

A DESCRIPTIVE STUDY OF
THE CAREER PATHS OF NCAA
DIVISION I-A AND DIVISION III
ATHLETIC DIRECTORS

by

David Parry Witter

B.S., Kansas State University, 1981

Submitted to the Department of Health, Physical Education
and Recreation and to the Graduate School of the University
of Kansas in partial fulfillment of the requirements for the
degree of Masters of Science.

Thesis

1994

WS88

C 2

ABSTRACT

A descriptive study of 173 National Collegiate Athletic Association Divisions I-A and III athletic directors was conducted to describe career paths. The subjects in the study included 47 Division I-A athletic directors and 126 Division III athletic directors. Each of the subjects completed the Athletic Director's Career Path Survey. Analysis of the collected data was descriptive.

The results of this study indicated that Division I-A and Division III athletic directors share similar backgrounds and demographics and that the level of program they administer is relatively unaffected by professional development. Athletic directors at these two levels are predominantly white males, approximately 50 years of age, who had participated in high school athletics and played primarily football or basketball at the collegiate level. Further, the athletic directors completed undergraduate degrees in physical education and graduate degrees in physical education or educational administration. Additionally, the athletic directors had coached interscholastically and collegiately. Collegiately, the largest number had coached football.

ACKNOWLEDGMENTS

To Dr. James LaPoint, who was responsible for righting the ship that was the beginning of this project. The expert direction and continuous encouragement that he provided was truly appreciated and the completion of this thesis is a tribute to his teaching style and abilities.

To Dr. David Cook who from the time I met him in 1987 has inspired me in ways he may have never realized.

To Dr. Huntsinger who graciously agreed to serve on my committee and offered his perspective and support.

To Dr. Floyd Walker and Mr. Frank Diskin for their help in developing the Athletic Director's Career Path Survey.

To Carla Pannell of The Professional Page who provided the typesetting and graphic work and periodic pushes toward completion.

Finally, to all the athletic directors who participated in this study. Without their contributions this study would not have been possible.

DEDICATION

This Master's Degree research is dedicated to each individual with whom I have come in contact since the beginning of the project. Whether they believed that I could or that I could not get to this point, each person was of equal motivation.

TABLE OF CONTENTS

Abstract	i
Acknowledgments	ii
Dedication	iii
Table of Contents	iv
List of Tables	vii
List of Figures	viii
Chapter 1: The Introduction	1
Statement of Purpose	3
Scope	3
Assumptions	4
Significance of the Study	4
Definition of Terms	5
Abbreviations	6
Chapter 2: Review of Literature	7
Introduction	7
Increased Administrative Demands	9
NCAA Division I-A and Division III	12
Academic Background	16
Competitive Experience	21
Professional Development	23
Summary	25

Chapter 3: Procedures -----	27
Research Design -----	27
Selection of Subjects -----	27
Instrument Used -----	27
Validity -----	28
Reliability -----	28
Collection of Data -----	28
Analysis of Data -----	29
Chapter 4: Results -----	30
Introduction -----	30
Findings of Demographic Data -----	31
NCAA Classifications -----	32
Gender of Athletic Director Subjects -----	33
Age of Athletic Director Subjects -----	34
Race of Athletic Director Subjects -----	35
Findings of Academic Preparation of Athletic Directors -----	36
Undergraduate Degrees of Athletic Director Subjects -----	36
Graduate Degrees of Athletic Director Subjects -----	38
Graduate Curriculums -----	39
Doctoral Degrees of Athletic Director -----	41
Findings of Competitive Experiences -----	41
Interscholastic Sport Participation -----	41
Interscholastic Participation by Sport -----	42

College Competition -----	44
Findings of Professional Development -----	46
High School Coaching -----	46
Collegiate Coaching -----	48
Athletic Director Internship -----	50
Chapter 5: Discussion -----	51
Introduction -----	51
Demographics -----	52
Academic Preparation -----	53
Competitive Experience -----	54
Professional Development -----	55
Implications -----	57
Chapter 6: Summary, Conclusions and Recommendations -----	58
Summary -----	58
Conclusions -----	58
Recommendations -----	60
Bibliography -----	61
Appendices -----	68
A. Athletic Directors Career Path Survey -----	70
B. Cover Letter -----	76
C. Informed Consent Statement -----	78
D. Follow-up Request for Participation -----	80
E. ADCPS Raw Data -----	82

List of Tables

Table 1: Undergraduate degrees of athletic director subjects by percentage	37
Table 2: Graduate Degree Curriculum by percentage	40
Table 3: Scholastic participation by sport by percentage	43
Table 4: Collegiate sports participation by percentage	45
Table 5: Coaching high school sports by percentage.....	47
Table 6: Coaching collegiate sports	49

List of Figures

Figure 1:	NCAA classifications	32
Figure 2:	Percent of male athletic directors	33
Figure 3:	Age of athletic director subjects.....	34
Figure 4:	Race of athletic director subjects	35
Figure 5:	Graduate degrees of athletic director subjects	38
Figure 6:	Doctoral degree	41
Figure 7:	Scholastic sport participation.....	42
Figure 8:	Collegiate sports participation.....	44
Figure 9:	Coaching high school sports	46
Figure 10:	Coaching collegiate sports.....	48
Figure 11:	Athletic Director Internship	50

CHAPTER 1

The Introduction

Intercollegiate sport began modestly in 1852 with the scheduling of a crew race between students at Harvard and Yale (Barrow, 1971). As these competitions developed and as the results of the sport contests gained perceived importance, an organizational transition appeared necessary. Indeed, Watkins (1981) stated that:

Athletics and athletic activities have been in operation for many years. What started as playful community activities designed to give one community bragging rights has turned into big business. These athletic events grew in stature with the conception of national rules, playoffs and championships. Thus a new era of athletics was on the horizon (p. 24).

Lewis and Appenzeller (1985) offered that, "Sport management has existed as an activity from at least the time of the ancient Greeks..." (p. iii). The transformation of intercollegiate athletics from small, club-sponsored contests to the staging of events which have financial considerations in excess of millions of dollars, has brought about a related transformation in sport management.

According to Hall and Bradwin (1989), "Since the introduction of the

position of... athletic director (AD) some 40 years ago, athletic competition has expanded tremendously” (p. 65). It is obvious that with the expansion of athletic competition and the increase in the importance of sport in our society that a need for an advanced method of preparing athletic administrators is required (Parkhouse, 1980).

Traditionally, many sport administrators have developed their skills exclusively through “on-the-job experience” (Olson, Hirsch, Breitenbach, and Saunders, 1987, p. v.). However, with this expansion in scope of duties and the resulting expertise required to perform as an administrator in the world of sports today, Parkhouse and Ulrich, (1979) said:

... a background (experience and professional preparation) in teaching and/or coaching has been increasingly questioned as providing adequate preparation for a career in sport management (p. 265).

Parkhouse (1980) stated that, “...it has become increasingly clear that athletics is a multi-million dollar business” (p. 45). Since sports has ascended to its current status in our society, Carbone (1977) asserted that:

The time had then arrived in the changing world of sports when the former player and coach could no longer move into the front office to assume the role of management executive.

...The recommended career path for a graduating high school

senior interested in Sports Administration is the completion of a four year baccalaureate degree, a year of non-credit work experience (internship), followed by a calendar year of graduate level study in the same discipline (p. 14)

It is apparent that an accepted career path for aspiring athletic directors is available. As sport has grown, and with it the need for effective administration in the many facets of the enterprise, qualifications are being more clearly defined. Miller (1988) concurred: "Whereas, the athletic director formally (sic) was qualified only by previous athletic experience, the athletic director of the future should be a fully educated and qualified professional," (p. 2)

Statement of Purpose

It was the purpose of this study to describe the career paths of athletic directors from the National Collegiate Athletic Association (NCAA), Divisions I-A and III. A secondary purpose was to develop a profile of Division I-A and Division III athletic administrators.

Scope

The subjects for the study included each of the 106 athletic directors from Division I-A and the 213 from Division III schools. The Athletic Director's Career Path Survey (ADCPS) was designed to collect and compare demographic, academic, competitive experience, and

professional backgrounds of collegiate athletic directors. The survey contained data collected during the spring of 1991.

Assumptions

It was assumed that the survey was answered honestly and completely by each of the respondents. It was hoped that the athletic director completed the survey as opposed to delegating the task to a colleague in the athletics department. Further, the population was representative of the professional development of athletic directors at Division I-A and Division III schools.

Significance of the Study

The athletic administrator position was developed early in the twentieth century to control unethical influences in intercollegiate sport. With the evolution of sport management, universities would select the most knowledgeable member of the faculty to perform this task. Often the individual selected was the chairperson of the physical education department and that individual was required to deal with a host of unfamiliar problems, including the development of budgets, personnel, purchasing, and contest administration (Olson, Hirsch, Breitenbach, and Saunders, 1987).

The results of this study could allow for a more clearly defined career path for the athletic director of the future. With the current confusion over various routes toward a similar destination, perhaps proponents of sport

management curriculums, members of physical education departments, business administration programs, and the American public may agree to increase the training, accountability, and qualifications of collegiate athletic directors.

Definition of Terms

Academic Background. The formal higher education enrollments including school, curriculum, and degree. This includes seminars or other recognized educational programs attended by the athletic director.

Athletic Director. The person responsible for the administration and direction of an entire athletic department of intercollegiate athletics.

Career Path. The membership and involvement with collegiate sport teams, professional organizations, coaching, formal academic work, and prior related positions outside the athletic or academic arena.

Intercollegiate Programs. Athletic programs at four year colleges and universities. Specifically, those member schools of the NCAA Division I-A and III.

Professional Background. Positions held prior to employment in an athletic director capacity. Includes membership in professional organizations and coaching at high school, collegiate, and professional levels.

Includes assistant positions and internships.

Sport Management. A program/philosophy combining elements of sport and business management.

Abbreviations

A.D. Athletic director.

ADCPS. Athletic Director's Career Path Survey; A survey soliciting responses from A.D.'s on academic, athletic, and professional development.

Division I-A. A sub-classification of Division I regarding football status. I-A status programs emphasize sport as entertainment and strive for self-sufficiency as a financial enterprise.

Division III. Integrates academics and athletics at the college level. Priority is the educational experience of the participant.

NCAA. National Collegiate Athletic Association.

CHAPTER 2

Review of Literature

Introduction

American amateur athletics have long been associated with educational systems. This has been true primarily to control undesirable influences and the negative results with which they were associated. Athletics that had been run by the students appeared to be moving in the wrong direction and were placed under the direct control of the school administration (Mirel, 1982; and Olson, Hirsch, Breitenbach, and Saunders, 1987).

Since its relatively quiet beginnings, intercollegiate sport has experienced an amazing growth and expansion (Bucher, 1989; Goodwin, 1986; Lederman, 1988; Oberlander, 1988; Olson, Hirsch, Breitenbach, and Saunders, 1987; Parkhouse, 1979; Watkins, 1981; and Williams and Miller, 1983). As sport has developed, it has also become increasingly complicated. There now exist tremendous financial considerations and legal responsibilities. The previous two factors and the advent of Title IX and the corresponding impact on the growth of opportunities in sport for women have added to the pressures of performing as an athletic director today (Lederman, 1988).

Williams and Miller (1983) established that:

Over the past decade the field of athletics has experienced rapid growth and change, underscoring the need for updating knowledges about effective administration of these programs.

...there has been a tremendous expansion of athletic programs, due in part to the impact of federal legislation (Title IX) on banning sex discrimination. Along with expanding programs, environments around athletic administrators also are changing rapidly, requiring more versatility and greater knowledges than were called for in former times (p. 398).

Literature suggests that athletic directors (A.D.s) share similar treks to their present position. They have come to their level after receiving undergraduate and graduate degrees in physical education or business. Their college years were spent on athletic teams in football or basketball. Many coached, or still do, and worked up through the ranks of associate athletic director to the top post. Some capitalized on their status as sports heroes, others came back from the world of business or other arenas to reclaim a spot within the department of athletics. Combined experiences in coaching, administration, educational backgrounds and athletic careers could impact the level of program that an A.D. might administer. As the job requirements of athletic administration have increased, perhaps the training of the administrator should not be left to hands-on experience only. A program of

increased accountability in sport management is recommended. Parkhouse (1980) maintained that:

Traditionally, school athletic administrators have come through the school of hard knocks—climbing from coaches and teachers to administrators. As the Peter Principle suggests, they rise to a level of mediocrity—to positions beyond their competence. A background in teaching and/or coaching has been increasingly questioned as providing adequate preparation to meet the competencies required of an athletic administrator. The growing complexity of the school athletic administrator's role mandates a job-related course of study which includes sophisticated techniques in law, financial management, marketing, industrial and personnel psychology, and management/media information systems (p. 45).

Increased Administrative Demands

Intercollegiate sport has become and is a big business (Farrell, 1985; Goodwin, 1986; and Lederman, 1988). As the demands and the impact of intercollegiate athletic programs have increased, so have the requirements of athletic administrators. What had been a part-time position developed into a demanding full-time duty (Olson, Hirsch, Breitenbach, and Saunders 1987). Previously, staffing of administrators for the athletic programs had been done through the "player-coach-manager" route (Green and Bradwin, 1989;

and Mullin, 1980).

Many feel that this scenario is changing. Bucher (1983) felt that:
...The administrator who has special training in the field is more likely to be selected to fill an administrative position than the person who has no such training (p. 5).

A wide array of administrative skills and responsibilities have necessarily been developed in relation to the increased emphasis on qualified program administrators. Among these are communication, setting and evaluating goals, development and implementation of plans, and the improvement of education and health and welfare of students. In addition, athletic directors are responsible for personnel management, scheduling and conducting of contests, promotion and marketing, compliance with regulations, business management, and interpersonal relationship skills. All require expertise on behalf of the athletics director. Moreover, the duties required of the A.D. include budget and finance, public relations, sports medicine policies and procedures, labor negotiations, and educational law (Flint, 1987; Frost and Marshall, 1977; Ibbotson, 1987; Jensen, 1988; Miller, J., 1988; Miller P., 1989; Nelson, 1988; Olson, Hirsch, Breitenbach, and Saunders, 1987; and Richard, 1987).

With this overview in mind, it is obvious that, according to Lederman (1988) the tremendous growth in college sports has caused a decrease in

athletic administrators with coaching backgrounds and an increase in directors from business and administrative backgrounds. Green and Bradwin (1989) stated that:

...ADs appear to come from one of two areas, coaching or administration. Experiences in each of these two areas would seem to benefit a prospective AD. However, coming from only one of the areas may mean a lack of experience or knowledge in the other (p. 65).

Further, Lederman (1988) cited Gleason regarding the athletic director position. Gleason stated:

It used to be a figurehead position, and the "good ol' coach" used to be rewarded by getting the title of A.D. Now that's no longer true. You'd better have a lot of business acumen, promotion, and marketing savvy, and be able to negotiate (p. A38).

Finally, Parkhouse (1980) summarized how the evolution of intercollegiate sport has increased the demands of athletic administration and how sport management is responding.

Essentially, there is no difference between running a sport enterprise and a regular business. In addition to the increasing importance of administering sports as a business...

Emerging is a new breed of specialists being turned out by college

and university professors. Running the nation's interscholastic and intercollegiate athletic programs is becoming the exclusive domain of the professional athletic administrator — a trained sports executive (p. 45).

NCAA Division I-A and Division III

The definitions offered in Chapter 1 illustrate the primary differences between NCAA Division I-A and Division III. However, additional insight can be found in the respective NCAA requirements and the philosophy statements of Division I-A and Division III.

The I-A status is actually a sub-division of Division I and refers primarily to mandates involving the football program at this level. Basically, Division I-A must maintain more stringent guidelines in the two areas of scheduling for football and the attendance requirements for football. While Division I-A requires that 60% of all football games are against Division I-A opponents, Division I-AA, the other sub-classification of Division I, mandates that more than 50% of the football schedule be against Division I-A or I-AA members. Regarding attendance requirements, Division I-AA does not maintain any minimum number while Division I-A must meet minimum attendance figures for football contests.

The 1990-91 NCAA Manual clearly outlines the significant

differences of requirements of Division I membership and Division III membership. The philosophy statements of each of the divisions provides the goals and emphasis of the respective classifications and illustrates in part the management concerns that a Division I-A and Division III athletic director might have. The manual states that Division I:

“...Strives in its athletics programs for regional and national excellence and prominence. ...recruitment of student-athletes and its emphasis on and support of its athletics program are — in most cases — regional and national in scope.

- Sponsors at the highest feasible level of intercollegiate competition one or both of the traditional spectator-oriented income-producing sports of football and basketball..
- Believes in scheduling...Division I, especially in the emphasized, spectator-oriented sports...;
- Strives to finance its athletics program insofar as possible from revenues generated by the program itself (p. 288).

The manual discussed the priorities and guidelines for a Division III member institution as well. The Division III philosophy statement says that colleges and universities in Division III:

“...place highest priority on the overall quality of the educational experience...integration of objectives and programs in athletics with

academic and development objectives and to assure the integration of athletes with other students.

- place special importance on the impact of athletics on the participants rather than on spectators and place greater emphasis on the internal constituency (students, alumni and special friends) than on the general public and its entertainment needs.
- Encourages participation by maximizing the number and variety of the athletics opportunities in varsity, club and intramural sports;
- Ensures that participants receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection, grading, living accommodations or financial aid;
- Is controlled, financed and staffed through the same general procedures as other departments of the college (p. 297).

The outline provided in the respective division philosophy statements illustrates the primary differences that exist. Clearly, Division I-A members emphasize collegiate sport programs, particularly football and mens basketball, for the entertainment of its supporters and the revenue that the enterprises generate. The focus however, is quite different for Division III member institutions. Division III supports collegiate sport for the

educational values that a participant might receive. Division III strives to maintain the participant as truly a student-athlete with no privileges beyond that of a non-participating student. Additionally, Division III places value on attracting a university-specific following and not on national prominence as does Division I-A. This understanding may prove beneficial when discussing the preparation patterns of the A.D.s of the different divisions.

In a similar study, Williams and Miller (1983) discussed difference in classifications.

The demands which characterize administrative positions in Division I ...appear to be sufficiently unique to warrant some distinct course work, or at least greater emphasis than that which is necessary for preparation to administer a Division III program (p. 403).

The greater number of scholarships awarded in Division I... programs along with attendant budgetary concerns, probably accounts for ...differences ...in...programs.

...one theory postulated by the athletic directors was that their background experiences, job responsibilities, and recommendations for professional preparation would be influenced by the type of program administered (NCAA ... Division I ...or III). It was reasoned that differences among the divisions in complexity and philosophic orientation as well as differences in

budget and support staff, would influence the perceptions of athletic directors (e.g., Division I programs may be more business-oriented while Division III may be more educationally oriented) (p. 404).

Lederman (1988) agreed with that theory when he stated that:

...the responsibilities of a director of sports program in Division I-A, the National Collegiate Athletic Association's top competitive level, have become much more complicated as the financial and competitive stakes have grown. It is less true...of smaller programs... Not surprisingly, a much greater proportion of directors in less visible, less costly sports programs also coach teams than do so in Division I-A.

Predictably, the more modest the sports program, the greater the likelihood that the athletic director holds a coaching job (p. A37).

Academic Background

As individual sport programs have expanded, many individuals have become more aware of the need for better trained and higher qualified administrators. As a result, an evolution of a new educational discipline, sport management, has come about. According to Sheffield and Davis (1986) that while sport management, draws from the schools of physical education

and business, the primary body of knowledge is derived from business management and athletic administration. Sutton (1989) expanded on this idea by stating that:

Sport management is a hybrid field of study; it combines management, marketing, accounting, communication, finance, economics, social sciences, statistics, recreation, and physical education (p. 20).

Sport management programs, both undergraduate and graduate level, in an attempt to produce qualified A.D.s, would contain three primary areas of emphasis. The business courses previously listed combined with sport-specific courses of an applied nature are perceived as lacking the complete and necessary experience. In order to become an effective administrator according to Nelson (1988) one should have "...an in-depth knowledge of a wide variety of subjects" (p. 6).

The remaining component of a sport management program is the internship (Brassie, 1989; DeSensi, Kelley, Blanton, and Beitel, 1990; Hardy, 1987; Oberlander, 1988; Parkhouse, 1984, 1987; Parks and Quain, 1986; Quain and Parks, 1986; Sutton, 1989; Ulrich and Parkhouse, 1982; and Ziegler, 1979). As evidenced by the tremendous growth of sports management as an academic program, many students who have interests in sport and business are attracted toward a career in athletic administration

and are being recruited by the various programs. It was felt that a degree in the program would help in the job search.

Generally, the combination of business offerings and sport-related courses toward developing abilities in sport management is acceptable by proponents of a dual course of study. According to Berg (1989) the aim of these programs was to educate sports interested individuals on the necessities of a sound core of managerial knowledge. Further, effective administrators would be well prepared in respect to the area of management.

Specifically, Berkley (1989) suggested an understanding of business aspects outside of the localized athletic program. Many universities that currently offer career preparation programs suggest organized and structured paths. The literature supported two similar ideas toward securing a position as an administrator of athletics and accumulating the necessary academic and practical experiences to perform the varied tasks with a level of competence and efficiency. First, Bucher (1979) outlines:

Today individuals who desire to prepare for administration or management roles pursue college majors or graduate study in this discipline and do considerable work in such areas as the behavioral sciences, as well as serving an internship to become oriented to the various administrative functions associated with their profession,

just as physicians serve internships in hospitals...(p.6).

Second, Carbone (1977) outlined a complete path of pursuit for a student at the very earliest stages:

The recommended career program for a graduating high school senior interested in Sports Administration is the completion of a four year baccalaureate degree, a year of non-credit work experience (internship), followed by a calendar year of graduate level study in the same discipline. Such an educational approach should find an acceptable job market waiting for the student (p. 14).

It was recognized that due to the relative infancy of sport management programs that a lower percentage of current sport management graduates are serving in sport administration positions. However, the academic background of current A.D.s have culminated with graduate degrees.

Williams and Miller (1983) found that 88% of the A.D.s in the now defunct AIAW or NCAA Division I, II, or III had graduate degrees and 5% had received Ph.D.'s. Only 7% had completed only bachelors (p. 400).

Those same A.D.s identified certain essential academic attributes toward an increased effectiveness in the capacity of AD. The philosophy with which administrators approached their jobs should be grounded in an

understanding of sound managerial principles. This understanding can be developed through many academic avenues if allowed to have hands-on experience as well (Frost and Marshall, 1977).

With regards to an understanding of sport management as an academic pursuit there is a basic agreement among different sources. Sport management has its roots in business and physical education disciplines (Berg, 1989; Brassie, 1989, DeSensi and Koehler, 1989; Hardy, 1987; Lewis and Appenzeller, 1985; Oberlander, 1988; Parkhouse, 1978, 1984, 1987; Parks and Quain, 1986; Sheffield and Davis, 1986, Sisley, 1975; Ulrich and Parkhouse, 1982, and Whiddon, 1990).

Berg (1989) offered some support:

...many believe that sports management needs to steer a middle ground somewhere between business and sports, because the purpose is not to provide 'bean counters' to run sports programs, but rather to train sports-minded people to be good managers (p.48).

It is of considerable help to understand the various elements of a sport management program. Quain and Parks (1986) stated;

...a sport management program was described as a college or university professional preparation program designed to develop expertise in ... Sport Promotion — these responsibilities

might include advertising, public relations, and/or media operations. Sport marketing — deals with the presentation of a sport organization to consumers through various avenues such as advertising, merchandising, product planning, publicity, research and development, and sales. Sport administration and management — examples include public relations director, corporate administrator or sporting events, contract advisor, tournament directors or promoter, college athletic director, management positions in a sports franchise, and fund-raising director (p. 18).

Finally, Frost (1977) concluded:

The important conclusion is that the administrator who has in his repertoire all possible tactics, techniques, procedures and theories of management will be better able to cope with the complex demands placed on him than will the one who is not so equipped (p. 6).

Competitive Experience

Common throughout literature is the player-coach-administrator career path (Carbone, 1977; Lederman, 1988; Mullin, 1980; Olson, Hirsch, Breitenbach, and Saunders, 1987; and Parkhouse and Lapin, 1980). Prior to the increasing job requirements of athletic directors and the resulting need for

more qualified personnel, this career pattern seemed to have its followers and its merits. However, upon close examination, it is currently apparent that this is no longer accepted preparation. The review of literature indicated how previous coaching experiences prepared athletic directors for administrative positions. Olson, Hirsch, Breitenbach, and Saunders (1987) related:

The modern athletic administrator is an extremely busy individual who has often gained his or her training from a coaching background, where budgeting, scheduling, purchasing, equipment management, interpersonal relationships, and policy formation were components of their experience. This allowed for a logical transition to the management of total athletic programs requiring performance of similar tasks on a large scale (p. 15).

In response to Olson, both Parkhouse (1980) and Carbone (1977) disagreed with emphasis on the expansion of duties requiring an expansion of professional preparation for which former players and coaches necessarily were lacking. Parkhouse (1980) went further in stating that "Sport management is sufficiently different to require specialized training at the graduate level" (p. 265).

Although some literature suggested a different trend is in place, many athletic administrators view a coaching background as beneficial to

satisfactory job performance in the administrative position. It was felt that coaching experience would “...increase their sensitivity to those demands placed upon coaches and the athletes within their programs” (Hatfield, Wrenn, and Bretting, 1987, p. 141).

Professional Development

Throughout the review of literature, much of current athletic director’s career qualifications have been determined to revolve around the business aspects of the operations as they are utilized in a sport environment. Necessarily, the evolution of sport management programs includes the three major areas of business, sport-specific courses, and internships toward realizing requirements of the career. Internships in a structured environment are the most appropriate way for an aspiring AD to gain insightful and associated experience. Serving as an assistant AD can be viewed as an avenue toward a more tacit skill development. Still, as these programs struggle for credibility, the old school of thought remains. Many of the graduates of the “player-coach-administrator” program are required to gain on the job experience only.

Parkhouse (1986) suggested that sports can and should be run as regular business. Logically it then follows that executives who have skills necessary to perform effectively in commercial enterprises would experience only minor transitional difficulties when transferring to sports enterprises.

With this understanding, Vanderwagg (1984) contended that the sport program's viability would be enhanced if managed more effectively. At this stage of the development of sports management programs, Parkhouse (1980) seemed a bit premature when she asserted:

Emerging is a new breed of specialists being turned out by college and university professors. Running this nation's interscholastic and intercollegiate athletic programs is becoming the exclusive domain of the professional athletic administrator—a trained sports executive (p.45).

Upon examination, it can be determined that a wide range of professional and business experiences could lead to an athletic director position. The current trend toward awarding these positions to qualified candidates includes a basic background. Williams and Miller (1983) stated:

...one of the incongruities in the multi-billion dollar business of athletics is the willingness to turn over the administration of this enterprise to those individuals who have had little, if any, formal preparation for their jobs. For the most part, school athletic administrators have only had experience as coaches and teachers before assuming their administrative duties (p. 265).

The primary differences between NCAA Division I-A and Division III were discussed. There are some other essential differences. Division I-A

programs have larger budgets, more attendance, and a wider variety of competitive programs than do Division III schools. The focus for Division III shifts from financial to educational. It would then follow that a difference in preparation patterns for sport management may exist.

Indeed, Williams and Miller (1983) illustrated that NCAA Division I A.D.s are more involved with budgets, public relations, financial aid, fund raising, and promotion than Division III A.D.s. The Division III director focuses on scheduling, facilities, record maintenance, and coaching duties.

It is clear that Division III administrators face different problems than those of Division I-A. Different skills are needed due to variance in personnel numbers, position responsibilities, and different program emphasis. Major disparities occur with respect to finances at Division I-A and Division III levels. It then follows that each of these levels are unique and may require unique preparation.

Summary

As the direction of intercollegiate sport early in the nineteenth century came to be controlled by institutional administrators, the responsibility to provide sound leadership and guidance fell to the athletic director. With the rapid increase in the wide range of athletic programs offered, as well as the swelling number of participants and the need to protect the welfare of the participants and spectators, the amount of responsibility on the AD increased

as well. Concerned for the special areas of fund raising, compliance, budgeting, public relations, legal aspects, and an entire myriad of other arenas, the modern sports executive must be thoroughly and precisely trained to tend to those tasks.

In its early stages, intercollegiate sport administrators had as their primary concern the scheduling of contests. The early athletic director usually had a physical education and athletic coaching background. It seemed logical to promote personnel through the "player-coach-administrator" model of career experience. However, athletics at the university level are fast approaching the 21st century and qualifications, expectations, and demands have increased for the athletic director.

CHAPTER 3

Procedures

Research Design

It was the purpose of this study to describe the career paths of athletic directors from the National Collegiate Athletic Association (NCAA) Division I-A and the career paths of athletic directors from Division III. The study was descriptive in design. The subjects completed the Athletic Director's Career Path Survey (ADCPS—Appendix A). Descriptive responses including demographic data, academic preparation, competitive experience, and professional development of the two groups were collected.

Selection of Subjects

The survey included information compiled during the spring semester of 1991. Each of the 106 athletic directors from Division I-A and the 213 A.D.s from Division III were solicited for response. The listing of subjects was obtained from The 1990-91 National Directory of College Athletics provided by the National Association of Collegiate Directors of Athletics.

Instrument Used

The Athletic Director's Career Path Survey (ADCPS—Appendix A) was developed by the investigator to collect information for the study. A review of related literature aided in the development of general background items to be included in the instrument that was used to help determine possible career paths of collegiate athletic directors.

The ADCPS consisted of the following five sections in an athletic director's career path: (a) demographics, (b) present position,

(c) academic preparation, (d) competitive experience, and (e) professional development.

Validity

The input of a panel of three experts was used to develop the ADCPS. On the panel was a current NCAA Division I athletic director, an NAIA athletic director, and a university professor of athletic administration. Each panel member was asked to rate each question using a scale of 1=valid question, 2=needs revision, and 3=omit question. This procedure was repeated until the panel reached a consensus on each item. As each of the questions in the survey were determined as valid by each of the members of the panel, the investigator developed the ADCPS which was valid and acceptable as to its content validity.

Reliability

A pilot survey was used to test the reliability of the ADCPS. Ten schools from each classification were randomly selected and were provided with a survey prior to the actual mailing of the 319 sample surveys. A test-retest was conducted by the first three randomly selected ADs from both classifications. A test-retest item analysis provided a percent agreement. One week elapsed between the first and second mailing.

Collection of Data

In order to track respondents who had completed and returned the survey versus those who had not yet responded, the ADCPS was color coded by membership. A red dot with an alpha-numeric code signified a Division I-A athletic director and a blue dot with an alpha-numeric code signified a Division III athletic director. The survey was mailed to each athletic director.

Included in the packet were: (a) cover letter— (Appendix B), (b) stamped and addressed return envelope, and (c) the ADCPS. Two weeks after the first mailing, the non-responding athletic directors, as determined by the alpha-numeric color code system, were sent a follow-up request for their participation—(Appendix C). These individuals were given an additional week to respond.

Analysis of Data

Descriptive analyses were based on the demographic information and present position data. Preparation in the areas of academics, competitive experiences, and professional development were presented in tables and graphs illustrating comparisons between the classifications of Division I-A and Division III.

CHAPTER 4

Results

Introduction

It was the purpose of this study to describe the career paths of athletic directors from the National Collegiate Athletic Association Division 1-A with the career paths of athletic directors from Division III. The findings of this study have been presented in the same sequence in which questions were ordered on the Athletic Director's Career Path Survey (ADCPS) (see Appendix A).

A review of literature provided the various segments for examination including; demographics, present position information, academic preparation, competitive experiences, and professional development. Further, the academic preparation segment investigated undergraduate as well as graduate, and doctoral work. The segments of competitive experiences and professional development were each subdivided into interscholastic and collegiate.

Each of the 106 Division I-A athletic directors and the 213 Division III athletic directors were solicited to participate in the study. The Division I-A subjects had a return rate of 44 percent. The return rate for Division III athletic directors was 59 percent.

The combined return of all Division I-A and Division III A.D.'s was 54

percent. As each of the A.D.s in the two classifications were solicited for their responses and due to the similarities existing in the results, this sample was representative of the career paths of athletic directors at these two levels. Upon receiving all follow-up requests for participation in the study (see Appendix C) within the allotted two week period, some athletic directors were contacted by telephone as to why they had not participated in the study. The fact that the collection of data coincided with various conference basketball tournaments, spring breaks, as well as other time restrictions, were the primary reasons provided for lack of participation in the study by the athletic directors.

The subjects were asked to complete the ADCPS, a questionnaire used to describe the various factors listed earlier in this introduction. A combined total of 173 athletic directors from both NCAA divisions completed the ADCPS. The data were collected and prepared in raw data form for descriptive analysis. The results from each question were analyzed and illustrated any comparison between the two divisions.

Findings of Demographic Data

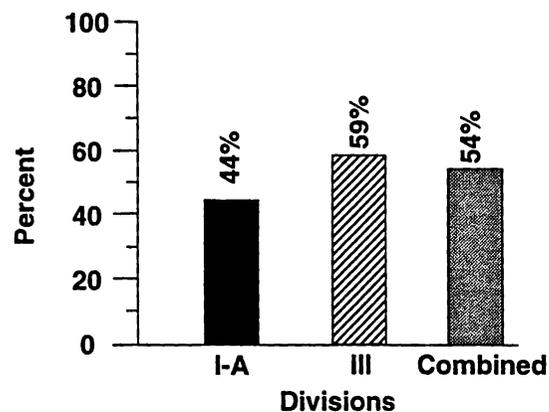
Each of the responses for the demographic data from the A.D.s was grouped according to NCAA classifications, either Division I-A or Division III. Essentially, the demographic information served to provide a subject profile for the investigation.

NCAA Classifications

As reported in the selection of subjects in Chapter 3, each of the 319 athletic directors in NCAA Division I-A (106 total) and Division III (213 total), were solicited to participate in the study which required them to complete the ADCPS. A total of 173 athletic directors responded to the ADCPS. Of those responding, Division I-A had a 44 percent return and Division III had a return of 59 percent. Of the 319 athletic directors surveyed, 54 percent responded. (See Figure 1).

Figure 1

NCAA Classifications

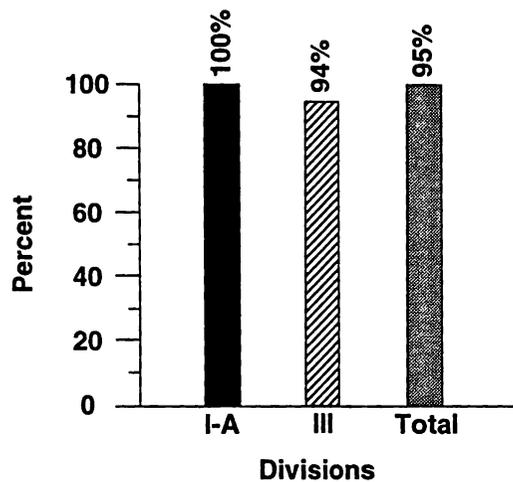


Gender of Athletic Director Subjects

The large majority of athletic directors responding in each classification were males. Division III schools employed eight women or six percent. Division I-A responses listed no female athletic directors. (See Figure 2).

Figure 2

Percent Of Male Athletic Directors

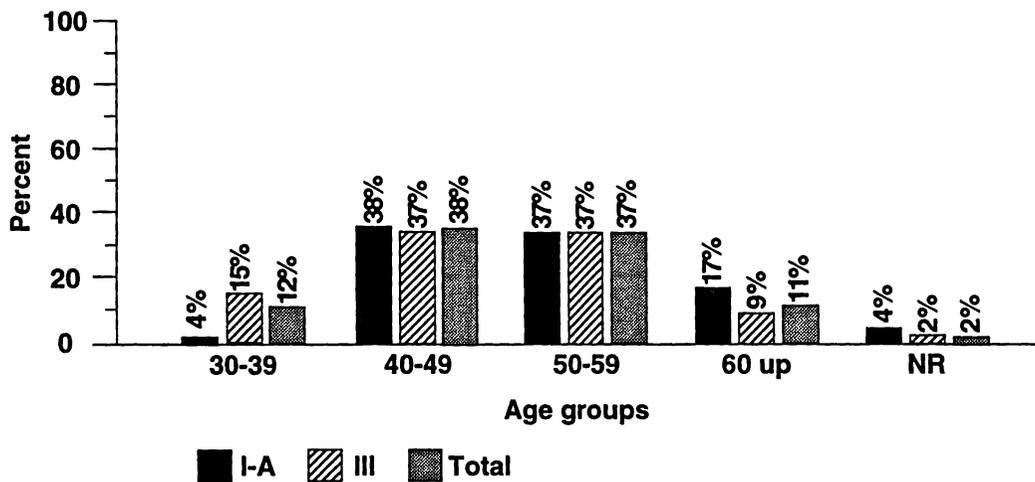


Age of Athletic Director Subjects

The Division I-A group had the largest portion of the athletic directors in the 40-49 age group, 18 or 40 percent. At the Division III level, both age groups of 40-49 and 50-59 had 47 athletic directors or 38 percent each. Division I-A athletic directors were older than Division III. The mean age of Division I-A was 52 and Division III was 49. (See Figure 3).

Figure 3

Age Of Athletic Director Subjects



The total combined population had a majority of 65 or 38 percent athletic directors between the ages of 40-49 years. Divisions III had a greater percentage of athletic directors in the 30-39 age group, whereas Division I-A has an increased percentage of athletic directors 60 years and above. The

range of ages went from 33 (a Division III A.D.), to 76 (a Division I-A A.D.)

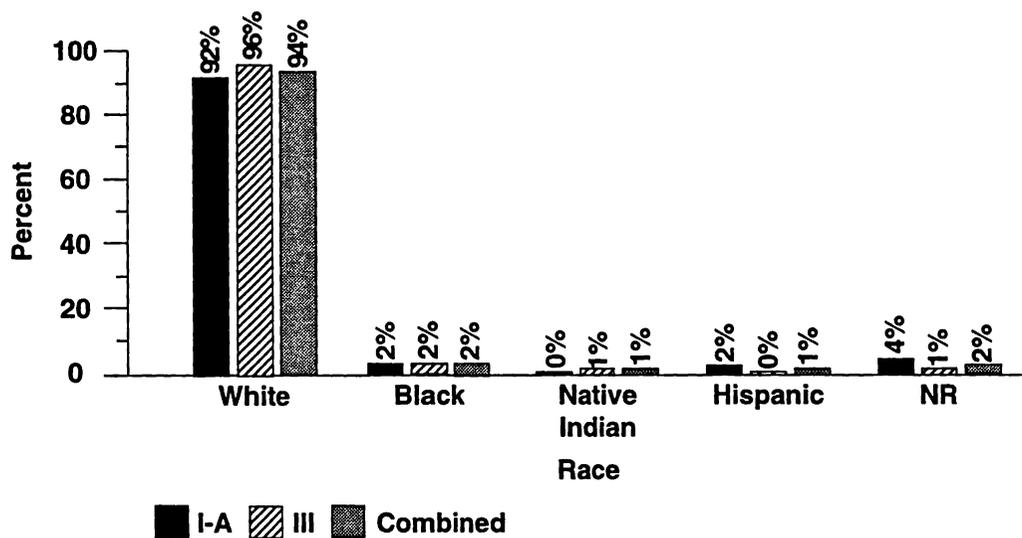
Race of Athletic Director Subjects

The majority of athletic directors responding were white. From Division I-A, 43 or 92 percent were white. Of Division III responses, 121 or 96 percent were white.

Of the total athletic directors responding, 164 or 94 percent were white, four or two percent were black, and there was one each of Native Indian and Hispanic for .6 percent each. (See Figure 4).

Figure 4

Race Of Athletic Director Subjects By Percentage



Academic Preparation

Findings of Academic Preparation of Athletic Directors

The academic preparation section included the categories of undergraduate degrees, graduate degrees and doctoral degrees. Further, a listing of possible graduate course work was involved.

Undergraduate Degrees of Athletic Director Subjects

The athletic directors of Division I-A chose physical education as the major academic discipline at the rate of 19 or 40 percent. The second most frequent choice of undergraduate majors by Division I-A athletic directors with 6 or 13 percent was education and a Bachelor of Science.

Comparatively, 58 or 46 percent of Division III athletic directors received undergraduate degrees in physical education. History majors and Bachelor of Science degrees for Division III A.D.s accounted for the second largest category at 14 or 11 percent. (See Table 1). For additional undergraduate degrees of athletic director subjects, refer to the ADCPS raw data provided in the appendix.

Table 1

Undergraduate Degrees Of Athletic Director Subjects By Percentage

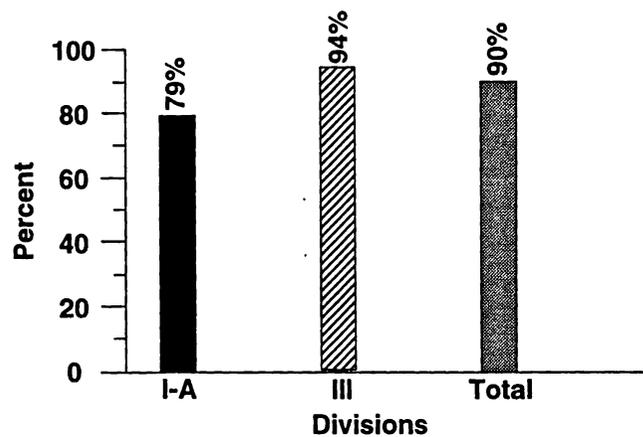
Unergraduate Degree	I-A%	III%	Combined%
Physical Education	40	46	45
Bachelor of Science	13	11	11
History	8	11	10
Education	13	6	8
Bachelor or Arts	4	9	8
Biology	2	8	6
Mathematics	6	4	5
Business Administration	4	4	4
Economics	—	5	3
Social Studies	—	5	3
Psychology	4	2	3
Sociology	2	1	2
English	—	2	2
Marketing	2	1	1
Liberal Arts	2	1	1
Recreation	2	1	1
Studio Art	—	1	1
German	—	1	1
Geography	—	1	1
Speech-Theatre	—	1	1
Athletic Management	—	1	1
Agriculture	2	—	1
Religion	2	—	1
Journalism	2	—	1
Botany	2	—	1
Mechanical engineering	—	1	1
Philosophy	—	1	1
Physics	—	1	1
Communications	—	1	1
Spanish	—	1	1
Sportsmedicine	—	1	1
Industrial Education	—	1	1
NR	4	3	3

Graduate Degrees of Athletic Director Subjects

The athletic directors in Division III had a majority that had completed a graduate degree. Of the responses, 118 or 94 percent had a master's degree. Division I-A also had a high level of graduate degrees. At this level, 37 or 79 percent had graduate degrees. Combined, 155 or 90 percent of Division I-A and III athletic directors had completed the requirements of graduate work. (See Figure 5)

Figure 5

Graduate Degrees Of Athletic Director Subjects



Graduate Curriculums

Master's Degree

Physical education, education, administration, and education were the dominant graduate level curriculums completed by responding athletic directors. In Division I-A, 9 or 19 percent earned degrees in education and administration. Physical education master's were awarded to five or 11 percent and sports administration had four or 9 percent.

Division III athletic directors received 28 or 22 percent degrees in physical education, 25 or 20 percent education degrees, and 18 or 14 percent degrees in education administration. Combined, the first graduate degrees awarded to the responding athletic directors of each classification were in physical education 33 or 19 percent; education administration, 28 or 16 percent; and 24 or 14 percent in education. (See Table 2). For additional graduate work and degrees earned by responding athletic directors, refer to the ADCPS raw data provided in the appendix.

Table 2

 Graduate Degree Curriculum By Percentage

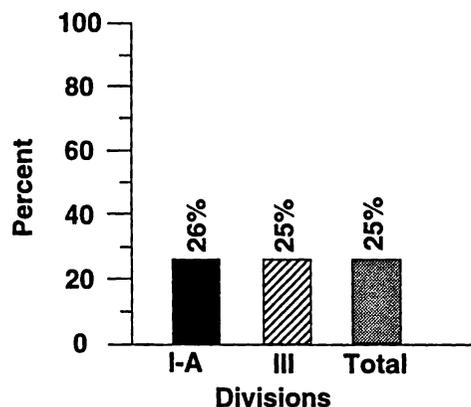
Graduate degree	I-A%	III%	Combined%
Physical Education	11	22	19
Education	6	20	16
Education Administration	13	14	14
Sports Administration	9	10	10
Master of Arts	13	8	9
Master of Science	2	8	6
Master of Business Admin.	4	2	3
Counseling	—	4	3
Health Science	2	1	2
Psychology	2	1	1
Physics	—	1	1
Education Psychology	—	1	1
Occupational Education	—	1	1
Mathematics	—	1	1
Management	2	—	1
Law	2	—	1
Exercise Physiology	2	—	1
Biology	2	—	1
Personnel Management	2	—	1
Statistics	2	—	1
Adaptives	—	1	1
Social Science	—	1	1

Doctoral Degrees

The percentage of athletic directors at each level who had completed doctoral degrees was essentially the same. Division I-A had only a slightly larger percentage of 26% than did Division III A.D.s with 25%. The combined percentage was 25%. (See Figure 6)

Figure 6

Doctoral Degree



COMPETITIVE EXPERIENCE

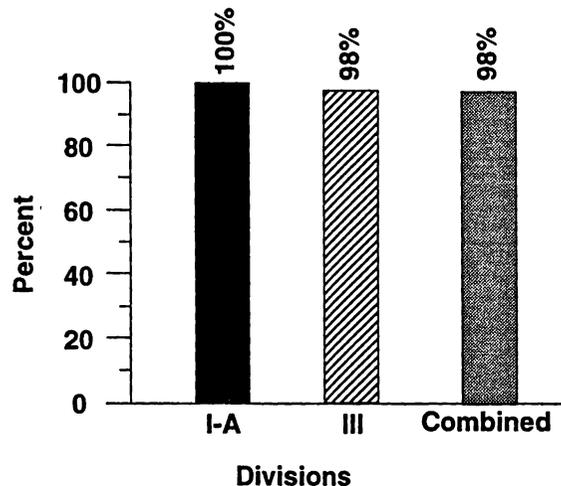
Interscholastic Sport Participation

Of the responding athletic directors, a large number of them had participated on varsity athletic teams while in high school. Division III had only 3 respondents that had not competed in high school. In Division I-A, 100 percent of the 47 respondents did compete at the varsity level during their interscholastic career. The combined 170 or 98 percent of the athletic

directors surveyed indicated this competitive experience. (See Figure 7)

Figure 7

Interscholastic Sport Participation By Percentage



Interscholastic Participation By Sport

Of the 16 sports indicated by the athletic directors that they had participated in at the varsity level in high school, football, basketball, and baseball were the most prevalent. Football was the number one response with 41 or 87 percent of Division I-A and 93 or 74 percent at the Division III level responding. The combined percentage was 77 percent. Basketball was second with a combined response of 123 or 71 percent. As with football, Division I-A had a larger percentage of 79 percent or 37 participants. Comparatively, Division III had a response of 86 or 68 percent. The only remaining sport with over 50 percent participation was baseball. Division I-A led with 29 or

62 percent participation. Division III had a 57 percent participation rate with 72 scholastic baseball players. The remaining breakdown of scholastic sport participation is included in Table 3.

Table 3

Interscholastic Participation By Sport By Percentage

Sport	I-A%	III%	Combined%
Football	87	74	77
Basketball	79	68	71
Baseball	62	57	58
Track	42	34	36
Wrestling	21	17	18
Golf	17	5	9
Tennis	2	9	8
Soccer	-	7	5
Lacrosse	-	5	3
Cross Country	-	4	3
Softball	-	3	2
Swimming	4	1	2
Field Hockey	-	2	2
Ice Hockey	-	1	1
Volleyball	-	1	1
Curling	-	1	1

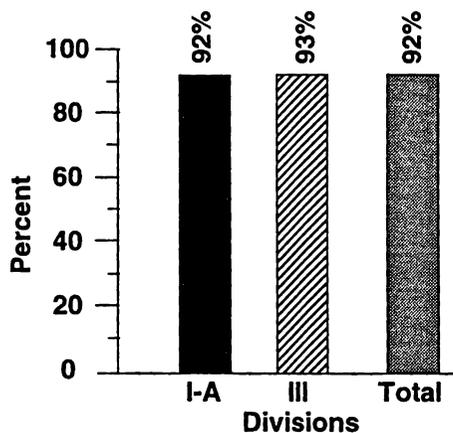
Collegiate Sports Participation

Of the responding athletic director subjects, a large majority of each classification participated in a varsity sport during their college careers. A

combined 160 or 92 percent of the population had collegiate playing experience. Division III had a 93 percent or 117 response rate and Division I-A had 43 or 92 percent participation rate. (See Figure 8)

Figure 8

Collegiate Sports Participation By Percentage



There was a total of 16 sports listed as possibilities for collegiate participation by the responding athletic directors. Again, football, basketball, and baseball were the most prevalent. A combined 56 percent or 97, of the A.D.s had played collegiate football. A total of 62 percent or 29 of the Division I-A and 68 or 54 percent of Division III subjects were included. Baseball narrowly led basketball for a combined 54 or 31 percent. In baseball the distribution was 43 or 34 percent of Division III and 11 or 23 percent of the Division I-A athletic directors played baseball. Basketball was the third most

common sport played by the responding athletic directors while in college.

The Division III A.D.s had 39 indications of basketball for 31 percent.

Division I-A had 13 or 28 percent with collegiate basketball playing experience. The remaining sports and their corresponding participation levels are illustrated in Table 4.

Table 4

Collegiate Sports Participation By Percentage

Sport	I-A%	III%	Combined%
Football	62	54	56
Baseball	23	34	31
Basketball	28	31	30
Track	11	18	16
Wrestling	13	8	9
Soccer	-	9	6
Lacrosse	-	6	5
Tennis	2	5	4
Golf	4	1	2
Swimming	-	2	2
Field Hockey	-	1	1
Gymnastics	-	1	1
Volleyball	-	1	1
Ice Hockey	-	1	1
Cross Country	-	1	1
Softball	1	1	1

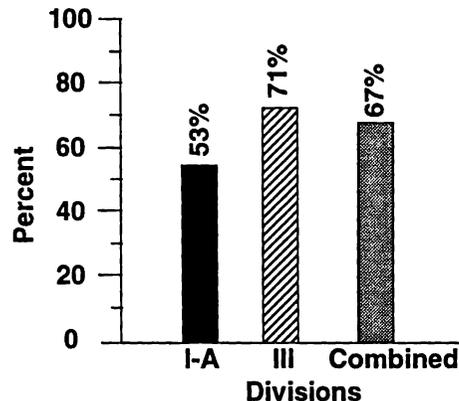
Professional Development

Coaching High School Sports

There existed a substantial difference in the high school coaching experience of Divisions I-A and III. Division III athletic directors had 90 or 71 percent of the population that had coached at the high school level. Division I-A A.D.s responded at a rate of 53 percent or 25. The combined total was 115 or 67 percent. (See Figure 9)

Figure 9

Coaching High School Sports By Percentage



Eighteen sports were listed by the respondents as sports they had coached interscholastically. Football, basketball, and baseball were the most common. Football had a response of 52 percent or 66 coaches for Division III. Division I-A listed 20 or 42 percent coaches. Basketball was the second most prevalent for a combined total of 75 or 43 percent. Again,

Division III had more coaches than Division I-A. Sixty-one or 48 percent of Division III A.D.s coached high school basketball compared to 14 or 30 percent at the Division I-A level. The third most commonly coached sport was baseball for a combined total of 47 or 27 percent. There were 39 or 31 percent Division III directors and 8 or 17 percent of the Division I-A administrators who had coached high school baseball. The remaining high school coaching experiences are provided in Table 5.

Table 5

Coaching High School Sports By Percentage

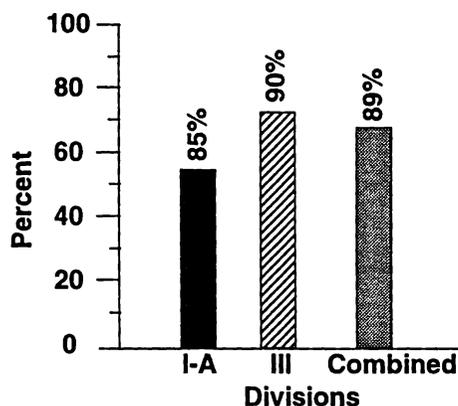
Sport	I-A%	III%	Combined%
Football	42	52	52
Basketball	30	48	43
Baseball	17	31	27
Track	11	27	22
Wrestling	4	11	9
Tennis	-	9	6
Soccer	2	7	6
Golf	8	4	5
Volleyball	-	3	2
Swimming	2	1	2
Softball	-	2	2
Lacrosse	-	2	2
Cross Country	-	1	1
Ice Hockey	-	1	1
Field Hockey	-	1	1
Rodeo	-	1	1
Curling	-	1	1
Squash	-	1	1

Coaching Collegiate Sports

A combined total of 154 or 89 percent of the responding athletic directors of Divisions I-A and III have coached at the collegiate level. Division III had 114 of those for 90 percent, while Division I-A had 85 percent or 40 with college coaching experience. (See Figure 10)

Figure 10

Coaching Collegiate Sports By Percentage



The pattern of football, basketball, and baseball continued with collegiate sports coaching experiences. A combined total of 96 or 55 percent had coached football at the college level. An even 55 percent at each level were included. The breakdown was 70 and 26 for Divisions III and I-A respectively. Basketball barely led baseball with a combined 30 percent or 52 compared to 29 percent or 51. In each of these two sports, Division III had a

greater experience rate with 42 or 33 percent for basketball and 46 or 36 percent for baseball. Division I-A had a response of 10 or 21 percent for basketball and 5 or 11 percent for baseball. The remaining distributions by sport and division are provided in Table 6.

Table 6

Coaching Collegiate Sports By Percentage

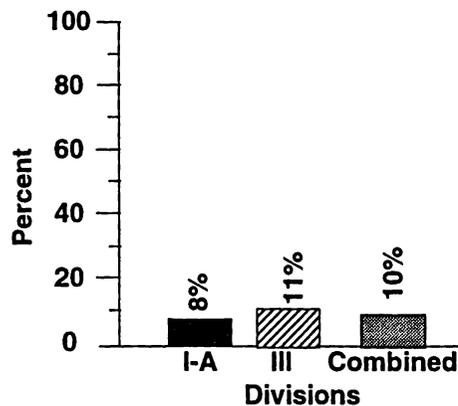
Sports Coached	I-A%	III%	Combined%
Football	55	55	55
Basketball	21	33	30
Baseball	11	36	29
Track	4	21	17
Golf	4	20	16
Tennis	11	16	14
Wrestling	8	13	12
Soccer	-	11	8
Cross Country	4	8	7
Lacrosse	-	7	5
Swimming	-	5	4
Softball	-	5	3
Field Hockey	-	4	3
Volleyball	-	5	2
Ice Hockey	-	2	2
Rodeo	-	1	1
Squash	-	1	1

Athletic Director Internship

The final item on the ADCPS was participation by responding athletic directors in an internship program. Only 10 percent or 18 of the combined Division I-A and Division III A.D.s had gone through an athletic administration internship. Division III had a slightly larger number with 14 or 11 percent while Division I-A had 4 or 8 percent. (See Figure 11)

Figure 11

Athletic Director Internship By Percentage



CHAPTER 5

DISCUSSION

Introduction

It was the purpose of this study to describe the career paths of athletic directors from the National Collegiate Athletic Association Division I-A and the career paths of athletic directors from Division III.

Each of the Division I-A and Division III athletic directors were selected as the population for this study. The responding subjects were asked to complete the Athletic Directors' Career Path Survey (ADCPS), an instrument used to determine differences in the directors demographic profiles, academic preparations, competitive experiences, and professional development. A combined total of 173 athletic directors from the two divisions completed the ADCPS. The data were collected and were recorded by the use of a raw data sheet and organized by the previously listed categories for analysis. Conclusions were drawn for each question to indicate comparisons in each area and by the level of program administered.

The Athletic Directors' Career Path Survey consisted of 36 questions. The survey solicited information on demographics, academic preparations, competitive experiences, and the professional development of athletic directors. The discussion and interpretations

will be presented in the same sequence as they appear on the ADCPS.

Demographics

When considering the gender of the subjects, it was found that the overwhelming majority were males. Division III had the only female representation with six percent. This is somewhat surprising due to the impact of Title IX legislation and early concerns for gender equity. However, it may appear that Lederman (1980) was accurate when he stated that "...the job of athletics directors was essentially a ceremonial post, frequently used as a way to reward and retain popular men..." (p. A37)

Regarding the age distribution of the athletic directors, the findings of Williams and Miller (1983) indicate an average age of 47 years. A similar finding exists here with a small majority of the A.D.s being in the 40-49 age group.

The range of distribution for the age of athletic directors illustrated a larger percentage of A.D.s in the age group of 30-39 for Division III. While only two percent of Division I-A A.D.s were in this category, 15 percent were between these ages for Division III. A similar difference is found in the 60 and up category but this time Division I-A has an increased percentage. An explanation for the younger A.D.s found in Division III may be the larger number of Division III institutions with

increased opportunities for individuals just entering the industry.

The race of athletic directors indicated a large majority, 97 percent, as being white. It is important to note here, a reminder that the purpose was to compare demographics between Divisions I-A and III. The intent is not to discuss the access to athletic director positions for specific groups of people.

Academic Preparation

While Lederman (1988) felt that there existed an increase in the number of administrators with business backgrounds, results from this study indicate otherwise. Forty-five percent of the administrators responded to having earned an undergraduate degree in physical education. Business administration had a 4 percent overall rate.

The sport management programs' impact on the selection of A.D.s is only slightly apparent. As Sheffield and Davis (1986) indicated that these programs grow out of the "parent disciplines" of physical education and business, the results only partially support that belief. Of the 90 percent who had earned graduate degrees, a larger percentage of Division III directors, 94 percent, did than Division I-A A.D.s. With 79 percent overall, approximately 22 percent had elements of either discipline. The fact that 42 percent of the Division III administrators had teaching responsibilities compared to six percent for their Division I-A

counterparts may partially explain the additional percentage of Master's degrees earned by Division III A.D.s

The disparity in the number of Division III A.D.s who had teaching responsibilities compared to their Division I-A counterparts can be partially explained. The philosophical approaches discussed in Chapter 2 between the two divisions may offer a degree of explanation. Further, the considerations of larger budgets, enrollments, and competitive pressures at the Division I-A level may necessitate relief from teaching responsibilities for the athletic director.

The combined percentage of A.D.s who had earned doctorate degrees was 25. This percentage is up markedly compared to the 1983 Williams and Miller results of approximately five percent. One possible explanation for the increased number of doctorates may be the increased competition for the available positions in athletic administration. There was no significant difference between the two classifications.

Competitive Experience

Scholastically, a combined 98 percent of the athletic directors had competed at the varsity level. However, as is repeated throughout the competitive experiences and professional development sections of this text, the sports of football, basketball, and baseball dominated. Indeed,

these three sports are the only ones above 50 percent with football and basketball both above 70 percent. When regarding Berg (1989) and a career path of choice being "athlete-to-coach-to-administrator", it is recognizable that this begins in earnest at interscholastic level.

Similar numbers relate to collegiate sports participation. A combined 92 percent of the A.D.s had played at the collegiate level. As noted earlier, football, baseball, and basketball led the way.

The trend is now completely entrenched into what background experiences lead to a position as athletic director at either level. Often, coaches are selected based on their competitive experiences. In other words, Messina (1981) states;

The basic assumption is that because an individual has been an athlete and/or coach, that person understands the nature of athletics and, therefore, has the background and ability to manage a program of...athletics. (p. 11)

Indeed, one could say that as players relate to coaches, so do coaches relate to administrators.

Professional Development

As the discussion passes the "player" segment of the player-coach-administrator" career path and moved into the "coach" portion, similarities and common threads continue. Porter (1976) was prophetic

when he stated that "...the athletic director is frequently employed on the basis of prior experience in coaching," (p.6). While the same three sports are leaders at both the interscholastic and collegiate levels, a smaller number of A.D.s had coached at the interscholastic level. With a combined total of 67 percent who had scholastic coaching experience, only 53 percent of Division I-A had compared to the 71 percent of Division III.

Collegiately, a large combined majority, 89 percent, of the A.D.s had coaching experience. Division III had a slightly larger percentage than did Division I-A. The percentages being 90 and 85 respectively. Again, football led in collegiate sports coaching with an across the board 55 percent. Basketball narrowly led baseball continuing the established trend from the high school level.

Despite all of the literature supporting the importance of an internship toward becoming a successful A.D., the impact of such has been minimum. Only ten percent of the responding A.D.s had completed an internship. When it is considered that sport management programs have grown in numbers during the 1980's and that an internship experience is considered an essential element of that program, then this study may have been conducted prior to the graduates of these programs "coming of age" in career development. It

is reasonable to speculate that as younger individuals assume the roles of A.D.s then perhaps more of them will have completed some type of internship program.

Implications

Various implications arise as a result of this study. The existing profile of a white male who had played or coached collegiate football is quite limiting. Perhaps a large group of individuals that include nonwhites, females, and sports participants other than football have reduced opportunities available in athletic administration. The impact of the “good-old-boy” network is visible here.

CHAPTER 6

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

It was the purpose of this study to describe the career paths of athletic directors from the National Collegiate Athletic Association Division I-A and the career paths of athletic directors from Division III.

The review of literature investigated differing professional career paths. Further, the descriptive areas of gender, age, race, academic areas, competitive experiences, and professional development were researched.

A total of 173 athletic directors responded to the Athletic Director's Career Path Survey, with 47 athletic directors from Division I-A and 126 from Division III. The combined total response by percentage was 54%. The ADCPS was developed with five major parts containing several subdivisions. Demographic information was presented by comparing percentages in the form of various graphics. The demographic information showed little difference between the two groups. Essentially, the same was true with findings concerning academic preparation, competitive experiences, and professional development.

Conclusions

The level of the program that is to be administered, is not influenced by an athletic director's experiences or development. Younger individuals may have an

increased opportunity, as would women candidates, at the Division III level. A graduate degree appears to be more valued at the Division III level which could be caused by the larger number of Division III administrators who also teach.

Seemingly, the demographic profile and background of an athletic director of the early 1990s has not changed to meet the increasing demands of the field. The profile continues to follow along the “player-coach-administrator” route.

The career path and demographic information of a modern-day athletic director in the NCAA (at least Divisions I-A and III), presents the following profile:

Demographic

- Gender: Male
- Age: 50
- Race: White

Education

- Undergraduate Degree: Physical Education
- Graduate Degree in Physical Education, Education,
Education Administration

Competitive Experience

- Played High School Varsity Sports in Football,
Basketball
- Played Collegiate Sports in Football

Professional Development

- Coached High School Football and Basketball
- Coached Collegiately in Football

Recommendations For Further Study

The following recommendations were suggested for further research:

1. It is suggested that a similar study be conducted that would compare the career paths of NCAA athletic directors with NAIA athletic directors.
2. It is suggested that a similar study be conducted that would compare the career paths of each division of athletic directors at the NCAA level.
3. It is suggested that a study be conducted that would evaluate the performance of an athletic administrator with a background in sport management versus a "player-coach-administrator" background at various levels.

References

- Barnett, M.L. (1979). The administrator as helper: Quest for instructional excellence. Journal of Physical Education, Recreation and Dance, 50, (1). 42.
- Barrow, H.M. (1971). Man and movement: Principles of physical education (2nd ed). Philadelphia: Lea and Febiger.
- Berkley, D. (1978). Dean Berkley on athletic administration. Interscholastic Athletic Administration, 4, (3). 12.
- Berg, R. (1989). Sports management programs: The quest for credibility. Athletic Business, 13, (11). 44-48.
- Brassie, S.P. (1989). A student buyer's guide to sport management programs. Journal of Physical Education, Recreation and Dance, 60, (9). 25-28.
- Bucher, C.A. (1983). Administration of physical educational and athletic programs. St. Louis: Times/Mirror/Mosby.
- Carbane, A. (1977). Professional preparation of the administrator of athletics. Interscholastic Athletic Administration, 4, (11). 14-17.
- DeSensi, J.T., Kelley, D.R., Blanton, M.D., and Beitel, P.A. (1990). Sport management curricular evaluation and needs assessment. Journal of Sport Management, 4, 31-58.

- DeSensi, J.T. and Koehler, L.S. (1989). Sport and fitness management: Opportunities for women. Journal of Physical Education, Recreation and Dance, 60, (3). 55-57.
- Dougherty, N.J. (1985). Management principles in sport and leisure services. Minneapolis: Burgess Publishing Company.
- Farrell, C.S. (1985). Women in a male dominated field. 'How can you be an athletic director when you've never played football?' The Chronicle of Higher Education, 30, (16). 27-28.
- Flint, T. (1987). Administrative symposium: Athletic directors: Are they diamonds or dinosaurs? Interscholastic Athletic Administration, 13, (3). 4-7.
- Frost, R.B. and Marshall, S.J. (1977). Administration of physical education and athletics: Concepts and practices. Dubuque: William C. Brown.
- Goodwin, M. (1986). When the cash register is the scoreboard. New York Times, June 8, 1986.
- Hall, K.G. and Bradwin, G. (1989). Qualifications for secondary school athletic directors. Journal of Physical Education, Recreation and Dance, 60, (9). 65-69.

Hardy, S. (1987). Graduate curriculums in sport management: The need for a business orientation. Quest, 39, 207-216.

Hatfield, B., Wren, J., and Bretting (1987). Comparison of job responsibilities of intercollegiate athletic directors and professional sport general managers. Journal of Sport Management, 1, 129-145.

Hupp, S.C. and Endersbe, D. (1987). Educators and athletic directors agree on management competencies, Washington State University.

Ibbotson, F. (1987). See Flint, T.

Inglis, S.E. (1988). The representation of women in university athletic programs. Journal of Sport Management, 2, 14-25.

Jensen, C.R. (1988). Administrative management of physical education and athletic programs (2nd ed.) Philadelphia: Lea and Febiger.

Jones, G. (1978). Do coaches make better administrators? Journal of Physical Education, Recreation and Dance, 49, (5). 32.

Lancaster, H. (1985). Is sports just another business? The Wall Street Journal. 8/19/85. 17.

Lederman, D. (1988). Most athletic directors giving up roles as coaches as demands of their top division jobs grow. The Chronicle of Higher Education, 35, (12). A37-A38.

Lewis, G. and Appenzeller, H. (1985). Successful sport management.

Charlottesville: The Michie Company.

- Lovett, D.J. and Lowry, C. (1988). The role of gender in leadership positions in female sport programs in Texas Colleges. Journal of Sport Management, 2, 106-117.
- Messina, V.J. (1981). Philosophy is the key. Interscholastic Athletic Administration, 8, (1). 11.
- Miller, J.S. (1988). An analysis of the qualifications of athletic directors among small, medium, and large high schools in Kansas, an unpublished thesis; University of Kansas.
- Miller, P. (1989). Small but strong. CAM Magazine, October 1989. 64-65.
- Mirel, J. (1982). From student control to institutional control of high school athletics: Three Michigan cities, 1883-1905. Journal of Social History, (2), 98-100.
- Mullin, B.J. (1980). Sport management: The nature and the utility of the concept. Arena Newsletter, 4, (3). 1-11.
- Nelson, N. (1988). IAA interview: Wisconsin's Newell Nelson discusses athletic directors certification program. Interscholastic Athletic Administration, 14, (4). 6-7.
- Oberlander, S. (1988). As college programs in sports management grow, so do turf battles over their role and quality. The Chronicle of Higher Education, 35, (12). A39-A40.

- Olson, J., Hirsch, E., Breitenbach, O., and Saunders, K. (1987). Administration of high school and collegiate athletic programs. Philadelphia: CBS College.
- Parkhouse, B.L. (1978). Professional preparation in athletic administration and sport management: Graduate programs in the United States, Journal of Physical Education, Recreation and Dance, 49. (5), 22-23.
- Parkhouse, B.L. (1978). Shaping up to climb a new corporate ladder...sport management, Journal of Physical Education, Recreation and Dance, 55, (7), 12-19.
- Parkhouse, B.L. (1987). Sport management curricula: Current status and design implication for future development. Journal of Sport Management, 1, (2). 93-115.
- Parkhouse, B.L. and Lapin, J. (1980). The woman in athletic administration. Santa Monica: Goodyear Publishing Company, Inc.
- Parkhouse, B.L. and Ulrich, D.O. (1979). Sport management as a potential cross discipline. Quest, 57, (4). 22-25.
- Parks, J.B. and Quain, R.J. (1986). Sport management survey: Curriculum perspectives. Journal of Physical Education, Recreation and Dance, 57, (4). 22-25.
- Porter, D.L. (1976). On becoming a professional. Interscholastic Athletic Administration, 2, (2). 6-7.

- Quain, R.J. and Parks, J.B. (1986). Sport management survey: Employment perspectives. Journal of Physical Education, Recreation and Dance, 57, (4). 18-21.
- Richard, M. (1987). See Flint, T.
- Richardson, H.D. (1979). Overview. Journal of Physical Education, Recreation and Dance, 50, (1). 35.
- Scott, P.M. (1979). The new administrator: A point of view. Journal of Physical Education, Recreation and Dance, 50, (1). 40-43.
- Sheffield, E.A. and Davis, K.A. (1986). The scientific status of sport management: An evolving disciplinary branch of study. Quest, 38. 125-134.
- Sisley, B. (1975). A new breed: The woman athletic director. Journal of Physical Education, Recreation and Dance, 46, (6). 47-48.
- Sutton, W.A. (1989). The role of internships in sport management curricula — A model for development. Journal of Physical Education, Recreation and Dance, (7). 20-24.
- Thomas, J.R. and Nelson, J.K. (1985). Introduction to research in health, physical education, recreation and dance. Champaign: Human Kinetics Publishers, Inc.
- Ulrich, D. and Parkhouse, B.L. (1982). An alumni oriented approach to sport management curriculum design using performance ratings and a regression model. Research Quarterly for Exercise and Sport, 53, (1). 64-72.

- Vanderzwagg, H.J. (1984). Sport management in schools and colleges. New York: Wiley and Sons.
- Watkins, J. (1981). The activities director — professionalism or mediocrity? Interscholastic Athletic Administration, 8, (1). 24.
- Whiddon, S. (1990). Graduate dual preparation programs in business and sport management. Journal of Physical Education, Recreation and Dance, March 1990. 96-98.
- Williams, J.M. and Miller, D.M. (1983). Intercollegiate athletic administration: Career patterns. Research Quarterly for Exercise and Sport, 54, (4). 398-406.
- Young, D. (1990). Mentoring and networking: Perception by athletic administrators. Journal of Sport Management, 4. 71-79.
- Ziegler, E.F. (1979). The case for management theory and practice in sport and physical education. Journal of Physical Education, Recreation and Dance, 50, (1). 1979. 36-37.

Appendices

Appendix A
Athletic Director's Career Path Survey

ATHLETIC DIRECTOR'S CAREER PATH SURVEY

DIRECTIONS: Check the appropriate space or fill in the blank as required. Some of the questions require a listing or elaboration on your part. Complete the entire survey. On the questions that offer scaled options, circle the correct response.

I. DEMOGRAPHIC INFORMATION

1. Gender: Male Female
2. Age: _____
3. Race: White Asian/Pacific Islander Hispanic
 Black Native Indian/Alaskan other

II. PRESENT POSITION INFORMATION

1. How many years have you been in your present position?

2. What is the enrollment at your school?

<input type="checkbox"/> under 500	<input type="checkbox"/> 10,001-15,000
<input type="checkbox"/> 501-1,500	<input type="checkbox"/> 15,001-20,000
<input type="checkbox"/> 1,501-5,000	<input type="checkbox"/> 20,001-30,000
<input type="checkbox"/> 5,001-10,000	<input type="checkbox"/> over 30,000
3. Do you have academic/teaching responsibilities?
 yes no
- 3A. If yes, what do you teach?

4. Do you presently have coaching responsibilities?
 yes no
- 4A. If yes, what sports do you coach?

5. How many women's sports does your school sponsor?

ADCPS (page 2)

6. How many female athletes participate in your sports program? _____
7. How many men's sports does your school sponsor?

8. How many male athletes participate in your sports program? _____
9. How many full-time equivalent coaches do you employ?

10. How many full-time assistant/associate A.D.'s do you employ? _____
11. What is the annual budget for your total athletic program?
- | | |
|------------------------------------|--|
| <input type="checkbox"/> under 25K | <input type="checkbox"/> 250K-500K |
| <input type="checkbox"/> 25K-50K | <input type="checkbox"/> 500K-1 million |
| <input type="checkbox"/> 50K-75K | <input type="checkbox"/> 1 million-5 million |
| <input type="checkbox"/> 75K-100K | <input type="checkbox"/> 6 million-10 million |
| <input type="checkbox"/> 100K-250K | <input type="checkbox"/> 11 million-15 million |
12. What are the primary and secondary sources of your department's funding? (rank 1=primary, rank 2=secondary)
Mark only the first and second source.
- student fees alumni support
- general operations budget corporate sponsors
- revenues generated by conference affiliation/media contracts/event attendance/or licensing
- other (specify)

ADCPS (page 3)

DIRECTIONS FOR SECTIONS III., IV., AND V: Check the appropriate response or fill in the blank as required. On each of the questions please respond to the scale whether your response was yes or no and whether you have had the experience or not. With respect to the scale; Determine if the experience in question has been beneficial in your development as an athletic director. The scale is as follows:

1=Non-beneficial 2=Little benefit 3=Moderate benefit
4=Beneficial 5=Very beneficial

Circle the corresponding number.

III. ACADEMIC PREPARATION

1. What is/are your undergraduate degree(s)?

_____ 1 2 3 4 5

_____ 1 2 3 4 5

_____ 1 2 3 4 5

(minor)

2. Do you have a graduate degree? yes no

1 2 3 4 5

- 2A. If yes, what are your graduate degrees?

_____ 1 2 3 4 5

_____ 1 2 3 4 5

3. Do you have a doctoral degree? yes no

1 2 3 4 5

4. Have you completed graduate course work in;

Accounting yes no 1 2 3 4 5

Advertising yes no 1 2 3 4 5

Broadcasting yes no 1 2 3 4 5

Communications yes no 1 2 3 4 5

(mass/personal)

Computer yes no 1 2 3 4 5

Economics yes no 1 2 3 4 5

Business Ethics yes no 1 2 3 4 5

Finance yes no 1 2 3 4 5

ADCPS (page 4)

1=Non-beneficial 2=Little benefit 3=Moderate benefit
4=Beneficial 5=Very beneficial

Human Resource Mgmt.	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Internship	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Law	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Mass Media	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Marketing	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Organizational Behavior	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Policy Formation	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Principles of Mgmt.	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Public Relations	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sport Facilities	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sport Fund-raising	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sport Law	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sport Marketing	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sport Org./Mgmt.	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sport Psych/Soc	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Sports medicine	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5
Women and Sport	<input type="checkbox"/> yes	<input type="checkbox"/> no	1	2	3	4	5

IV. COMPETITIVE EXPERIENCE

1. Did you play a varsity sport in high school?

yes no 1 2 3 4 5

1A. If yes, list the sports you played.

2. Did you play a varsity sport(s) in college?

yes no 1 2 3 4 5

2A. If yes, list the sport(s) you played.

V. PROFESSIONAL DEVELOPMENT.

1. Did you coach high school sports?

yes no 1 2 3 4 5

1A. If yes, list the sport(s) you have coached.

ADCPS (page 5)

1=Non-beneficial 2=Little benefit 3=Moderate Benefit
4=Beneficial 5=Very beneficial

2. Did you coach college sports?

yes no 1 2 3 4 5

2A. If yes, list the sport(s) you have coached.

3. List all previous experience as assistant or head
athletic director. 1 2 3 4 5

4. Did you complete an athletic administration internship?

yes no 1 2 3 4 5

5. Do you regularly attend national meetings?

yes no 1 2 3 4 5

6. Do you regularly attend regional meetings?

yes no 1 2 3 4 5

7. List any related memberships, committee involvement,
and leadership positions past or present.

1 2 3 4 5

8. List any positions; volunteer or other jobs you have
held in the private sector.

1 2 3 4 5

Appendix B
Cover Letter

Dear Athletic Director:

Your participation in a national survey of career paths of athletic directors of NCAA IA and NCAA III schools is needed. As a graduate student in athletic administration at the University of Kansas, I am conducting this study to compare and describe possible preparation patterns of athletic directors at the NCAA IA and III levels. Each of the A.D.s of the IA division and the A.D.s of the III division that offer football were selected to participate.

Participation will require approximately 15 minutes of your time to answer the questionnaire. The questionnaire and instructions as to how they are to be completed have been included with this letter in hopes you will agree to be a participant. There is no evaluation intended or implied with this study. The instrument used describes various career paths of A.D.s. The analysis of the data will be utilized with frequencies, group means, standard deviations, and t-tests where applicable. Following the completion of the survey and the statistical analyses of the data, I will gladly send you a summary of the findings. All data will be dealt with confidentially, and no institution or individual taking part in the study will be identified.

A return, stamped envelope is provided for your convenience. Hopefully, you will find time in your busy schedule to participate in this study. Thank you for your time and participation. I look forward to your early response.

Sincerely,



Dave Witter

Enclosures: 3

Appendix C
Informed Consent Statement

ATHLETIC DIRECTOR'S CAREER PATH SURVEY
Informed Consent Statement

The Department of Health, Physical Education and Recreation, at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You are free to withdraw at any time without penalty.

We are interested in comparing and describing the career paths of NCAA Division IA and NCAA Division III athletic directors. Your participation will involve filling out a survey questionnaire. This will take approximately 15 minutes of your time. Although participation may not directly benefit you, we believe that the information will be useful to aspiring athletic directors and development of sport management curriculum.

Your participation is solicited although strictly voluntary. You are assured that all information is confidential and no names will be associated with the survey results. The data will be presented in statistical format only.

If you would like additional information concerning this study before or after it is complete, please feel free to contact me by telephone or written correspondence.

Sincerely,



Dave Witter
Principal Investigator
5100 Foxridge Drive, #1426
Mission, Kansas 66202
H (913) 362-3730

Signature of subject agreeing to participate

Appendix D
Follow Up Request
For Participation

Dear Athletic Director:

Approximately two weeks ago you were solicited for participation in a national survey of career paths of athletic directors of NCAA I-A and NCAA III schools. To date I have not received your completed survey. Your involvement with this project will serve to enhance the research and would be greatly appreciated.

Your participation will require approximately 15 minutes of your time to answer the questionnaire. Following the completion of the study, I will gladly send you a summary of the findings. Just note if you would like the information.

A return, stamped envelope is provided for your convenience. Again, thank you for your time and participation.

Sincerely,


Dave Witter

Enclosures: 2

Appendix E
ADCPS Raw Data

ADCPS RAW DATA

DIVISION	<u>I-A</u>		<u>III</u>		<u>TOTAL</u>
	47		126		173
I. DEMOGRAPHIC INFORMATION					
	<u>I-A</u>		<u>III</u>		<u>TOTAL</u>
1. GENDER	M 47		M 118		M 165
	F 0		F 8		F 8
2. AGE	30-39 2	30-39 19	30-39 21		
	40-49 18	40-49 47	40-49 65		
	50-59 17	50-59 47	40-49 64		
	60 & up 8	60 & up 12	60 & up 20		
	MISSING 2	MISSING 1	MISSING 3		
3. RACE	WHITE 43	WHITE 121	WHITE 164		
	BLACK 1	BLACK 3	BLACK 4		
	NATIVE IND.0	NATIVE IND. 1	NATIVE IND.1		
	HISPANIC 1	HISPANIC 0	HISPANIC 1		
	MISSING 2	MISSING 1	MISSING 3		
II. PRESENT POSITION INFORMATION					
1. How many years have you been in your present position?					
	<u>I-A</u>		<u>III</u>		<u>TOTAL</u>
	1-3 18		46		64
	4-6 12		25		37
	7-9 6		11		17
	10-12 3		11		14
	13-15 5		11		16
	16-18 1		6		7
	19-21 1		6		7
	22-24 1		5		6
	25 & up 1		5		6
2. What is the enrollment at your school?					
	<u>I-A</u>		<u>III</u>		<u>TOTAL</u>
	0-500 0		3		3
	501-1500 0		44		44
	1501-5000 2		57		59
	5001-10000 2		13		15
	100001-15000 8		6		14
	150001-20000 7		2		9
	200001-30000 19		1		20
	300000 & up 9		0		9

3. Do you have academic/teaching responsibilities?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	3	53	56
No	44	72	116
NR	0	1	1

3A.If yes, what do you teach?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Sports admn.	1	16	17
Grad admin.	1	2	3
P.E.	-	12	12
Act - skills	-	14	14
Fit-wellness	-	6	6
Kines	-	1	1
Sports medicine	-	2	2
1st aid/cpr	-	2	2
Coaching	-	10	10
Hist of p.e.	-	3	3
Sports psych	-	2	2
Stats	-	2	2
Motor learning	-	3	3
Health	-	2	2
Math	-	1	1
Officiating	-	2	2
Business	-	1	1
Physics	-	1	1
Religion	-	1	1
NR	1	1	2
Ex phys	-	1	1
Hist	-	1	1
Sport sociology	-	1	1
Econ	-	1	1
Teach methods	-	1	1
Aquatics	-	1	1

4. Do you presently have coaching responsibilities?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	0	63	63
No	47	62	109
NR	0	1	1

4a. If yes, what sports do you coach?

	<u>III</u>
FB	22
BB	12
Golf	9
Wr	6
Ba	6
Soccer	3
La X	3
Sb	2
Tr	4
Te	5
Vb	1
Sq	1
Xc	2

5. How many women's sports does your school sponsor?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
0	0	4	4
4	0	3	3
5	0	9	9
6	0	16	16
7	14	18	32
8	13	26	39
9	11	19	30
10	5	16	21
11	1	6	7
12	0	2	2
13	1	2	3
14	0	2	2
15	1	0	1
16	1	0	1
18	0	1	1
NR	0	1	1

6. How many female athletes participate in your sports program?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
0-50	0	11	11
51-100	12	28	40
101-150	16	39	55
151-200	4	27	31
201-250	5	9	14
251& up	3	10	13
NR	7	2	9

7. How many men's sports does your school sponsor?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
5	0	2	2
6	0	4	4
7	6	8	14
8	10	18	28
9	9	32	41
10	8	23	31
11	6	15	21
12	3	15	18
13	0	7	7
14	?	?	?
15	0	2	2
16	1	1	2
17	1	1	2
18	2	0	2
NR	1	1	2

8. How many male athletes participate in your sports program?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
0-150	1	10	11
151-200	9	29	38
201-250	9	29	38
251-300	10	29	39
301-350	4	10	14
351-400	4	7	11
401-450	2	4	6
450 & up	3	6	9
NR	5	1	6

9. How many full-time equivalent coaches do you employ?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
0-5	0	30	30
6-10	1	38	39
11-15	1	28	29
16-20	3	11	14
21-25	6	4	10
26-30	8	0	8
31-35	10	0	10
36-40	6	0	6
41-45	2	0	2
46-50	3	0	3
50 & up	2	0	2
NR	5	5	10

10. How many full-time assistant/associate ADs do you employ?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
0-3	11	116	127
4-6	27	6	33
7-9	5	0	5
10 & up	2	1	3
NR	2	3	5

11. What is the annual budget for your total athletic program?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
0-25K	1	0	1
25K-50K	0	2	2
50K-75K	0	4	4
74K-100K	0	8	8
100K-250K	0	25	25
250K-500K	0	33	33
500K-1M	0	31	31
1-5M	7	22	29
6-10M	18	0	18
11-15M	20	0	20
NR	1	1	2

12. What are the primary and secondary sources of your department's funding?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Student fees	33	41	74
Alumni	32	34	66
General oper	11	116	127
Corpor	3	4	7
Revenue	27	10	37
Other	3	4	7
NR	5	43	48

III. What is/are your undergraduate degree (s)?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
PE	19	58	77
BS	6	14	20
Educ	6	8	14
Hist	4	14	18
BA	2	11	13
Mark	1	1	2
Religion	1	0	1
Bus. Admin.	2	5	7
Sociology	1	2	3
Math	3	5	8
	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>

Agriculture	1	0	1
Psych	2	3	5
Journ	1	0	1
Lib Arts	1	1	2
Recreation	1	1	2
Botany	1	0	1
Biology	1	10	11
Social Studies	0	6	11
Studio Art	0	2	2
Mech Engin.	0	1	1
English	0	3	3
German	0	2	2
Phil	0	1	1
Geography	0	2	2
Econ	0	6	6
Physics	0	1	1
Communications	0	1	1
Spanish	0	1	1
Speech/theatre	0	2	2
Sports med.	0	1	1
Athletic mgmt	0	2	2
Indust. Ed.	0	1	1
NR	2	4	6

2. Do you have a graduate degree?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	33	118	155
No	10	8	18

2A. If yes, what are your graduate degrees?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
PE	5	28	33
Educ. Admin	6	18	24
Educ	3	25	28
Sports Admin	4	13	17
MA	6	10	16
MS	1	10	11
Management	1	0	1
MBA	2	3	5
Law	1	0	1
Health Science	1	2	3
Ex Phys	1	0	1
Biology	1	0	1
Pers. Mgmt.	1	0	1
Psych	1	1	2
Stats	1	0	1
Physics	0	2	2
Educ Psych	0	2	2
Counseling	0	5	5
Occup. Ed.	0	2	2
Math	0	2	2
Adaptive	0	1	1
Social Science	0	1	1

3. Do you have a doctoral degree?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	12	32	44
No	32	91	123
NR	3	3	6

4. Have you completed graduate course work in:

	<u>I-A</u>			<u>III</u>			<u>TOTAL</u>		
	Y	N	NR	Y	N	NR	Y	N	NR
Acct.	9	26	12	19	88	19	28	114	31
Advert.	9	26	12	5	97	24	14	123	36
Broad	2	31	14	0	100	26	2	131	40
Comm.	14	21	14	31	77	18	45	98	30
Comp.	6	27	14	24	80	22	30	107	36
Econ	15	22	10	20	87	19	25	109	29
Bus Ethic	10	25	12	17	88	21	27	113	33
Fiance	13	23	11	23	82	21	36	105	32
Hum Res.	13	19	15	42	64	20	55	83	35
Intern	4	28	15	20	81	25	24	109	40
Law	8	25	14	25	74	1	33	99	40
Mass Med.	1	31	15	4	92	30	5	123	45
Market	11	24	12	16	82	28	27	106	40
Org. Beh	15	18	14	64	19	45	79	61	33
Policy Form	9	24	14	36	58	32	45	82	1
Prin of Mgm	16	18	13	60	45	21	76	63	34
P.R.	15	19	13	39	60	27	54	79	40
S. Facilities	14	19	14	52	53	21	66	72	35
S Fund Rais	8	26	13	16	81	29	24	107	42
Spirit Law	8	25	14	33	68	25	41	93	39
S Org/Mgmt	15	18	14	65	41	20	80	59	34
S Psy/soc	14	20	13	56	45	25	70	65	38
S Medicne	6	27	14	31	64	31	17	110	46
Sport	1	31	15	16	79	31	17	110	46
Sport Mark	10	24	13	13	83	30	23	107	43

IV Competitive Experience

1. Did you play a varsity sport in high school?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	47	123	170
No	0	3	3

1A. If yes, list the sports you played.

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
FB	41	93	134
BB	37	86	123
Ba	29	72	101
Tr	20	43	63
Wr	10	22	32
Go	8	7	15
Te	3	11	14
SW	2	1	3
Curling	1	0	1
Soccer	-	9	9
XC	-	5	5
F. Hockey	-	3	3
SB	-	4	4
La X	-	6	6
VB	-	1	1
Hockey	-	2	2

2. Did you play a varsity sport in college?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	43	117	160
No	3	9	12
NR	1	0	1

2A. If yes, list the sport(s) you played.

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
FB	29	68	97
BB	13	39	52
Ba	11	43	54
Wr	6	10	16
Tr	5	23	28
Go	2	2	4
Te	1	6	7
So	-	11	11
La X	-	8	8
XC	-	1	1
SW	-	3	3
F. Hockey	-	2	2
Gym	-	2	2
VB	-	2	2
Hockey	-	2	2
SB	-	1	1

V. Professional Development

1. Did you coach high school sports?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	25	90	115
No	22	34	56
NR	0	2	2

1a. If yes, list the sports you coached.

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
FB	20	66	86
BB	14	61	75
Tr	5	34	39
Ba	8	39	47
Wr	2	14	16
So	1	9	10
XC	1	1	2
Go	4	5	9
SW	1	2	3
VB	-	4	4
Te	-	11	11
F. Hocky-		1	1
SB	-	3	3
Rodeo	-	1	1
Curling	-	1	1
La X	-	3	3
Squash	-	1	1

2. Did you coach college sports?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	40	114	154
No	7	11	18
NR	0	1	1

2A. If yes, list the sport(s) you have coached.

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
FB	26	70	96
BB	10	42	52
Ba	5	46	51
Go	2	25	27
Wr	4	17	21
Tr	2	27	29
Te	5	20	25
XC	2	10	12
Rodeo	-	1	1
So	-	14	14
SB	-	6	6
La X	-	9	9
VB	-	4	4
SW	-	7	7
F Hock	-	5	5
I Hock	-	3	3
Sq	-	1	1

4. Did you complete an athletic director internship?

	<u>I-A</u>	<u>III</u>	<u>TOTAL</u>
Yes	4	14	18
No	43	111	154
NR	0	1	1