarily on the academic growth of students, but also recognizes the importance and benefit of intercollegiate athletic competition for student-athletes. Unique to Division III is that no athletic scholarships are awarded to student-athletes (NCAA, 2007). The athletic director (AD) is the leader of the athletic department and at the Division III level, a limited amount of research exists on ADs.

The purpose of this study was to establish a basic understanding of the challenges associated with directing athletic programs at NCAA Division III Institutions. Specifically, this study identified the frequency, intensity, and time allocated to common challenges facing the position of the NCAA Division III AD. Challenges analyzed included balancing academics and athletics, personnel issues, time management, budget

and finance, keeping athletic programs competitive, risk management, and dealing with parents of athletes. The challenges were examined using the following independent variables: gender, type of institution, geographical location, AD experience, and Learfield Directors Cup finish (2010-2011).

A total of 439 surveys were sent to active NCAA Division III Athletic Directors (ADs). The ADs were asked to complete an online survey containing questions about their job and the challenges they face in their role as ADs. There were 208 ADs who completed the survey in its entirety, resulting in a response rate of 47%. These responses were then analyzed to see if there were any differences among the aforementioned independent variables.

The results of the research questions included the following. First, when exploring the relationship of challenges reported by public institution ADs and private institution ADs, there were no significant differences found. Second, when exploring the relationship of challenges reported by male ADs and female ADs, just one significant difference emerged. Male ADs tended to perceive time management as a challenge more frequently than female ADs. Third, when examining the differences between the more competitive institutions at the national level and the less competitive institutions at the national level, no significant findings emerged from the data. Fourth, the correlation between frequency of each challenge and AD years of experience was weak. Correlations were found, however, within budget/finance. As ADs' years of experience increased, responses to time and frequency associated with budget/finance also increased. Fifth, just two significant differences were found between regions of the United States. First, ADs in the Mid West and South/West *agreed* with the intensity portion of the challenge of

keeping athletics competitive more than ADs in the North East. Second, ADs in the North East *agreed* more with the frequency portion of the challenge of dealing with parents of athletes than ADs in the Mid West.

Overall, the challenges provided by the researcher were indeed challenges experienced by ADs that occurred frequently, were intense, and took up a high percent of their time. The following challenges were more prevalent for Division III ADs than the others: budget/finance, keeping athletic programs competitive, personnel issues, and time management. Balancing academics and athletics, risk management issues, and dealing with parents of athletes were challenges experienced by Division III ADs to a lesser degree. Additional challenges that respondents reported included managing fundraising efforts, budgets, and donors; balancing work, life, and many responsibilities; operating facilities; dealing with the negative faculty perception of athletics; collaborating with the NCAA and conferences; working with the admissions department; and educating coaches.

Additional findings have to do with the job satisfaction of Division III ADs. Over 84% of ADs reported to be at least a 4 out of 5 on a Likert Scale with 1 being not satisfied and 5 very satisfied. The mean for Division III AD satisfaction was 4.23. Just one AD reported to not be satisfied in his or her current job, and 92 of 236 (44%) reported to be very satisfied in their positions as ADs. Further, there were 186 of the 209 respondents (89%) that answered “no” to viewing their job as an NCAA Division III Athletics Director as a steppingstone toward a better job. In terms of competition level, ADs in less competitive athletic programs tended to experience less satisfaction than ADs in the more competitive programs.



Three themes emerged from the responses when asked about what would best prepare future ADs for a position at a Division III Institution. First, ADs at Division III Institutions should understand how Division III athletic departments tend to operate, and have an appreciation for the philosophy of athletics at this level. Second, while Division III Institutions are unified in the mission of the student coming before the athlete, there is still a wide range of differences among missions of Division III athletic programs. Third, ADs at Division III institutions face many responsibilities and are forced to wear a variety of hats.

It was recommended that experience at Division III Institutions and coaching at the collegiate level would best prepare future Division III ADs. It was also suggested that sport management programs should focus on preparing students in budget and finance, personnel and human resources, and developing people skills.

The results of this study provide a foundation for future NCAA Division III studies. A current description of Division III AD and AD challenges emerged from this study. Current ADs, athletic departments, and Division III Institutions may benefit from knowing the typical person employed as AD at Division III Institutions and the challenges this person tends to be confronted with.

## TABLE OF CONTENTS

<b>LIST OF TABLES.....</b>	<b>xiii</b>
<b>LIST OF FIGURES.....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
Statement of Purpose.....	4
Study Rational.....	4
Assumptions.....	5
Research Questions.....	5
Limitations.....	7
Delimitations.....	7
Definition of Terms.....	8
<b>CHAPTER 2 REVIEW OF LITERATURE.....</b>	<b>10</b>
Description of Liberal Arts Colleges.....	10
Overview of Intercollegiate Athletics.....	15
Description of Division III Athletics.....	26
Description of Division III Athletic Directors.....	37
Preparation for Division III Athletic Directors.....	42
Current Issues Affecting Division III Athletics.....	44
Issues Affecting the Position of NCAA Division III Athletic Director.....	47
Academic Integrity.....	48
Finances.....	50
Human Resources.....	51
Compliance.....	53
Travel.....	53

Time Management.....	54
Gender Equity.....	55
Major NCAA Division III Infractions.....	57
<b>CHAPTER 3 METHODOLOGY.....</b>	<b>62</b>
Research Population.....	62
Research Instrument.....	62
Pilot Study.....	63
Survey Content.....	66
Online Data Collection.....	67
Confidentiality.....	67
Procedures.....	67
Data Analysis.....	68
<b>CHAPTER 4 RESULTS.....</b>	<b>72</b>
Demographics.....	72
Athletic Director Challenges Results.....	76
Gender and Institution Type Effect on Athletic Director Challenges Results.....	80
Years of Experience and Athletic Director Challenges Results.....	87
Institutional Athletic Success Impact and Athletic Director Challenges Results..	88
Geographical Region Impact on Athletic Director Challenges Results.....	89
<b>CHAPTER 5 DISCUSSION.....</b>	<b>92</b>
Demographics.....	92
Athletic Director Challenges.....	92
Budget and Finance.....	92

Keeping Athletic Programs Competitive.....	93
Personnel Issues.....	94
Time Management.....	95
Risk Management.....	96
Balancing Academics and Athletics.....	96
Dealing with Parents of Athletes.....	97
Additional Challenges of Athletic Directors.....	97
Institution Type and Athletic Director Challenges.....	99
Gender and Athletic Director Challenges.....	99
Institution Competition Level Impact on Athletic Directors.....	101
Years of Experience Impact on Athletic Director Challenges.....	101
Impact of Region on Athletic Director Challenges.....	102
Follow-Up Analyses.....	104
Impact of Intercollegiate Basketball Participation on Challenges.....	104
Job Satisfaction of Athletic Directors.....	105
Satisfaction and Competition Level of Institutions.....	107
Experience.....	108
Reasons for the High Degree of Job Satisfaction.....	109
Preparation for Future NCAA Division III Athletic Directors.....	109
Experience.....	111
Coaching.....	112
Additional Themes.....	113
Education Preparation for Future Division III ADs.....	114

Recommendations for Future Studies.....	118
Conclusion.....	119
<b>APPENDICES.....</b>	<b>121</b>
<b>APPENDIX A INTRODUCTION LETTER.....</b>	<b>121</b>
<b>APPENDIX B SURVEY.....</b>	<b>122</b>
<b>REFERENCE.....</b>	<b>129</b>

## LIST OF TABLES

Table 4-1. Full Time Undergraduate Student Enrollment at the Institution of the AD....	73
Table 4-2. Division III AD Age, Race, Highest Degree Achieved.....	74
Table 4-3. Ensuring High Academic Standards while Advocating for Athletics Changes for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions.....	80
Table 4-4. <i>F</i> and <i>p</i> -values for the 2x2 Factoral ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Ensuring High Academic Standards while Advocating for Athletics” with Gender and Institution Type.....	81
Table 4-5. Personnel Issues for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions.....	81
Table 4-6. <i>F</i> and <i>p</i> -values for the 2x2 Factoral ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Personnel Issues” with Gender and Institution Type.....	82
Table 4-7. Time Management for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions.....	82
Table 4-8. <i>F</i> and <i>p</i> -values for the 2x2 Factoral ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Time Management” with Gender and Institution Type.....	83
Table 4-9. Budget and Finance Issues for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions.....	83
Table 4-10. <i>F</i> and <i>p</i> -values for the 2x2 Factoral ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Budget and Finance Issues” with Gender	

and Institution Type.....	84
Table 4-11. Making Sure Athletic Programs are Competitive Challenge for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions.....	84
Table 4-12. <i>F</i> and <i>p</i> -values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Making Sure Athletic Programs are Competitive” with Gender and Institution Type.....	85
Table 4-13. Risk Management Issues for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions.....	85
Table 4-14. <i>F</i> and <i>p</i> -values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Risk Management Issues” with Gender and Institution Type.....	85
Table 4-15. Parents of Athletes Challenges for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institution.....	86
Table 4-16. <i>F</i> and <i>p</i> -values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Parents of Athletes Issues” with Gender and Institution Type.....	86
Table 4-17. Correlation of Athletic Director Years of Experience and Frequency, Intensity, and Time of Each Challenge.....	87
Table 4-18. The Differences in Frequency, Intensity, and Time of Challenges between Learfield Sports Directors Cup Top 50% of all Institutions and Learfield Sports Directors Cup Bottom 50% of all Institutions.....	89
Table 4-19. The Differences in Frequency, Intensity, and Time of Challenges between	

Athletic Directors of the North East, Mid West, and South/West.....	89
Table 5-1. The Differences in Frequency, Intensity, and Time of Competitive Athletics and Dealing with Parents Challenges between ADs who Participated in Intercollegiate Basketball and ADs that did not Participate in Intercollegiate Basketball.....	105
Table 5-2. Correlation of Athletic Director Job Satisfaction and Frequency, Intensity, and Time of each Challenge.....	107
Table 5-3. The Differences in Satisfaction between Learfield Sports Directors Cup Top 50% of all Institutions and Learfield Sports Directors Cup Bottom 50% of all Institutions.....	108



## LIST OF FIGURES

Figure 2-1. Location of NCAA Division III Schools.....	31
Figure 3-1. Content Validity Assessed from Eight Athletic Directors Used in the Pilot Study .....	65

## CHAPTER I - INTRODUCTION

The marriage of athletics and education, although common in the United States, is a unique structure within scholastic and collegiate institutions. This distinct blend of academics and athletics creates difficulties as conflicting goals and priorities arise (Shulman & Bowen, 2001).

The national governing body for intercollegiate athletics is the National Collegiate Athletic Association (NCAA). The purpose of the NCAA is both to govern competition in a fair, safe, equitable and sportsmanlike manner, and properly fit athletics into the context of higher education so that the “educational experience of the student-athlete is paramount” (NCAA, 2010d). Although the first intercollegiate athletic contest was held in 1852, when boats from Harvard and Yale raced on Lake Winnepesaukee in New Hampshire (Shulman & Bowen, 2001), the NCAA was not established until 1906. The NCAA was formed to manage the growth of intercollegiate sport and to oversee the problems arising, particularly the increases in violence in football (“NCAA History,” n.d.a).

In 1973 NCAA membership was divided into three competitive Divisions - I, II, and III - and just five years later subdivisions 1-A and 1-AA were created under Division I. These Divisions each approach athletics in different ways: Division I focuses the most on athletics, Division III focuses the most on education, and Division II falls in between. Division III focuses primarily on the academic growth of students, but also recognizes the importance and benefit of intercollegiate athletic competition for student-athletes. There are no athletic scholarships in Division III (NCAA, 2007).

A problem within intercollegiate athletics that has affected all three Divisions is the prevalence and growth of the commercial model of athletics. Gerdy questioned the skewed purposes of some NCAA athletic programs and their resemblance to professional sports teams while they “wear college uniforms” (as cited in Lapchick, 2006, p. 60). Schools with high academic standards that participate in high profile athletics face the dilemma of "wanting to be Harvard six days a week and Alabama on Saturday" (Shulman & Bowen, 2001, p. 17).

The commercial model of athletics centers on Division I athletics, but has trickled down into Division III athletics (Lapchick, 2006; Shulman & Bowen, 2001). There may be “trouble in paradise at the Division III level” (Thelin, 2008, p. 79). Although the problems at Division III institutions are not in the spotlight as they are at major Division I universities, they do exist (Draper, 1996). "Division III is supposed to be about participation over winning and the experience over the result. Yet alumni are interested in victories, coaches who lose consistently are in danger of losing their jobs, administrators worry if their teams are 'competitive,' and athletes tend to define the quality of their experience through won/lost records" (Draper, 1996, p. 49). Shulman and Bowen (2001) echo this by tracking and comparing patterns of recruitment, admissions, and coaching at Division I institutions, Ivy League schools, and Division III coed liberal arts colleges. The pursuit of national championships has become the ultimate purpose of athletic programs, often resulting in failed educational policies (Tobin, 2005).

The athletic director (AD) governs athletics at the institution level (Duderstadt, 2000). The authority of ADs include hiring and firing of coaches, managing the business operations of the athletic department, managing the welfare of student-athletes, and

maintaining responsibility for the integrity of the university's athletic program (Duderstadt, 2000). The stressors to ADs included budget and personnel issues and were perceived similarly across Divisions I, II, and III (Copeland & Kirsch, 1995). Copeland and Kirsch (1995) concluded from their study that despite occupational stress existing among ADs, ADs are able to cope well with it.

There is a lack of information about the issues and challenges facing Division III ADs (Crews, 2004). The research on Division III ADs illustrates some ways in which the position is unique. First, Division III ADs do not typically follow the same career path as Division I ADs (Fitzgerald, Sagaria, & Nelson, 1994). Second, Division III ADs typically report to and work closely with faculty heavily involved in the educational mission of the institution (Division III membership survey, 2008). Third, Division III ADs must actively cooperate with and support academic initiatives on campus (T. Schoonveld, personal communication, June 14, 2010). Fourth, a background with collegiate athletic playing experience is common (Crews, 2004). Fifth, the position is desirable in that it offers high levels of job satisfaction, control and autonomy, decision-making ability, social support and interaction, and a variety of challenges (Robinson, Peterson, Tedrick, & Carpenter, 2003). Although the challenges related to the position can be viewed as desirable because of the variety, the challenges can also be viewed as a difficult aspect of the job.

The AD position at the Division III level has many challenges associated with it. In addition to the challenges of blending academics and athletics and dealing with the professional model of athletics, Division III ADs must keep programs funded, handle personnel issues, supervise themselves, manage the arms race, deal with travel issues as

they relate to transportation options and keeping students in school, balance multiple positions at the institution, and advocate for gender equity (Crews, 2004).

### Statement of Purpose

The purpose of this study was to identify the frequency, intensity, and time allocated to common challenges facing the position of NCAA Division III AD. The challenges were further examined using the following variables: gender, type of institution, geographical location, AD experience, and Learfield Directors Cup finish (2007-2010). These independent variables were used to explore their potential contributions to challenges reported among different Division III ADs.

### Study Rationale

1. The AD is an important position at a university. At a Division III institution, in addition to various other duties, the AD plays a vital role in managing personnel to ensure compliance with NCAA rules. The AD also ensures athletics is adding, not subtracting, to the educational purposes of the institution. Identified challenges may have implications for Division III administrators, current Division III ADs, and future ADs.
2. NCAA Division III as a whole, and in particular NCAA Division III ADs, differ in many ways from other Divisions and ADs. Current and future Division III ADs may benefit from knowing the challenges unique to particular types and geographical locations of NCAA Division III institutions and whether male and female ADs experience different challenges.
3. Sport Management programs may benefit from knowing what would best prepare future ADs for a position at a Division III institution.

4. Much of the research on NCAA ADs is focused on Division I. Previous researchers who have explored the issues and challenges facing Division III ADs have recommended further research that examined issues and challenges at the Division III level and studies encompassing a nationwide sample size (Crews, 2004).

#### Assumptions

1. The challenges identified in the survey instrument were a valid representation of challenges experienced by Division III ADs.
2. Participants responded honestly to all items in the survey instrument.
3. Respondents' responses were made independent of other participants.
4. Each participant had access to a computer and was computer literate enough to open the email, click the link, and complete the online survey.
5. The AD listed on each college website was, in fact, the AD of the college.

#### Research Questions

- R<sub>1</sub>: What challenges of NCAA Division III ADs score the highest in frequency of incidents?
- R<sub>1A</sub>: Is there a significant two way interaction for frequency of each challenge between gender and institution type?
- R<sub>1A1</sub>: If there is a significant interaction, will there be significant mean differences between the levels within and between these factors?
- R<sub>1B</sub>: Is there a correlation between frequency of each challenge and AD years of experience?

- R<sub>1C</sub>: Is there a difference between frequency of each challenge and athletic success as determined by the Learfield Sports Directors Cup standings?
- R<sub>1D</sub>: Is there a difference for frequency of each challenge between different geographical regions of the country?
- R<sub>2</sub>: What challenges of NCAA Division III ADs score the highest in intensity of incidents?
- R<sub>2A</sub>: Is there a significant two way interaction for intensity of each challenge between gender and institution type?
- R<sub>2A1</sub>: If there is a significant interaction, will there be significant mean differences between the levels within and between these factors?
- R<sub>2B</sub>: Is there a correlation between intensity of each challenge and AD years of experience?
- R<sub>2C</sub>: Is there a difference between intensity of each challenge and athletic success as determined by the Learfield Sports Directors Cup standings?
- R<sub>2D</sub>: Is there a difference for intensity of each challenge between different geographical regions of the country?
- R<sub>3</sub>: What challenges of NCAA Division III ADs score the highest in percent time dealt with each challenge?
- R<sub>3A</sub>: Is there a significant two way interaction in percent time dealt with each challenge between gender and institution type?

R<sub>3A1</sub>: If there is a significant interaction, will there be significant mean differences between the levels within and between these factors?

R<sub>3B</sub>: Is there a correlation between percent time dealt with each challenge and AD years of experience?

R<sub>3C</sub>: Is there a difference between percent time dealt with each challenge and athletic success as determined by the Learfield Sports Directors Cup standings?

R<sub>3D</sub>: Is there a difference for percent time dealt with each challenge between different geographical regions of the country?

#### Limitations

1. The survey instrument has no prior established internal validity beyond pilot testing by current Division III ADs and evaluation by experts in the field.
2. Institutions may not have a score on the Learfield Sports Directors Cup standings and the score may not be indicative of the work of the AD if the AD has been at the institution for only a short amount of time.
3. There are numerous data analyses performed on the same data set thereby increasing family-wise error.

#### Delimitations

1. The results of this study are indicative of challenges facing NCAA Division III ADs at the time that the study was conducted.
2. Results are limited to the participants who answered the questionnaire via email contact.



## Definition of Terms

1. *National Collegiate Athletic Association (NCAA)*: the predominant governing body of intercollegiate athletics in the United States that integrates intercollegiate athletics into higher education (NCAA, 2010d).
2. *Division I*: NCAA member institutions that compete at a level of athletics that place emphasis on regional and national competition; and as a result recruitment of student-athletes is regional and national in scope. Institutions belonging in this Division are able to offer financial aid based on athletic ability (NCAA, 2007).
3. *Division III*: NCAA member institutions that compete at a level of athletics that place strong emphasis on education and places much less emphasis on national competition. Members are often small liberal arts colleges. Student-athletes at these institutions receive no financial aid based on athletic ability (NCAA, 2007).
4. *Liberal Arts College*: a higher education institution that places primary focus on undergraduate education. The liberal arts curriculum offered at these institutions is interdisciplinary in nature and tends to overlap among fields (schoolsintheusa.com, 2010).
5. *Private Institution*: Schools that do not receive federal financial assistance. A substantial amount of the operating budget comes from student tuition and fees (collegeconfidential.com, 2010).

6. *Public Institution*: Schools that receive federal financial assistance. These schools are funded by the state, but also require tuition and fees from students (collegeconfidential.com, 2010).
7. *Learfield Sports Directors' Cup*: A program that honors institutions maintaining a broad-based program, achieving success in many sports, both men's and women's. The directors' cup began in 1993 for Division I, but was expanded in 1995 to include Division II, III and the NAIA. Each institution is awarded points in a pre-determined number of sports for men and women. The overall champion is the institution that records the highest number of points in their division's Directors' Cup standings. In Division III, nine men's sports and nine women's sports are included (National Association of Collegiate Directors of Athletics, n.d.a).
8. *Regions* – According to the NCAA website, [www.ncaa.org](http://www.ncaa.org), the NCAA uses eight regions for conducting Division III National Championships. The eight regions are: Atlantic, Central, Great Lakes, Mideast, Midwest, New England, South/Southeast, and West.

## CHAPTER II – REVIEW OF LITERATURE

The purpose of this chapter is to review the current literature associated with NCAA Division III institutions and the position of athletic director at these institutions. This chapter will explore how this sport management position is truly different from AD positions in other Divisions. Chapter two is divided into the following topics: (1) Description of Liberal Arts Colleges, (2) Description of Intercollegiate Athletics, (3) Description of Division III Athletics, (4) Description of Division III Athletic Directors, (5) Preparation of Division III Athletic Directors, (6) Current issues affecting Division III Athletics, (7) Issues affecting the position of the Division III Athletic Director, and (8) Summary of Major Infractions at the Division III level.

### Description of Liberal Arts Colleges

Liberal arts colleges make up a large portion of NCAA Division III institutions (Springer, Frank, & Reider, 2009). The over 500 liberal arts colleges in the United States offer quite a different model of education when compared with research institutions (Neely, 1999). Liberal arts colleges commonly exist in small towns, are private, and serve around 1,000 to 2,500 undergraduate students (Springer et al., 2009). They come in many varieties, including religiously-affiliated and secular, private and public, woman's and co-ed, undergraduate programs only and undergraduate with graduate programs, and large (up to 9,000 students) as well as small (under 1,000 students) (schoolsintusa.com, 2010).

At their core, liberal arts colleges aim to provide an education that emphasizes teacher and student interaction. This is accomplished via small institution size, frequent faculty-student interaction, and dedication to undergraduate learning (collegenews.org,

2009). Liberal arts colleges have been identified as having a strong faculty focus on student development and teaching, a shared intellectual experience, and frequent interactions among teachers, students, and peers (Pascarella & Terenzini, 1998 as cited in Pascarella, Wolniak, Cruce, & Blaich, 2004).

Liberal arts colleges and universities pride themselves on diverse curriculum, undergraduate learning focus, the development of well-rounded individuals, and a small size that lends itself to preferable learning communities (Springer et al., 2009). These areas that make liberal arts colleges different from other institutions are explained in further detail.

First, liberal arts institutions generally require students to take a wide variety of courses, even courses unrelated to their concentration of study (Springer et al., 2009). Hersh (1999) highlighted the difference of liberal arts colleges to non-liberal arts colleges in his support of liberal arts institutions by stating, "the skills, knowledge, and competencies are derived from the study of the arts, humanities, social sciences, mathematics, and sciences" (p. 195). Astin (1999) describes the breadth and depth of a liberal arts education:

The real meaning of such an education goes far beyond merely producing more physicians, teachers, scientists, technicians, lawyers, business executives, and other professionals to fill slots in the labor market. A liberal education in a small residential setting is really about encouraging the student to grapple with some of life's most fundamental questions: What is the meaning of life? What is my purpose in life? What do I think and feel about life, death, God, religion, love, art, music, history, literature, and science? What kinds of friends and associates do I

want in my life? What kinds of peer groups do I want to associate with? This form of education implicitly assumes that an excellent liberal education is much more than a collection of course credits. (p. 98)

Second, faculty at liberal arts colleges emphasize undergraduate learning (Springer et al., 2009). Primary focus on undergraduate learning is different from research institutions, where professors focus on producing research. A college or university is categorized as a research institution based on the number of doctoral degrees it awards each year across a number of fields (Springer, et al., 2009). The Boyer Commission on Educating Undergraduates in the Research University (1998) found that primary devotion to research can come at the expense of undergraduate teaching. Astin (1999) found institutions that focus on research tend to have weak student orientations, and institutions that focus on students tend to have weak research orientations. Moreover, liberal arts colleges come closer than any other type of institution to achieving a balance between research and teaching (Astin, 1999). Faculty at liberal arts colleges and universities tend to have a student-centered view of education. These teachers believe education is a process of growth that requires engagement with the topic and professors, critical and analytical thinking, and persuasive communication (collegenews.org, 2009).

Third, the focus of a liberal arts education is to develop a well-rounded person, rather than to train students to enter a specific field (Springer et al., 2009). Compared with research or regional institutions, liberal arts colleges were found to have stronger practices in undergraduate education, consistently produce positive student outcomes, and cultivate positive relationships between student learning and students' liberal arts experiences (Pascarella et al., 2004; Astin, 1999; Pascarella et al, 2005). Pascarella et al.

(2004) found that liberal arts colleges tended to enroll a student body that was more likely to live on campus and attend college full-time. The students were more academically selective and motivated. They typically had parents with greater exposure to post-secondary education. The students were also more oriented toward extracurricular and social engagement in secondary school (Pascarella et al., 2004). For students who are coming into college with difficult backgrounds, such as lower levels of motivation and preparation, liberal arts colleges have been found to create a more "challenging yet supportive environment" (Seifert et al., 2010, p. 19).

The development of the well-rounded person can be attributed to the focus on teaching, small class size, desire for genuine community, and engagement of students in a supportive and active learning environment (Hersh, 1999). Liberal arts colleges desire to impact the whole person to prepare him/her for life (Nussbaum, 1997). According to Pascarella et al. (2004), "Liberal arts colleges are a function of intense socialization processes that occur primarily during the first year of exposure to post secondary education" (p. 70).

Finally, liberal arts colleges are much smaller in size, which leads to a more intimate setting for students (Springer et al., 2009). The small size of the liberal arts colleges was found to positively impact student relationships with faculty and the quality of teaching (Pascarella et al., 2004). In a study comparing liberal arts colleges with other types of institutions, the median school size was 1707 at liberal arts colleges as compared with 22,990 at research institutions and 12,478 at regional institutions (Pascarella et al., 2004). The small enrollment at liberal arts institutions lends itself to creating an

“institutional ethos or culture that places a premium on effective teaching and high academic expectations” (Pascarella et al., 2004, p. 71).

Research suggests that liberal arts colleges are fulfilling their missions. Students at private liberal arts colleges, when compared with students attending other types of institutions, are more satisfied with faculty, the quality of teaching, and the general education program (Astin, 1999). In another study (Seifert et al., 2008) examining the effects of liberal arts experiences on liberal arts outcomes, a liberal arts education "promoted the development of students' intercultural effectiveness, inclination to inquire and learn for a lifetime, psychological well-being, and leadership" (p. 123). Teachers at liberal arts colleges have been shown to have quality interactions with students, emphasize cooperative learning, give prompt feedback to students, and demand high academic expectations. These teachers also have received high teaching evaluations from students (Pascarella et al., 2004). Astin (1999) found liberal arts students more likely to graduate, enroll in graduate study, win graduate fellowships, and earn doctoral degrees (Astin, 1999).

The positive impact liberal arts colleges tend to have on students may be a result of professors who are satisfied with their jobs at these institutions. Marston and Brunetti (2009) discovered that professors at a small liberal arts college found a high amount of professional satisfaction in their jobs. They noted that satisfaction came from working with students, seeing students learn, finding joy in teaching one's subject, and discovering freedom and flexibility in the classroom. To a lesser extent, scholarship, salary, benefits, and summer breaks provided additional satisfaction in their jobs.

Research on liberal arts college student outcomes has been a difficult task because to fully examine the effects of liberal arts colleges, studies must examine students and graduates for an extended period of time (Astin, 1999). If the mission of liberal arts colleges is to engage students in life-long critical thinking, the ultimate test of whether thinking occurred would be later on in their lives. Also, earlier research studies on liberal arts institutions are limited by their narrow scope; they have studied only specific institutions and have not broadened their sampling (Astin, 1999). This does not allow for a useful generalization of the findings. Research by Seifert et al. (2008) pointed out that any institution type can develop the quality educational experience found in a liberal arts setting. In other words, the distinct environment found at liberal arts institutions can be developed in a broad range of institutions.

There are also threats to the liberal arts education. Neely (1999) presents issues confronting liberal arts colleges such as rising tuition costs and a changing status in the marketplace of higher education. Some selective schools are pushing beyond \$30,000 a year to attend (Neely, 1999). Also, the value of a liberal arts education is diminishing compared to a low-cost school offering a professional certificate (Neely, 1999). Pace and Connolly (2000) agree that the future is in question for liberal arts institutions as a whole, but particularly grim for liberal arts institutions with high amounts of vocational majors. This is in part due to the rise of online and distance learning programs. Adding to the threat of liberal arts institutions is the way research institutions have begun to utilize their strengths in unique research settings to provide a quality education for undergraduate students (BCEURU, 1998).

#### Overview of Intercollegiate Athletics



The first intercollegiate athletic competition was held in 1852, when boats from Harvard and Yale raced on Lake Winnepesaukee in New Hampshire (Shulman & Bowen, 2001). As the popularity of and problems within athletics increased, the NCAA was formed in 1906. At the time of its inception, the purpose of the NCAA was to regulate football rules - partly due to an increase in violence (“NCAA History,” n.d.a). Although the NCAA was formed as only a rule-making body for athletic programs at elite colleges and universities (Washington, 2004), it expanded to include championships. In 1921 they held their first championships: the National Collegiate Track and Field Meet. For the next 50 years additional rules committees were steadily formed, more championships held, and the membership grew (“NCAA History,” n.d.a). In 1973 the association's membership was divided into three competitive Divisions – I, II, and III. Just five years later subdivisions 1-A and 1-AA were created under Division I (“NCAA History,” n.d.a).

Division III institutions do not allow athletic-based scholarships (NCAA, 2007). These institutions must sponsor at least five sports for men and five for women. There are also minimum competition requirements for each sport. Emphasis at this level is placed on regional in-season and conference competition as opposed to national competition. Student-athletes receive no financial aid related to their athletic ability. The athletic department is funded like any other department on campus. Of the three NCAA Divisions, Division III emphasizes the concept of the student-athlete the most (NCAA, 2007). The following descriptions of Division I and II show the differences of Division III.

The main difference between Division III and Division I is that Division I institutions are able to offer athletic-based scholarships. Division I institutions, which require the largest financial resources, are required to play other Division I institutions and sponsor at least seven sports each for men and women (or six for men and eight for women). Division I members are classified into subdivisions I-A, I-AA, and I-AAA. Division I-AAA members include institutions that do not sponsor intercollegiate football (NCAA, 2007).

Similar to Division I, Division II institutions are able to offer athletic-based scholarships, however, the total amount of athletic-based financial awards are less at the Division II level than at the Division I level. Division II is required to sponsor at least five sports for men and five for women (or four for men and six for women). Division II schools typically feature a number of local or in-state student-athletes, and student-athletes typically pay for school through a combination of scholarship money, grants, student loans, and employment earnings. Division II athletic programs are financed through the university like other departments (NCAA, 2007).

In 1972 congress enacted Title IX of the educational amendments. Title IX prohibits discrimination on the basis of sex in educational programs and has had a strong effect on opportunities for females in interscholastic and intercollegiate athletics (Heckman, 1992). After Title IX became a law, female participation in athletics dramatically increased. Soon after, the NCAA took over women's intercollegiate athletics and began offering championships for women. The field hockey team at Pfeiffer College, a Division II member, was the first women's NCAA champion to be crowned in any sport or Division in 1981 (Kennedy, 2007). As women's athletics grew in popularity,

male and female athletic departments merged as one and the male AD typically took over both athletic departments (Sagas & Cunningham, 2004). Growth of women's opportunities in collegiate sport, specifically with the NCAA, has steadily grown (Heckman, 1992). Today, eighty-eight championships are sponsored by the NCAA in twenty-nine sports for men's and women's college teams (Kennedy, 2007). Despite increased athletic opportunity for females, females in leadership roles such as AD were essentially eliminated (Acosta & Carpenter, 2010).

The takeover of women's athletics was not the first example of NCAA expansion (Washington, 2004). The NCAA also expanded in 1952 when they changed their membership criteria to attract lower level schools in the National Association of Intercollegiate Athletics (NAIA) (Washington, 2004). The expansion of the NCAA to include all levels of intercollegiate athletic competition came at a great expense to the NCAA. Despite lack of revenue and television contracts from these institutions, the NCAA has chosen to be the governing body that controls all levels of intercollegiate competition. The NCAA receives little revenue from tournaments and television contracts at the Division III level compared to what they generate at Division I universities (Washington, 2004). Control of the NCAA was also relinquished, however, at the institutional level in 1997 when additional responsibility was given to member college and university presidents (NCAA, n.d.a).

The connection between athletics and academics in higher education in the United States has not always been strong or even present at all. Higher education was in existence for nearly 200 years before athletics became a part of university life (Gerdy, 1997). It began in the 1930's when university presidents believed that success on the

football field validated their institution as a prominent university (Gerdy, 1997).

Currently, the United States blends academics and athletics at the college level to an extent seldom found elsewhere (Shulman & Bowen, 2001).

The size and impact of college athletics has risen sharply due in part to American consumerism and a society that seeks multiple forms and venues for entertainment (Zimbalist, 1999). Intercollegiate athletics is one of the most popular components of this entertainment (Hill, Burch-Ragan, & Yates, 2001). It was estimated that major college athletic programs spent as much as \$4 billion for the 2005-2006 school year (Kennedy, 2007). One NCAA Division I institution had an athletic budget of \$130 million in 2008 (Woo, 2010). According to Hill et al. (2001), intercollegiate athletics is more than just entertainment: “College athletics is shaped by – and shapes – social, moral, and economic aspects of modern culture” (p. 65).

Intercollegiate athletics plays a substantial role in American society, but what specific effect does it have on students and the university? Draper (1996) found that intercollegiate athletics may have a deeper impact on colleges or universities than most academic programs. The role of athletics in higher education exists at different levels. There are differing views on whether or not higher education should include athletics.

Ideally, athletic programs in higher education would comprise athletes who experience success in the classroom and on the playing field, are well-rounded individuals, and act as positive ambassadors for the university. In addition, athletic departments would make strides toward gender equity and racial integration (Putler & Wolfe, 1999). Athletics provides additional learning opportunities for student-athletes not found in the classroom. It is also hoped that this learning environment occurring outside

the typical classroom will further develop student-athletes into contributing members of society (Dixon, Turner, Pastore, & Mahony, 2003).

The positive aspects of intercollegiate athletics are seen in the benefit to the student-athlete. Athletics at Division I and II institutions provide opportunities through athletic-based scholarships for gifted athletes, allowing disadvantaged youth an opportunity to obtain a college degree (Denhart, Villwock, & Vedder, 2009). Dr. Myles Brand, the late president of the NCAA, believed that athletes benefit from intercollegiate athletics because participation in athletics teaches positive values like pursuit of excellence, perseverance, resilience, hard work, respect for others, sportsmanship, civility, and the integrity to lose – and win – with grace (Brand, 2006). Brand also claimed that athletics provides redeeming values to student-athletes that contribute to their goals and perspectives on life (Brand, 2006). Henderson et al., (2005) suggests that athletes make more money upon graduating than non-athletes in some disciplines. Athletics has also been shown to develop character in student-athletes (Denhard et al., 2009).

Simon (2008) found it is possible that athletics can build critical thinking skills. Athletics done the ‘right way’ has the potential to provide learning outside of the classroom and contribute positively to the overall college experience (Tobin, 2005). As much as 70% of what students learn in college will occur outside of the classroom (Wilson, 1966, as cited in Kuh, 1993). Similar research by Moffatt (1988) shows that for about 40% of students, learning outside of the classroom was the most significant in their educational experience. At the Division III level, 97% of campus leaders *agreed* or

strongly agreed that athletic participation is just as valuable to student development as any other extra-curricular activity (NCAA, 2008).

There are a number of other ways athletics benefits the academic side of the institution (Denhart et al., 2009). Intercollegiate athletics has been found to play a significant role in the academic and social life of colleges (Clopton, 2009). Higher education administrators hope that athletics will increase contributions from alumni thereby providing benefit to all areas of the college (Denhart et al., 2009). Turner et. al. (2001) found that success in athletics can translate to increases in alumni donations. It has also been shown to positively influence universities' constituencies and stakeholders (Smart & Wolfe, 2000). Athletics also generates revenue, visibility, and prestige for a university. The entertainment provided by athletics is a useful recruiting tool for future students and contributes to the community on campus by providing a venue for students and community members to come together as spectators. It has also been shown to link boosters, alumni, and financial contributors (Chu, 1989; Clopton, 2007; Gerdy, 1997; Sanders, 2004).

Athletics has been found to increase exposure for the university. For schools with limited academic reputation, it is perhaps the only frequent source of exposure (Goff, 2000). Although participation in NCAA post season play will likely generate more awareness than academic achievements by members of the university, just having an intercollegiate athletic program has provided several positive benefits (Goff, 2000). Tim Weiser, former AD at Kansas State remarked in 2001,

Athletics can be thought of as the front porch of a house. People will often see the university through the athletic program in a way that they might not otherwise see

the university. . . .[I]f you drive by a house and you see a front porch that is not well-kept, with shingles falling off, you are likely to draw the conclusion that the rest of the house must also be in bad shape. Conversely, if you have a well-kept front porch, the rest of the university will take on the same image. So when it is done right, athletics give people all across the country the chance to draw very positive conclusions about the rest of the university. (Shoop, 2001, p. 194)

Shulman and Bowen (2001) claim that sports tie together the campus and the outside community through visual imagery such as television and photographs used for marketing. According to Smart and Wolfe (2000), intercollegiate athletics impacts the overall university in areas such as reputation, climate, culture, increased applications, and fundraising. Northwestern University is an example of how athletics can positively impact academics. Applications at Northwestern University for the next year's incoming class of freshmen rose by 30% after their football team played in the 1996 Rose Bowl. The following years' average SAT scores at the university increased by 20 points (Ehrenberg, 2000)

The unique blend of academics and athletics found in the United States creates challenges as a result of conflicting goals and priorities (Shulman & Bowen, 2001). Those not comfortable with athletics falling under the umbrella of the university do not believe athletics fits with the educational experience (Brand, 2006). What is the priority of the university when some coaches are paid substantially more than academic professors or even presidents (Zimbalist, 2001; Dunderstadt, 2000)? Others claim intercollegiate athletics, mainly at the NCAA Division I level, set themselves apart from the educational mission of the university (Ridpath, 2008). Glier and Thamel (2006) claim

an athlete's educational and character development may be affected in a negative way when various aspects of athletic programs are corrupt or faculty do not hold athletes accountable. “The debates about intercollegiate athletics have been growing for over a century and seem to be exacerbated by an inability to fully quantify its costs and benefits” (Denhart et al., 2009, p. 5).

Violations occur in all levels of NCAA athletics, but rules violations and cheating at the Division I level often attract the most attention (Dixon, et. al., 2003). Division III has had fewer violations and issues than the other Divisions (LSDBi, 2010). The complaints against athletics and its connection with higher education is centered around Division I athletics, but is common in all levels of intercollegiate athletics. Negative issues of intercollegiate athletics include student-athletes not being academically prepared, low graduation rates, athletes accepting illegal money, coaches receiving extremely high salaries, and athletic programs being a financial drain on universities (Putler & Wolfe, 1999). Some critics argue that sports are over-emphasized and even exploited by the university. Others feel the culture of intercollegiate athletics downplays the importance of learning (Denhart et al., 2009).

The corruption, as reported by faculty, includes “commercialization, university involvement in the entertainment industry, damage to the integrity of higher education, exploitation of athletes, and harm to non-athletes” (Benford, 2007, p. 1). Commercialism in intercollegiate sport is evident in advertising, licensing and logo deals, apparel contracts, and television contracts (Benford, 2007). Does commercialism in athletics lead to direct financial gain for the educational programs of the university? Fewer than 10 athletic programs generated enough revenue to finish in the black in each of the past five



years (Knight Commission on Intercollegiate Athletics, 2010). Goff (2000) found that although it is possible that donors to a university will give more to the athletic department in times of athletic success, they will give less to the academic programs of the university. Ultimately, this results in no net gain for the university as a whole. Although Division III athletic departments are not free from this corruption, they tend to avoid it with less commercialization of athletics when compared with Division I institutions (Shulman & Bowen, 2001).

Schools with high academic standards that participate in high profile athletics face the dilemma of "wanting to be Harvard six days a week and Alabama on Saturday" (Shulman & Bowen, 2001, p. 17). The problems with making winning the highest priority at the collegiate level include "relaxed admissions standards, under prepared students, falsification of grades, falling graduation rates, improper payments to athletes, hush money, increasing costs, and recruiting scandals" (Hill et al., 2001, p. 66). Institutions that conform to the win at all cost approach often face ethical dilemmas (Lumpkin, 2008). Many attribute the academic compromises, recruiting violations, and exploitation of athletics in American colleges to a shift from institutional control (athletic director, president, athletic board, faculty) to external control (alumni, boosters, corporate sponsors) (Armstrong-Doherty, 1995). Division III, although not exempt from academic compromises, offers a competitive environment for student-athletes who participate for the enjoyment of the game, without the obligation of athletic scholarships and the need to perform at a certain level (NCAA, 2010g).

The purpose of the NCAA is to govern competition in a fair, safe, equitable, and sportsmanlike manner. The NCAA also aims to fit athletics into the context of higher

education so that the “educational experience of the student-athlete is paramount” (NCAA, 2010g). There are differing views on whether or not this is accomplished. Splitt (2006) blames the NCAA by saying they have "exploited America's love affair with sports" (p. 4). He suggests the NCAA is concerned more about revenue and television contracts than educating athletes (Splitt, 2006). Gerdy in Lapchick’s (2006) *New Game Plan for College Sport* questioned the skewed purposes of some NCAA athletic programs as they have turned over to professional sports teams but “wear college uniforms” (p. 60). The NCAA has created an environment at the Division III level where the educational experiences of the student-athlete is the primary focus (NCAA, 2010g). Division III athletics provides a balance of academics and athletics, the opportunity to pursue other opportunities offered on Division III campuses, and a playing season and eligibility standards that minimize conflicts between athletics and academics (NCAA, 2010g).

Gerdy (1997) encouraged leaders in higher education to address the win at all cost mentality and reform the current role athletics plays in higher education. Shulman and Bowen (2001) wrote, "the growing gap between college athletics and educational values is a major, unavoidable issue for the academy; it must be understood and addressed. The objective should be to reinvigorate the contribution of intercollegiate athletics to the achievement of educational goals" (p. 294). Gerdy echoed this by saying that it is important for athletic administrators, coaches, and those involved in athletics in higher education to realize and value the historical roots of American higher education. The role of athletics in higher education should reflect the educational mission of the institution (Gerdy, 1997). Hughes and Shank (2008) encouraged higher education leaders to end the

win at all cost mentality by establishing a zero tolerance policy for coaches who have demonstrated inappropriate or unethical behavior at other schools.

The problems commonly associated with some high-profile Division I programs are not necessarily indicative of the wide variety of intercollegiate programs found across the nation. Athletic and academic goals can coexist and in fact be mutually beneficial and reinforcing. This mutually beneficial coexistence will most often exist in non-scholarship schools and Division III institutions, but may be present in any athletic and academic institution (Simon, 2008).

In recent years, the distinct athletic culture commonly found in Division I athletics has trickled down to lower levels and has surfaced in Division III athletics (Lapchick, 2006; Shulman & Bowen, 2001). There may be “trouble in paradise at the Division III level” (Thelin, 2008, p. 79). Although Division III has traditionally been a refuge from the many problems associated with intercollegiate athletics, the problems have permeated this level. The problems may not be in the spotlight as they are at major Division I universities, but they do exist (Draper, 1996). Richard Walsh, Hilbert College basketball coach and AD, believes it is the coaches who are "bent on their own career advancement that are driving the win at all costs mentality at some Division III schools and that there are some coaches who cheat in Division III" (Steinbach, 2002, para. 13).

Collegiate ADs are at the crux of these issues. The nature of their jobs and responsibilities in the NCAA control, in part, the future of intercollegiate athletics.

#### Description of Division III Athletics

During its growth, the NCAA struggled with how small colleges would fit with larger universities (Washington, 2004). The solution was to create separate divisions for

these schools to compete at a different level. When divisions were created in the 1970's, small and selective colleges and universities found refuge in Division III, where athletic scholarships were not allowed (Shulman & Bowen, 2001). Division III is often labeled as "small college" athletics, but this can be deceiving since "small college" athletics refers to the overall quality of the athletic program, not the size of the institution (Resick & Erickson, 1975).

Division III institutions have the clearest and most articulate claim for the educational value of athletic participation (Emerson, Brooks, & McKenzie, 2009). Division III is set apart from Divisions I and II because of its commitment to treat athletics as an extracurricular activity, not a money maker for the institution nor a student's primary responsibility (Bennett, 2007). Administrators at Division III institutions believe there should be an appropriate balance between athletics and academics (NCAA, 2008). Over half of Division III campus leaders agreed that the ultimate measure of success in an athletics program is not determined by participation in national championships (NCAA, 2008).

According to Jim Isch, former Interim President of the NCAA, Division III comprises over forty-two percent of the overall membership, yet little is known about the good things happening at these institutions (Brown, 2010). "Division III certainly values participation in intercollegiate athletics as it relates to the overall development of the student" (Brown, 2010, ¶ 13). Division III vice president Dan Dutcher said Division III athletes are about developing, discovering, and dedicating themselves to be productive citizens and leaders (Brown, 2010). He describes Division III athletes as individuals who develop into well-rounded adults, discover themselves beyond the classrooms or fields of

play, and dedicate themselves to achieving their full potential (Brown, 2010). To accomplish this, Division III athletes are expected to get an education, which includes involvement in all aspects of college life (T. Schoonveld, personal communication, June 14, 2010).

Mission statements of athletic departments at Division III institutions tend to be directed toward the holistic development of the student-athlete. Mission statements at Division I institutions tend to be directed towards providing entertainment for the community (Siegel, 2001). A former athletics handbook of a NCAA Division III college states, “the mission is to enhance the development of student-athletes within an overall program of academic growth, personal health and exercise, the development of personal character and concentration, the support of team effort and competition, and the enhancement of habits that lead to lifelong well-being” (Guilford College Athletics Handbook 2001 as cited in Appenzeller, 2003, p. 10). The NCAA Division III philosophy states:

Colleges and universities in NCAA Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletic activities are conducted as an integral part of the student-athlete's educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. (NCAA, 2010b)

The NCAA Division III model of athletics emphasizes the student over the athlete (NCAA, 2010b). Perhaps this model of athletics is the most appropriate for the NCAA if

the mission of colleges and universities is education (NCAA, 2010b). According to Joseph Baker, AD at Division III member Carroll University, Division III programs are not like Division I programs in that Division III student-athletes pay their own way through school, go to class, earn their degrees, and do not receive the same treatment as Division I athletes (J. Baker, personal communication, May 25, 2010). A Division III AD with experience in both of the other Divisions said that Division III student-athletes “get it: Their outlook towards sports is much more about the experience instead of the results, unlike Division I” (J. Gardiner, personal communication, June 22, 2010). According to Gary Karner, commissioner of the Wisconsin Intercollegiate Athletic Conference, "athletic scholarships are the fundamental difference between Division I and III, but our kids are really playing for the fun of the game, the joy of competition. They are really playing because they love to play" (Steinbach, 2002, ¶ 21). “The idea behind NCAA Division III athletics is that the student-athlete has access to all the opportunities a great college experience has to offer – theater, music, student government, scientific research, *and* the valuable experiences offered by athletics competition, team play and leadership at a high level” (Thomas, 2011, ¶ 15).

Umbach, Palmer, Kuh, and Hannah (2006) suggest that Division III athletes experience higher levels of academic challenge, are engaged more with faculty, and receive more support when compared with athletes in other divisions. The authors go on to say that Division III student-athletes are more likely to be engaged than student-athletes in other divisions, and these athletes have a qualitatively different, more well-rounded educational experience (Umbach et al., 2006). Division III athletes were found

to spend from five to 10 hours more per week on academics than in athletics in season (Brown, 2011).

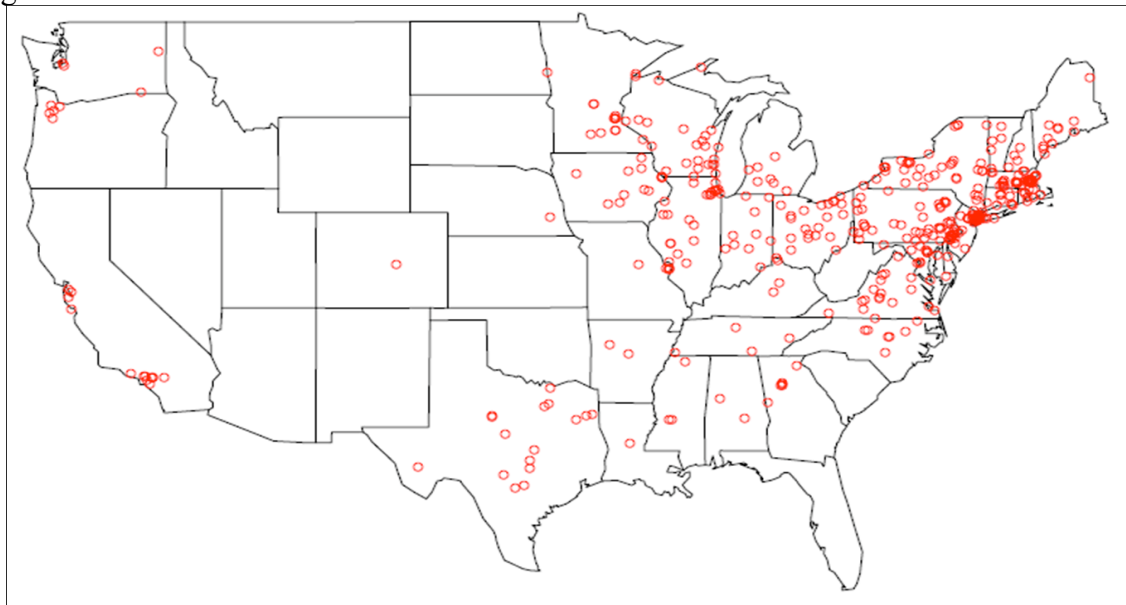
One reason that athletes at the Division III level tend to be more engaged in academics may be that they are not offered athletic scholarships. The scholarships that Division I and II institutions grant to student-athletes give the coach a great amount of control over the student-athletes' efforts to explore or develop non-athletic interests (Gerdy, 1997). Umbach et al. (2006) did, however, find that in research it is difficult to control for self-selection. The authors suggested that Division III institutions do not necessarily provide high levels of engagement with professors. Rather, athletes and non-athletes may be drawn to a Division III institution because they are attracted to a setting where they are surrounded by others who are academically engaged.

In a study of student-athletes, researchers found the experience of athletes at small liberal arts colleges is similar to that of non-athletes (Richards & Aries, 1999). This is not common in all NCAA athletics (Shulman & Bowen, 2001). Richards and Aries (1999) reported that Division III athletes "spend twice as much of a time commitment on extracurricular activities, graduate with similar GPAs as non-athletes, are involved in most aspects of campus life as non-athletes, and experience levels of growth and satisfaction comparable to non-athletes" (p. 215-216). When comparing athletes to non-athletes at a Division I institution where the athletes received a full scholarship or were admitted with lower than average SAT scores, Engstrom, Sedlacek, and McEwen (1995) found that faculty showed negative prejudice toward athletes.

Division III institutions have the most members when compared with the other divisions (NCAA, 2010b). In 2009 there were 447 total members in Division III with

20% of the institutions public and 80% private (NCAA, 2010a). In 2003, 37% of Division III institutions were located in the following three states: Massachusetts, New York, and Pennsylvania (Rasmussen & Rasmussen, 2003). Of these Division III institutions, 54% reported to only serve the undergraduate population and 43% served doctoral and masters students in addition to undergraduate students (Rasmussen & Rasmussen, 2003). Division III institutions are approximately 90% coed, 9% women's only, and 1% men's only (Rasmussen & Rasmussen, 2003). The average Division III institution enrollment in 2006 was 2,248 (965 men and 1283 women) and the average number of participants in athletics per institution in 2008 was 234 males and 153 females. The undergraduate enrollment in 2003 ranged from 252 to 18,258 with 25% of institutions having enrollments under 1,000 and 67% having enrollments under 2,000 (Rasmussen & Rasmussen, 2003).

Figure 2-1: Location of NCAA Division III Schools



(NCAA, 2009)



Division III institutions are made up of a substantial amount of student-athletes. Division III athletes may make up anywhere from one-fifth to close to one-half of the overall undergraduate enrollment (Emerson et al., 2009; Rasmussen & Rasmussen, 2003). In 2003, the average number of student-athletes was 19% of the undergraduate enrollment at Division III institutions (Rasmussen & Rasmussen, 2003). According to Rasmussen and Rasmussen (2003), Division III institutions had an average of 210 male and 146 female participants with a maximum of 552 men and 426 women at one institution and a minimum of 45 men and 46 women at another.

The high cost of tuition makes Division III institutions selective in their applicant pool, yet overall, Division III institutions tend to not be very selective in admissions. Over 50% of Division III member institutions admitted over 70% of their applicants, and just 12% admitted fewer than 50% of their applicants (Rasmussen & Rasmussen, 2003). However, 70% of Division III member institutions reported 75<sup>th</sup> percentile SAT Verbal scores and SAT Math scores (Rasmussen & Rasmussen, 2003). In 2001, 59% of Division III member institutions charged tuition and fees of \$15,000 or more and just 13% charged tuition and fees of less than \$5,000 (Rasmussen & Rasmussen, 2003). Financial aid is common: 69% of students received institutional grants at an average of \$7,173 per person (Rasmussen & Rasmussen, 2003).

A total of 27 championships (13 men and 14 women) were sponsored by NCAA Division III in 2008-2009. Despite 27 championships being offered, an average of only 8.6 men's teams and 8.9 women's teams are sponsored per Division III institution (NCAA, 2010a). Rasmussen and Rasmussen (2003) found that highly selective

institutions sponsor the greatest number of sports. There was no difference between public and private institutions in regards to number of sports offered.

In regards to athletic success, differences exist among types of institutions. First, the 54% of institutions that sponsor football finish in the top four of national championships 71% of the time in men's sports and 80% of the time in women's sports (Rasmussen & Rasmussen, 2003). Second, smaller institutions of 1,000 students or fewer are the least represented in national championship top four finishes: men's teams of smaller institutions advanced to this level 4% of the time, and men's teams of larger institutions advanced to this level 62% of the time. Third, private institutions finish in the top four 67% of the time, yet represent 80% of the membership. Public institutions in 2003 represented 19% of the membership, but advanced to the top four 33% of the time. Fourth, the 44% of more selective institutions (admitting fewer than 75% of applicants) had 58% of male teams in the playoffs and 62% of overall top four national championship finishes. For females in this group, 55% of teams were in the playoffs and 61% were among the top four in national championship finishes (Rasmussen & Rasmussen, 2003). Finally, a positive correlation existed between athletic program spending and both playoff berths and top four finishes (Rasmussen & Rasmussen, 2003).

The Learfield Sports Directors' Cup is a program that honors institutional success in maintaining a broad-based program and achieving success in both men's and women's sports. The directors' cup began in 1993 for Division I, but was expanded in 1995 to include Division II, III and the NAIA. Each institution is awarded points in a pre-determined number of sports for men and women. The overall champion is the institution that records the highest number of points in their division's Directors' Cup standings. In

Division III, nine men's sports and nine women's sports are included (National Association of Collegiate Directors of Athletics, n.d.a). A study of Division III ADs in the South revealed that the competitive success of the University's athletic teams was extremely important to some ADs but others considered other aspects as very important (McGehee, 2010). Since the Learfield Sports Directors' Cup standings can be used to compare institutions across a national level, this national comparison of Division III institutions was used to discover if challenges are different among those institutions that are competitive at the national level and those that are not competitive at the national level.

Financial management at Division III institutions is different from other divisions. Athletic budgets at the Division III level are included in the institutional budget, like other programs on campus (Wesibrod, Asch & Balloou, 2008). This frees Division III administrators from heavy fundraising demands or a "fill the arena mentality" (N. Meyer, personal communication, June 2, 2010). Division I institutions tend to follow a corporate model, perceiving revenue production and competitive success as more important than such factors are to ADs in Division III (Patrick, Mahony, & Petrosko, 2008). In addition to spending less money on athletics, Division III institutions distributed money more evenly across all sports than Division I institutions (Patrick et. al., 2008).

Division IA schools spend almost ten times the amount on teams as Ivy League schools do, and Ivy League schools spend three times as much per team as Division III schools (Shulman & Bowen, 2001). Even though Division III institutions typically do not include facilities and some other areas in the average amount of money spent on athletics, which may be calculated in Division I budgets, the money spent at the Division III level

is far less. Division III budgets are minuscule in comparison to the \$100 million plus that some high profile Division IA institutions spend. Rasmussen and Rasmussen (2003) reported that 12% of Division III members report to not have a recruiting budget, and among Division III schools the average recruiting budget is \$19,780 for all sports (with or without football). In 2008-2009, the operating expenses at Division III institutions were the following for schools with football: \$1,046,587 (men), \$679,529 (women) and a total of \$2,965,621 (NCAA, 2010a). For schools without football, the operating expenses in 2008-2009 were the following: \$413,715 (men), \$469,580 (women) and a total of \$1,818,859 (NCAA, 2010a).

Despite the fact that Division III institutions spend far less on athletics than Division I institutions (Shulman, 2001), the level of competition and performance of Division III institutions is often very high. The level of competition rivals that of Division I-AA schools, with the exception of major sports such as football and basketball (Kennedy, 2007). With a much smaller budget (one Division III conference averaged roughly \$685,000 in athletic expenditures for one year), Division III conferences are able to field as many teams with far less expenditure (Kennedy, 2007). Birmingham-Southern, formerly a Division I affiliated school, recently made the move to Division III in order to provide more opportunities for athletes and save the school money (June, 2007). Although the school lost a number of students after they announced the move to Division III, the school expected to create more opportunities for students in athletics by adding additional teams. They also anticipated cutting the high costs associated with participation in Division I athletics (June, 2007).

Similar to Division I athletic departments spending more money on athletics than Division III, the NCAA spends substantially more money on Division I than they do on Division III (NCAA, 2010a). The operating budget for Division III by the NCAA in 2008-2009 was \$22 million, which was just 3% of the total revenue of the NCAA for that year (NCAA, 2010a). Of the \$22 million spent by the NCAA on Division III, a total of \$17 million was used to finance national championships (NCAA, 2010a).

Shulman and Bowen (2001) describe three contributions to the disparity in money spent on intercollegiate athletics. First, the level of play dictates increased expenditure. High level of play increases costs in recruiting, coaching, facilities, and other areas. For example, Division III institutions hardly spend any money on recruiting and are often prohibited from recruiting off campus. Recruiting costs at Division IA institutions in football alone can exceed a quarter of a million dollars a year (Shulman & Bowen, 2001). Second, institutions choose the level of play they want to establish within their division. Some schools set more ambitious goals than others within the same division. Third, the size of the athletic program will have a direct effect on the cost of intercollegiate athletics. Institutions sponsoring 20 teams will spend more than institutions sponsoring 10 teams (Shulman & Bowen, 2001). Within Division III, the institution chooses what level of athletics they want to commit to. Some devote much time, money, and resources towards athletics and others do not.

Another area that makes Division III unique is its structure at both the institutional and organizational levels. The institutional structure is unique in three ways. First, when compared with Division I institutions, Division III athletic department populations are much smaller, which leads to less diversity and fewer people to

contribute ideas and experiences (Fink, Pastore & Riemer, 2003). Second, Division III institutions tend to be formed around a particular set of ideals or values that recruit or naturally attract similar-minded individuals (Fink et al., 2003). Third, athletics in small liberal arts colleges are generally included in physical education departments, thus forming part of the academic structure of college life (Urciuoli, 2003). Overall, the structure commonly found at Division III institutions reflects the NCAA's purpose for Division III athletics (NCAA, 2007).

According to the NCAA (2010b), the organizational structure of NCAA Division III institutions is led by a president's council consisting of 15 institutional presidents or chancellors. These presidents report to the executive committee of the NCAA. The Division III president's council sets policy, provides direction for the Division, and delegates responsibilities to the management council. The management council reports directly to the Division III president's council. The Division III management council comprises 19 institutional presidents or chancellors, athletic administrators, faculty athletics representatives, and student-athletes. This council oversees the work of the following Division III committees: championships, financial aid, infractions, interpretations and legislation, membership, nominating, student-athlete advisory, and student-athlete reinstatement. A strategic finance committee, administrative committee, and infractions appeals committee also serve within the Division III organizational structure (NCAA, 2010b).

#### Description of Division III Athletic Directors

At the Division III level, the athletic director (AD) is the chief administrator of the athletics program, but the university president has the ultimate responsibility. Barrett (1985) studied the characteristics that university presidents found desirable in their ADs:

College presidents wanted athletic directors who were professional and understood the academic, financial and promotional aspects of intercollegiate athletic programs. The selectees for the Athletic Director's position should be unquestionably loyal and honest, be able to project and articulate the institution's values and philosophy toward intercollegiate athletics and be able to hire coaches and other athletic administrators with these same values and characteristics. (p. 151)

The AD articulates and implements the mission of the intercollegiate sports program of the college (Appenzeller, 2003; Duderstadt, 2000). The authority of ADs include hiring and firing of coaches, managing the business operations of the athletic department, managing the welfare of student-athletes, and upholding the integrity of the university's athletic programs (Duderstadt, 2000).

With the job length of ADs at one institution averaging seven years, AD job openings are common (Whisenant, 1998). In recent decades athletic administrative staffs grew by over 60%, but have leveled off in the last four years. At the Division III level there are 2.84 administrators per institution, fewer than the 5.71 administrators at Division I institutions and 3.09 administrators at Division II institutions (Acosta & Carpenter, 2010).

There are 1.20 female athletic administrators per Division III institution, up from .67 female administrators per Division III institution in 1988 (Acosta & Carpenter, 2010).

According to Acosta and Carpenter (2010), the AD's "experience, decision-making style, and commitment concerning equity often have an impact upon the vision and goals of the program they administer and the people they hire" (Acosta & Carpenter, 2010, p. 6).

Division III ADs were found to distribute money on more of an equality basis across sports than Division I ADs (Mahoney, Hums, & Riemer, 2002).

A recent study by the NCAA indicated that in Division III women occupied 29% of AD positions and minorities occupied 5% of AD positions (NCAA, 2010e). A 1994 study that examined risk management behaviors in Division III NCAA athletic programs yielded the following profile of Division III ADs: median age was 47 years; 80% were male and 20% female; 88% were Caucasian; 25% had a doctoral degree; 65% a masters degree; 9% a bachelors degree; 90% participated in intercollegiate athletics; 51% were currently coaching; and 67% had duties in addition to AD (Anderson & Gray, 1994).

The Division III AD position is a desirable position that offers high levels of job satisfaction (Robinson, Peterson, Tedrick, & Carpetner, 2003). Specifically, the desirable aspects of the position include the following: a high level of control and autonomy; a high level of decision-making ability; social support through interactions with fellow faculty and athletes; and a variety of responsibility and challenges (Robinson et al., 2003). "More than anything, it seems, Division III administrators take stock in the relationships they have developed with their institution's president, faculty members, coaches and student-athletes - even competitive rivals" (Steinbach, 2002, ¶ 20). Other benefits for Division III ADs include opportunity to form relationships with the athletes, attend a substantial number of events (not just the highly visible sports), and manage all facets of the job because there typically are not associate or assistant ADs (N. Meyer,



personal communication, June 2, 2010). Copeland and Kirsch (1995) found that Division III ADs cope well with the stressors their position induces.

Division III ADs must actively cooperate with academic initiatives on campus (T. Schoonveld, personal communication, June 14, 2010). To support academics as the foundation of Division III institutions, the organizational structure of Division III institutions requires the AD to report directly to administrators heavily involved in the educational mission of the institution (Sanders, 2001; NCAA, 2008). The AD reports to the following chain of command: chief student affairs officer, chancellor or president, chief academic officer, and chief financial officer (NCAA, 2008).

ADs must possess leadership skills. However, Armstrong (1993) suggested that Division III ADs may not have these skills because they were not chosen for their leadership ability, but for their outstanding coaching record or longevity of service. According to a Division III AD, leadership training is valuable because leading requires skill (N. Meyer, personal communication, June 2, 2010). As Clement said, “Sport Management will be challenging and an exciting career if you are sensitive to the people and world around you, eager to dream, and willing to be a diligent planner and a demanding evaluator” (in Parks & Zanger, 1990, p. 257). Leadership qualities involved in directing athletics include relating well to people, having a sense of caring and humor, being self-disciplined, accepting responsibility, making decisions, encouraging, empowering others, and maintaining values (Appenzeller, 2003). House (1971) suggests, as leaders, ADs have the capability to ease tensions, offer support, create supportive environments, and limit frustrations within an athletic program. Motivational leadership is also an important function of ADs. The motivational function of a leader is to make the

work and jobs of the subordinates easier by clarifying goals and providing opportunities for personal success (Pastore, Goldfine, & Riemer, 1996).

Transformational leadership has been shown to be an effective type of leadership among ADs at the Division III level (Burton & Peachey, 2009). According to Appenzeller (2003), the transformational leadership style of ADs happens when they do not care who receives the credit for success in the program. They are behind the scenes workers who aim to provide a smooth process for athletes and coaches. Transformational leaders articulate a vision, model the vision, provide individual support, and favor common goals among the group (Yammarino & Bass, 1990; Yukl, 1994). Transformational leadership among Division III ADs was found to elicit a high standard of excellence in their coaches. This explains why coaches perceive transformational leadership to be effective (Yusof & Shah, 2008). These authors suggest that there is a relationship between the transformational leadership behaviors of ADs and coaches' job satisfaction at NCAA Division III institutions. Choi et al. (2007) also found that ADs' transformational leadership style positively affects their coaches.

Kuchler (2008) provided three recommendations for Division III institutions and ADs in regards to leadership. First, Division III ADs should listen to the coaching staff's perceptions of leadership behavior in the department. Second, ADs should take advantage of leadership training when available. Third, Division III institutions should consider leadership behavior and ability when hiring ADs.

According to McCall (2004), "The primary source of learning to lead, to the extent that leadership can be learned, is experience. The role played by training and other

formal programs is relatively modest in comparison to other kinds of (on-the-job) experiences” (p. 127). Job or occupational experience is central to most models of careers and career success (Ng, Eby, Sorensen, & Feldman, 2005) and is considered to be a valuable aspect of human capital investment because it augments an individual’s competence in the history and structure of an industry (Nordhaug, 1993). Individuals who possess job-related personal investments such as education, experience, and training will gain additional outcomes in their careers than those with a smaller amount of these investments (Becker, 1993; Nordhaug, 1993). If Division III ADs gain additional outcomes in their careers because of their experience, then perhaps the more experienced ADs face different challenges than ADs with less experience.

Approximately 20% of Division III institutions are public and 80% private (NCAA, 2010a). Despite fundamental differences in funding and management, the AD at both types of institutions has similar duties. "The administrative responsibilities are the same for public and private school ADs. However, there is a misperception out there that public schools have all this money, can get students into school that are very marginal academically" (J. Baker, personal communication, May 27, 2010).

#### Preparation for Division III Athletic Directors

Education for the position of AD has changed dramatically in the last few decades: from amateurs learning on the job to professionals stepping into the position with an academic background in sport administration (Appenzeller, 2003). According to Duderstadt (2000), ADs in the past would be hired from the ranks of coaches, but now presidents are looking to hire ADs who have broader experience leading and managing complex organizations. The rising pressures of economic and media influences have

prompted a shift from traditional coaching and sport administration preparation to a background in business (Whisenant & Pedersen, 2004). The growing budgets and of the athletic department have caused athletic departments to be run like a commercial entertainment business (Duderstadt, 2000). Division III ADs deal with and solve similar issues as ADs in other divisions, but the issues are not quite as magnified as they are in the other divisions (Steinbach, 2002).

ADs typically enter intercollegiate athletics with a background in finance, marketing, time management, personnel management, fundraising, promotion, and legal affairs (Appenzeller, 2003). Schools hire individuals who are skilled in working with budgets, personnel, event planning, fundraising, marketing, and who are trained in producing results (Davis, 2002). This background is important because of the extensive variety of responsibilities that fall under the umbrella of current intercollegiate athletic administration: leadership, fiscal management, personnel relations, public relations, and recognition and acceptance of institution academic ideals (Duderstadt, 2000).

Division III ADs do not follow a 'typical' career path like Division I ADs (Fitzgerald et al., 1994). These authors identified and tested a five-rung normative career ladder of collegiate ADs which included collegiate athlete, high school coach, college coach, assistant or associate AD, and finally AD (Fitzgerald et al., 1994). When comparing this against what current ADs experienced in their path toward becoming an AD, they found that over 94% of Division I ADs followed a similar progression. When compared to Division I ADs, Division III ADs are less likely to follow the normative career path (Fitzgerald et al., 1994).

A background with collegiate athletic playing experience is common for Division III ADs (Crews, 2004). In a study of Division III ADs in New York, Pennsylvania, and New Jersey, 85% participated in intercollegiate athletics and 60% participated in intercollegiate athletics at the Division III level. Kuchler (2008) gathered similar data about Division III ADs' participation in intercollegiate athletics. Twenty-nine percent participated in athletics at the Division I level and eleven percent at the Division II level (Crews, 2004). Since Division III ADs are heavily involved with all sports at the institution, it is important for them to know the needs and demands of each of the sports. According to a Division III AD, although a background in sport management is valuable, it can not replace broad coaching experience and knowledge of the sports offered at one's institution (N. Meyer, personal communication, June 2, 2010).

#### Current Issues Affecting Division III Athletics

In 2008 the NCAA published the results of an NCAA Division III membership survey in a document titled Division III Membership Survey Findings (NCAA, 2008). The survey gave members the opportunity to express their opinions about the future of Division III. It was completed by campus leaders who sought the opinions of campus constituents involved in athletics. The following paragraphs provide an analysis and summary of the issues Division III is facing.

First, the dramatic growth Division III has experienced in recent years is projected to continue. One-hundred twenty new members have joined the division since 1990. Two-thirds of these new members have come from the National Association of Intercollegiate Athletics, a much smaller collegiate athletic association in North America. It is projected that 60 more schools will join the Division in the next few years and

Division III could consist of 480 members by 2020. This growth presents concerns for the NCAA (NCAA, 2008).

Second, Division III has relatively few standards for recruiting and initial eligibility in comparison with Divisions I and II. The challenge in Division III is recruiting a student-athlete to a school that costs over \$30,000 a year with high academic standards (T. Schoonveld, personal communication, June 14, 2010). A further complication of recruiting in Division III is that academic profiles of admitted athletes should be similar to that of the entire student body. Ninety-four percent of campus leaders agreed or strongly agreed that admitted student-athletes should fit the general academic profile of all incoming freshmen students. A similar percentage agreed that admission policies for student-athletes should be consistent with the general student body. Eighty-six percent of Division III campus leaders supported preference for the current standards (NCAA, 2008). The key to recruiting at a Division III school, where scholarships are not allowed, is defining the niche of the school that makes it different from others (T. Schoonveld, personal communication, June 14, 2010).

Third, Division III is the only division that prohibits awarding financial aid based on athletic ability. The NCAA must carefully monitor Division III institutions' adherence to this rule because some institutions circumvent the rule by offering scholarships based on leadership or other 'non-athletic' qualities. Only half of Division III campus leaders agreed that providing scholarships for leadership in athletics is acceptable. Division III campus leaders do, however, support the Division III philosophy of not awarding athletic scholarships. Ninety-two percent agreed or strongly agreed that student financial aid

decisions made by the admissions and financial aid departments should be entirely independent and free of influence from the athletics department (NCAA, 2008).

Fourth, the NCAA exercises little oversight to make sure academics and education are the priority of Division III athletic departments. Most campus leaders want the following for their institutions: 1) authority to set their own standards for satisfactory academic performance, 2) no additional rules for continuing eligibility established by the NCAA, and 3) college academic performance of student-athletes be at least consistent with the general student body. A debated issue in Division III is red-shirting, a practice currently allowed in Division III. Red-shirting allows athletes who do not compete in a season to not count it as a season of eligibility. Campus leaders offer mixed responses about whether or not Division III should allow red-shirting (NCAA, 2008).

Fifth, schools entering Division III typically sponsor fewer sports than current Division III institutions. In 2008 schools sponsored on average 16 sports (eight for men and eight for women), yet newly admitted or soon-to-be-admitted members of the division tended to sponsor only 12.7 sports. Division III requires schools to sponsor at least 12 sports (six for men and six for women). In the survey, 75% of campus leaders indicated a preference for a minimum standard of 12 sports (NCAA, 2008).

Sixth, the growth in Division III has an impact on national championships. National championships are a priority of the NCAA as they make up 75% of the overall Division III budget. These national championships are comprised of conference automatic qualifiers and at large bids. A ratio of one berth for every six and a half institutions sponsoring the sport is used to determine how many teams qualify for NCAA playoffs. With the exception of football, national championships are conducted within a

three week time frame. Projected growth of Division III will impact the number of berths into national championship tournaments and championship length. This will have an impact on length of national championships and out of class time for student-athletes (NCAA, 2008).

Seventh, the structure of Division III has been questioned as to whether or not it is the best structure to serve the membership in the long term. Most campus leaders (82%) supported or strongly supported maintaining the current Division III structure. Of 112 institutions responding to the possibility of other structuring options, half desired that membership in Division II be considered by creating a non-scholarship subdivision at that level. A few desired separating by geographic location to address travel issues with championships. A handful of schools desired separating private and public schools. The following reasons were provided by campus leaders in favor of maintaining the current Division III structure: negative impact of structural change (conference break-ups, increased travel, loss of traditional rivalries, branding difficulties), success of the current structure (strong brand name, adequate championships are provided, members' needs are served), and lack of a compelling case for restructuring (NCAA, 2008).

#### Issues Affecting the Position of NCAA Division III Athletic Director

A number of challenges face Division III ADs. Division III ADs must keep programs funded, handle personnel issues, supervise themselves, manage the arms race, deal with travel issues as they relate to transportation options and keeping students in school, balance multiple positions at the institution, and advocate for gender equity (Crews, 2004; Easley, 1998; Emerson et al., 2009; Grappendorf & Lough, 2006; Kelderman, 2008; Naughton, 1997; Robinson et al., 2003; Steinbach, 2002).



### *Academic Integrity*

Division III ADs emphasize education more than ADs in other divisions. Shulman and Bowen (2001) in their propositions for the future of intercollegiate athletics write, "No consequential steps can be taken to rebuild the relationship between college sports and the core educational mission of these schools without a clear sense of direction and strong leadership from trustees, presidents, and key administrative officers" (p. 307). An article by Seifert et al. (2010), states that the entire faculty at an institution must be on board with promoting a supportive learning environment at an institution. This environment should challenge, support and expect the most out of students at the undergraduate level (Seifert et al., 2010). The foundations of the healthy marriage of athletics and education is typically present in liberal arts colleges, but the trickling down effect of the professional sports model will keep ADs and other institutional leaders searching for ways to maintain a healthy balance.

Many Division III ADs enter the position with experience at the Division I level. Fitzgerald et al. (1994) found that 77% of Division II and Division III ADs have at one time been associated with Division I institutions for graduate study or other purposes.

Emerson et al. (2009) warn Division III institutions not to deviate from their educational mission and purpose of the institution. These authors found that athletes are able to perform at the same level as non-athlete peers in the classroom, as long as "institutional leaders ensure that their academic missions are not casualties of the competitive pressures often present in the athletic arenas" (p. 75).

The presidents of the New England Small College Athletic Conference, which includes some of the top ranked liberal arts colleges in the country, recognized the

importance of athletics in education, but worried about how competitive pressures of intercollegiate athletics was affecting the main goals of the institutions (Suggs & Welch, 2001). As the athletic programs in each of the schools was beginning to take shape, it was decided that the ultimate academic authority at the institution, the university president, would make all decisions concerning athletic policy (Covell, 2002).

ADs at the Division III level must be an advocate for the education of the students. Calvin College women's AD faces the challenge of blending athletics and education on a regular basis as she deals with concerned professors. She also attempts to hire educators to coach whenever possible, encourages coaches to allow athletes to make up missed practices in individual sports, and schedules creatively with team sports to allow students to attend labs and study sessions (N. Meyer, personal communication, June 2, 2010). John Harper, AD at Bridgewater State College in Massachusetts, maintains the academic integrity of the institution through a careful and intentional evaluation process with his coaches.

When I evaluate my coaches, I tell them that their win-loss record is about seventh on my list of things that will either get them retained or fired - behind issues relating to the quality of experience that the kids have had and the way athletics fits into their entire college life. Those things are important. (Steinbach, 2002)

Joseph Baker, former AD at University of Wisconsin at Lacrosse said the unique emphasis of athletics found at the Division III level is "easy because we stress students receiving an excellent education first and a quality athletic experience second" (personal communication, May 25, 2010).

## *Finances*

In today's fiscal environment, ADs need to find ways to keep their athletic programs valued by stakeholders to ensure financial support. Copeland and Kirsch (1995) found budget issues to be an important issue affecting ADs at the Division I, II and III levels. At Division III member Carleton College in Minnesota, the athletics program generates no revenue because the school does not charge admission to varsity events, and fundraising is not allowed (Steinbach, 2002). An AD at a Division III public institution addresses the problem of decreased state funding: "We are being asked to become more financially responsible and more entrepreneurial. Fundraising, gate revenues, and external opportunities are now more important than ever because those are the areas where we can get those extra funds needed to maintain programs" (J. Baker, personal communication, May 25, 2010). It is important for athletics to have a presence on campus to show other campus entities that athletics is part of the campus community (J. Baker, personal communication, May 25, 2010).

Pastore, Goldfine, and Riemer (1996) suggest that Division III ADs may deal with less negative feedback from coaches regarding the disbursement of funding because athletics is funded through the general fund of the institution and not from revenue sports (football and basketball) as is the case in many Division I athletic programs.

ADs must deal with the increasing amount of money spent by universities to stay competitive (Kennedy, 2007). This has become known as the athletic arms race. With the athletic arms race, schools and athletic programs are forced to look for new sources of revenue to build new facilities or increase coaching salaries to remain competitive with other schools (Benford, 2007). The arms race, although more common in Division I

athletics, is becoming evident at Division III institutions (Kelderman, 2008). "At Division III colleges, the decision to put up new sports buildings is often spurred by the rising expectations of all students, not just athletes, and a need to replace outdated or run-down structures" (Kelderman, 2008). Some suggest ADs at Division III institutions need to resist the arms race and stick up for what Division III is all about: the student-athlete. The primary responsibility of the Division III AD is to ensure the philosophy and practices of their own athletic program is consistent with the Division III philosophy (Sanders, 2004).

Adrian University president Jeffrey Docking has embraced the arms race and used it to the advantage of the college. Adrian College, a Division III member institution located in Southeastern Michigan, has chosen to transform its growth and development around athletics. From 2005 to 2008, enrollment surged 57% up to 1470 students after building an ice arena, football and baseball stadiums, a track, and a dozen tennis courts. According to Docking, "The use of athletics to drive enrollment could be the fountain of youth for small liberal arts colleges" (Sander, 2008). Nearly half of the 2008 class of 581 - the largest in Adrian's 149 year history - comprises varsity athletes. The growth in athletics is not the only thing growing on campus. The operating budget of \$23-million exploded to \$43-million from 2005 to 2008 and in this same time two academic buildings were modernized, the dining hall was expanded, and 16 tenure track faculty members were hired (Sander, 2008).

#### *Human Resources*

Personnel management presents an additional challenge for Division III ADs. Part of this challenge is hiring coaches to fulfill the unique role at a Division III school. The

primary focus is not only on winning, but finding coaches who are advocates for the priorities of the institution (Naughton, 1997). Pope (1997) found the hiring and firing of coaches and personnel to be an important responsibility of an AD. Copeland and Kirsch (1995) found firing to be a significant occupational stress inducer at each of the NCAA divisional levels. According to Crews (2004), 62% of Division III ADs from New Jersey, Pennsylvania, and New York rated the challenge of finding qualified coaches and staff to work in their department as high or very high. Calvin College women's AD Nancy Meyer cites the challenge of maintaining a supportive relationship with coaches: "This takes time and energy. When things get really busy, it is easier to just close my door and try to get work done and not take the time to walk down the hall to just 'visit' with my staff" (N. Meyer, personal communication, June 2, 2010). Unique to the Division III level is managing tenured coaches, especially when they are stuck in their ways and in need of fresh ideas (T. Schoonveld, personal communication, June 14, 2010).

Many coaches in all divisions encourage and even demand academic achievement. However, Shulman and Bowen (2001) question how coaches will keep true to the academic pursuits of the student as the intensity of athletic competition increases and the reward system for coaches becomes related to the competitive success of their teams. Although some view Division III as a steppingstone to positions at higher levels, adherents to the Division III philosophy recognize that "there is little importance placed on fame or fortune" (Steinbach, 2002, ¶ 19). Division III colleges and universities that rely less on athletic success will likely have a more positive impact on the academic development of the student-athlete.

In contrast to Division I and II ADs, legal guidance and negotiation is not a common issue facing Division III ADs (Pack, 2002). Pack (2002) found that contracts in Division III are typically created on an annual basis and therefore legal guidance is not needed in creating these types of contracts. Division III coaches rarely enjoy the same perks or become mired in the same complexities found in Division I or even Division II contracts.

### *Compliance*

Fourth, compliance with NCAA rules rests primarily on the AD. The NCAA relies on institutions, "and in particular ADs" to ensure their own athletic programs are acting in accord with NCAA rules and regulations (Easley, 1998, p.6). Athlete recruiting by coaches is an area where ADs must ensure that their athletic program is in compliance. The rules in recruiting are much less stringent at the Division III level compared with Division I and II because Division III places less emphasis on competitive success and more emphasis on broad participation (Bowen, 2003). At the Division III level coaches are not limited by the number of contacts or observations they are allowed to make (NCAA, n.d.c).

### *Travel*

A major concern of Division III ADs is travel: keeping students in the classroom as much as possible and keeping students safe. Division III focuses on regional competition rather than national competition. Division III ADs monitor departure times for athletic events to minimize missed class (N. Meyer, personal communication, June 2, 2010). Another issue related to travel is safety, in particular 15 passenger vans. Division III schools commonly use 15 passenger vans because of their affordability (NCAA,

2002). A report in 2002 by the NCAA showed that 15-passenger vans are prone to rollovers and dangerous; they urged schools to rethink the use of these vans. Over 75% of Division III ADs in New York, New Jersey, and Pennsylvania reported concerns over the use of 15 passenger vans (Crews, 2004).

### *Time Management*

ADs at Division III institutions typically have job responsibilities in addition to their position as AD. This creates difficulty in successfully fulfilling the role of AD, and has been shown to negatively impact job satisfaction (Robinson et al., 2003). In contrast to most ADs at Division IA universities, only 19% of ADs at Division III institutions devote 100% of their time to their duties as AD (Robinson et al, 2003). Gary Karner, commissioner of the Wisconsin Intercollegiate Athletic Conference said, "One of the neat things about this level is that you get to do everything, but one of the tough things about it is sometimes you have to do everything" (Steinbach, 2002).

Duties assigned to ADs at the small college level include coaching, teaching, chairing a department, or aiding in the recreation department (Robinson, et. al., 2003). Larry Kehres, AD and longtime football coach at Division III Mount Union College, said in an interview, "Many coaches and ADs at Division III schools have dual roles. Many coaches work two sports. Others have extensive teaching responsibilities. ADs often serve as head coaches. "When dual responsibilities are a part of your duties you learn to divide your time according to the demand of each assignment" (Newell, 2003, p. 57). Robinson, et. al. (2003) found ADs with multiple responsibilities to be less satisfied than full-time ADs.

The Division III model of athletic director is different from the other divisions in that it often requires a teaching load (N. Meyer, personal communication, June 2, 2010). Carleton College AD, physical education department chair, and faculty member, said, "most of us have responsibility for a broader-based program than just varsity athletics. We're looking at the recreational end of things as well" (Steinbach, 2002). Having the role of both AD and head coach at the college level creates conflict of interest with the responsibilities placed on the AD. By Division I standards, "Division III athletics is a world of long hours, low pay and little glory, yet you seldom hear its inhabitants complaining" (Steinbach, 2002, ¶ 11). Coaches at the Division III level, even men's basketball or football, are typically not full-time coaches. Coaches at this level often have other duties such as teaching physical education classes, taking on administrative duties, or coaching as an assistant in another sport (Shulman & Bowen, 2001).

### *Gender Equity*

Women have struggled with varied success to gain gender equity in all areas of athletics, but particularly in positions of power. Females at Division I institutions were motivated to become ADs because they had career aspirations. The biggest barrier to becoming an AD was discrimination/gender bias, and the most common challenge for female ADs is the perception that a woman cannot lead (Grappendorf & Lough, 2006). Women who break into the male-dominated role of AD are often segregated into less powerful positions at the Division II and Division III institutions (Whisenant, Pedersen, & Obenour, 2002).

All NCAA member colleges designate the highest-ranking woman in athletics the Senior Woman Administrator (SWA). The position of SWA is "intended to encourage



and promote the involvement of female administrators in meaningful ways" (NCAA, n.d.b). The designation enhances female representation in all levels of athletics. Although the position does not have to be designated to an administrator, the position must include management responsibilities (NCAA, n.d.b). The creation of SWA positions was intended to propel females into leadership positions, but unfortunately the SWA position is a role and not an actual athletic department position (Hoffman, 2010). Contrary to the Division I level, Division II and III SWAs are not typically administrators, but rather SWA is a title for females in these positions. Many SWAs at the Division III level report coaching to be their primary duty at the institution (Tiell & Dixon, 2008). "SWAs perceive that they have less responsibility in the decision-making and budgetary capacities than the ADs report" (Tiell & Dixon, 2008, p. 356).

Acosta and Carpenter (2010) found females to be twice as likely to be found in Division II AD positions and over three times as likely to be found in Division III AD positions than in Division I AD positions. The 128 female ADs in Division III make up about 30% of all ADs in Division III (Acosta & Carpenter, 2010). In response to why females have found refuge at the Division III level compared with the Division I level, Colby College AD Marcella Zalot said, "It's not a business model, it's an education model, and for women, it's a natural fit...having some experience in Division I, so much is spectator - and money-driven" (Lazarczyk, 2010). The following response by an AD in the Grappendorf and Lough (2006) study gives a reason why females are more likely to be found in Division II and Division III schools: "There was and still is a perception that women can run athletic programs, but not 1-A football. There is also a question for some reason about women being able to run a big time men's basketball program" (p. 12).

Females ADs at the Division III level have been found to experience very few gender related challenges in their careers (Parrott, 2010). According to Acosta and Carpenter (2010), over 16% of Division III institutions still lack a female voice in their athletic department administration.

The NCAA is enhancing ethnic and gender diversity through Matching Diversity Grants. To receive a grant, athletic departments must hire a female or ethnic minority in a full-time leadership position in coaching or administration. The NCAA funds the position 75% the first year, 50% the second year, and 25% the third year. Recipients must demonstrate a commitment to retain the position after the three years of funding by the NCAA. These grants are awarded to six to nine institutions a year. According to Dea Shipp, associate commissioner for internal affairs and senior woman administrator at the Eastern College Athletic Conference, “It’s obvious there’s a critical need to increase the number of women and people of color in the Division III leadership, and knowing there is money available is a positive thing” (NCAA, 2009, p. 40).

#### Major NCAA Division III Infractions

The Legislative Services Database (LSDBi, 2010) on the NCAA website holds Divisions I, II, and III legislation, legislative proposals, and major infractions cases. Major infractions typically provide a recruiting or competitive advantage (NCAA, 2010g). Less severe infractions are called secondary violations. Secondary infractions are isolated or inadvertent violations that provide minimal recruiting and competitive advantages. Several secondary infractions may collectively be considered a major infraction (NCAA, 2010g). Division III has had 15 major infractions compared to the 42 in Division II and 241 in Division I. The Division III major infractions included issues

involving financial aid (7), improper loans to athletes (3), impermissible recruiting (2), ineligible participation (2), and off-season practices (1). Although each punishment imposed by the NCAA was different, the NCAA imposed public reprimand, probation, and other measures to eliminate the illegal activities.

Five of the six most recent major infractions (2007-2010) included improper awarding of financial aid to athletes. The most recent infractions involved the State University of New York (SUNY) at Geneseo and Chatham University in 2010. These schools awarded Canadian Student Initiative grants, a form of financial aid used to boost enrollment of international students, almost exclusively to student-athletes. At SUNY Geneseo in 2007-08, all 21 grants were received by student-athletes. Nineteen of these went to members of the men's ice hockey team. Although awarding these grants exclusively to student-athletes was not intentional, the grants did provide a competitive athletic advantage. These grants increased the institution's percentage of financial aid awarded to student-athletes above the percentage of student-athletes at the institution. Similarly, at Chatham University close to 90 percent of Canadian student discounts (\$5,000) were awarded to student-athletes during 2007-2009. These discounts were designed to increase the number of international students on campus by bringing their tuition down to the same level as that paid by American students due to exchange rate differences. The State University College at Buffalo was guilty of a similar major infraction in 2010 as they too awarded Canadian Student Initiative grants to student-athletes (LSDBi, 2010).

Another major infraction related with financial aid occurred at Wesley College involving their football program. Incoming freshmen football student-athletes were told

about an unpublished institutional financial aid appeals process by their coach. Athletes were the only students aware of this appeals process. As a result, all who appealed the initial award offer were granted more aid, and the financial aid packages of freshman football student-athletes were clearly distinguishable from the aid packages awarded to the rest of the incoming freshman aid recipients at the institution (LSDBi, 2010).

University of Southern Maine was involved in a financial aid major infraction case in 2007 involving the awarding of improper financial aid. Thirty-seven student-athletes in 15 sports were given overpayments amounting to \$10,598.95 and ranged from \$6.30 to \$3,300 per student-athlete. The overpayments occurred within a poorly managed work-study program where the coordinator knowingly paid athletes who had depleted their allowable earnings. Some student-athletes got paid without doing any work (LSDBi, 2010).

In 2005, Macmurray College was also found guilty of awarding improper financial aid to student-athletes. In this incident, ten student-athletes were awarded impermissible aid totaling \$162,027.86 over four academic years. The money was provided to the student-athletes from the father of the former head coach who set up a scholarship fund for international student-athletes. He made payments directly to the accounts of international students at the institution. The NCAA found a lack of institutional control as the payments occurred with the knowledge of members of the administration at the small institution (LSDBi, 2010).

Mississippi College was found guilty of a major infraction in 1993. This involved the awarding of excessive equivalency grants to student-athletes. In addition, a head coach contributed money for the purchase of a car for an athlete, impermissible recruiting

took place, and academically ineligible athletes participated in competition. The NCAA found unethical conduct by the university and a lack of institutional control (LSDBi, 2010).

In 2002, Salem State University was found to have provided improper loans to a student-athlete. The AD at Salem State University reported the information, implicating the soccer coaches who arranged a \$12,000 loan to a men's soccer student-athlete (LSDBi, 2010).

A member of Simpson College's board of trustees provided improper loans to student-athletes. This trustee lent a total of \$2,794 to a student-athlete, including \$1,000 toward a rebate for a college meal plan and \$1,794 toward the student-athlete's wages while working for the trustee. The trustee also provided additional loans, lodging, and bonuses to the student-athlete (LSDBi, 2010).

SUNY Plattsburgh was found guilty of the first Division III major infraction in 1993. The school awarded improper loans and took part in other illegal activities for the benefit of student-athletes. Specifically, student-athletes were provided free lodging by athletics representatives, meals at little or no cost, loans, use of automobile transportation, and impermissible long-distance telephone calls from the coach's office. The university also failed to consider student-athletes' cost-free lodging and meals when awarding institutional aid (LSDBi, 2010).

In 2004, Colorado College was found guilty of impermissible recruiting. The hockey coach of the men's team took part in illegal recruiting by providing airline transportation, local automobile transportation, lodging, a tryout, and tickets to an away game for a prospective student-athlete. In addition, the ice hockey program exceeded the

number of volunteer coaches allowed, allowed volunteer coaches to illegally travel with the team, and illegally used courtesy cars (LSDBi, 2010). Colorado College is predominantly associated with Division III, but for Men's Ice Hockey, they are associated with Division I.

In 1993, the University of the South was also found guilty of impermissible recruiting. The head men's basketball coach provided clothing to recruits, \$4,000 to the father of a student-athlete to help pay for tuition, and clothing and other merchandise to current student-athletes. Academic scholarships were also awarded at the institution to student-athletes on the basis of athletic ability (LSDBi, 2010).

The NCAA reported that Southern Vermont College demonstrated a lack of institutional control over its athletics program. Due to inadequate systems for certifying eligibility, numerous student-athletes competed prior to completing mandatory NCAA forms before being declared eligible. In addition, ineligible athletes were allowed to compete, required institutional forms were not completed or retained on file, and the women's rugby coach knowingly played ineligible players under different names. Similar to the case at Southern Vermont College, Dominican University men's tennis coach played an ineligible player under the name of an injured student-athlete during the 2002-2003 academic year (LSDBi, 2010).

The only case involving illegal practices during the off-season occurred at Ohio Northern University in 2003. In this case, coaches attended "throwing sessions," provided skill instruction to the student-athletes, tracked who attended the sessions, and contacted student-athletes who missed the sessions (LSDBi, 2010).

## CHAPTER III - METHODOLOGY

This study involved the use of a questionnaire that was developed by the researcher and administered to the Athletic Director (AD) at NCAA Division III institutions. The University of New Mexico (UNM) human subjects Institutional Review Board (IRB) reviewed and approved the procedures of this study.

The purpose of this study was to identify the frequency, intensity, and time allocated to common challenges facing the position of NCAA Division III AD. The challenges were examined using the following independent variables: gender, type of institution, geographical location, AD experience, and Learfield Directors Cup finish (2010-2011). These independent variables were used to explore their potential contributions to challenges reported among different Division III ADs.

The data for this study were gathered during February and March of 2011. The study population consisted of ADs that currently hold positions at NCAA Division III institutions.

### Research Population

Four hundred and forty-seven institutions competed in NCAA Division III intercollegiate athletics in 2010. Two of the Division III institutions have two ADs, hence the additional participants in the AD population. Since 10 Division III ADs participated in the pilot study, a total of four hundred and forty ADs were sent a link to the survey.

### Research Instrument

The researcher was unable to identify an existing instrument used for academic research regarding the challenges of Division III ADs. Therefore, a survey instrument was developed exploring the challenges facing Division III ADs. The researcher

developed the list of challenges through personal communication with current Division III ADs and reviewing research on Division III ADs. The list of challenges in the survey included ensuring high academic standards while advocating for athletics, personnel issues, time management, budget/finance issues, making sure athletic programs are competitive, and dealing with parents. After receiving feedback from the pilot group, a seventh challenge entitled risk management was added to the list of challenges.

In order to establish content validity and construct validity for this instrument, a panel of experts examined the survey, and a pilot study was conducted.

Construct validity is the way a measure relates to other variables within a system of theoretical relationships (Babbie, 1990). In order to establish construct validity for this instrument, questions were reviewed by a focus group and a pilot study was used for feedback and psychometric evaluation. The focus group consisted of three professors of sports administration at the University of New Mexico. This focus group was asked to review the survey and evaluate each section's validity. To give an evaluation of each section's validity, the panel of experts examined the questions, wording, terminology in the survey, and clarity of the survey. They also examined the extent to which the questions were relevant to the study's purpose.

#### Pilot Study

A pilot study was performed under UNM IRB guidelines. The survey instrument, cover letter, and follow-up questions were approved by IRB. (see Appendix X). The pilot study was conducted to further refine the instrument and enhance validity of the instrument. Eight Division III ADs served as the pilot group. ADs whom the primary researcher had a connection with were chosen for the pilot study. Division III ADs were



chosen because as current practitioners in the field, they have the most insight into the NCAA Division III model of athletic administration. The Division III ADs who took part in the pilot study were excluded from the main data collection. The pilot was electronically distributed to Division III ADs. The pilot group of ADs were asked the following questions:

- Are the questions in the survey easy to understand?
- Do the questions in the survey use appropriate terminology?
- Do you feel like there are any questions that need to be asked that are not included in the survey?
- Do you feel like there are any questions that are inappropriate?
- Was the survey easy to complete?
- Did you experience any technical difficulties when completing the survey?

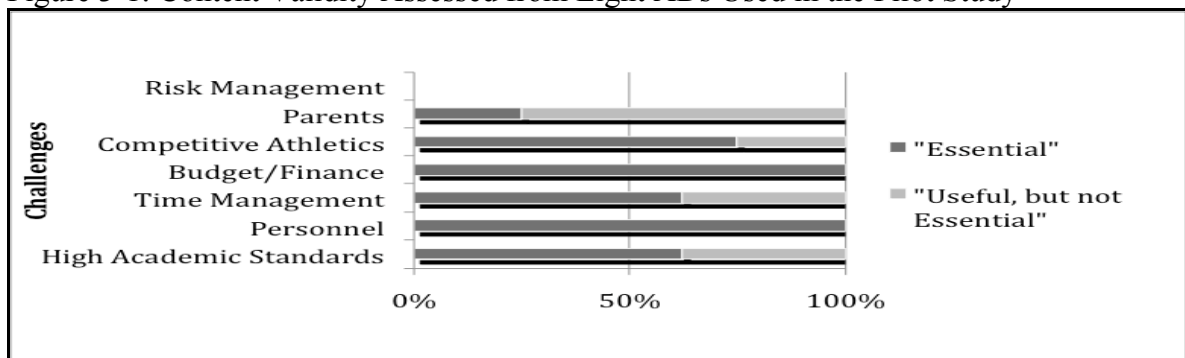
In addition to minor spelling and rewording of a few questions, the following adjustments were made:

- The race question was changed to a write in question from a multiple choice question.
- For the highest degree completed question, “BA Plus,” “MA Plus,” and “Ed S” were added.
- The Regions Question was deleted.
- The staff size question was deleted and the following three questions were added: How many assistant coaches, head coaches, and support staff do you directly oversee?
- “Operational” was added to “Budget” for clarity.

- Questions were added which asked the percent of coaches that are faculty and the percent of coaches that are staff.
- Risk Management was added to the six challenges exploring frequency, intensity, and time.

Content validity was assessed from the eight ADs used in the pilot study. Content validity is the extent to which a measure represents all facets of a given social construct (Babbie, 1990). Content validity in this study was measured by using Lawshe's (1975) method for gauging agreement among raters or judges regarding how essential a particular item is. The ADs serving in the pilot study rated each of the challenges as "essential," "useful, but not essential," or "not necessary." Due to the small number of participants used in this pilot study, the researcher decided to rely on subjective construct validity input from the pilot study. The ADs serving in the pilot group were composed of current NCAA Division III ADs and they rated all six of the challenges proposed to them as either “essential” or “useful, but not essential.” None of the ADs who served on the pilot study rated any of the challenges as “not necessary.” The risk management challenge was added to the list of challenges after one of the ADs serving on the pilot study suggested it as a common challenge among NCAA Division III ADs. The following table shows how the ADs used in the pilot study rated each of the challenges:

Figure 3-1: Content Validity Assessed from Eight ADs Used in the Pilot Study



For the challenges “Budget/Finance” and “Personnel,” validity was increased as these passed Lawshe's content validity ratio ( $CVR = (n-N/2)/(N/2)$ ). Since there were eight involved in the pilot study, a minimum value of .85 was needed to develop content validity. “Budget/Finance” and “Personnel” both had values of 1.00.

### Survey Content

The survey instrument was divided into four sections. The first section of the survey included an explanation of the study, a subsection for obtaining the participant's informed consent, and directions for the survey.

Section two included 33 questions that collected the participant's demographic information. Data collected included information regarding the AD, the position of the AD, and the institution of the AD.

Section three contained questions that were designed to answer the study's research questions. In this section, respondents were asked questions about the challenges of their job in terms of frequency of incidents, intensity of incidents, and percent time devoted to incidents. A six point Likert scale was used to widen the range of scores to improve the ability to compare among the independent variables (Gay, Mills & Airasian, 2006). The Likert scale included the following choices: strongly disagree-1, disagree-2, slightly disagree-3, slightly agree-4, agree-5, strongly agree-6.

The final portion of the survey contained three open-ended questions. Study participants were offered the opportunity to express their thoughts on additional challenges important to the AD job, what would best prepare future ADs for the position of AD at a Division III institution, and which sport management classes are the most important for preparing Division III ADs. Responses to the open-ended questions were

analyzed, and prevalent themes, topics, and issues were included in the results section.

The survey instrument is included in appendix B.

### Online Data Collection

The data were collected using Opinio, an online survey tool provided by University of New Mexico Information Technology Services Department. Data were collected online because it was cost effective (Wright, 2005). Also, responses have been found to be significantly quicker via online surveys compared to mail-based surveys (Shannon & Bradshaw, 2002).

The limitations of online data collection include sampling and technological problems (Wright, 2005). Since the population comprised faculty at institutions of higher education, the researcher felt these limitations were addressed. Also, the pilot study offered feedback on whether or not the survey was technologically sound. It was assumed each participant had access to the Internet and was likely to be technologically skilled enough to open an email, click on the embedded hyperlink, and complete the survey.

### Confidentiality

All responses were kept confidential. Individual and college/university identity was not disclosed in the results and discussion portions of the research. Participation in this study was completely voluntary and confidential. Participants had the opportunity to withdraw from the study at any time for any reason.

### Procedures

Email addresses for all Division III ADs were retrieved from athletic department websites. A few days before the survey was sent out, an email (see Appendix A) was sent to the email addresses retrieved by the researcher. New email addresses were retrieved or

properly copied for emails that did not reach ADs. With a more accurate listing of email addresses for ADs, an e-mail link to the final version of the data collection instrument was distributed to 439 NCAA Division III ADs during February and March of 2011. Utilizing the NCAA online directory to locate addresses for Division III athletic department websites, AD email addresses were located from each of the schools' athletic department websites. The survey instrument was mailed electronically to each of the ADs. A description and purpose of the study was included in the email. Also included was a confidentiality and consent form, contact information, directions for accessing the survey, and a link to the online survey.

The following steps were taken to enhance response rate. First, a Division III AD endorsed the project and asked fellow ADs to complete the survey. Second, a brief email describing the study and asking for participation in the study was sent to all ADs one day before the email with the survey was sent. The final method to increase the number of responses were reminder emails. The researcher sent out four reminder emails to ADs who had not completed the survey. The online software, Opinio, tracked the ADs who did not respond and automatically sent only these ADs who had not responded the reminder emails. The reminder emails were sent out 7, 13, 20, 28 and 35 days after the initial mailing.

### Data Analysis

Four hundred and thirty-nine NCAA Division III ADs were emailed the survey, 234 responded to the survey, and 208 completed the survey. Data were analyzed using SPSS version 15. Data analysis included descriptive statistics, one-way Analysis of Variance (ANOVA), two-way ANOVA's and correlations. All analyses were made with a

pre-set alpha level of .05. Using GPower Analysis version three software, with an effect size of 0.75, alpha level of 0.05 and statistical power of at least 0.8, the study needed a minimum of 24 female ADs at private institutions, 24 male ADs at private institutions, 24 female ADs at public institutions, and 24 male ADs at public institutions. The one-way ANOVA examining each challenge by geographical location required at least 40 subjects per cell. Since this is virtually impossible, this research question was secondary to the others.

The first research question asked, "What challenges of NCAA Division III ADs score the highest in frequency of incidents," and included a number of sub questions that analyzed differences between AD responses and independent variables. For the analysis of R<sub>1A</sub>, ("Is there a significant two way interaction for frequency of each challenge between gender X institution type?") 7, 2 X 2, factorial analysis of variance (ANOVA) were conducted. Each challenge was the dependent variable, and gender and institution type were the independent variables. Gender and institution type data were retrieved from the demographics portion of the survey. For the analysis of R<sub>1B</sub>, ("Is there a correlation between frequency of each challenge and AD years of experience?") a Pearson's correlation was used. Athletic Director years of experience was retrieved from the demographics portion of the survey. Similarly, for the analysis of R<sub>1C</sub>, ("Is there a difference between frequency of each challenge and athletic success as determined by the Learfield Sports Directors Cup standings?") an ANOVA was used. The Learfield Sports Directors Cup standings were divided into two groups with the first group consisting of the top 50% of all NCAA Division III Institutions and the second group consisting of the bottom 50% of all NCAA Division III Institutions. Learfield Sports Directors Cup

standings were retrieved from the National Association of Collegiate Directors of Athletics (n.d.b) website (www.nacda.com) and the 2010-2011 standings were used. Finally, for the analysis of  $R_{1D}$ , ("Is there a difference for frequency of each challenge between different geographical regions of the country?") an ANOVA was used. The regions of the country that were used in this analysis were derived from the seven regions of the country the NCAA has split Division III into and further divided to accommodate for differences in travel and recruiting. Three regions of the country were created for this study. The first was the North East (east of Central Pennsylvania and north of North Carolina), the second was the West and South, and the third was the Mid West (west of Central Pennsylvania, north of Kentucky, and east of Nebraska). Region of the country data were gathered in the demographics portion of the survey. From the question pertaining to conference affiliation, the researcher split institutions into one of the aforementioned regions.

The analyses for the second research question ("What challenges of NCAA Division III ADs score the highest in intensity of incidents?") and third research question ("What challenges of NCAA Division III ADs score the highest in percent time dealt with each challenge?") were conducted the same way as the first research question explained above. The only difference was that intensity ( $R_2$ ) and time devoted to ( $R_3$ ) replaced frequency ( $R_1$ ) in the analyses.

With respect to all research questions involving ANOVAs, all were conducted with alpha level set at  $p < .05$  and appropriate post-hoc tests were conducted.

Responses to the open-ended questions were analyzed by the primary researcher

and prevalent themes, topics, and issues were included in the results section.



## CHAPTER IV – RESULTS

A list of Division III Institutions was taken from the NCAA website and Athletic Director (AD) email addresses were retrieved from the athletics website of each institution. A total of 439 surveys were sent to active NCAA Division III ADs; 234 responded. Six of the respondents elected not to participate in the study, while 228 opted to participate. This resulted in a response rate of 51%. All of the completed surveys were used in the study. Some ADs, however, did not complete all of the items. When an item was not completed, the item was excluded from the analysis for that question. There were 208 ADs who completed the survey in its entirety, resulting in a more accurate response rate of 47%.

The first section of the survey included an explanation of the study, a subsection for obtaining the participant's informed consent, and directions for the survey. Section two included 33 questions that collected the participant's demographic information. Section three contained questions that were designed to answer the study's research questions. The final portion of the survey offered participants the opportunity to express their thoughts on additional challenges important to the AD job, what would best prepare future ADs for the position of AD at a Division III institution, and which sport management classes are the most important for preparing Division III ADs.

### Demographics

Of the 223 ADs who responded to the demographic portion of the study, 181 (81%) reported to be employed at private institutions and 42 (19%) reported to be employed at public institutions. The percentage of public and private institutions in NCAA Division III is similar to the results in this study (NCAA, 2010a). Of the 223

respondents, 170 (76%) indicated they were from liberal arts colleges and 53 (24%) indicated that their institution was not a liberal arts college. The full time undergraduate student enrollment at the institution of the respondents (212) was the following: 28 (13%) for 500-999 students, 86 (41%) for 1000-1999 students, 50 (24%) for 2000-2999 students, 13 (6%) for 3000-3999 students, 8 (4%) for 4000-4999 students and 27 (13%) for 5000+ students (see table 4-1). The responding NCAA Division III ADs came from institutions that sponsored on average 10 male varsity sports and 10 female varsity sports.

Table 4-1  
*Full Time Undergraduate Student Enrollment at the Institution of the AD*

Undergraduate Student Enrollment	Percentage
500-999	13%
1000-1999	41%
2000-2999	24%
3000-3999	6%
4000-4999	4%
5000 +	13%

Of the 217 responses to the question asking to specify gender, 71 indicated female (33%) and 146 male (67%). The 45-54 age range was the most common for ADs, and 71% of ADs indicated that they were between the ages of 45 and 64. Of the 226 responses to the question asking about age, 7 (3%) were 25-34, 43 (19%) were 35-44, 88 (39%) were 45-54, 73 (32%) were 55-64, and 15 (7%) were over the age of 65 (see table 4-2). There were 206 respondents who indicated race, which yielded the following results: 198 (96%) White/Caucasian, 4 (2%) African-American, 2 (1%) Hispanic, 1 (<1%) Euro-American, and 1 (<1%) Asian American (see table 4-2).

There were four (2%) respondents that indicated a bachelor's degree to be their highest degree, and 15 (7%) respondents reported earning a bachelor's degree 'plus.' Half

of the respondents reported a master's degree (113, 50%) and an additional 58 (26%) reported a master's degree 'plus.' Just one respondent earned an educational specialist degree (<1%), and 34 (15%) earned a doctoral degree (see table 4-2). Half of the respondents, 111 of 222, reported having a bachelor's degree in a sport related field. Of the 217 respondents, 6 (2%) have a bachelor's degree in sport management, 67 (30%) have a master's degree in sport management, and 7 (3%) have a doctoral degree in sport management. Over half (53%) of the respondents (115 of 217) do not have a degree in sport management.

Table 4-2

*Division III AD Age, Race, and Highest Degree Achieved*

Age	Percentage	Race	Percentage	Degree	Percentage
25-34	3%	White/Caucasian	96%	Bachelor's	2%
35-44	19%	African-American	2%	Bachelors 'plus'	7%
45-54	39%	Hispanic	1%	Master's	50%
55-64	32%	Euro-American	<1%	Master's 'plus'	26%
65 +	7%	Asian American	<1%	Ed. Specialist	<1%
				Doctoral	15%

The NCAA Division III ADs who responded to this survey averaged 17.73 years of experience in athletic administration with a range of one to 45 years. The respondents averaged 10.42 years of experience as a Division III AD, ranging from 0 to 35 years. Respondents have been in their current AD position for an average of 9.25 years, with a range of 0 to 39 years.

The Full Time Equivalent (FTE) for the respondents' (211) AD portion of their jobs was 84%. The self-reported actual time devoted to the AD portion of their jobs was 90%. Approximately half of the respondents were full time ADs (51%) and half (49%) had additional duties at their institutions. Of the 107 respondents with additional duties,

43 (40%) were head coaches of one or more sports at the institution, 29 (27%) taught academic classes, 15 (14%) taught activity classes, 8 (7%) worked in facilities, 5 (5%) worked in another area of the institution, and 1 (1%) was an assistant coach of one or more sports at the institution. Other ADs indicated involvement in the following areas of the institution: department chair/director of physical education (13), recreation/wellness (7), fundraising/development (4), vice president/assistant vice president (4), dean (3), and trainer (1). Approximately 19% of all the responding ADs were head coaches of one or more sports at the institution where they were employed.

Responding ADs oversaw an average of 14 head coaches and 21 assistant coaches. In addition, responding ADs reported overseeing an average of 10 support staff. Responding ADs reported that just 16% of head coaches were considered faculty and 72% were considered staff.

There were 189 out of 211 (90%) respondents that reported to have participated in intercollegiate athletics. Of those who participated in intercollegiate athletics, 101 (54%) participated at the NCAA Division III level, 33 (18%) participated at the NCAA Division I level, 19 (10%) participated at the NAIA level, 17 (9%) participated at the NCAA Division II level, and 18 (10%) responded with 'other.' The 'other' responses included AIAW, NAGWS, NCCAA, AAU, or pre-NCAA. Over half (56%) of the ADs (117 of 209) involved in this study reported graduating from NCAA Division III institutions. Respondents participated in the following sports: 80 in basketball (43%), 47 in football (25%), 41 in baseball (22%), 31 in soccer (17%), 29 in softball (16%), 28 in track and field (15%), 24 in volleyball (13%), 20 in lacrosse (11%), and 17 in tennis (9%). Other

sports included cross-country, swimming and diving, field hockey, gymnastics, rifle, squash, golf, wrestling, equestrian, rowing, ice hockey, and badminton.

When asked if their job as an NCAA Division III AD is a steppingstone for a better job, 186 of 209 (89%) answered “no” and 23 of 209 (11%) responded “yes.” The mean for Division III AD satisfaction was 4.23 on a scale of 1-5. With 1 not satisfied and 5 very satisfied, respondents reported satisfaction with their current job to be the following: 92 (44%) very satisfied, 84 (40%) “4,” 25 (12%) “3,” 7 (3%) “2,” and 1 (<1%) not satisfied. Just 19 of 209 (9%) reported that they would be willing to take a job as an AD at a Division I institution, 71 (34%) reported that they may be willing to take a job at a Division I institution, and 119 (57%) reported that they would not be willing to take a job at a Division I institution.

#### Athletic Director Challenges Results

Items in section three of the survey instrument dealt with the challenges of NCAA Division III ADs. The challenges were derived from feedback from current Division III ADs, and the list was further refined through eight NCAA Division III ADs who participated in the pilot study. With a lack of prior research on NCAA Division III ADs, the challenges included in this study of NCAA Division III ADs provided insight into the frequency of individual challenges that Division III ADs face in their roles at their institutions. Data derived from this section was also used to analyze challenges of ADs across all of NCAA Division III and compare these challenges to independent variables. There were 208 ADs who completed the questions in this section of the survey.

The first statement ADs were asked to respond to in this section of the survey was, “In my role as Athletic Director, a challenge is ensuring high academic standards

while advocating for athletics.” A total of 134 (64%) of the respondents *slightly agreed* (21%), *agreed* (20%), or *strongly agreed* (24%) to this being a frequent challenge in their positions as ADs at the Division III level. When asked whether this challenge is intense when it occurs, 17 (8%) *strongly agreed*, 36 (17%) *agreed*, 52 (25%) *slightly agreed*. Over 26% of the respondents (55) *disagreed* that when this challenge occurs, it is intense. Overall, respondents did not agree that this challenge takes a high percent of time. There were 136 (65%) of the respondents that *slightly disagreed* (18%), *disagreed* (26%), or *strongly disagreed* (21%) that this challenge takes up a high percent of their time.

The second statement ADs were asked to respond to was, “In my role as Athletic Director, personnel issues are a challenge.” Respondents overwhelmingly *agreed* to this being a challenge in their role as Division III Athletic Directors. In response to whether this challenge occurs frequently, 167 (80%) of the respondents *slightly agreed* (58, 28%), *agreed* (70, 34%), or *strongly agreed* (39, 19%). Just 41 (20%) *slightly disagreed*, *disagreed*, or *strongly disagreed* that personnel issues are a frequent challenge. There were 168 (81%) that *slightly agreed* (59, 28%), *agreed* (67, 32%), or *strongly agreed* (42, 20%) that when this challenge occurs, it is intense. Only 40 (19%) *slightly disagreed*, *disagreed*, or *strongly disagreed* with this statement. Over 74% (154) *slightly agreed* (61, 29%), *agreed* (60, 29%), or *strongly agreed* (33, 16%) that personnel issues take up a high percent of their time.

The third statement ADs were asked to respond to was, “In my role at the institution I am employed, time management is a challenge.” Like the personnel issues challenge, respondents overwhelmingly agreed to this being a challenge in their role as Division III Athletic Directors. A majority (179, 86%) of the 208 respondents *slightly*

*agreed* (47, 23%), *agreed* (86, 41%) or *strongly agreed* (46, 22%) that this challenge occurs frequently. Similarly, 163 (78%) of the 208 respondents *slightly agreed* (60, 29%), *agreed* (70, 34%), or *strongly agreed* (33, 16%) that when this challenge occurs, it is intense. Likewise, 150 (72%) of 208 *slightly agreed* (47, 23%), *agreed* (72, 35%), or *strongly agreed* (31, 15%) that this challenge takes up a high percent of their time.

The fourth statement ADs were asked to respond to was, “In my role as Athletic Director, budget/finance issues are a challenge.” Over 44% (92) of the respondents *strongly agreed* that this is a frequent challenge, and 194 (93%) *slightly agreed*, *agreed*, or *strongly agreed* that this challenge occurs frequently. A vast majority (182, 88%) *slightly agreed* (39, 19%), *agreed* (70, 34%), or *strongly agreed* (73, 35%) that when budget/finance issues occur, they are intense. Similarly, 180 of the 208 respondents (87%) also *slightly agreed* (52, 25%), *agreed* (65, 31%), or *strongly agreed* (63, 30%) that this challenge takes up a high percent of their time.

The fifth statement ADs were asked to respond to was, “In my role as Athletic Director, making sure the athletic programs are competitive is a challenge.” Most (185, 90%) of the respondents (208) either *slightly agreed*, *agreed*, or *strongly agreed* that this challenge occurs frequently in their positions as ADs. A total of 168 of the 208 respondents (81%) *slightly agreed* (54, 26%), *agreed* (71, 34%), or *strongly agreed* (43, 21%) that when this challenge occurs, it is intense. Finally, 166 of the 208 respondents (80%) *slightly agreed* (56, 27%), *agreed* (74, 36%), or *strongly agreed* (36, 17%) that the challenge of making sure athletic programs are competitive takes up a high percent of their time.

The sixth statement ADs were asked to respond to was, “In my role as Athletic Director, risk management issues are a challenge.” There were 139 (67%) of the 208 respondents that *slightly agreed* (62, 30%), *agreed* (61, 29%), or *strongly agreed* (17, 8%) that this challenge occurs frequently. Just 33% *disagreed* or *slightly disagreed* that this challenge occurs frequently. When asked whether this challenge is intense when it occurs, 143 (69%) *slightly agreed* (59, 28%), *agreed* (59, 28%), or *strongly agreed* (25, 12%). There were 65 who *strongly disagreed*, *disagreed*, or *slightly disagreed* with this. Division III ADs reported that risk management issues do not take up a high percent of their time. Over 59% of ADs *slightly disagreed* (64, 31%), *disagreed* (54, 26%) or *strongly disagreed* (4, 2%) that risk management issues are a challenge that takes up a high percent of their time. Just 8 (4%) *strongly agreed* and 25 (12%) *agreed* with this statement.

The seventh and final statement ADs were asked to respond to was, “In my role as Athletic Director, dealing with parents of athletes is a challenge.” There were 128 of the 208 respondents (62%) that *slightly disagreed* (45, 22%), *disagreed* (62, 30%), or *strongly disagreed* (21, 10%) that this challenge occurs frequently. Just 16% (33) *slightly agreed*, 16% (33) *agreed*, and 7% (14) *strongly agreed* that this challenge occurs frequently. The ADs tended to agree that when this challenge occurs, it is intense. Over 75% of the 208 respondents (157) *slightly agreed* (49, 24%), *agreed* (53, 25%), or *strongly agreed* (55, 26%) that dealing with parents of athletes is intense. Just 8 (4%) *strongly disagreed* with this statement. There were 155 of the 208 respondents (75%) that *slightly disagreed* (56, 27%), *disagreed* (69, 33%), or *strongly disagreed* (40, 14%) that dealing with parents of athletes is a challenge that takes up a high percent of their time.



## Gender and Institution Type Effect on Athletic Director Challenges Results

The following section contains the results of the four main research questions.

Within each of the four research questions there are analyses for each of the seven research questions under frequency, intensity and time. ADs responded on a Likert scale (1=strongly disagree, 2=disagree, 3= slightly disagree, 4= slightly agree, 5=agree, 6=strongly agree) to frequency (this occurs frequently), intensity (when this occurs it is intense), and time (it takes up a high percent of my time) for each of the seven challenges.

When comparing challenges experienced by males verses females and public institutions verses private institutions to answer research question R<sub>1A</sub>, ("Is there a significant two way interaction for frequency of each challenge between gender X institution type?") 7, 2 X 2, factorial analysis of variance (ANOVA) were conducted.

When ADs responded to the statement, "In my role as Athletic Director, a challenge is ensuring high academic standards while advocating for athletics," the results for the frequency, intensity, and time portions of the challenge indicated no significant differences among any of the factors. Table 4-3 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-4 shows the *F* and *p* values of the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-3  
*Ensuring High Academic Standards while Advocating for Athletics Changes for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31

Intensity	Mean	3.47	4.20	4.11	4.26
	Std. Dev.	1.794	1.687	1.563	1.505
	<i>N</i>	55	10	111	31
Time	Mean	3.11	3.80	3.53	3.19
	Std. Dev.	1.595	1.476	1.394	1.558
	<i>N</i>	55	10	111	31
	Mean	2.44	3.10	3.05	2.84
	Std. Dev.	1.475	1.370	1.400	1.463

Table 4-4

*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Ensuring High Academic Standards while Advocating for Athletics” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	1.828	.643	.792
	<i>p</i>	.178	.527	.375
Intensity	<i>F</i>	.358	.114	3.039
	<i>p</i>	.550	.892	.083
Time	<i>F</i>	.618	.196	2.374
	<i>p</i>	.433	.822	.125

When ADs responded to the statement, “In my role as Athletic Director, personnel issues are a challenge,” the results for the frequency, intensity, and time portions of the challenge indicated no significant differences among any of the factors. Table 4-5 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-6 shows the *F* and *p* values the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-5

*Personnel Issues for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31
	Mean	4.38	4.30	4.39	4.45

Intensity	Std. Dev.	1.312	1.059	1.177	1.480
	<i>N</i>	55	10	111	31
	Mean	4.58	4.10	4.41	4.32
Time	Std. Dev.	1.301	1.101	1.210	1.222
	<i>N</i>	55	10	111	31
	Mean	4.36	3.70	4.16	3.97
	Std. Dev.	1.406	1.337	1.254	1.494

Table 4-6  
*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Personnel Issues” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	.001	.661	.085
	<i>p</i>	.972	.518	.771
Intensity	<i>F</i>	1.360	.487	.629
	<i>p</i>	.245	.615	.429
Time	<i>F</i>	2.583	.014	.772
	<i>p</i>	.110	.986	.381

When ADs responded to the statement, “In my role as Athletic Director, time management is a challenge,” the results for the frequency, intensity, and time portions of the challenge indicated one significant difference between factors. Within the frequency portion of the challenge, gender was found to be a significant difference ( $F = 4.267$ ,  $p = .015$ ). The mean score for females was 4.48 and for males was 4.70. Table 4-7 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-8 shows the  $F$  and  $p$  values for the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-7  
*Time Management for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31
	Mean	4.55	4.10	4.67	4.84

Intensity	Std. Dev.	1.399	.994	1.021	1.214
	<i>N</i>	55	10	111	31
	Mean	4.36	3.80	4.30	4.35
Time	Std. Dev.	1.544	1.317	1.075	1.305
	<i>N</i>	55	10	111	31
	Mean	4.25	3.70	4.20	4.39
	Std. Dev.	1.506	1.252	1.182	1.407

Table 4-8  
*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Time Management” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	.348	4.267	1.776
	<i>p</i>	.556	.015*	.184
Intensity	<i>F</i>	1.011	1.930	1.523
	<i>p</i>	.316	.148	.219
Time	<i>F</i>	.487	2.067	2.013
	<i>p</i>	.486	.129	.157

\* Significant at the .05 level

When ADs responded to the statement, “In my role as Athletic Director, budget and finance issues are a challenge,” the results for the frequency, intensity, and time portions of the challenge indicated no significant differences among any of the factors. Table 4-9 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-10 shows the *F* and *p* values the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-9  
*Budget and Finance Issues for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31
	Mean	4.98	5.50	5.14	5.16
	Std. Dev.	1.194	.707	.962	1.036
Intensity	<i>N</i>	55	10	111	31
	Mean	4.69	5.20	4.87	5.00
	Std. Dev.	1.318	1.033	1.081	1.065

Time	<i>N</i>	55	10	111	31
	Mean	4.60	5.20	4.79	4.65
	Std. Dev.	1.132	.919	1.105	1.253

Table 4-10  
*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Budget and Finance Issues” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	1.694	.131	1.484
	<i>p</i>	.195	.877	.225
Intensity	<i>F</i>	1.934	.004	.703
	<i>p</i>	.166	.996	.403
Time	<i>F</i>	1.009	.332	2.757
	<i>p</i>	.316	.718	.098

When ADs responded to the statement, “In my role as Athletic Director, making sure the athletic programs are competitive is a challenge,” the results for the frequency, intensity, and time portions of the challenge indicated no significant differences among any of the factors. Table 4-11 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-12 shows the *F* and *p* values the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-11  
*Making Sure Athletic Programs are Competitive Challenge for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31
	Mean	4.65	4.70	4.86	5.13
	Std. Dev.	1.190	1.059	1.108	.846
Intensity	<i>N</i>	55	10	111	31
	Mean	4.31	3.90	1.164	4.58
	Std. Dev.	1.289	1.287	4.58	.992
Time	<i>N</i>	55	10	111	31
	Mean	4.27	4.10	4.48	4.48
	Std. Dev.	1.178	1.449	1.167	1.061

Table 4-12

*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Making Sure Athletic Programs are Competitive” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	.502	1.438	.251
	<i>p</i>	.479	.240	.617
Intensity	<i>F</i>	.737	2.868	.767
	<i>p</i>	.392	.059	.382
Time	<i>F</i>	.127	1.690	.147
	<i>p</i>	.722	.187	.701

When ADs responded to the statement, “In my role as Athletic Director, risk management issues are a challenge,” the results for the frequency, intensity, and time portions of the challenge indicated no significant differences among any of the factors.

Table 4-13 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-14 shows the *F* and *p* values the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-13

*Risk Management Issues for Frequency, Intensity, and Time between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31
	Mean	3.82	4.50	4.07	3.97
	Std. Dev.	1.038	.927	1.196	1.224
Intensity	<i>N</i>	55	10	111	31
	Mean	4.16	4.10	4.16	3.71
	Std. Dev.	1.214	.876	1.218	1.243
Time	<i>N</i>	55	10	111	31
	Mean	3.22	3.70	3.36	3.23
	Std. Dev.	.956	.823	1.242	1.230

Table 4-14

*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Risk Management Issues” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	1.578	1.922	2.924
	<i>p</i>	.211	.149	.089
Intensity	<i>F</i>	1.146	1.440	.651
	<i>p</i>	.286	.651	.421
Time	<i>F</i>	.568	.969	1.788
	<i>p</i>	.452	.381	.183

When ADs responded to the statement, “In my role as Athletic Director, dealing with parents of athletes is a challenge,” the results for the frequency, intensity, and time portions of the challenge indicated no significant differences among any of the factors. Table 4-15 shows the means and the standard deviations for AD responses to frequency, intensity, and time for this challenge. Table 4-16 shows the *F* and *p* values the 2x2 factorial ANOVA for the frequency, intensity, and time of the challenge.

Table 4-15  
*Parents of Athletes Challenges for Frequency, Intensity, and Time Between Males (M), Females (F), Public Institutions and Private Institutions*

Statement		F. Private	F. Public	M. Private	M. Public
Frequency	<i>N</i>	55	10	111	31
	Mean	2.96	3.60	3.17	3.45
	Std. Dev.	1.305	1.506	1.495	1.480
Intensity	<i>N</i>	55	10	111	31
	Mean	4.36	3.70	4.45	4.19
	Std. Dev.	1.379	1.059	1.432	1.662
Time	<i>N</i>	55	10	111	31
	Mean	2.87	2.80	2.71	2.90
	Std. Dev.	1.277	1.317	1.282	1.446

Table 4-16  
*F and p-values for the 2x2 Factorial ANOVA Examining the Frequency, Intensity, and Time of the Challenge “Parents of Athletes Issues” with Gender and Institution Type.*

Statement		Institution Type	Gender	Institution Type * Gender
Frequency	<i>F</i>	2.525	.073	.381

Intensity	<i>p</i>	.114	.930	.538
	<i>F</i>	2.562	.712	.500
Time	<i>p</i>	.111	.492	.480
	<i>F</i>	.052	.013	.256
	<i>p</i>	.820	.987	.613

#### Years of Experience and Athletic Director Challenges Results

Research question, R<sub>1B</sub>, ("Is there a correlation between frequency of each challenge and AD years of experience?"), was analyzed using a Pearson's correlation (*r*). The results of the analysis indicated little relationship when comparing the ADs' years of experience and each challenge. A significant difference regarding time was found in responses to the statement, "In my role as Athletic Director, budget/finance issues are a challenge." The Pearson Correlation for this particular challenge was .145, and the significance was .025. The positive correlation means that the more years of experience of ADs, the higher their response to the time associated with budget and finance. Also, the Pearson Correlation for this same challenge regarding frequency was .134 and yielded significance of .047. The positive correlation means that the more years of experience of ADs, the higher their response to the frequency of budget and finance challenges. Even though a few of these variables showed a significant relationship, none of the correlations were substantial. A correlation of less than .1 is a small effect, .3 a medium effect, and a score of .5 or higher is a large effect (Gratton & Jones, 2010). Table 4-17 shows the Pearson's Correlation and the significance for AD years of experience and frequency, intensity, and time of each challenge.

Table 4-17

*Correlation of Athletic Director Years of Experience and Frequency, Intensity, and Time of Each Challenge*



Challenge	<i>r</i>	<i>P</i>
Academic Standards “Frequency”	-.069	.323
Academic Standards “Intensity”	-.081	.250
Academic Standards “Time”	-.026	.716
Personnel “Frequency”	-.012	.860
Personnel “Intensity”	.007	.915
Personnel “Time”	-.087	.212
Time Management “Frequency”	-.026	.712
Time Management “Intensity”	-.021	.761
Time Management “Time”	-.013	.851
Budget/Finance “Frequency”	.138	.047*
Budget/Finance “Intensity”	.070	.315
Budget/Finance “Time”	.156	.025*
Competitive Athletics “Frequency”	-.054	.437
Competitive Athletics “Intensity”	-.052	.460
Competitive Athletics “Time”	-.080	.256
Risk Management “Frequency”	.021	.763
Risk Management “Intensity”	.062	.372
Risk Management “Time”	.020	.779
Parents “Frequency”	.054	.442
Parents “Intensity”	.064	.363
Parents “Time”	.034	.625

\* Significant at the .05 level

#### Institutional Athletic Success Impact and Athletic Director Challenges Results

Research question, R<sub>1C</sub>, (“Is there a difference between frequency of each challenge and athletic success as determined by the Learfield Sports Directors Cup standings?”) was analyzed using a one-way ANOVA. The Learfield Sports Directors Cup standings were divided into two groups: first, the top 50% of all NCAA Division III Institutions and second, the bottom 50% of all NCAA Division III Institutions. The 2010-2011 standings were used for analysis in this study. The results of the analysis indicated no significant differences when comparing the top 50% and bottom 50% of NCAA Division III Athletic programs according to the Learfield Directors Cup Standings with the frequency, intensity, and time of each of the seven challenges. Table 4-18 shows the

*F*-value along with the significance for the frequency, intensity, and time associated with each of the seven challenges.

Table 4-18  
*The Differences in Frequency, Intensity, and Time of Challenges between Learfield Sports Directors Cup Top 50% of all Institutions and Learfield Sports Directors Cup Bottom 50% of all Institutions*

Challenge	Top 50% Mean	Bottom 50% Mean	<i>F</i>	<i>p</i>
Academic Standards “Frequency”	3.91	4.03	.269	.604
Academic Standards “Intensity”	3.28	3.48	.888	.347
Academic Standards “Time”	2.78	2.94	.613	.435
Personnel “Frequency”	4.39	4.34	.078	.780
Personnel “Intensity”	4.45	4.36	.262	.609
Personnel “Time”	4.21	4.07	.536	.465
Time Management “Frequency”	4.67	4.50	1.036	.310
Time Management “Intensity”	4.29	4.24	.077	.782
Time Management “Time”	4.21	4.17	.045	.832
Budget/Finance “Frequency”	5.09	5.10	.005	.946
Budget/Finance “Intensity”	4.87	4.79	.242	.623
Budget/Finance “Time”	4.71	4.73	.015	.901
Competitive Athletics “Frequency”	4.72	4.99	2.981	.086
Competitive Athletics “Intensity”	4.47	4.53	.126	.723
Competitive Athletics “Time”	4.39	4.48	.294	.588
Risk Management “Frequency”	4.03	3.94	.291	.590
Risk Management “Intensity”	4.20	3.93	2.427	.121
Risk Management “Time”	3.30	3.30	.000	1.000
Parents “Frequency”	3.27	3.02	1.492	.223
Parents “Intensity”	4.42	4.27	.543	.462
Parents “Time”	2.77	2.78	.003	.957

#### Geographical Region Impact on Athletic Director Challenges Results

Research question R<sub>1D</sub>, (“Is there a difference for frequency of each challenge between different geographical regions of the country?”) was also analyzed using a one-way ANOVA. Table 4-19 shows the means of the regions as well as the *F* and *p* values for the ANOVA for the frequency, intensity, and time sections of each challenge.

Table 4-19

*The Differences in Frequency, Intensity, and Time of Challenges between Athletic Directors of the North East, Mid West, and South/West.*

Challenge	Northeast	Midwest	South/West	F	p
	Mean	Mean	Mean		
Academic Standards "Frequency"	4.08	3.76	4.02	.751	.473
Academic Standards "Intensity"	3.38	3.32	3.50	.192	.826
Academic Standards "Time"	2.83	2.78	3.05	.473	.624
Personnel "Frequency"	4.54	4.13	4.38	2.199	.114*
Personnel "Intensity"	4.48	4.38	4.36	.190	.827
Personnel "Time"	4.29	3.92	4.21	1.555	.214
Time Management "Frequency"	4.50	4.79	4.64	1.196	.304
Time Management "Intensity"	4.15	4.52	4.29	1.763	.174
Time Management "Time"	4.00	4.43	4.38	2.575	.079*
Budget/Finance "Frequency"	5.09	5.06	5.29	.693	.501
Budget/Finance "Intensity"	4.75	4.89	5.10	1.421	.244
Budget/Finance "Time"	4.66	4.76	4.90	.720	.488
Competitive Athletics "Frequency"	4.83	4.92	4.76	.273	.762
Competitive Athletics "Intensity"	4.27	4.68	4.69	3.226	.042*
Competitive Athletics "Time"	4.31	4.56	4.45	.887	.413
Risk Management "Frequency"	4.07	3.81	4.12	1.253	.288
Risk Management "Intensity"	4.07	4.11	4.07	.026	.974
Risk Management "Time"	3.38	3.21	3.31	.435	.648
Parents "Frequency"	3.46	2.75	3.14	4.939	.008*
Parents "Intensity"	4.49	4.27	4.17	.894	.411
Parents "Time"	2.95	2.49	2.83	2.516	.083*

\* Significant at the .05 level

Post Hoc Test using LSD revealed a number of differences between regions.

There was a significant difference between the North East and the Mid West in Personnel frequency. Mean Difference was .417, and significance was .037. The ADs in the North East had a mean score of 4.54, and the ADs in the Mid West had a mean score of 4.13.

There was also a significant difference between North East and Mid West in the time portion of Time Management. Mean difference was .429, and the significance was .041. ADs in the Mid West had a mean score of 4.43, and ADs in the North East had a mean score of 4.00.

A significant difference was also found between the North East and Mid West in Competitive Athletics intensity with a .411 mean difference and a significance of .030.

ADs in the Mid West had a mean score of 4.68 and ADs in the North East had a mean score of 4.27. In addition, a significant difference was found between the North East and Mid West in the frequency portion within the challenge Parent Issues and included a mean difference of .710 and a significance of .002. ADs in the Mid West had a mean score of just 2.75, whereas ADs in the North East had a mean score of 3.46. Finally, there was a significant difference between North East and Mid West in Parent Issues time with a mean difference of .459 and a significance of .027. ADs in the North East had a mean score of 2.95 and ADs in the Mid West had a mean score of 2.49.

## CHAPTER V – DISCUSSION

### Demographics

Previous studies of Division III Athletic Directors (AD) yielded response rates of 28-65% (Anderson & Gray, 1994; Burton & Peachey, 2009; Robinson et al., 2003). Just 19% of respondents indicated they were from a public institution, and 81% indicated they were from a private institution. The NCAA has stated that Division III comprises 20% private institutions and 80% public institutions (NCAA, 2010a). A recent study by the NCAA indicated that in Division III women occupied 29% of AD positions, and minorities occupied 5% of AD positions (NCAA, 2010e). In this study, 33% of respondents indicated they were female, and approximately 4% indicated they were a minority. The present study closely reflects data recently published by the NCAA.

The results of the education portion of the survey revealed the highest degrees achieved by ADs are a bachelor's degree (4%), bachelor's degree plus (7%), master's degree (50%), master's degree plus (26%), educational specialist degree (1%), and doctoral degree (15%). A study by Schneider and Stier (2005) of University Presidents reflects the findings in the present study. Presidents of all three Divisions believed it was essential to have a bachelor's and master's degree, but a certificate beyond a master's degree was not considered essential or important to the success of an AD (Schneider & Stier, 2005).

### Athletic Director Challenges

#### *Budget and Finance*

Athletic Directors overwhelmingly *agreed* with the challenge of budget and finance as 93% of ADs at least *slightly agreed* to this challenge occurring frequently

(44% *strongly agreed*), 88% at least *slightly agreed* that when this challenge occurs, it is intense (35% *strongly agreed*), and 87% at least *slightly agreed* that this challenge takes up a high percent of their time (31% *strongly agreed*).

The high level of agreement by ADs regarding the budget/finance challenge may be attributed to the current economic times and the effect this has had on state funding of public institutions and enrollments in private institutions. However, if the American blend of athletics and education remains, most athletic departments will be forced to justify their existence as they constantly face budget cuts. Also, ADs at any level, but in particular at the Division III level where they are typically in charge of a wide array of responsibilities, must continue to grow savvy in budget and finance issues.

According to a study of university presidents by Schneider and Stier (2005), all three NCAA Divisions cited budget and finance competence as one of the most important aspects an AD can bring to the job. The authors concluded that if ADs do not have strong fiscal management skills, the goals of the athletic department will become difficult to realize (Schneider & Stier, 2005).

#### *Keeping Athletic Programs Competitive*

Another common challenge among ADs was keeping athletic programs competitive. Over 90% of ADs at least *slightly agreed* that this occurs frequently, 81% at least *slightly agreed* that when this occurs it is intense, and 80% at least *slightly agreed* that this takes up a high percent of their time. Division III athletics is often viewed as non-competitive. However, the challenge of keeping athletic programs competitive at the Division III level might more appropriately be viewed as an effort to balance athletics and academics.

In Division III institutions, both academics *and* athletics must achieve the highest level possible, given limited resources and restrictions. In contemplating a move to Division III from the NAIA, the Southern Virginia University Athletic Director said, “With nearly 450 schools in D-III, it’s a competitive organization, but there remains a focus on academics and student success in preparing for careers and graduate programs” (¶ 2). The University president echoed this by saying, “D-III is a great fit for us because of its commitment to amateurism and less commercialized but highly competitive athletics” (Olsen, 2011, ¶ 2)

The high response rate to this challenge may be attributed to a number of factors. First, the so-called arms race in intercollegiate athletics financially exacerbates this challenge. ADs face constant pressure to keep their athletic programs and facilities competitive with other institutions in their league and around the nation. Second, successful and competitive athletic programs attract student-athletes, ‘fill beds,’ involve the community, add to campus life, and gives a good name to an institution. Given that success can be defined in many different ways, athletic programs need to be successful to justify their existence. At the Division III level, success has a different definition from Division I or II levels. The results of the open-ended questions regarding what best prepares Division III ADs for their jobs found at the end of the study indicates that ADs must be knowledgeable about how athletics appropriately blends with and supports academics at the Division III level.

#### *Personnel Issues*

The data suggests that personnel issues also proved to be a substantial challenge among Division III AD respondents. In terms of personnel issues, 80% of ADs at least

*slightly agreed* that this challenge occurs frequently, 81% at least *slightly agreed* that when this challenge occurs it is intense, and 74% at least *slightly agreed* that this challenge takes up a high percent of their time. Personnel issues have been found to be a challenge particularly among female Division III ADs (Quarterman, DuPree, & Willis, 2006). Administrators, managers, and supervisors are going to always have issues with personnel, and Division III athletics is no exception.

The data suggests that experience in a wide array of areas is pertinent to the success of an AD. First, experience is needed in dealing with the wide variety of people and personalities that are found within an athletic department. Given the nature of coaching at the collegiate level, college coaches demand a lot from their ADs. Second, strong communication and people skills increase positive communication between subordinates (coaches) and the AD. Third, knowledge and experience in a wide variety of sports is useful. The more ADs know about a sport, the better they will be able to serve the coach and the needs of the program. Fourth, to improve personnel issues, an AD should have a knowledge and philosophy of Division III intercollegiate athletics that appropriately jives with the mission of the institution (Division III membership survey, 2008). In speculation, hiring, evaluating, reviewing, and firing become easier when personnel support the mission of the athletic department and the AD consistently implements department policies (Naughton, 1997).

### *Time Management*

Time management proved to be a challenge that affects a high percent of ADs at the Division III level. Eighty-six percent of Division III ADs at least *slightly agreed* that time management is a challenge that occurs frequently. This is not surprising given the



multitude of responsibilities of Division III ADs. There were 49% of ADs who reported to have other duties at the institution in which they were employed, such as chairing a department, teaching, working in facilities, and coaching. In addition, the reported FTE for ADs was 83.5%, but ADs reported to be working 88.9% on their AD responsibilities. There is a gap between the time expected for ADs to do their job and the actual time it takes to get a job done.

With time management issues negatively affecting ADs, it is important for supervisors of ADs at Division III institutions to create manageable job descriptions and offer appropriate support to ADs so that they are able to balance the many responsibilities of the AD with their other responsibilities. Likewise, ADs must spend the appropriate time and energy on each of their responsibilities. Perhaps ADs need to be more productive with their time. This may mean blocking their time according to what their job description says or delegating responsibilities to others where they are able to do so.

#### *Risk Management*

A total of 67% of ADs at least *slightly agreed* that risk management was a challenge that occurs frequently. If well over half of ADs agree that this is a frequent challenge, it is important for ADs to be aware of risk management issues and continually develop their knowledge of risk management.

#### *Balancing Academics and Athletics*

A total of 64% of ADs reported that they at least *slightly agreed* that balancing academics and athletics is a challenge that occurs frequently. Given the high percent of responding ADs who graduated from Division III institutions (56%) and who participated in athletics at the Division III level (54% of the 90% that participated in intercollegiate

athletics), perhaps balancing academics and athletics is not much of a challenge because the balance is clear and second nature to these ADs. With 64% of ADs at least slightly agreeing to this being a challenge that occurs frequently and 24% strongly agreeing that it occurs frequently, it is a formidable challenge of which future ADs should be aware. Experience in Division III settings as an athlete, coach, or employee might aid in overcoming this challenge.

#### *Dealing with Parents of Athletes*

Athletic Directors reported the intensity aspect of dealing with parents to be high; however, the frequency and time aspects of this challenge were not. Over 75% of responding ADs at least *slightly agreed* that when the challenge of dealing with parents of athletes occurs, it is intense. Just 38% at least *slightly agreed* that this occurs frequently, and 25% at least *slightly agreed* that it takes up a high percent of their time. At the collegiate level, where parents typically play a far smaller role in their children's lives than at the high school level, one would think the AD would not have to deal with parents very often. The results indicate this; yet, over a quarter of ADs reported that it is a frequent challenge and it takes up a high percent of their time. Some ADs might open themselves up to more negative communication with parents by choosing to engage angry parents whereas other ADs may decide to limit these interactions as much as possible.

#### Additional Challenges of Athletic Directors

Athletic Directors also had the opportunity to write in additional challenges that they felt impacted their jobs. The challenge that arose most frequently in this section had to do with fundraising, budgets, and donors. One AD responded with the following:

The current economic climate is a challenge. Athletics are expensive and now in tough times, the expense is being questioned in relation to institutional worth. We have successful programs that not only attract good athletes but good students as a whole. Cutting sports and budgets can adversely affect enrollment, the very place where the institution gets its money, to then support athletes. This makes no matter to the administration. Cutting budgets and perhaps sports is what they'll do regardless of their worth. It seems counter-intuitive to me.

The theme of balancing work and life, managing many responsibilities, and time management also emerged from the responses. One AD wrote the following:

To both teach and administrate in today's athletic and academic culture is my greatest challenge of all. To do both well – with conscientiousness to the welfare and learning of both students and athletes – is often overwhelming and it makes me feel like I do neither well. I feel like a jack-of-all-trades and master of none. This is de-motivating especially as new administrative duties are given without back off of my teaching load.

Additional challenges included facility operations and usage, personnel, human resources, managing support staff, academic issues, negative faculty perception of athletics, working with the NCAA and conferences, working with the admissions department, recruiting, and managing and educating coaches. Elaborating on the challenge of educating coaches, one AD wrote that the challenge of dealing with coaches is

keeping coaches from being too territorial, to the point that they want to dominate the student athlete from the first day of classes to the last – with some control over

the summer. The challenge (is) controlling the ‘voluntary’ participation of student athletes outside the traditional and non-traditional seasons.

One AD summed up the challenge of working with admissions by writing, “We are a tuition-driven institution. Stress for me is related to our staff making their recruiting numbers. We generate two reports per month that assess every full-time coaches production in recruitment in terms of visits, applications, and tuition deposits.”

Other less-commonly expressed challenges included dealing with specific athlete issues, maintaining gender equity, game management, and building winning or successful athletic programs. Although some of these responses were similar to the challenges specifically named in the questionnaire, the ADs provided valuable insight into what makes their job more difficult. Knowing what makes the job of an AD difficult will aid those preparing and supervising ADs.

#### Institution Type and Athletic Director Challenges

No significant differences were found between the challenges reported by public institution ADs and those reported by private institution ADs. While conducting preliminary research on challenges of Division III ADs, the researcher was led to believe by one Division III AD that there is some tension between public and private ADs. Given this apparent tension, the researcher thought there might be a difference in the responses of ADs at these two levels. However, the data indicates no difference in the responses of Division III ADs with regard to institution type. The reason for no differences could be that it is difficult to find differences in a restricted range of scores or that public and private institution ADs experience similar challenges.

#### Gender and Athletic Director Challenges

Similarly, little difference was found between the challenges reported by male and female ADs. The only significant reaction for gender was found in the 2x2 factorial ANOVA examining the frequency of the time management challenge. Female private ADs reported a mean score of 4.55, and female public ADs reported a mean score of 4.10, whereas male private ADs reported a mean score of 4.67, and male public ADs reported a mean score of 4.84. There was a significant difference ( $F = 4.267, p = .015$ ) between females and males as females reported a mean score of 4.48, and males reported a mean score of 4.70. Males tended to perceive time management as a challenge more frequently than female ADs. This could be attributed to a wide variety of factors that would be difficult to assume. Quarterman et al. (2006), found time constraints and commitments to be a challenge experienced by just 6.3% of Division III female ADs. Although males were significantly higher than females with the challenge of time management, perhaps the issue of time management is increasingly becoming more of a problem among both Division III female and male ADs. Quarterman et al. (2006) also found that personnel and budget/funding issues were the most common challenges experienced by Division III female ADs. There were no differences found in the present data between males and females in these two areas.

Given the impact that Title IX has had on athletics, particularly intercollegiate athletics, it is refreshing to see male and female ADs experiencing similar challenges. There might be a cause for some concern if there was a difference between genders. With females making up approximately 29% of Division III ADs (NCAA, 2010e), the highest of any NCAA Division, and minimal difference between the challenges reported in this

study, the data suggests that Title IX has had a positive effect on leadership in Division III settings.

#### Institution Competition Level Impact on Athletic Directors

When examining the differences between the more competitive institutions at the national level and the less competitive institutions at the national level by using the Learfield Sports Directors Cup and splitting all institutions into two groups, top 50% and bottom 50%, there were no significant findings to emerge from the data.

One might expect that the data might indicate differences between institutions competing at a higher level of athletics and institutions competing at a lower level of athletics, especially in the balance of athletics and academics. One might also expect that ADs at institutions in the bottom 50% of the Learfield Directors Cup scoring would be more aware of the balance of academics and athletics because they are striving to be more competitive and in doing so experience the tension of balancing both. Another thought was that ADs in the less competitive group would agree with the academic standards challenge more because they actually place a higher emphasis on maintaining the balance between academics and athletics, which would result in a less athletically competitive institution at the national level.

Results, however, indicated no differences between these two groups. Looking at Division III athletics as a whole, it is refreshing to see no difference between ADs in the more and less competitive groups. Generally speaking, although pressures and expectations may be different between ADs at different competition levels, ADs throughout Division III face similar challenges.

#### Years of Experience Impact on Athletic Director Challenges

The correlation between frequency of each challenge and AD years of experience yielded significance in just a few of the variables. Despite a few of these variables showing a significant relationship, none of the correlations were substantial. The time portion of budget/finance issues correlated with AD years of experience. As ADs' years of experience increased, responses to time associated with budget/finance also increased. Similarly, as ADs' years of experience increased, responses to the frequency of budget/finance challenges occurring also increased.

The significance found between budget/finance issues and AD years of experience could be attributed to recent times where budget issues have been much more prevalent among all colleges, and private liberal arts colleges in particular. The issue may appear to be more challenging because ADs with many years of experience had been familiar with the times when budget issues were much less of a problem. The significant relationship could also be attributed to the fact that as ADs gain more experience, they are given more responsibility over the school's athletic budget. This increase in responsibility may be the cause of increases in AD budget and finance challenges.

#### Impact of Region on Athletic Director Challenges

Division III institutions are not equally dispersed throughout the United States (see Figure 1). The greater North East region of the United States is saturated with Division III institutions, a substantial number exist throughout the Mid West, and there is just a smattering in the South and West. Division III institutions were split into three regions for the purposes of this study. The regions are not based on regions assigned by the NCAA or any other previous research. The regions were created because given the differences in proximity from one Division III institution to another, it was expected ADs

at the institutions in one area of the country to experience different challenges from ADs in other areas of the country. Overall, the results indicated limited significant differences between the regions used in this study. Any differences found should be examined with caution as the region variable did not come from the NCAA and was not based on prior research.

Just two significant differences were found between regions of the United States (see Table 4-19). First, ADs in the Mid West and South/West *agreed* with the intensity portion of the challenge of keeping athletics competitive more than ADs in the North East. Perhaps the differences stem for cultural issues that are experienced differently in the North East and the Mid West or South/West. Another hypothesis is that ADs at institutions in the North East, where they are located relatively close in proximity to each other, do not feel the need to be as competitive because the pool of Division III institutions is larger, thereby increasing each institution's chance of being superior to others. Second, ADs in the North East *agreed* more with the frequency portion of the challenge of dealing with parents of athletes than ADs in the Mid West. If ADs in the North East have more frequent interactions with parents, perhaps the ADs in this area of the country are viewed by parents as having a different role in small college athletics than ADs in the Mid West. Given the high number of Division III institutions in the North East, perhaps students travel less distance to attend these institutions, thereby possibly increasing the amount of time parents attend and are involved in their children's athletic endeavors.

Although challenges experienced by ADs may not reflect the challenges of Athletic Departments, the lack of difference between ADs at institutions in different



regions of the country indicates that there may not be much difference between institutions around the country. ADs in one area of the country appear to face similar challenges to ADs in other areas of the country, perhaps indicating that the mission and goals in Division III athletic departments are similar.

### Follow-Up Analyses

#### *Impact of Intercollegiate Basketball Participation on Challenges*

Over 89% of the responding ADs participated in intercollegiate athletics with over 50% of these ADs participating at the NCAA Division III Level. The most common sport played by ADs participating in intercollegiate athletics was basketball. Over 42% of the ADs who participated in intercollegiate athletics participated in basketball. When ADs who participated in basketball were compared with those who did not participate in basketball, significant findings emerged.

A one-way ANOVA between these groups was conducted, and AD challenges were found to be significantly different between those that participated in basketball and those that did not participate in basketball. Regarding the challenge of keeping athletics competitive, significant difference was found with the frequency ( $F = 11.179, p = .001$ ), intensity ( $F = 5.655, p = .018$ ), and time ( $F = 11.743, p = .001$ ). Regarding the challenge of dealing with parents of athletes, significant difference was found in frequency ( $F = 8.524, p = .004$ ) and time ( $F = 6.917, p = .009$ ). ADs that did not participate in intercollegiate basketball reported these challenges to be greater than those that played intercollegiate basketball. Table 5-1 shows the means of the ADs who participated in basketball and the ADs who did not participate in basketball as well as the  $F$  and  $p$  values

for the ANOVA for the frequency, intensity, and time sections of competitive athletics and parent challenges.

Table 5-1  
*The Differences in Frequency, Intensity, and Time of Competitive Athletics and Dealing with Parents Challenges between ADs who Participated in Intercollegiate Basketball and ADs that did not Participate in Intercollegiate Basketball*

Challenge	Participation in Intercollegiate Basketball		F	p
	Yes	No		
Competitive Athletics “Frequency”	4.53	5.04	11.179	.001*
Competitive Athletics “Intensity”	4.23	4.63	5.655	.018*
Competitive Athletics “Time”	4.06	4.62	11.743	.001*
Parents “Frequency”	2.81	3.40	8.524	.004*
Parents “Intensity”	4.21	4.45	1.373	.243
Parents “Time”	2.49	2.97	6.917	.009*

\* Significant at the .05 level

The AD responses were based on the AD perception of challenges. It would be difficult to assume or predict why the differences might exist between those who participated and those who did not participate in intercollegiate basketball in regards to the competitive athletics challenges and parent challenges. This would be an interesting further study.

#### *Job Satisfaction of Athletic Directors*

The NCAA is split up into three divisions with Division III often referred to as the least competitive division. One might expect that future ADs would aim to direct athletics at the highest level possible, thereby making a Division III AD job the least desirable of the three divisions. Respondents, however, are overall very satisfied with their jobs, and most do not aspire to move on to the Division I level. There were 186 of the 209 respondents (89%) that answered “no” to viewing their job as an NCAA Division III Athletics Director as a steppingstone. Further, when asked about how satisfying their jobs

are, 176 of 236 (84%) ADs reported to be at least a 4 out of 5 on a Likert Scale with 1 being not satisfied and 5 very satisfied. The mean for Division III AD satisfaction was 4.23. Just one AD reported to not be satisfied in his or her current job, and 92 of 236 (44%) reported to be very satisfied in their positions as ADs.

When a correlation was conducted between each of the challenges and satisfaction, all but the Risk Management challenges were found to be negative correlations. As each of these challenges decreases, satisfaction increases. Further, *r*-values of less than -1.36 were found within academic standards “intensity,” and the three challenges (frequency, intensity, and time) within personnel, time management, budget/finance, and competitive athletics. The time portion of time management was negatively correlated the highest with job satisfaction and had an *r*-value of -2.19. It should be noted that none of the correlations, even those that came out to be significant, were large. With the highest correlation at .219, all were considered to have less than a medium effect (Gratton & Jones, 2010).

Despite the high degree of satisfaction expressed by Division III ADs, the challenges presented in the survey did have an impact on satisfaction. Table 5-2 shows the Pearson’s Correlation and the significance for satisfaction and frequency, intensity, and time of each challenge. The trend in this correlation is particularly interesting. In all of the challenges except the challenges within risk management, the correlations came out to be negative. This means that as satisfaction of ADs increased, the challenges experienced by ADs decreased. ADs who experience less challenges or perhaps are able to over come challenges easier are likely to be more satisfied in their jobs. Division III leaders should provide opportunity for their ADs to solve problems and deal with

challenges. Division III leaders should also be aware of the negative impact these challenges have on ADs at this level.

Table 5-2  
*Correlation of Athletic Director Job Satisfaction and Frequency, Intensity, and Time of each Challenge*

Challenge	<i>r</i>	<i>P</i>
Academic Standards “Frequency”	-.016	.816
Academic Standards “Intensity”	-.143	.040*
Academic Standards “Time”	-.114	.102
Personnel “Frequency”	-.122	.078
Personnel “Intensity”	-.062	.370
Personnel “Time”	-.163	.019*
Time Management “Frequency”	-.179	.010*
Time Management “Intensity”	-.191	.006*
Time Management “Time”	-.219	.001*
Budget/Finance “Frequency”	-.136	.049*
Budget/Finance “Intensity”	-.143	.039*
Budget/Finance “Time”	-.171	.013*
Competitive Athletics “Frequency”	-.161	.020*
Competitive Athletics “Intensity”	-.157	.023*
Competitive Athletics “Time”	-.203	.003*
Risk Management “Frequency”	.091	.193
Risk Management “Intensity”	.043	.539
Risk Management “Time”	.002	.978
Parents “Frequency”	-.012	.867
Parents “Intensity”	-.076	.274
Parents “Time”	-.060	.387

\*Correlation is significant at the .05 level

*Satisfaction and competition level of institutions.* Further insight into the satisfaction of Division III ADs reveals that there is a significant difference between ADs at institutions finishing in the top 50% and bottom 50% in the Learfield Directors Cup. A one-way ANOVA between satisfaction scores of the top 50% and bottom 50% schools on the Learfield Directors Cup scoring was conducted. The *F* value was 7.27 and yielded a significance of .008. The mean satisfaction score of the top 50% on Learfield Directors Cup was 4.39 and the mean satisfaction score of the bottom 50% on Learfield Directors

Cup was 4.08. According to this finding, ADs in the less competitive athletic programs experience less satisfaction than ADs in the more competitive programs. Table 5-3 shows the Means of the top 50% and bottom 50% as well as the *F* and *p* values for the ANOVA for satisfaction.

Table 5-3  
*The Differences in Satisfaction between Learfield Sports Directors Cup Top 50% of all Institutions and Learfield Sports Directors Cup Bottom 50% of all Institutions*

	Top 50% Mean (N=118)	Bottom 50% Mean (N=91)	<i>F</i>	<i>p</i>
Satisfaction Score	4.39	4.08	7.27	.008*

\* Significant at the .05 level

The reason for this difference may be two-fold. First, ADs find satisfaction in seeing their teams advance to post season competitions at the national level. An AD at a non-competitive institution might have the right work ethic and effort to build a successful program, but due to circumstances beyond his or her control, can not bring the athletic program to the next level. It is satisfying for ADs to watch their athletic programs advance to national level competition. Second, it is likely that the more competitive institutions have more resources than non-competitive institutions as determined by Learfield Directors Cup Scores. Resources available to ADs may have a positive influence on their satisfaction. A correlation ( $r = .157, p = .04$ ) was found between satisfaction with current job and operational budget. As the operational budget increased, so did AD satisfaction with current job.

*Experience.* Evidence also suggests that satisfaction increases with AD years of experience. Satisfaction with current job was found to significantly correlate with years in current position ( $r = .187, p = .007$ ), Division III AD experience ( $r = .208, p = .003$ ), and Athletic Administration Years of Experience ( $r = .183, p = .008$ ). Data reveals that

ADs are most satisfied when they are employed at institutions that have high operational budgets and are competitive at the national level. There is also evidence supporting that years of experience increases satisfaction.

*Reasons for the High Degree of Job Satisfaction.* Division III ADs experience challenges, but overall individuals in these positions enjoy their jobs. A study of Canadian intercollegiate basketball coaches revealed that the coach-athlete relationships emerged as having the greatest influence on job satisfaction (Davies, Bloom, & Salmela, 2005). According to the authors in the study, by devaluing winning, the coaches experienced long-term job satisfaction and were able to achieve their goals. The authors concluded that “while there were some factors that caused job dissatisfaction, these were more than compensated by the strength of their passion for sport and caring for the athletes” (p. 189).

Division III athletic programs are typically small in size and intensity, like the Canadian intercollegiate programs. Similar to the Canadian basketball coaches, could the high degree of satisfaction found in ADs at the Division III level be attributed to the relationships formed between coaches and athletes, and the decreased emphasis placed on winning compared to other divisions? A recent study found that NCAA Division III female ADs care deeply about college athletics, are energized by interactions with student-athletes and coaches, and value the Division III philosophy (Parrott, 2010). Future research should investigate the reasons for the high degree of job satisfaction found in ADs at the Division III level.

Preparation for Future NCAA Division III Athletic Directors

The last section of the survey asked the ADs to respond to three open-ended questions. One of the questions was “What would best prepare future ADs for a position at a Division III Institution?” Three key themes emerged from the responses.

First, ADs at Division III institutions should understand how Division III athletic departments tend to operate, and have an appreciation for the philosophy of athletics at this level. A number of ADs wrote about the importance of Division III ADs knowing and appreciating the philosophy of Division III athletics. One AD wrote, “It is very important to have an understanding of the philosophy of Division III athletics. Future Athletic Directors at the DIII level must also come into the position with the understanding that their resources will be limited.” Another AD wrote, “a love for the purity of the sport and the student-athlete experience.” Another AD wrote:

I think future ADs need lots of training in philosophy of sport. As we continue to face competitive and fiscal challenges, ADs need to be good leaders with clear vision. Athletics is becoming so prominent on many campuses because athletes fill beds (boost enrollment). Admissions standards for athletes may continue to erode if college campuses continue to see athletics as their best bet to maintain a healthy environment.

After suggesting that internships at Division III institutions are helpful, one AD wrote, Administrators need to know and appreciate the various nuances of what a Division III athletics program is (and is not). We are unique in what we do for our institutions and administrators need to know those qualities before they start working at a D-III.

Second, while Division III institutions are unified in the mission of the student coming before the athlete, there is a wide range of differences among Division III athletic programs. Some departments may be structured in a similar way, yet obvious differences exist. One Division III AD responded with “Division III is so diverse, institutions’ needs are very different. For our institution, the AD must have experience as a coach. At some larger institutions around us, the AD may be better served to have no coaching experience.” Another Division III AD wrote that the preparation of Division III ADs depends on many factors, stating the following:

If the AD reports through the academic side of the institutional organizational structure, an academic preparation would seem suitable and a terminal degree in an academic discipline – PE, Sport Management; if the AD reports through the Dean of Enrollment, recruiting, marketing, business preparation might be valuable; if the AD reports through Student Affairs, a background in student personnel, student development, or counseling might seem (best).

Third, ADs at Division III institutions face many responsibilities and are forced to wear a variety of hats. An AD wrote, “Director of Athletics have to put out fires all day long. We get pulled in many directions. We work long hours and our salaries are low. The parents have become extremely demanding. Be prepared to deal with becoming frustrated.” Perhaps the best suggestion for what would best prepare future ADs for a position at a Division III Institution was “Strong fortitude and steel underwear.”

#### *Experience*

Despite the many different ways ADs at the Division III level believe future ADs would best be prepared, a few common themes emerged. The most common response to



this question was the need for experience in athletic administration. Included were responses ranging from general AD experience, experience as an assistant AD, experience interning in athletics administration, experience at a Division III institution, and working as a subordinate in athletic administration. A total of 47 (44%) of the 107 ADs who responded to this question indicated that administrative experience is important.

One AD summarized the areas of experience that are important for Division III ADs:

Wide range of experience in areas of fund raising, public speaking, budget/finance, personnel/conflict resolution/problem solving, program development, recruiting/marketing, community relations, event managements, etc. Working as an assistant AD to get this experience would be best. Though an area may not be part of the job description is to seek ways to ‘volunteer’ to help or complete special projects in each area.

Intercollegiate student-athlete experiences, specifically experiences at the Division III level, were expressed by survey respondents to be important in the preparation of Division III intercollegiate ADs. It is fitting that 90% of the responding Division III ADs participated in intercollegiate athletics. Many of these responses discussed the importance of intercollegiate athletic playing experience at the Division III level. An AD wrote, “I have noticed that D-3 athletes seem to adapt better than D-1 athletes to the D-3 environment.”

*Coaching*

Coaching experience, specifically at the Division III level, was often named as a way to best prepare future Division III ADs. Of the 107 ADs who responded to this question, 44 (41%) included coaching as an important factor in preparation for a job as a Division III AD. One AD wrote, “Too many ADs are in the position because they were ‘published’ and have several advanced degrees. The problem is they can give no advice to coaches in helping them maintain and manage successful athletic programs.” Another AD wrote the following:

Having worked as a Division III head coach is a plus. It is hard to understand and appreciate the pressure a coach feels to: 1) field competitive teams on limited resources; 2) recruit quality students as well as quality athletes; and, 3) keep kids on the right track and involved in community service projects, unless you have actually been there and attempted it.

Another AD responded, “College coaching experience is extremely helpful. Head coaches come to you for advice and counsel; it helps when you’ve ‘been there, done that’; you understand their dilemma or issue, it gives you credibility with your coaching staff.”

#### *Additional Themes*

Division III ADs must have experience with and know how to manage people. Responses indicated the importance of leadership, personnel, and communication skills. In addition, experience with and sound practices in business and management are valuable.

Given the growth of the sport management field, one might hypothesize that Division III ADs would suggest a degree in sport management to be important to prepare

them for a job as an NCAA Division III AD. However, just a handful of ADs mentioned the value of a degree in sport management. A number of ADs felt that a degree in business or an MBA would be helpful in preparation for the job as a Division III AD.

Leaders of sport management programs should take note of these findings, which come from individuals in positions of athletic administration leadership. Sport management programs must continue to teach the basics of athletic administration, but internships and hands on experience in areas of athletic administration appear to be vital.

#### Education Preparation for Future Division III ADs

The final open-ended question asked ADs to respond to the question, “What sport management related classes do you think are the most important for the preparation of Division III Athletic Directors?” A total of 120 ADs provided a response to this question. Some ADs listed a few classes, and other ADs listed many classes as the most important. One AD expressed the need for future ADs to have an appreciation for higher education: “More higher education classes – need to understand how athletics fits into the overall campus culture and governance.” Another AD echoed a similar belief by writing, “Division III should insist on hiring only those who have completed master’s degrees in order to preserve the balance between sports and academics.”

There were 14 classes that at least 5 ADs named, the most common class of which was budget and finance. A total of 53 of the 120 ADs (44%) wrote in budget, finance, or a comparable class such as economics or accounting.

The second most common class that ADs named was personnel and human resources. There were 42 of the 120 ADs (35%) that wrote in human resources,

personnel, or an aspect of one of these such as hiring. A few ADs wrote in conflict resolution, an area that could be included in a human resources class.

Another area named, which is not quite a class but relates to human resources as well as leadership, was possessing people skills. An AD commented that, “the best ADs have great people skills,” and another wrote that good ADs have “the ability to develop effective communication and interpersonal skills.” Interpersonal skills and the ability to relate to a wide variety of people are vital for success in leading athletics at the Division III level.

Additional classes commonly named were Facilities, Marketing, and Sport Law. Of the 120 respondents, 22 (18%) wrote in an aspect of facilities, ranging from construction, management, and operation knowledge. There were 19 (16%) who expressed the need for a marketing class and 19 (16%) who expressed the need for a sport law class.

ADs also indicated the need for a class on fundraising or development (15, 13%), leadership (13, 11%), organization and administration of athletics (12, 10%), management (11, 9%), ethics (8, 7%), business (8, 7%), communications (5, 4%), and rules/compliance (5, 4%). In terms of the need for more business classes, one AD wrote, “sport management classes were ok, but an MBA with a concentration in collegiate athletics and a minor in higher education administration would be the perfect combination.” A sport management program that prepares students for the business side of college athletics would be beneficial.

Other sport management classes listed as important for the preparation of future Division III ADs included theory of coaching, computer classes, supervision, statistics,

organization, title IX evaluation, negotiation, research, philosophy of sport, scheduling, problem solving, goal setting, strategic planning, operational management, organizational behavior, promotions, public relations, decision making, time management, and life skills for athletes. Sport management programs should take note of the areas indicated by ADs as important, and attempt to implement most, if not all, of these into current sport administration programs.

Internships and experiences in Division III settings might be one of the best ways to prepare future Division III ADs. Despite not being the most common class listed or even a traditional 'class' that the researcher expected to receive from the ADs, 13 ADs wrote about the need for future ADs to have internships and experiences in Division III settings. This fits with another study, which found that Division II and III presidents, overall, viewed field experience as important (Schneider & Stier, 2005). One AD wrote, "I think classes help, but your real life experiences in athletics will help you more. The more experience you have in athletics, coaching and administration the better prepared you will be." Another AD wrote,

They need to watch successful coaches manage practices and learn about recruiting and organization. Spend time with other ADs who are successful. Learn by watching them perform the job. All the classes in the world don't prepare you. Experiencing it and observing it first hand is the best preparation for the job.

An internship class within the sport management program or opportunities for experiencing athletic departments within the context of traditional classes could fulfill this need. If hands on experiences were built into classes, sport management students could do a project in a college setting or with current administrators at a college.

Educators preparing current and future sport managers should find ways in their classes to give students practical experience in the settings where students wish to work. Future and current Division III ADs need to gain experience in Division III settings, whether this be via internships, assistant coaching, coaching, volunteering, or working as an assistant AD.

When the University of Michigan was looking to hire a new football coach after firing Rich Rodriguez, the Athletic Director, Dave Brandon, as well as sport media stations, continually expressed the need to find a ‘Michigan Man’ to step in as coach. They were looking for someone who had experience at the University of Michigan and in the football program, someone who understood what it meant to be a Michigan Wolverine. Likewise, the results of the study yield many references to the need for Division III ADs to be ‘Division III Women and Men.’

The results indicate that it is important for future Division III ADs need to have experience as athletes and coaches at Division III institutions to truly understand what Division III is really about. It is not NAIA, Division II, or Division I. Division III is unique, and although ‘non Division III women and men’ can do a fine job in the role of AD at a Division III institution, it helps to have Division III-minded person. One AD wrote, “It is very important to have an understanding of the philosophy of Division III athletics.” Another AD wrote, “You had to have played, studied and coached before you can empathize with your athletes and coaches.” Finally, another AD wrote, “having been a Division III student-athlete, coach and assistant administrator” best prepares future ADs for a position at a Division III institution. Division III athletics is a unique setting, and it is important to have an administrator who is committed to and knows this setting. With

over 89% of Division III ADs in the present study not viewing their job as a steppingstone for a better job, most of Division III ADs are committed to Division III.

### Recommendations for Future Studies

Division III provides a unique setting for intercollegiate athletes to develop into well-rounded individuals. It is up to the AD at these institutions to provide an environment that fosters the growth of the individual in the athletic realm. This study scratches the surface of the characteristics and challenges of individuals in leadership roles in this realm of athletics. The following are recommendations for future studies.

First, future studies should take the results of this study and begin to dig deeper to provide a more comprehensive picture of the Division III AD. Second, future studies should examine the differences in challenges of ADs among Divisions I, II, III, and NAIA institutions. Third, in this study no distinct differences emerged between male and female ADs regarding the challenges presented by the researcher and self-reported satisfaction scores (males were 4.30 out of 5 and females were 4.13 out of 5), however, how might males and females differ in regards to specific duties of the job or experience of being a Division III AD? Are males treated differently from females at this level? Fourth, further research should investigate the satisfaction of NCAA Division III ADs and the difference between competitive and non-competitive institutions. Does satisfaction lead to job performance and job performance lead to more competitive schools? Is it really more satisfying to be at a more competitive school? Finally, this study has identified challenges that Division III ADs face, and will aid in the development of the education of future ADs, but it does little to help current Division III ADs. A study examining effective practices of ADs when dealing with the challenges

presented in this study would provide current ADs solutions to their problems. It would be helpful for ADs to have practical ways to overcome the challenges that affect them most.

### Conclusion

Individuals who aspire to lead an athletic program at the Division III level are provided with characteristics of current ADs, challenges of the job, and advice on preparing oneself for a Division III AD position. Experience in Division III settings might be the best piece of advice. Current ADs are able to examine their own practices, experiences, and challenges and compare and contrast these with results of ADs from around the country. Institutional leaders and supervisors of ADs are presented with information that will enable them to better lead and guide ADs.

Overall, the results of this study have provided an accurate description of NCAA Division III ADs and a summary of the challenges individuals in these positions face. It is important for Division III ADs to have experience in the Division III setting and to possess strong interpersonal and communication skills. There is relatively little difference in the challenges ADs face when compared in a multitude of ways to other ADs. The most substantial challenges include working with budget and finance issues, striving to make athletic programs competitive, dealing with personnel issues, and facing the issues associated with time management.

Amidst the long hours and many challenges experienced by Division III ADs, ADs at this level reported to be extremely satisfied with their jobs and overall not looking to advance to a higher level of leadership in collegiate athletics. The high satisfaction scores expressed by Division III ADs do not come from fame, fortune, or ease of job.



Division III ADs are satisfied because at the Division III level athletics is stripped down to the essence of what sport is supposed to be about when integrated into an educational institution. Students chose Division III “because you can play your sport and still be a college student, still have a life outside of your sport. You can be in a play or write for the school newspaper, run for student government, or take a double major” (Copeland, 2011). In the same way Division III student-athletes are offered broad experiences, Division III ADs find satisfaction in leading programs with a broad vision of success. At the Division III level, ADs find enjoyment in being a part of the broad experience by providing an environment in athletics where student-athletes are able to develop, discover, and dedicate themselves.

## APPENDIX A

### INTRODUCTION LETTER

(Emailed Jan. 31, 2011)

Division III Athletic Directors -

Hi, my name is Jeff Engbers and I am a doctoral candidate at the University of New Mexico. My positive experience as a Division III student-athlete has created in me an interest into athletics at the Division III level. This passion has inspired me to research the challenges of Division III Athletic Directors. Data from a survey I am asking you to fill out will be used in my dissertation titled "An Exploration of Challenges Facing Division III Athletic Directors."

You will be receiving an email in the next day or two with a link to a survey. I am asking you to take a few minutes of your time to complete this survey regarding your position as an NCAA Division III Athletics Director. The survey should take no more than 10-15 minutes (less if you choose not to complete the open ended questions at the end). If you choose to participate, you will be helping to build the body of knowledge on Division III Athletics. Your efforts will also be of great benefit to me in the completion of my dissertation. Your time and effort will be greatly appreciated!

The following NCAA Division III Athletic Directors have been involved in the creation of the survey:

- Dr. Jim Timmer Jr., Director of Men's Athletics, Calvin College (Dissertation Committee Member)
- Jonathan Tymann, Director of Athletics, Gordon College (see comments below)
- John Ratliff, Director of Athletics, Keene State College
- Kris Diaz, Director of Athletics, Baldwin-Wallace College

You will be receiving the email with the link to the survey in the next day or two. Please take the time to complete the survey!

If you are not an NCAA Division III Athletic Director at your institution, could you please email me back with the name and email address of the athletic director?

Thank You!

Jeff Engbers  
Doctoral Candidate  
University of New Mexico  
jengbers@unm.edu  
774-280-1349 (cell)

## APPENDIX B

### SURVEY

# NCAA Division III Athletic Director Challenges Survey

Q1: My name is Jeff Engbers. I am a doctoral candidate at The University of New Mexico and I am writing to ask for your input in a study of NCAA Division III Athletic Directors. The study will explore the challenges you face as a Division III Athletic Director. Results from this survey will be used to provide future athletic directors, sport administration programs, and university Presidents current and useful information regarding NCAA Division III Athletic Directors.

You will be asked provide both information about yourself and your job as a NCAA Division III Athletic Director. Your answers are completely confidential and will be released only as summaries in which no individual's answers can be identified. This survey is voluntary. However, you can help me very much by taking a few minutes to share your experiences and opinions about yourself and job as an Athletic Director at the NCAA Division III level. If any questions included in the survey make you feel uncomfortable, you may stop your participation in the study at any time without penalty.

It is expected that it will take you 10 to 15 minutes to complete the survey. If you are interrupted, the email link you were sent can be used to return to the survey pages you have not completed.

If you have any questions about this research project or how your data will be kept confidential, please feel free to call Jeff Engbers at (774) 280-1349 or Dr. John Barnes, faculty advisor, at (505) 277-5151. If you have questions regarding your legal rights as a research subject, you may call the UNM Human Research Protections Office at (505) 272-1129.

By clicking on the "Yes, I'd like to participate" button, you are giving your consent to participate in this aspect of the project.

Thank you for your consideration.

Sincerely,

Jeffrey L. Engbers

PhD Candidate  
Sport Administration  
University of New Mexico  
jengbers@unm.edu

**Please click the agree link below if you would like to participate.**

Yes, I'd like to participate  No, I don't want to participate

**Q2: I am currently an NCAA Division III Athletic Director.**

Yes  No

**Q3: What is your age range?**

18-24  25-34  35-44  45-54  55-64  65+

**Q4: What is your gender?**

- Female  Male

**Q5: Identify your race in the space provided.**

**Q6: What is the highest degree or level of school completed?**

- High School Graduate  Some College  Bachelors Degree  
 Bachelors Degree Plus  Masters Degree  Masters Degree Plus  
 Educational Specialist Degree  Doctoral Degree

**Q7: Was your Bachelors degree in a sport related field (e.g. Physical Education or Sport Administration)?**

- Yes  No

**Q8: Check all of the following that apply to your degree**

- I have a bachelors degree in Sport Management  I have a masters degree in Sport Management  
 I have a doctorate degree in Sport Management  I do not have a degree in Sport Management  
 Other

If you have chosen "other", please specify:

**Q9: Do you have other duties besides athletic director at the institution you are at?**

- Yes  No

**Q10: Which of the following categories apply to your duties at the institution you are employed? (Check all that apply)**

- I teach academic classes  
 I teach activity classes  
 I work in facilities  
 I work in another area of the institution  
 I am a head coach of one or more sports at the institution  
 I am an assistant coach of one or more sports at the institution  
 I am only the athletic director  
 Other

If you have chosen "other", please specify:

**Q11: What is your Full Time Equivalent (FTE) for the athletics director portion of your job?**

 Percent

**Q12: What percent of your actual time is devoted to athletics director?**

 Percent

**Q13: How many male varsity sports does your institution offer?**

**Q14: How many female varsity sports does your institution offer?**

**Q15: How would you categorize your institution?**

- Public  Private

**Q16: Is your institution a liberal arts college?**

- Yes  No

**Q17: What conference is your institution primarily affiliated with?**

- Allegheny Mountain Collegiate Conference  
 American Southwest Conference  
 Capital Athletic Conference  
 Centennial Conference  
 City University of New York Athletic Conference  
 College Conference of Illinois and Wisconsin  
 Colonial States Athletic Conference  
 Empire 8  
 Great Northeast Athletic Conference  
 Great South Athletic Conference  
 Heartland Collegiate Athletic Conference  
 Iowa Intercollegiate Athletic Conference  
 Landmark Conference  
 Liberty League  
 Little East Conference  
 Massachusetts State College Athletic Conference  
 Michigan Intercollegiate Athletic Conference  
 Middle Atlantic Conferences  
 Midwest Conference  
 Minnesota Intercollegiate Athletic Conference  
 North Atlantic Conference  
 North Coast Athletic Conference  
 New England Collegiate Conference  
 New England Small College Athletic Conference  
 New England Women's and Men's Athletic Conference  
 New Jersey Athletic Conference  
 North Eastern Athletic Conference  
 Northern Athletics Conference

- Northwest Conference
- Ohio Athletic Conference
- Old Dominion Athletic Conference
- Presidents' Athletic Conference
- Skyline Conference
- Southern California Intercollegiate Athletic Conference
- Southern Collegiate Athletic Conference
- St. Louis Intercollegiate Athletic Conference
- State University of New York Athletic Conference
- The Commonwealth Coast Conference
- University Athletic Association
- Upper Midwest Athletic Conference
- USA South Athletic Conference
- Wisconsin Intercollegiate Athletic Conference
- Independent
- Other

If you have chosen "other", please specify:

**Q18: How many years of experience do you have in athletics administration?**

**Q19: How many years of experience do you have as an NCAA Division III athletic director?**

**Q20: How many years have you been in your current position as Athletic Director?**

**Q21: How many head coaches do you directly oversee?**

**Q22: How many assistant coaches do you oversee?**

**Q23: How many support staff (full time and part time) do you oversee?**

**Q24: What Percent of your head coaches are considered faculty?**

 Percent

**Q25: What Percent of your head coaches are considered staff?**

Percent

**Q26: What was your athletic department "Operational Budget" for the current school year?**

**Q27: What is the full time undergraduate student enrollment at your institution?**

- 1-499     500-999     1000-1999     2000-2999     3000-3999     4000-4999  
 5000+

**Q28: Did you participate in intercollegiate athletics?**

- Yes     No

**Q29: At what level did you participate in intercollegiate athletics?**

- NCAA Division I     NCAA Division II     NCAA Division III     NAIA  
 Other

If you have chosen "other", please specify:

**Q30: What sport(s) did you participate in?**

- |  |  |  |                                       |
|--|--|--|---------------------------------------|
| <input type="checkbox"/> basketball    | <input type="checkbox"/> football        | <input type="checkbox"/> soccer              | <input type="checkbox"/> volleyball   |
| <input type="checkbox"/> cross country | <input type="checkbox"/> track and field | <input type="checkbox"/> swimming and diving | <input type="checkbox"/> tennis       |
| <input type="checkbox"/> softball      | <input type="checkbox"/> baseball        | <input type="checkbox"/> lacrosse            | <input type="checkbox"/> field hockey |
| <input type="checkbox"/> water polo    | <input type="checkbox"/> fencing         | <input type="checkbox"/> gymnastics          | <input type="checkbox"/> skiing       |
| <input type="checkbox"/> bowling       | <input type="checkbox"/> rifle           | <input type="checkbox"/> fencing             | <input type="checkbox"/> squash       |
| <input type="checkbox"/> other         |  |  |                                       |

If you have chosen "other", please specify:

**Q31: Did you graduate from an NCAA Division III institution?**

- Yes     No

**Q32: Is your job as an NCAA division III athletics director a stepping-stone for a better job?**

- Yes     No

**Q33: How satisfied are you with your current job?**

- 1 (Not Satisfied)     2     3     4  
 5 (Very Satisfied)     N/A

**Q34: Would you take a job as an athletic director at a Division I institution?**

- Yes     No     Maybe

**Q35: In my role as Athletic Director, a challenge is ensuring high academic standards while**

**advocating for athletics.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q36: In my role as Athletic Director, personnel issues are a challenge.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q37: In my role at the institution I am employed, time management is a challenge.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q38: In my role as Athletic Director, budget/finance issues are a challenge.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q39: In my role as Athletic Director, making sure the athletic programs are competitive is a**



**challenge.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q40: In my role as Athletic Director, risk management issues are a challenge.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q41: In my role as Athletic Director, dealing with parents of athletes is a challenge.**

Please Answer as accurately as you are able	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
This occurs frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this occurs it is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes up a high percent of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q42: Are there additional challenges than the above list that you feel impact your job?**

**Q43: What would best prepare future Athletic Directors for a position at a Division III Institution?**

**Q44: What sport management related classes do you think are the most important for the preparation of Division III Athletic Directors?**

**Q45: Thank you for your participation!**

## REFERENCE:

- Acosta, R. V. & Carpenter, L., J. (2004). *Women in intercollegiate sport: A longitudinal, national study - twenty seven year update*. Unpublished manuscript. Brooklyn College, Brooklyn, NY.
- Acosta, R. V., & Carpenter, L. J. (2010). *Women in intercollegiate sport: A longitudinal, national study - Thirty three year update, 1977-2008*. Retrieved June 23, 2010 from <http://www.acostacarpenter.org>
- Amorose, A., Horn, T. (2001). Pre- to Post-season changes in the intrinsic motivation of first year college athletes: relationships with coaching behavior and scholarship status. *Journal of Applied Sport Psychology, 13*(4), 355-373.
- Anderson, M., & Gray, G. (1994). Risk management behaviors in NCAA division III athletic programs. *Journal of Legal Aspects of Sport, 4*(1), 78-84.
- Aoyagi, M., Cox, R., & McGuire, T. (2008). Organizational citizenship behavior in sport: relationships with leadership, team cohesion, and athlete satisfaction. *Journal of Applied Sport Psychology, 20*, 25-41.
- Appenzeller, H. (2003). *Managing sport and risk management strategies*. Durham, NC: Carolina Academic Press.
- Aries, E., McCarthy, D., Salovey, P., & Banaji, M. (2004). A comparison of athletes and non-athletes at highly selective colleges: academic performance and personal development. *Research in Higher Education 45*(6): 577-602.
- Armstrong, S. (1993). A study of transformational leadership of athletic directors and head coaches in selected NCAA Division III colleges and universities in the Midwest. Kent State University. *Dissertation Abstracts International, 53*(11),

3811A.

Armstrong-Doherty, A. (1995). Athletic directors' perceptions of environmental control over interuniversity athletics. *Sociology of Sport Journal*, 12, 75-95.

Astin, A. (1999). How the liberal arts college affects students. *Daedalus*, 128(1), 77-100.

Astin, A. (2000). How the liberal arts college affects students. In S. Koblik & S. Graubard (Eds.), *Distinctly American: The residential liberal arts colleges*. New Brunswick: Transaction Publishers.

Babbie, E. (1990). *Survey research methods (2nd ed)*. Belmont, CA: Wadsworth Publishing Company.

Barrett, J. (1985). *How college presidents perceive their role in matters relating to the intercollegiate athletic program*. Unpublished doctoral dissertation, University of Southern California.

Bass, B. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications*. New York, NY: Free Press.

Baxter, V., Margavio, A. V., & Lambert, C. (1996). Competition, legitimation, and the regulation of intercollegiate athletics. *Sociology of Sport Journal*, 13, 51-64.

Becker, G. S. (1993). *Human capital*. Chicago: University of Chicago Press.

Benford, R. (2007). The college sports reform movement: reframing the "entertainment" industry. *The Sociological Quarterly*, 48, 1-28.

Bennett, D. (2007). Division III: Too big for its own good. *Chronicle of Higher Education*, 13(40), B12-B12.

Bowen, W. (2003). *Reclaiming the game*. Princeton, NJ: Princeton University Press.

- Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Stony Brook: State University of New York.
- Bradley, J. (2009, February 16). Rocking old rocky top. *Sports Illustrated*, 110(6) 40- 44.
- Branch, D. (1990). Athletic director leader behavior as a predictor of intercollegiate athletic organizational effectiveness. *Journal of Sport Management*, 4, 161-173.
- Brand, M. (2006). The role and value of intercollegiate athletics in universities. *Journal of the Philosophy of Sport*, 33, 9-20.
- Brown, G. (2010). *DIII takes its message to the media*. Retrieved June 16, 2010 from [http://ncaa.org/wps/portal/ncaahome?WCM\\_GLOBAL\\_CONTEXT=/ncaa/ncaa/ncaa+news/ncaa+news+online/2010/division+iii/diii+takes+its+messa+to+the+media\\_06\\_08\\_10\\_ncaa\\_news](http://ncaa.org/wps/portal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/ncaa+news/ncaa+news+online/2010/division+iii/diii+takes+its+messa+to+the+media_06_08_10_ncaa_news)
- Brown, G. (2011). *DIII presidents consider philosophy enhancements*. Retrieved June 9, 2011 from <http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/011/April/DIII+presidents+consider+philosophy+enhancements>
- Burns, J. (1978). *Leadership*. New York: Harper Row.
- Burton, L. & Peachey, J. (2009). Transactional or transformational? Leadership preferences of division III athletic administrators. *Journal of Intercollegiate Sport*, 2, 245-259.
- Byers, W. (1995). *Unsportsmanlike conduct: exploiting college athletes*. Ann Arbor, MI: The University of Michigan Press.
- Byrd, L. & Williams, M. (2007). Expansion of community college athletic programs. *The*

*Community College Enterprise, Fall, 39-49.*

- Campbell, D. (1991). *Issues and Observations*. Greensboro, NC: Center for Creative Leadership.
- Choi, J., Sagas, M., Park, S., & Cunningham, G.B. (2007). Transformational leadership in collegiate coaching: The effects of transformational leadership on job satisfaction, organizational commitment, and organizational citizenship behavior. *International Journal of Sport Management, 8(4)*, 429-445.
- Chu, D. (1989). *The character of American higher education and intercollegiate sport*. Albany, NY: SUNY Press.
- Clopton, A. (2007). Predicting a sense of community amongst students from the presence of intercollegiate athletics: What roles do gender and BCS-affiliation play in the relationship *The Sport Management and Related Topics Journal, 3(1)*.
- Clopton, A. (2009). One for the team: Exploring the relationship between college sport, campus community, and academic social integration. *Journal of Issues in Intercollegiate Athletics, 2009 Special Issue*, 42-61.
- Collegeconfidential.com (2010). *Private versus Public Colleges*. Retrieved September 2, 2010 from <http://www.collegeconfidential.com/dean/archives/000294.htm>
- Collegenews.org (2009). *About liberal arts colleges*. Retrieved May 10, 2010 from <http://collegenews.org/x66.xml>
- Copeland, B., Kirsch, S. (1995). Perceived occupational stress among NCAA division I, II, III athletic directors. *Journal of Sport Management, 9*, 70-77.
- Copeland, J. (2011). *Twitter query attracts DIII advocates*. Retrieved July 27, 2011 from <http://www.ncaa.com/news/ncaa/2011-07-13/twitter-query-attracts-diii-advocates>

- Covell, D. (2002). Organizational design and the post-season controversy in the new england small college athletic conference. *Sport Management Review*, 5, 69-94.
- Crews, J. (2004). *A study of the issues and challenges in athletic administration from the perspective of the division III athletic directors*. (Masters Thesis, Rowan University, 2004).
- Cullen, F., Latessa, E., & Byrne, J. (1990). Scandal and reform in collegiate athletics: implications from a national survey of head football coaches. *The Journal of Higher Education*, 61(1), 50-64.
- Cunningham, G. & Ashley, F. (2001). Isomorphism in NCAA athletic departments: the use of competing theories and advancement of theory. *Sport Management Review*, 4(1), 47-63.
- Cunningham, G. & Rivera, C. (2001). Structural designs within American intercollegiate athletic departments. *The International Journal of Organizational Analysis*, 9(4), 369-390.
- Davies, M., Bloom, G. & Salmela, J. (2005). Job satisfaction of accomplished male university basketball coaches: The Canadian context. *International Journal of Sport Psychology*, 36, 173-192.
- Davis, A. (2002). An analysis of the perceived leadership styles and levels of satisfaction of selected junior college athletic directors and head coaches. *The Sport Journal*, 5(2).
- Denhart, M., Villwock, R., Vedder, R. (2009). The academics athletics tradeoff: Universities and intercollegiate athletics. *Center for College Affordability and Productivity*. Retrieved June 30, 2010 from

<http://www.centerforcollegeaffordability.org/uploads/athletics.pdf>.

Dixon, M., Turner, B., Pastore, D., & Mahony, D. (2003). Rule violations in intercollegiate athletics: a qualitative investigation utilizing an organizational justice framework. *Journal of Academic Ethics, 1*, 59-90.

Draper, A. (1996). Innocence lost. *Change, 28* (6).

Duderstadt, J. (2000). *Intercollegiate athletics and the american university: A university president's perspective*. Ann Arbor, MI: The University of Michigan Press.

Easley, B. (1998). The institutional control of NCAA division I collegiate athletics. (Masters Thesis, UNLV, 1998).

Ehrenberg, R. (2000). *Tuition rising: Why college costs so much*. Cambridge, MA: Harvard University Press.

Emerson, J., & Brooks, R. (2009, January). *Athletics and Academics at NCAA Division III Institutions: Data, Dialogue, and Decision-Making*. Paper presented at the Annual Meeting of the American Association of Colleges and Universities: Global Challenges, College Learning, and America's Promise, Seattle, Wash. Retrieved March 2, 2010 from <http://www.aacu.org/meetings/annualmeeting/AM09/documents/CollegeSportsProject.pdf>

Emerson, J., Brooks, R., & McKenzie, E. (2009). College athletics and student achievement: the evidence at small colleges. *New Directions for Institutional Research, 144*, 65-76.

Engstrom, C., Sedlacek, W., & McEwen, M. (1995). Faculty attitudes toward male revenue and nonrevenue student-athletes. *Journal of College Student*

*Development, 36(3), 217-227.*

Fink, J., Pastore, D., & Riemer, H. (2003). Managing employee diversity: perceived practices and organizational outcomes in NCAA division III athletic departments.

*Sport Management Review, 6, 147-168.*

Fitzgerald, M., Sagaria, M., & Nelson, B. (1994) Career patterns of athletic directors:

Challenging the conventional wisdom. *Journal of Sport Management, 8, 14-26.*

Gay, L., Mills, G. & Airasian, P. (2000). Educational research: Competencies for analysis and application (6th Ed.). Prentice-Hall. Englewood Cliffs, NJ.

Gerdy, J. (1997). *The successful college athletic program: The new standard.* Phoenix: AZ: The Oryx Press.

Glier, R., & Thamel, P. (2006, August 11). Auburn ousts two but doesn't fault

athletics. *New York Times.* Retrieved June 29, 2010 from

<http://query.nytimes.com/gst/fullpage.html?res=9801E7DC163EF932A2575BC0A9609C8B63&sec=&spon=&pagewanted=all>

Goff, B. (2000). Effects of university athletics on the university: a review and extension of empirical assessment. *Journal of Sport Management, 14, 85-104.*

Grappendorf, H. & Lough, N. (2006). An endangered species: characteristics and perspectives from female NCAA division I athletic directors of both separate and merged athletic departments. *The Sport Management and Related Topics Journal, 2(2) 6-20.*

Gratton, C. & Jones, I. (2010). *Research methods for sports studies (2<sup>nd</sup> ed).* Routledge: New York, NY.

Green, G., Uryasz, F., Petr, T., & Bray, C. (2001). NCAA study of substance use and



- abuse habits of college student-athletes. *Clinical Journal of Sport Medicine*, 1, 51-56.
- Heckman, D. (1992). Women & athletics: A twenty year retrospective on title IX. *University of Miami Entertainment & Sport Law Review*, 9(1), 1-64.
- Henderson, D., Olbrecht, A., Polachek, S. (2005). *Do former college athletes earn more at work? A nonparametric assessment*. Retrieved June 30, 2010 from <ftp://repec.iza.org/RePEc/Discussionpaper/dp1882.pdf>
- Hersh, R.H. (1999). Generating ideals and transforming lives: a contemporary case for the residential liberal arts college. *Daedalus*, 128(1): 173-194.
- Hill, K., Burch-Ragan, K., Yates, D. (2001). Current and future issues and trends facing student athletes and athletic programs. *New Directions for Student Services*, 93, 65-80.
- Hoffman, J. (2010). The dilemma of the senior woman administrator role in intercollegiate athletics. *Journal of Issues in Intercollegiate Athletics*, 3, 53-75.
- House, R.J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Hughes, S., & Shank, M. (2008). Assessing the impact of NCAA scandals: an exploratory analysis. *International Journal of Sport Management and Marketing*, 3(1/2), 78-99.
- Inglis, S., Danylchuk, K., & Pastore, D. (1996). Understanding retention factors in coaching and athletic management positions. *Journal of Sport Management*, 10, 237-249.
- Judge, L. & Judge, I. (2009). Understanding the occupational stress of interscholastic

- athletic directors. *Journal of Research*, 4(2), 37-44.
- June, A.W. (2007). After costly foray into big-time sports, a college returns to its roots. *The Chronicle of Higher Education*, 5(37), A33.
- Kelderman, E. (2008). Small colleges sweat over sports facilities. *The Chronicle of Higher Education*, 54(44), A1.
- Kennedy, Charles, L. (2007). The athletic directors' dilemma: \$\$\$ & women's sports. *Gender Issues*, 24, 34-45.
- Knight Commission on Intercollegiate Athletics. (2010). *Restoring the balance: Dollars, values, and the future of college sports*. Retrieved June 28, 2010 from [http://www.knightcommission.org/index.php?option=com\\_content&view=article&id=69&Itemid=33](http://www.knightcommission.org/index.php?option=com_content&view=article&id=69&Itemid=33)
- Kuchler, W. (2008). Perceived leadership behavior and subordinates' job satisfaction in Midwestern NCAA division III athletic departments. *The Sport Journal*, 11(2),
- Kuh, G. (1993). In their own words: what students learn outside the classroom. *American Educational Research Journal*, 30(2), 277-304.
- Lapchick, R. (Ed.). (2006). *New game plan for college sport*. Westport, CT: Praeger Publishers.
- Lawshe, C. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4), 563-575.
- Lazarczyk, T. (2010, May 9). Women athletic directors thriving in Maine. *Morning Sentinel*. Retrieved June 29, 2010 from [http://www.onlinesentinel.com/sports/women-ad-thriving-in-maine\\_2010-05-08.html](http://www.onlinesentinel.com/sports/women-ad-thriving-in-maine_2010-05-08.html)

- Legislative Services Database (LSDBi) (2010). *Major Infractions*. Retrieved September 20, 2010 from <https://web1.ncaa.org/LSDBi/exec/homepage>
- Louis Harris & Associates. (1990). *Survey conducted for The Knight Foundation Commission on Intercollegiate Athletics*. New York: Louis Harris & Associates.
- liberalartscollegereview.com (2009). *Understanding the philosophy of a liberal arts education*. Retrieved May 10, 2010 from <http://www.liberalartscollegereview.com/articles/1>
- Lubker, J. & Etzel, E. (2007). College adjustment experiences of first-year students: Disengaged athletes, non-athletes, and current varsity athletes. *National Association of Sport and Physical Activity Journal*, 44(3), 257-280.
- Lumpkin, A. (2008). A call to action for faculty regarding intercollegiate athletics. *Phi Kappa Phi Forum*, 88(1).
- Mahoney, D., Hums, M., & Riemer, H. (2002). Distributive justice in intercollegiate athletics: Perceptions of athletic directors and athletic board chairs. *Journal of Sport Management*, 16, 331-357.
- Mahoney, D., Hums, M., & Riemer, H. (2005). Bases for determining need: perspectives of intercollegiate athletic directors and athletic board chairs. *Journal of Sport Management*, 19, 170-192.
- Marston, S. & Brunetti, G. (2009). Job satisfaction of experienced professors at a liberal arts college. *Education*, 130(2), 323-347.
- Martin, J., Kelley, B., & Eklund, R. (1999). A model of stress and burnout in male high school athletic directors. *Journal of Sport & Exercise Psychology*, 21, 280-294.
- McCall, M. W. (2004). Leadership development through experience. *Academy of*

*Management Executive*, 18, 127–130.

McGehee, R. (2010). Intercollegiate athletics in division III universities: Perceptions of administrators and coaches. *TAHPERD Journal*, 78(3), 8-40.

Moffatt, M. (1988). *Coming of age in New Jersey: College and American culture*. New Brunswick, NJ: Rutgers University Press.

National Association of Collegiate Directors of Athletics. (n.d.a) *Learfield Sports Directors' Cup General Information*. Retrieved September 23, 2010 from <http://www.nacda.com/directorscup/nacda-directorscup.html>

National Association of Collegiate Directors of Athletics. (n.d.b) *Learfield Sports Directors' Cup Previous Scoring*. Retrieved June 22, 2010 from <http://www.nacda.com/directorscup/nacda-directorscup-previous-scoring.html>

National Collegiate Athletic Association. (n.d.a). *The History of the NCAA*. Retrieved July 23, 2009 from <http://www.ncaa.org/wps/ncaa?key=/ncaa/NCAA/About%20The%20NCAA/Overview/history.html>

National Collegiate Athletic Association. (n.d.b). Senior Woman Administrator. Retrieved June 23, 2010 from <http://www.ncaa.org/wps/ncaa?key=/ncaa/NCAA/About+The+NCAA/Diversity+and+Inclusion/Gender+Equity+and+Title+IX/SWA>

National Collegiate Athletic Association. (n.d.c). *Division III Recruiting - Quick Reference Guide*. Retrieved June 26, 2010 from

<http://www.ncaa.org/wps/wcm/connect/2a03ff004e0b36bbbb89fb1ad6fc8b25/DII+One+Page+Guide++updated+August+09.pdf?MOD=AJPERES&CACHEID=2a03ff004e0b36bbbb89fb1ad6fc8b25>

National Collegiate Athletic Association (2002). Survey says: Apply caution to van use.

Retrieved October 17, 2010 from

[http://web1.ncaa.org/web\\_files/NCAANewsArchive/2002/Association-wide/survey%2bsays\\_%2bapply%2bcaution%2bto%2bvan%2buse%2b-%2b4-15-02.html](http://web1.ncaa.org/web_files/NCAANewsArchive/2002/Association-wide/survey%2bsays_%2bapply%2bcaution%2bto%2bvan%2buse%2b-%2b4-15-02.html)

National Collegiate Athletic Association (2007). *What's the difference between Divisions I, II and III?* Retrieved October 17, 2010 from

[http://www.ncaa.org/wps/myportal/ncaahome?WCM\\_GLOBAL\\_CONTEXT=/ncaa/ncaa/about+the+ncaa/membership/div\\_criteria.html](http://www.ncaa.org/wps/myportal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/about+the+ncaa/membership/div_criteria.html)

National Collegiate Athletic Association (2008). *The NCAA Division III Membership Survey*. Retrieved June 26, 2010 from

[http://web1.ncaa.org/web\\_files/DIII\\_MC\\_PC/Working\\_group/Membership\\_Survey/report\\_findings.pdf](http://web1.ncaa.org/web_files/DIII_MC_PC/Working_group/Membership_Survey/report_findings.pdf)

National Collegiate Athletic Association (2009). *2008-2009 Annual Report*. Retrieved

June 23, 2010 from

<http://www.ncaa.org/wps/wcm/connect/7863ce804e0b36b8bb79fb1ad6fc8b25/Annual+Report+20082009+Final.pdf?MOD=AJPERES&CACHEID=7863ce804e0b36b8bb79fb1ad6fc8b25>

National Collegiate Athletic Association (2010a). *Division III Facts and Figures*.

Retrieved March 25, 2010 from

<http://www.ncaa.org/wps/ncaa?key=/ncaa/ncaa/legislation+and+governance/committees/division+iii/general+information/new+diii+homepage+general+information>

National Collegiate Athletic Association (2010b). *Division III General Information*.

Retrieved October 17, 2010 from

[http://www.ncaa.org/wps/myportal/ncaahome?WCM\\_GLOBAL\\_CONTEXT=/ncaa/ncaa/legislation+and+governance/committees/division+iii/general+information/new+diii+homepage+general+information](http://www.ncaa.org/wps/myportal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/legislation+and+governance/committees/division+iii/general+information/new+diii+homepage+general+information)

National Collegiate Athletic Association. (2010c). *NCAA Division III Homepage*.

Retrieved February 17, 2010 from

[http://www.ncaa.org/wps/portal/ncaahome?WCM\\_GLOBAL\\_CONTEXT=/ncaa/ncaa/legislation+and+governance/committees/division3.html](http://www.ncaa.org/wps/portal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/legislation+and+governance/committees/division3.html).

National Collegiate Athletic Association (2010d). *Our Mission*. Retrieved June 4, 2010 from

[http://www.ncaa.org/wps/portal/ncaahome?WCM\\_GLOBAL\\_CONTEXT=/ncaa/NCAA/About%20The%20NCAA/Overview/mission.html](http://www.ncaa.org/wps/portal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/NCAA/About%20The%20NCAA/Overview/mission.html)

National Collegiate Athletic Association (2010e). *Race and Gender Demographics:*

*NCAA Member Institutions Personnel Report*. Retrieved June 6, 2011 from

<http://ncaapublications.com/p-4220-2009-2010-race-and-gender-demographics-member-institutions-report.aspx>

National Collegiate Athletic Association (2010f). *Rules Enforcement & Glossary of terms*. Retrieved September 13, 2010 from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Issues/Enforcement/Rules+Enforcement+glossary+of+terms>

National Collegiate Athletic Association (2010g). *What does Division III have to offer?*

Retrieved September 2, 2010 from

<http://ncaa.org/wps/wcm/connect/public/NCAA/About+the+NCAA/Who+We+Are/Differences+Among+the+Divisions/What+does+Division+III+have+to+offer>

Naughton, J. (1997). In Division III, college sports thrive with few fans and fewer scandals. *The Chronicle of Higher Education*. Retrieved June 6, 2010 from

[https://netfiles.uiuc.edu/hschein/www/readings/athletics/athletics-div\\_iii.html](https://netfiles.uiuc.edu/hschein/www/readings/athletics/athletics-div_iii.html)

Newell, K. (2003). Coaching from the mount. *Coach and Athletic Director*, 72(6), 54-59.

Neely, P. (1999). The threats to liberal arts colleges. *Daedalus*, 128(1), 27-45.

Ng, T., Eby, L., Sorenson, K., and Feldman, D. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel Psychology*, 58, 367-408.

Nordhaug, O. (1993). *Human capital in organizations*. New York: Oxford.

Nussbaum, M. (1997). *Cultivating humanity: A classical defense of reform in liberal education*. Cambridge: Harvard University Press.

Olsen, B. (2011). Southern Virginia University to explore NCAA division III membership. Retrieved June 16, 2011 from

<http://athletics.svu.edu/information/news/2010-2011/ncaa-dIII>

Pace, R. & Connolly, M. (2000). Where are the liberal arts? *Research in Higher Education*, 41(1), 53-65.

Pack, S. (2002). *An assessment of the educational background and job responsibilities of national collegiate athletic association division III directors of athletics*. (Masters

- Thesis, University of North Carolina - Chapel Hill, 2002).
- Parks, J., and Zanger, B. (1990). *Sport and Fitness Management*. Champaign; Human Kinetics Publishers, Inc.
- Parrott, M. (2010). *How did they get here, and why do they stay? A phenomenological study of female athletics directors at selected NCAA division III member institutions*. Retrieved from ProQuest Digital Dissertations. (AAT 3438719)
- Pascarella, E., & Terenzini, P. (1998). Studying college students in the 21st century: Meeting new challenges. *Review of Higher Education*, 21(2), 151-165.
- Pascarella, E., Wolniak, G., Cruce, T., & Blaich, C. (2004). Do liberal arts colleges really foster good practices in undergraduate education? *Journal of College Student Development*, 45(1), 57-74.
- Pascarella, E., Wolniak, G., Seifert, T., Cruce, T., & Blaich, C. (2005). Liberal arts colleges and liberal arts education: New evidence on impacts. San Francisco: Jossey-Bass/ASHE.
- Pastore, D., Goldfine, B., & Riemer, H. (1996). NCAA college coaches and athletic administrative support. *Journal of Sport Management*, 10, 373-387.
- Patrick, I., Mahony, D., & Petrosko, J. (2008). Distributive justice in intercollegiate athletics: An examination of equality, revenue production, and need. *Journal of Sport Management*, 22, 165-183.
- Pauline, J., Pauline, G., & Allen, C. (2008). Factors influencing college selection by NCAA division I, II, and III softball student-athletes. *Journal for the Study of Sports and Athletes in Education*, 2(3), 363-377.
- Pope, D. (1997). *A comparison of demographic profiles and administrative roles of*



- athletic directors at historically black colleges and universities with athletic directors at predominately white colleges and universities.* (Masters Thesis, Temple University, 1997).
- Putler, D. & Wolfe, R. (1999). Perceptions of intercollegiate athletic programs: Priorities and tradeoffs. *Sociology of Sport Journal*, 16, 301-325.
- Quarterman, J., DuPree, A., & Willis, K. (2006). Challenges confronting female intercollegiate athletic directors of NCAA member institutions by division. *College Student Journal*, 40(3), 528-545.
- Railey, J. & Tschauner, P. (1993). *Managing physical education, fitness, and sports programs*. California: Mayfield Publishing Company.
- Rasmussen, R. & Rasmussen, W. (2003). NCAA division III profile of institutions and conferences. *National Association of Division III Athletic Administrators Resource Library*. Retrieved May 25, 2010 from [http://www.uaa.rochester.edu/nadiiiiaa/Resource%20Documents/Division\\_III\\_Profile.pdf](http://www.uaa.rochester.edu/nadiiiiaa/Resource%20Documents/Division_III_Profile.pdf)
- Resick, M. & Erickson, C. (1975). *Intercollegiate and interscholastic athletics for men and women*. Reading, Massachusetts: Addison-Wesley Publishing Company.
- Richards, S., & Aries, E. (1999). The Division III student-athlete: academic performance, campus involvement, and growth. *The Journal of College Student Development*, 40(3), 211-218.
- Ridpath, B. (2008). Can the faculty reform intercollegiate athletics? A past, present, and future perspective. *Journal of Issues in Intercollegiate Athletics*, 1, 11-25.
- Robinson, M., Peterson, M., Tedrick, T., & Carpenter, J. (2003). Job satisfaction on

- NCAA division III athletic directors: impact of job design and time on task. *International Sports Journal*, 7(2), 46-57.
- Robst, J. & Keil, J. (2000). The relationship between athletic participation and academic performance: evidence from NCAA Division III. *Recreational Sports Journal*, 32, 547-558.
- Ryska, T. (2002). Leadership styles and occupational stress among college athletic directors: The moderating effect of program goals. *The Journal of Psychology*, 136(2), 195-213.
- Sack, A. (2009). Clashing models of commercial sport in higher education: Implications for reform and scholarly research. *Journal of Issues in Intercollegiate Athletics*, 2, 76-92.
- Sagas, M, & Cunningham, G. (2004). Does having “the right stuff” matter? Gender differences in the determinants of career success among intercollegiate athletic administrators. *Sex Roles*, 50(5/6), 411-421.
- Sander, L. (2008). Athletics raises a college from the ground up. *Chronicle of Higher Education*, 55(4), A1-A19, 3p.
- Sanders, T. (2004). *The administrative reporting structure of athletics directors in NCAA divisions I,II, and III intercollegiate athletics*. Unpublished doctoral dissertation, Montana State University.
- Schneider, R. & Stier, W. (2005). Necessary education for the success of athletics directors: NCAA presidents’ perceptions. *The Sport Journal*, 8(1).
- schoolsintusa.com (2010). *About liberal arts colleges*. Retrieved June 5, 2010 from <http://www.schoolsintusa.com/AboutLiberalArtsColleges.cfm>

- Schuman, S. (2009, January). College Sports; Five Liberal lessons; and Milo of Crotona. Paper presented at the Annual Meeting of the American Association of Colleges and Universities: Global Challenges, College Learning, and America's Promise, Seattle, WA. Retrieved March 2, 2010 from <http://www.aacu.org/meetings/annualmeeting/AM09/SchumanPresentation.pdf>.
- Scott, D. (1999). A multiframe perspective of leadership and organizational climate in intercollegiate athletics. *Journal of Sport Management*, 13, 298-316.
- Seifert, T., Goodman, K., Lindsay, N., Jorgensen, J., Wolniak, G., Pascarella, E., & Blaich, C. (2008). The effects of liberal arts experiences on liberal arts outcomes. *Research in Higher Education*, 49, 107-125.
- Seifert, T., Pascarella, E., Goodman, K., Salisbury, M., & Blaich, C. (2010). Liberal arts colleges and good practices in undergraduate education: additional evidence. *Journal of College Student Development*, 50(1), 1-22.
- Shannon, D. & Bradshaw, C. (2002). A Comparison of response rate, response time, and costs of mail and electronic surveys. *The Journal of Experimental Education*, 70(2), 179-192.
- Shoop, R. (2001). *A University Renaissance: Jon Wefald's Presidency at Kansas State*. Manhattan, Kansas: Ag Press Publishing.
- Shulman, J. & Bowen, W. (2001). *The game of life: College sports and educational values*. Princeton, NJ: Princeton University Press.
- Siegel, C. (2001). *Athletics and education*. Retrieved April 18, 2009 from [http://www.science.smith.edu/exer\\_sci/ESS200/Ed/Athletic.htm](http://www.science.smith.edu/exer_sci/ESS200/Ed/Athletic.htm)
- Simon, R. (2008). Does athletics undermine academics? Examining some issues. *Journal*

*of Intercollegiate Sport, 1, 40-58.*

- Smart, D. & Wolfe, R. (2000). Examining sustainable competitive advantage in intercollegiate athletics: A resource-based view. *Journal of Sport Management, 14*, 133-153.
- Smith, R. (1988). *Sports and freedom: The rise of big-time college athletics*. New York, NY: Oxford University Press.
- Sperber, M. (1990). *College Sports Inc: The athletic department vs. the university*. New York, NY: Henry Holt.
- Sperber, M. (2000). *Beer and circus: How big-time college sports is crippling undergraduate education*. New York, NY: Henry Holt and Company, LLC.
- Splitt, F. (2004). *The faculty driven movement to reform big time college sports*. Chicago, IL: Northwestern University Press.
- Splitt, F. (2006, January 7). *Are big-time college sports good for America?*  
[www.thedrakegroup.org](http://www.thedrakegroup.org)
- Springer, S., Frank, M., & Reider, J. (2009). How colleges and students differ: Liberal arts colleges and research universities. *www.education.com*. Retrieved June 29, 2010 from <http://www.education.com/reference/article/liberal-arts-college-research-university/>
- Steinbach, P. (2002, September). The third world. *Athletic Business*. Retrieved June 24, 2010 from <http://www.athleticbusiness.com/articles/article.aspx?articleid=358&zoneid=8>
- Street & Smith. (1999, December). The answer is. *Sport Business Journal*, pp. 20-26, 23-29.

- Suggs, W. (2001). Top liberal-arts colleges reconsider role of athletics. *The Chronicle of Higher Education*, 48(9).
- Suggs, W. (2003). Division III stays the course, for now. *The Chronicle of Higher Education*, 49(35), A37.
- Thelin, J. (2008). Academics and athletics: A part and apart in the American campus. *Journal of Intercollegiate Sport*, 1, 72-81.
- Thomas, R. (2011). *More than a game*. Retrieved June 9, 2011 from <http://www.ncaa.org/wps/wcm/connect/public/ncaa/division+iii/more+than+a+game>
- Tiell, B., & Dixon, M. (2008). Roles and tasks of the senior woman administrator (SWA) in intercollegiate athletics. *Journal for the Study of Sports and Athletes in Education*, 2(3) 339-361.
- Tobin, E. (2005). Athletics in division III institutions: Trends and concerns. *The Honor Society of Phi Kappa Phi*, 85 (3), 24-27.
- Turner, S., Meserve, L. & Bowen, W. (2001). Winning and giving: football results and alumni giving at selective private colleges and universities. *Social Science Quarterly*, 82, 812-826.
- Umbach, P., Palmer, M., Kuh, G., & Hannah, S. (2006). Intercollegiate athletes and effective educational practices: winning combination or losing effort? *Research in Higher Education*, 47(6): 709-733.
- Urciuloi, B. (2003). Excellence, leadership, skills, diversity: marketing liberal arts education. *Language & Communication* 23 385-408.
- Washington, M. (2004). Field approaches to institutional change: The evolution of the

- National Collegiate Athletic Association 1906-1995. *Organizational Studies* 25, 393-414.
- Weaver, M. & Chelladurai, P. (2002). Mentoring in intercollegiate athletic administration. *Journal of Sport Management*, 16, 96-116.
- Wesibrod, B., Asch, M., and Balloou, J. (2008). *Mission and money: Understanding the university*. Cambridge: Cambridge University Press.
- Whisenant, W. (1998). *The influence of managerial activities, gender, physical stature, and frequency of networking on the success ration of intercollegiate athletic directors*. Unpublished doctoral dissertation, Florida State University.
- Whisenant, W. & Pedersen, P. (2004). The influence of managerial activities on the success of intercollegiate athletic directors. *American Business Review*, 21-26.
- Whisenant, W., Pedersen, P., & Obenour, B. (2002). Success and gender: determining the rate of advancement for intercollegiate athletic directors. *Sex Roles* 47(9/10), 485-491).
- Williams, M., Byrd, L., & Pennington, K. (2008). Intercollegiate athletics at the community college. *Community College Journal of Research and Practice*, 32, 453-461.
- Wilson, E. (1966). *The entering student: Attributes and agents of change*. In T. Newcomb & E. Wilson (Eds.), *College peer groups* (pp. 71-106). Chicago: Aldine.
- Woo, J. (2010, June 24). Are academics taking a backseat to athletics at UT? *The Horn*. Retrieved June 28, 2010 from [http://www.readthehorn.com/the\\_horn/sports/1050/are\\_academics\\_taking\\_a\\_back\\_seat\\_to\\_athletics\\_at\\_ut](http://www.readthehorn.com/the_horn/sports/1050/are_academics_taking_a_back_seat_to_athletics_at_ut)

- Wright, K. (2005). Researching Internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication, 10*(3), article 11.
- Retrieved June 22, 2010 from <http://jcmc.indiana.edu/vol10/issue3/wright.html>
- Yammarino, F., & Bass, B. (1990). Transformational leadership and multiple levels of analysis. *Human Relations, 43*, 975-995.
- Yukl, G.A. (1994). *Leadership in organizations*. Englewood Cliffs, New Jersey: Prentice Hall.
- Yusof, A. & Shah, P. (2008). Transformational leadership and leadership substitutes in sports: implications on coaches' job satisfaction. *International Bulletin of Business Administration, 3*.
- Zimbalist, A. (1999). *Unpaid Professionals: Commercialism and conflict in big-time college sports*. Princeton, NJ: Princeton University Press.