Discerning academic preparation and responsibilities of Division I and Division III athletic administrators

Carl Seth Evans  
*University of Nevada, Las Vegas*

Follow this and additional works at: [https://digitalscholarship.unlv.edu/rtds](https://digitalscholarship.unlv.edu/rtds)

**Repository Citation**  
Evans, Carl Seth, "Discerning academic preparation and responsibilities of Division I and Division III athletic administrators" (2005).  
*UNLV Retrospective Theses & Dissertations*. 1769.  
[https://digitalscholarship.unlv.edu/rtds/1769](https://digitalscholarship.unlv.edu/rtds/1769)
DISCERNING ACADEMIC PREPARATION AND RESPONSIBILITIES OF DIVISION I AND DIVISION III ATHLETIC ADMINISTRATORS

by

Carl Seth Evans
Bachelor of Science
Weber State University
2003

A thesis submitted in partial fulfillment of the requirements for the

Master of Science Degree in Physical Education
Department of Sports Education Leadership
College of Education

Graduate College
University of Nevada, Las Vegas
May 2005
The Thesis prepared by

Carls S. Evans

Entitled

Discerning Academic Preparation and Responsibilities

of Division I and Division III Athletic Administrators

is approved in partial fulfillment of the requirements for the degree of

Master of Science in Physical Education

Examination Committee Chair

Dean of the Graduate College
ABSTRACT

Discerning Academic Preparation and Responsibilities of Division I and Division III Athletic Administrators

by

Carl S. Evans

Dr. RR Apache, Examination Committee Chair
Assistant Professor of Sports Education Leadership
University of Nevada, Las Vegas

The field of athletic administration has become a complex enterprise within the university setting. The knowledge base from research and literature is relatively scarce. This study provides additional knowledge to the base of information related to the field of athletic administration. The primary objective of this study was to answer the question, what are the academic qualifications and the responsibilities for athletic administrators? The current study involved a survey completed by 137 current athletic administrators at Division I and III institutions. The participants were asked their academic preparation, responsibilities and opinion on what should be appropriate areas of academic preparation. The focus was on the academic qualifications, in hopes of developing a
graduate curriculum that would be more applicable to the current job responsibilities in athletic administration. Results of the current study indicate that there are distinct characteristics desired for an athletic administrator. In addition, the findings warrant the inclusion of very specific courses in an athletic administration program of study.
# TABLE OF CONTENTS

ABSTRACT ........................................................................................................ iii

LIST OF TABLES .................................................................................................. vii

ACKNOWLEDGEMENTS ...................................................................................... viii

CHAPTER 1 INTRODUCTION ............................................................................. 1
  Purpose of the Study ....................................................................................... 2
  Research Question .......................................................................................... 3
  Significance ...................................................................................................... 3
  Limiting Factors .............................................................................................. 4
  Scope ................................................................................................................. 4
  Assumptions ...................................................................................................... 4
  Limitations ......................................................................................................... 5
  Operational Definitions .................................................................................... 5

CHAPTER 2 REVIEW OF LITERATURE ................................................................. 7
  History of Collegiate Sport and The Emergency of The NCAA ................. 7
  Four Major Paradigms of Athletic Management ......................................... 12
  Educational Preparation For Athletic Administrators .............................. 18
  Creating a Management Strategy ................................................................. 20
  The Athletic Director & Their Responsibilities ........................................... 21
  Preparing For Directorship ........................................................................... 26
  Summary .......................................................................................................... 32

CHAPTER 3 METHODS ....................................................................................... 34
  Arrangements for Conducting the Study ....................................................... 34
  Administration of the Survey .......................................................................... 35
  Development of the Instrument ..................................................................... 36
  Design of the Study .......................................................................................... 37

CHAPTER 4 ANALYSIS OF DATA AND DISCUSSION OF RESULTS ................ 39
  The Participants ............................................................................................... 40
  Demographic Information .............................................................................. 41
  Type of Contract ................................................................................................ 41
  Previous Playing Experience ......................................................................... 42
  Previous Coaching Experience ...................................................................... 42
  The Administrators Area of Responsibility .................................................... 43
LIST OF TABLES

Table 1  Athletic Administrators responding by Division and Position ............................................ 66
Table 2  Athletic administrators by Gender, Division and Position ............................................. 67
Table 3  Athletic Administrators by Age Group, Division and Position ........................................... 68
Table 4  Athletic Administrators by Race/Ethnicity, Division and Position ........................................ 69
Table 5  Contract Type of Athletic Administrators by Division and Position ..................................... 70
Table 6  Athletic Administrators by Player Experience, Division and Position ................................... 71
Table 7  Athletic Administrators by Sport played and Division ......................................................... 73
Table 8  Athletic Administrators by Coaching Experience, Division and Position ............................... 74
Table 9  Athletic Administrators by Area of Responsibility, Division and Position ............................... 75
Table 10 Athletic Administrators by Education Level, Division and Position ..................................... 76
Table 11 Important Characteristics for an athletic administrator, according to current administrators, distinguished by Division and Gender ................................................................. 77
Table 12 Athletic Administrators self-reporting Skills Lacking by Division and Gender ......................... 78
Table 13 Coursework suggested by Athletic Administrators by Division and Position ......................... 79
ACKNOWLEDGMENTS

I would like to thank the faculty and staff in the Department of Sports Education Leadership at the University of Nevada Las Vegas for their encouragement, support and knowledgeable input. I would also like to acknowledge the University of Nevada Las Vegas Graduate Student Association and the college of education as they helped fund travel to various conferences, which provided a great opportunity to learn. I would also like to acknowledge Dr. Jerry Landwer for his insight and direction in helping me select a specific research topic. I want to thank UNLV Athletic Administrators Dr. Brad Rothermel and Mark Wharton, for their review of and input for the Survey instrument. I would especially like to thank Dr. RR Apache for his mentorship, guidance, and support. His encouragement and his indefatigable work in the numerous revisions of this thesis, and most of all for his friendship. Finally, I would like to thank my beautiful wife (Starla) and two daughters (Skye and Delanie) for without their love, understanding and support, this outcome would not have been possible.
CHAPTER 1

INTRODUCTION

Statement of the Problem

This study is formulated to determine the most appropriate qualifications and responsibilities that pertain to the direction of an intercollegiate athletic department, particularly in Division I and III institutions. Although there is general consensus on the academic qualifications, with emphasis mainly on marketing and business courses, the overall curriculum varies widely from school to school, as does the opinion of current athletic directors. As with academic qualifications, the responsibilities of an administrator may vary widely, depending upon the institution. In order to determine the overall qualifications and responsibilities this researcher designed a survey to be completed by current athletic administrators at Division I and Division III institutions. The completion of which would increase the body of knowledge in the area of academic preparation for athletic administration, and provide a better
understanding of responsibilities that athletic directors currently face.

Purpose of the Study

The purpose of this study was to provide clarification of actual responsibilities, and qualifications of athletic administrators at both Division I and Division III institutions. Specifically asking athletic directors at both levels of competition to report on their academic preparation, responsibilities and opinion on what should be appropriate areas of academic preparation:

1. What degree does the administrator possess?
2. Look at and analyze the demographics of Athletic Administrators.
3. What was the highest level of competition the administrator competed?
4. How many years of collegiate coaching experience does the administrator have?
5. What academic courses would have better prepared the administrator for his/her job responsibilities?

This study was designed to measure the qualifications and the responsibilities of intercollegiate athletic administrators. The focus was on the academic...
qualifications, including necessary course work, as well as experience leading up to directorship.

Research Question

This study was conducted to fill the void in the knowledge base about the academic preparation and responsibilities of athletic directors. The purpose was to identify the qualifications and responsibilities of intercollegiate athletic administrators from Division I and Division III institutions. Specifically the researchers set out to identify (1) What curriculum was necessary in the eyes of current professionals, and (2) What course work should be included in any sports administration program from the perspective of current professionals? In addition, the researcher wanted to determine the responsibilities of the participating administrators in order to better understand their reasoning for the curriculum they deemed as necessary.

Significance

Results of the current study will enable universities that currently have sport administration programs to have a clearer understanding of the responsibilities faced by administrators and, thereby the content knowledge needed to be successful. In addition to improving academic programs,
institutions could prepare individuals interested in entering the field of athletic administration by creating better internship programs and other business experiences.

Limiting Factors

Scope

This study was specifically designed to determine the qualifications and responsibilities of intercollegiate athletic administrators at Division I and Division III institutions. The method of measurement (the survey) has been specifically designed to be completed by current athletic administrators. Because of these factors the findings are subject to limitations.

Assumptions

The following assumptions were taken during the current study:

1) It was assumed that the survey was completed honestly and by the administrator in which it was directed.

2) It was assumed that the survey used for the purpose of collecting data was the best available, and that the analysis of qualifications and responsibilities of administrators were reliable and valid.
3) It was assumed that the administrators that were surveyed were representative of the wider population of athletic administrators.

Limitations

This study was limited by the following:

1. Collection of data was limited to the method of survey.
2. The sample population was limited to a set number of administrators because of the availability and willingness of administrators.
3. The results of this study are limited to the current styles, opinions, and strategies of present administrators.
4. Results are also limited to Division I and Division III.

Operational Definitions

The terminology described below relates to the variety nomenclature utilized throughout the profession and referred to in journal and book publications.

Director of Athletics- The person in charge of leading an intercollegiate athletic program, directly responsible for all of the affairs of the athletic programs, including success and progress. In addition is responsible for
running a program with integrity, managing fiscal resources, fund raise and maintain excellence throughout. In most cases the director of athletics reports directly to the President of the University.

*Athletic Administrator-* This term refers to all that are administrators including but not limited to the Director of Athletics, Associate/Assistant Athletic Directors and Directors of different fields of administrations (i.e. compliance, business, marketing, Development).

*Directorship-* Specifically in this study the author is referring to the directorship of an intercollegiate athletics program.

*Athletics Director-* is synonymous with Director of Athletics.
CHAPTER 2

REVIEW OF LITERATURE

In order to understand the importance of any business or any organization it is important to understand how the organization or the professional field came into formation. In order to allow the reader to understand the current study, a brief background will be provided, then the current qualities that are desired of an athletic director, and the responsibilities that are involved with athletic directorship, The different schools of thought concerning management, and lastly, the varying organizational structures that exist. And how management strategies play a part in the administration of athletics in the twenty-first century will be outlined.

History of Collegiate Sport and the Emergence of the NCAA

Collegiate sport has changed dramatically since its humble beginning. The first intercollegiate competition between Yale, and Harvard, took place on August 3, 1852. It was a
crew race held at a neutral lake north of both schools. The reason for the location is that sponsorship was involved. Boston, Concord and Montreal Railroad hosted the race to promote the use of their railroad. In 1859 Amherst beat Williams in the first baseball competition, while in the first football game Rutgers defeated Princeton on November 6, 1869. During the 1800’s college sports were run by the students, it wasn’t until 1864 that the first coach was hired by Yale to help them win crew races. Because sport was run by students there was no need for administration. However, with the hiring of the first coaches it was only a matter of time before there was a need for administrators. After the hiring of the first coach, administration was soon to follow. (Masteralexis, Barr, & Hums, 1998).

It wasn’t until 1869 that the first person was given the title, and responsibilities of an athletic director. His name was George Goldie and he was assigned to be the director of gymnastics, and athletics at Princeton University in New Jersey (Richey, 63).

Finally in the 1920s colleges and universities began to provide funding to help with athletics. It was also at this time that universities began to recognize athletics under the academic sphere, and began funding them through the school. (Masteralexis et al, 1998).
In December of 1905 the Intercollegiate Athletic Association of the United States (IAAUS) was formed, primarily responsible for rule making and increasing the safety of football. In 1912 this group became the National Collegiate Athletic Association (NCAA). In the late 1920s the NCAA began to develop rules, and organizations that would oversee student athletes in areas such as behavior, recruiting, academics, and payments to athletes for their services.

Because there were many problems that arose within intercollegiate athletics, and the majority of Americans thought that collegiate sport was out of hand, in 1989 the “Knight Foundation, which consisted of university presidents, CEO’s and presidents from corporations and congressional representatives,” encouraged the NCAA to pass new rules and regulations, that were particularly aimed at recruiting activities, academic standards, and financial practices. (Masteralexis et al, 1998).

Women’s competition within intercollegiate athletics has really only begun to develop in the very recent past. Sport competitions in America were originally run by men for men. The first women’s intercollegiate contest did not take place until 1896; it was a basketball game between the University of California, Berkeley, and Stanford.
University. The main problem was that there were antiquated attitudes concerning women in athletics. This began to change by the 1960s and then in 1966 the Commission on Intercollegiate Athletics for Women (CIAW) was formed. In 1971 it eventually led to the establishment of the Association for Intercollegiate Athletics for Women (AIAW). The AIAW was focused on educational needs of the student and did not approve of the men's model. However, in 1981 the NCAA convinced women's athletic programs to join them, after offering a national championship, not charging additional membership dues for women's programs, allowing women to use the same financial aid, eligibility and recruitment rules as men, and providing them with more televised women's championships. (Masteralexis et al, 1998).

The NCAA is the primary governing body for collegiate athletics in the United States. However, there are others, two of the primary ones are the National Association of Intercollegiate Athletics (NAIA), and the National Junior College Athletic Association (NJCAA). These governing bodies are primarily in place to maintain intercollegiate athletics as an essential part of the educational program and of the student body, and that college athletes are an important component of the institutions educational
mission. Throughout its short history the NCAA has undergone many changes. In 1956 it split its member institutions into two divisions; for larger colleges and smaller colleges. Then in 1973 it developed the three-division system, which is the current system used today. The reason for its creation was to increase flexibility in addressing the different needs that varying sized schools have. These divisions consist of Division I, Division II, and Division III. Within each division a body oversees its members and are called the board of directors or the presidents council. These directors meet and determine what the policies, procedures, and legislation within that division will be. Two of the more important departments within the NCAA structures are Legislative Services, and Enforcement and Eligibility Appeals; their importance is relevant in that they deal with "interpreting and enforcing NCAA rules and regulations." (Masteralexis et al, 1998).

Division I is further broken down into Division I-A and Division I-AA. Generally the Division I-A institutions have a larger football program, and that is the only distinction between the two. In order to be included in Division I there are some requirements including, football stadium size, attendance at home football games, and the scheduling of competitions against other division member
schools. They usually offer more sponsored sports, and have larger budgets. In Division I the schools seek regional and national prominence, sponsor a high level of spectator sport, have income producing sports of football and basketball, and strive to get their athletic programs to generate enough revenues to finance themselves. (Masteralexis et al, 1998).

Division II and Division III strive simply to encourage broad participation, serve the athletes rather than the spectators or public, and don’t mention revenue in their philosophy statement. (Masteralexis et al, 1998).

Each Division is further broken down into conferences. These conferences act as governing bodies within the structure of their respective divisions. They also have legislative power to formulate policy and procedures. (Masteralexis et al, 1998).

Four Major Paradigms of Athletic Management

Although the purpose of this study is not to examine the varying styles of management it is relevant to the field of administration and must be understood by the administrators themselves in order to have success. The
following outline for the four major paradigms of athletic
management come from Parks & Quarterman (2002).

The administrative & scientific movement is the oldest
of the four major paradigms of thought and primarily
concerned with management. It began back in the mid 1800’s
and ran up through the mid 1900’s. The major point to be
made about this particular movement is that they were not
concerned about the well being of their employees, or the
conditions that they had to work in. The focus was on
decreasing their expenses, and increasing their
productivity. Because of this paradigm of thinking,
employees are often displeased with pay and compensation.
Efficiency and effectiveness are always of utmost
importance. Loyalty to the company and being obedient are a
priority. If an employee wanted to make any significant
money he/she needed to succeed at the management level. The
bottom line, be as cost effective as possible and make as
much money as possible.

In the 1930’s the behavioral management movement began
to be popular. This paradigm was influenced by many
contents: psychology, sociology, and communication. This
paradigm presents a totally opposite view from that of the
scientific method. Here the focus is on equality of
management and employee status. The main concern is human
relations and motivating employees. Managerial tasks focus on good human relations and counseling to improve those relations. This paradigm believes in compensating and providing incentives to those who produce positive results. Group work and team productivity are important to the structure of this movement. It is said within this movement that if one optimizes human relationships the rest will fall in place. Unfortunate, it is common in this case that workers feel great but generate little or no productivity.

Contemporary management movement was introduced in the 1970’s and is still around today. This paradigm uses statistical and data based emphasis trying to find correlations with productivity. Within this movement are six subcategories: systems theory, decision theory, human resource theory, contingency theory, total quality management (TQM) theory, and open book management (OBM) theory.

Systems theory consists of communication as a must. The system is made up of dependent subsystems, each subunit gives input, money, and resources, as well as output, products, and ideas. They are all striving for stability.

Decision theory’s focus is on problem solving, it solves problems by using mathematic modeling and statistics
to determine the probability of accomplishing certain objectives.

Human resource management theory is designed to minimize quality personnel turnover, by retaining, training and rewarding its personal.

Contingency theory relies heavily on how quick and accurate the manager's decisions are. Actions are dependent upon the situation encountered.

Total quality management theory (TQM) is yet another concept. The only thing important according to (TQM) theory is customer satisfaction. Improvement in the service, and quality in performance is always sought. All employees and managers work together to accomplish their goals. As goals are accomplished all are rewarded in the same manner.

Open Book Management (OBM) theory is similar to TQM in that equal rewards are provided for equal work. However, the employees must evaluate the organization's performance. Their job is also directly related to monetary outcomes. Employees are also stakeholders in the organization.

The most recent of the four main movements is the Entrepreneurial movement, which began in about 1980 and is still continued today. The basis for this movement is new demand. New businesses are collapsing at an alarming rate almost half fold within the first year, and eighty percent
within the first five years. It is hard to create a new business that is valued by the public, and that is uniquely yours. As a leader in this movement it is absolutely essential to have numerous characteristics, such as: self-confidence, determination, energy, creativity, and initiative. These factors will allow one and those around to succeed.

An open system model is going to provide the organization with two main characteristics, formal and informal relationships. In this model, leadership is the natural role for each of the people in the organization; because of this characteristic, the tasks combine with the people to generate constructive organizational output.

Organizational behavior management has two main divisions, macro- and microdimensions. From a macro viewpoint an open system model would count on input that is manipulated in a procedure, and yields various outputs in an organization. The origin of the macro model is based on Ludwig von Bertalanffy's general system theory, which was a holistic approach to biological science, viewing an organization as having many subsystems. The primary focus of the macro organizational theory is the organization itself.
The micro organizational behavior theory focuses primarily on the people of the organization. To better understand how the micro theory participates in the organization an illustration of the iceberg (as described by Parks & Quarterman, 2002) will be helpful. Science has helped us to understand that approximately two-thirds of an iceberg is under the water. If you look at the micro theory, the portion of the iceberg that is underwater, performing as the cultural forces in an organization, and providing the stability for the one third that is afloat, which is representative of the macro theory. To sum up the macro- and microdimensions of organizational behavior, the macro dimension is the more formal of the two, and they are the ones who get the praise or the criticism. While the microdimension is the more informal, at this level the majority of the work is done, however, minimal recognition is given.

The contemporary management movement has been an effective movement for many years. Introduced in the 1970's and continuing to grow. The main reason for its growth is that it is the most productive movement of the four. The reason that this movement is so productive is because the importance of communication is established, and maintained. Without communication any organization is going to fail.
Communication is the backbone of any organization, encompassing many avenues; public speaking falls under this category, which will be vital in motivating one's subordinates. After establishing a firm foundation based upon communication, the contemporary management movement builds upon this foundation, by training their employees to be problem solvers. By so doing it allows each individual to contribute to his or her full capacity in the organization, minimizing the micromanaging that must be done by the managers. Now that there are competent individuals working in your organization it is essential to keep them, here the human resource management theory plays a major role. It minimizes the turnover, by retraining, and rewarding its personal for what they do well.

Educational Preparation for Athletic Directors

Although the traditional route of playing, coaching, and then being hired as an administrator is still possible it is becoming less likely. The emphasis has changed from entering administration from the player-coach ranks to hiring the person who has the educational training, and experience. Some of the characteristics that university and college presidents look for are; a strategic thinker,
knowledge of and sensitivity to gender equity issues, ability to manage complex financial issues, marketing expertise, strong public speaking, writing, media relations, and loyalty to the university/college president. There is great competition to obtain these positions. (Masteralexis et al, 1998)

Because of the change in the way that athletics are managed it is important to determine what is the best way to prepare future administrators. There is nothing like experience to help you to be the best. However, in addition to experience what else can be done to prepare the future athletic administrator? Hatfield, and Wrenn’s (1987) study showed that athletic directors found the following courses to be of critical importance in the education process, and the preparation of an athletic administrator. They include, “athletic administration, speech, communication, public relations, marketing, and business management.” (Hatfield, & Wrenn, 1987). The authors also felt that there was need for concern when it came to the regulation of conduct toward the ethics of each program within their department.

The dimensions and levels of administration have multiplied with time, therefore the preparation and emphasis has also changed, and some of the major changes that have occurred have come about in use of technology.
Technology is changing the face of business in all aspects of life; this dramatically affects the sports industry. In the early 90’s these advances were put into high gear, computer programs were installed to enhance check in, identification, sales, scheduling, and much more. This boom in the use of technology is not going to slow down anytime soon. It is imperative for managers in the sports industry to understand, and feel comfortable using this technology (Masteralexis et al, 1998).

Creating a Management Strategy

The three sport management task clusters as outlined by Parks & Quarterman, (2003) provide a firm foundation for which to base an athletic administration plan. The cluster consists of three categories: 1) organization management, 2) general sport management tasks, and 3) information management. Within each of the three, there are subcategories that will enhance the opportunity for success. Following is an explanation of each cluster, and its roll in athletic administration.

General sport management tasks are of utmost importance in any Physical Education (PE) or sport-based program. Found within this cluster are all the necessary items in which each sport administrator must show
proficiency, regardless of where the administration takes place. Necessary skills are as follows: marketing and sales, correspondence, public speaking, community relations, and record keeping.

Within the information management cluster falls the responsibility to advertise, promote and raise money. These aspects of a sports program cannot be overlooked. Administrative success in these three areas will go a long way toward overall program success. If fund raising is going great an administrator’s job will be much less problematic, and more secure. Perhaps it is unfortunate, but any sports program in today’s world will die without private fundraising.

Organization management can be separated into nine subcategories, they are: budgeting, accounting, coordinating, managing personnel, managing facilities, controlling, directing, evaluating, and leading. Each of these subcategories provides the sport manager with an aspect of organization that is very valuable to their organization.

The Athletic Director & Their Responsibilities

Career opportunities within the athletic administrative field are continually increasing, there are
many new position opening up each year, however there are many people who want these jobs. Division I departments are large and have many personnel that specialize in their respective fields; however the smaller schools may require a person to wear many hats. Some positions that have recently evolved are student-athlete services, fund development, compliance coordinator, senior women’s administrator, and faculty athletic representative.

The administration of athletics is not as simple as it once was. It is continually increasing its demands on the persons who hold the administrative responsibilities. Because the face of intercollegiate athletics has experienced and continues to experience dramatic change, it becomes increasingly important for administrators to keep pace. One question that must be asked; what exactly are the responsibilities of athletic administrators today? There are many answers, in some cases the administrator may have numerous duties that could include teaching, coaching, administrating, and a number of other duties, this is particularly the case at smaller institutions. In other situations it could be so specialized that the administrator would have only one responsibility, such as the compliance coordinator, and may only deal with issues
that are relevant to complying with the rules of intercollegiate athletics.

It is important to understand many of the rules and regulations as they apply to intercollegiate athletics. Title IX is a very important legislation to be aware of as an athletic administrator. Its purpose is to equalize the opportunities for all student athletes regardless of race, gender, religion, or anything else.

When it comes to Title IX there are always questions that remain unanswered, and argument about who is gaining equality continues. It is interesting that the "guidelines on sports, however, apply not just to varsity teams, but to club, intramural, and recreational programs as well," (Suggs, 2003). This is interesting because even if one only want to play a sport as some type of recreational activity one could be affected by this amendment. It is also important because recreational activities are not always thought of by athletic directors when they are faced with Title IX issues when in fact they should be.

While it is valuable and important for women to have the same opportunities as men, it is likewise important for men not to be punished because there are not enough women's sports. "Guidelines should be changed to stop colleges from cutting men's teams and male athletes" (Suggs, 2003). It is
important to realize also that a continuing battle of what is right and what is wrong is taking place, and will continue to do so. Legislation is continually being discussed and passed to change what effects Title IX has on sport. As an athletic director it is important to be aware of the changes and keep in touch with what takes place concerning equity in sport. One way to do so is by learning as much as possible about administration and the process of intercollegiate athletics. Lichtman stated, "that the most important learning time in athletic administration is the experience. With this experience comes knowledge and growth." (Lichtman, 63, 1998)

Minority hiring and pay equity have become a hotly debated topic of late, in 1993-1994 African-Americans accounted for less than 10% of head coaches and less than 8% of athletic directors. Universities pay a substantially higher amount to the head coaches of men's sports than they do the women's teams. This is a trend that will continually be discussed until it is resolved. (Knight Foundation Commission meeting, 2000).

Inglis (1991) wanted to determine the degree of influence exerted on the athletic programs from sources internal and external upon the actual program. To determine this she surveyed Athletic Directors, and University
Presidents in various Canadian Universities. "While the university presidents are not involved in day-to-day management of the programs, they are in the most strategic position to ensure that effective reporting structures, governing bodies, and policy are in place" (Inglis, 22, 1991). She found that there were strong influences from four external groups. These groups were "seen as having programming and structural links to the athletic programs" (Inglis, 91).

There are many factors that influence the effectiveness of an athletic program, one of them is the connection that the department has with the academics of the university. Massengale, & Merriman (1981) presented two separate models that athletic administrators are faced with. The first is an independent program, or one not affiliated with any academic program. The second is affiliated with an academic structure. The authors attempted to provide the best possible situation for both the student athletes as well as the entire student body. They suggest that the affiliated structures are in the best interest of the student athletes. The reason for this is because it protects all the sports programs and eliminates necessity of comparing and contrasting revenue spending vs. revenue producing sports.
Preparing for Directorship

Mike Mcgee, the Athletic Director at the University of Cincinnati, explains, "One of the main reasons for the failure of AD’s, is due to the lack of education that he or she received prior to becoming an athletic director that pertained to business.” (McGee, 20 1984) “The level of current professional skills associated with increasing complexities of athletic management raises many questions concerning the education process” (McGee, 21, 1984). McGee feels that if education was set up in a manner that was doing more to enable, or empower future administrators there would be much less failure within athletic administration. The field of athletic administration is in many cases in a world of hurt. “Ninety-two percent of presidents feel that there are problems in athletics” (Frey, 50, 1987). This is a large amount, what exactly these problems are is not known, but the fact that the leaders of these institutions feel there is a problem indicates that some sort of investigation should be done.

"Administering an athletic enterprise in NCAA division I and II may not be essentially different from running a business” (Hatfield, & Wrenn, 138, 1987). Fielding, and Pitts (1991) looked into the quality of education pertaining to athletic administration as well as the
accreditation in the field of sport management. A panel of professionals was polled to assess their opinions about accreditation, program demographics, program quality, and program demographics. The results that were found were disturbing to educators trying to find the best possible curriculum because the survey revealed that sport management educators do not agree on what constitutes educational quality. However, one thing that the professionals agreed upon, was that a national accreditation process would be beneficial for directorship preparation. Brassie 1989 suggests that there are three levels of education needed to attain the necessary qualities for directorship, (1) foundational areas of study, (2) application areas of study, and (3) field experience. The only difference between the athletic programs at the undergraduate level and the graduate level are the research methods courses and the thesis.

What are the necessary qualifications and what is needed to succeed as an athletic administrator? This question is one that many studies have tried to answer. Cuneen (1992) in her study asked questions of Division I and Division II athletic directors to try and design a curriculum for graduate level professionals, who are seeking a future in the administration of athletics. She
found that the current AD’s felt that the top five core courses should be (1) Personnel management, (2) Practicum Experience, (3) College business management, (4) Strategic planning, and (5) Sport marketing. She continued that it was unfortunate that not one of the "academic units or divisions within a college or university could satisfy the requirements as defined by the respondents." (28, 1992) It was also interesting to note "all of the courses that qualified for the curriculum reflected management and/or business bases" (Cuneen, 21 1992).

In order to have a successful athletic program you must have an effective staff. It is also important to be able to effectively motivate those around you. Branch’s (1990) study looked at how different Athletic Directors perceived his/her own leadership behavior, and how selected subordinates perceived their leadership. Branch found that "subordinate perceptions of athletic director leadership behavior were lower than those given by the athletic directors themselves, indicating that AD’s perceived their behavior more favorably than did their subordinates" (Branch, 167, 1990). In addition to that, Branch (1990) studied the effectiveness of leadership. He looked at the athletic administrators perception of leadership to determine if it played a role in the athletic organizations
effectiveness. The findings revealed, "initiating structure behavior an orientation towards goal and task accomplishment-was an important contributor to the organizations effectiveness" (Branch, 11, 1996). He also stated "contemporary management philosophy suggests that the organizations which nurture and develop their people as well as accomplish their objectives are more successful and effective" (Branch, 11, 1986).

Soucie (1994) indicates, "The formal role of administrators in sport organizations, is to empower subordinates helping them establish and achieve goals. The extent of their leadership skills will largely dictate the outcome and actions of their subordinates" (Soucie, 1994). The proposed leadership style offered by Soucie (1994) was transformational leadership. "Transformational leaders have the ability to influence followers by activating their higher-ordered needs, increasing their commitment, and transcending their own self-interests for the benefit of the organization. Transformational leadership is more than charismatic leadership; it transforms followers. It is more than transactional leadership where leaders exchange valued outcomes for compliance. Transformational leadership is about profound change, and institutionalizing change" (Soucie, 8, 1994).
Snyder (1990) suggests that with regards to success it is of utmost importance to keep coaches happy, and by doing so will be able to employ, and retain those wanted. This will allow the athletic director to have success. Snyder studied what it would take to keep an athletic administrator's staff happy and satisfied. Coaches were surveyed to determine their satisfaction with their administrators. The results indicated that part time coaches were much less satisfied with pay and promotions than were full time coaches. Also, that urban coaches were more satisfied with the nature of the work than the suburban coaches.

What makes a particular staff a success is often the leader's qualities and preferred leadership style. Barr (1994) asked which leadership qualities were of greatest importance in order to succeed. Barr compared schools of thought about leadership; organizational role, and gender role, in Division I and Division III institutions. The results showed that leadership style and gender were affected by the type of institution (all male or all female), and also that female athletic directors possessed more of an initiating structure leadership style when they were over both male and female athletics than when they were only over female teams (Barr, 1994).
When the success of an athletic program is at stake many times the athletic director is willing to take drastic measures. Some of the measures are natural, and necessary. In 1977 Quarles analyzed the structure and the administrative perception of the Big Ten Conference with the implications for the organization and governance of men and women’s athletics programs. The results supported a unification of men and women's programs into a single conference. “Sixty-three percent of the administrators indicated a willingness to increase the committee size in order to allow females more involvement in the decision making process” (Quarles, 77). Today the involvement of females at the administrative level is at an all time high and is continuously rising, however women are still very underrepresented in athletic administration. The initial willingness to allow females more involvement in making decisions was the first step towards equity.

The perfect situation is often impossible if it is known. Cheatham, (1992) studied organizational structure and the views of how to govern athletics within the Big Ten Conference. Her findings were that four out of five University presidents felt that the "perfect set-up of an athletic department would be to continue the merged program structure, but with two associate athletic directors (one
for male sports, and one female sports) reporting to the athletic director, who would continue to report to the president” (Cheatham, 1992). According to Cunningham and Rivera, (2001) there are two structures that demonstrate the structural designs in administration today. They are "the simple structure and the enabling structure" (Cunningham, & Rivera, 2001).

Summary

With the dramatic change that has come to the field of athletics and the administration of athletics, it is important to have a firm understanding of what has been done in the past and what has been studied, and what has worked, particularly concerning the preparation, and education of future athletic directors. The research shows that there are several issues that are currently the topic of debate, and of interest to researchers. (1) From the present research it is uncertain which academic programs are the best in preparing future Athletic Directors. While it is uncertain what the entire curriculum should be for future directorship, it is the opinion of many professionals practicing today that, business, and marketing courses are two of the most beneficial for directorship preparation. (2) The other major issue is the
housing of intercollegiate athletic departments. According to many current administrators of athletics the best option for housing athletics is as it's own department.

In order to provide the best opportunity for a program to succeed it is important to determine the type of leadership that will provide the most effective results. The one thing that all professionals agree upon is that gaining as much experience as possible will be one of the most important things to make you marketable, and to help succeed. It is vital to remember "The more we understand the influence in and around the athletic programs, the better the athletic administrators and other university personnel will be prepared to guide the programs in the desired direction" (Inglis, 26, 1991).
CHAPTER 3

METHODOLOGY

This study was conducted to fill the void in the knowledge base about the academic preparation and responsibilities of athletic directors. The purpose was to identify the qualifications and responsibilities of intercollegiate athletic directors from division I and division III institutions. The conduct of the study included the following organizational steps: (a) arrangements for conducting the study; (b) selection of participants; (c) development of the instrument; (d) design of the study; and (e) treatment of the data.

Arrangements for Conducting the Study

The study was conducted through interaction with Division I and Division III institutions in the western United States upon receipt of the researcher's Institutional Review Board approval. The selection of Division I and Division III institutions to participate in
the study was based on the following criteria: (a) institution was located in the western states; (b) institution was listed as either Division I or Division III by the most recent NCAA listing; and (c) provided athletic programs for both men and women.

Administration of the Survey Instrument

A complete listing of athletic administrators and addresses from each of the identified institutions was compiled. Each potential participant was sent a packet including a formal letter of introduction explaining the purpose of the study (Appendix A), a human subject consent form (Appendix B), and the survey instrument (Appendix C). The content of the letter of introduction served to inform the participants why they were selected and how the information would be used as well as instructions for completing the survey instrument, and a deadline for returning the survey instrument to the researcher. An acknowledgement of the participant's time and effort in completing this survey was noted in the letter. The participants were asked to return the survey within seven days of receipt.
Reference numbers identifying the institution were placed on the survey instruments disseminated. The reference numbers were used to assist the researcher in following the return rate of the survey instruments. If after the return deadline less than 100 surveys were obtained then individuals at institutions where no surveys were returned were sent a new packet containing the same material as previous. Again a seven-day deadline was given to return the survey. Rather than identify individuals who may have or may not have returned the surveys the reference numbers helped to gather a wider input from Division I and Division III institutions. The researcher had no way to accurately connect which survey was returned from a particular individual but rather if participation from a particular institution was noted.

Development of the Instrument

The survey instrument utilized in this study was developed by the researcher (Appendix C). The instrument contained basic demographic components to gauge the gender, relative age, and race and ethnicity of the athletic administrators being surveyed. The survey consisted of three main parts:

(1) Job Responsibilities;
(2) Coach/player experiences;
(3) Academic Preparation.

This two-page instrument was developed to provide the researcher with information that could be stratified by academic preparation and experience in relation to job responsibilities.

The survey was initially presented to three professionals with experience in collegiate athletic administration for content analysis. No attempts were made to extract construct validity prior to dissemination to participants. It was assumed the language provided in the instrument concerning questions on job responsibilities and academic preparation were of simple enough nature to warrant reliable responses.

Design of the Study

Athletic administrators from Division I and Division III institutions in the western states were identified for this study. Responses from these participants laid the foundation for comparison between academic preparation and job responsibilities. The design of the study was such that responses from one group; Division I athletic administrators could be compared against those from Division III athletic administrators regardless of size of
institution, conferences competing in, or number of teams fielded. The use of a short two-page survey was to enhance the probability of completion and return of the instrument. It was hoped that a simple checklist type of survey would allow greater positive response in terms of completion, and thus increase the likelihood of return.

Treatment of Data

Responses from the returned surveys were entered into a SPSS program for evaluation. Survey information was coded for institution type, gender, age, ethnicity, current position title, job responsibilities, academic preparation, coaching or player experience and number of years in profession. Cross-tabulations were conducted to view responses by coded attributes. Comparisons between academic preparation and job responsibilities were conducted for identification of trends.
CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

The purpose of this study was to identify the qualifications and responsibilities of intercollegiate athletic administrators from Division I and Division III institutions. Specifically the researchers set out to identify (1) What curriculum was necessary in the eyes of current professionals, and (2) What course work should be included in any sports administration program.

The data in this Chapter was collected from Division I and Division III Athletic Administrators. The following topics will be discussed in this chapter:

(1) The Participants (including demographics).
(2) Type of Contract Administrator has.
(3) Previous Playing Experience.
(4) Previous Coaching Experience.
(7) Characteristics that current Administrator's deemed important for an Athletic Director.

(8) Skills that the Administrators themselves felt they were lacking.

(9) Course work that current Athletic Administrators suggested for future Administrators.

The Participants

The population of potential participants was athletic administrators located in the western region of the United States. A total of 490 administrators were mailed a packet which included a formal letter of introduction explaining the purpose of the study (Appendix A), a human subject consent form (Appendix B), and the survey instrument (Appendix C). Of the 490 administrators that received a survey, 146 returned them. Because of missing data or incomplete surveys 9 were excluded, making a total of 137 participants, a return rate of 27.96%.

The of Athletic administrators that responded were from Division I and Division III institutions, and included forty-one (29.9%) Athletic Directors, thirty-two (23.3%) Associate Athletic Directors, Thirteen (9.4%) Assistant Directors, one (<1%) head coach, and fifty (36.5%) administrators classified as other (Table 1).
Demographic Information

Of the athletic administrators that responded there was a total of 63 females (45.9%) and 72 males (52.5%), there were 2 (1.5%) that did not indicate their gender (Table 2). The most respondents (forty-four, 32.1%) were between the ages of 41-50, there were thirty-two (23.3%) respondents who were between the age of 31-40, and thirty-five (25.5%) between the age of 51-60. Of the 137 participants 111 (81%) of them were between the age of 31-60 (Table 3).

The ethnicity of the administrators that responded consisted six of African-American (4.4%), one Asian-American (<1%), four Hispanic (2.9%), one hundred and seventeen White (85.4%), one Pacific Islander (<1%), and seven (5.1%) who did not identify their ethnicity (Table 4).

Type of Contract Administrator Has

The administrators as a whole reported having a wide variety of contract types, only three (2.1%) reported as having a 9-Month contracts, while ninety-five (69.3%) reported to have a 12-Month contracts, and there were an additional eleven (8%) that did not have a contract at all. Some of the other types of contracts reported were;
multiple year contract, rolling faculty contract, 10-Month contract, a 12-Month Letter of Appointment, an At-Will contract, and an exempt employee (Table 5).

Previous Playing Experience

Many of the athletic administrators surveyed were previously student athletes. Of the 137 that responded 105 (76.6%) of them were collegiate athletes. Basketball (43 participants, 40.9%) and Football (27 participants, 25.7%) made up for 66.6% of the sports participated (Table 6).

More administrators participated at the highest level of collegiate competition, Division I, than any other level. A total of 58 administrators competed in Division I athletics (55.2%). The next most was 33, (31.4%) these administrators participated at the Division III level. Because some of the administrators participated in more than one sport, there were 137 total sport responses accounted for, but only 105 athletes (Table 6 & 7).

Previous Coaching Experience

Of all of the athletic administrators that responded 99 (72.3%) had previous coaching experience, of those 99, 31 (31.3%) were athletic directors, 20 (20.2%) were associate athletic directors, 6 (6.1%) were assistant
athletic directors, where only 1 (1.01%) was a current coach. The final 41 (41.4%) were classified as other administrators. Some of the other positions were Athletic Trainer, Senior Women Administrator, Compliance Representatives, and Senior Associate Athletic Director's (Table 8).

The Administrator's Area of Responsibility

Each of the Athletic Administrator's that responded was responsible for overseeing certain areas. The athletic directors oversaw a total of 182 programs and of those, 30 (16.5%) were categorized as operations, and 28 (15.4%) were athletic development. Marketing and Recruiting both were 25, each accounting for 13.7% of the total 182, and compliance consisted of 24 (13.2%). In the category of other there was an additional 8 Athletic Directors that stated that they were over the entire department (Table 9).

The Associate Athletic Directors were in charge of overseeing a total of 73 programs. Compliance was the most represented by the associate directors with 16 (21.9%) programs. Specific sports, and the classification of other, represented 15 (20.5%) programs each. Other programs included facilities, scheduling, business, student
services, eligibility, external operations, strength and conditioning, and sports medicine (Table 9).

The Academic Preparation of the Athletic Administrators

The data for academic preparation by current athletic administrators was reported as the highest degree they possessed. The total number of administrators that reported their degree earned was 135. The highest degree earned by 91 (67.4%) of the administrators was a Master’s degree. Only 20 (14.8%) administrators held a bachelors degree, and 24 (17.7%) reported having a Doctorate degree. (Table 10)

Important Characteristics for an Athletic Director

Current administrators were asked to identify what characteristics they felt were important for future administrators to possess. The four characteristics that were repeated the most were: Administrative and Leadership skills, (115 responses); Good Interpersonal Relationships (87 responses); Integrity/ Honesty (78 responses); Communication skills (73 responses)(Table 11).
Self-Identified Skills Lacking

When athletic administrators were asked to identify skills they were lacking 65 administrators responded. The responses fell into two categories of: administrators, (41, 63%) felt that they were lacking marketing/development skills, and (25, 37%) reported that they lacked skills in Business/Finance/Budgeting (Table 12).

Suggested Coursework

Athletic administrators were asked to identify what coursework was most important for future administrators to take. In some situations the administrators responded with multiple answers. The most popular answer for important coursework was in Athletic Administration with 108 (78.8%) administrators reporting it to be an important class. Business classes were the next most frequent answer with 93 (67.8%) administrators reporting business to be an important class. Compliance was referred to by 80 (58.4%) administrators as being important. Development coursework was deemed important by 77 (56.2%) of the administrators (Table 13).
Discussion of Findings

This section of the chapter is to discuss and interpret the findings that were reported previously. Included in this section will be discussion on demographic information as well as player experience, coaching experience, academic preparation of administrators, important characteristics for administrators, skills that administrators lack, and suggested coursework.

The hiring of minorities, and women has become one of the hot topics of debate lately; the respondents in this study from a gender aspect were not as drastically different as one might have originally thought with 45.9% of the administrators being women. However, one of the main concerns of late has been the hiring of minorities. This study showed that 85.4 percent of the administrators responding were white. This finding is in accordance with the Knight Foundation Commission meeting in 2000 that showed that less than 8% of athletic directors were African-American. (Knight Foundation Commission Meeting, 2000).

According to several administrators previous playing experience at the collegiate level is an important aspect in understanding the administration of an intercollegiate athletic program. This study shows that 76.6% of the
administrators were previously athletes. Whether that is because of interest in sport or there is a certain understanding that administrators have because they participated in sport, is unclear. However, it seems that if one played they may be a more likely candidate for administration than if they did not participate.

Previous coaching experience is seen as a vital aspect to an administrator's success. In this study 72.3% of the administrators had previous coaching experience. This is important because it reflects that the path of getting to the administration level in intercollegiate athletics may be advancing from playing to coaching, and then becoming an administrator. However, the academic preparation may also have changed thus providing a better rationale for the current administrator position. This study indicates that some form of advancement from player to administrator may still be in effect, because of the fact that 76.6% of current administrators competed in collegiate athletics, and 72.3% of them coached.

One of the ways to counter the argument that the path to athletic administration is to first play then coach then administrate, is to look at the other areas of preparation that the administrators possess. That would primarily be their experience and their educational preparation.
Educational preparation is becoming more and more important; after all as an athletic administrator one is working in higher education. This study provides evidence that academic preparation is becoming more evident in the administration of athletics. There were only 20 (14.85%) administrators that did not obtain a degree beyond their Bachelors. Although there were only 24 (17.7%) that had a Doctorate, it is evidenced by the 91 (67.4%) administrators who have a post Bachelor’s degree, that education is a very important aspect in athletic administration.

Because academic preparation is becoming a more vital part of intercollegiate athletics, it is critical that course work which will best prepare administrators be utilized. In this study the administrators suggested what they felt would be most beneficial to future athletic administrators. There were four courses that the majority of the administrators felt were vital.

First, Athletic Administration, 78% of the participants felt that courses in athletic administration were necessary to the preparation of up and coming administrators. Athletic Administration as a course could be very encompassing with different subjects intertwined. For example you could learn about business, development, compliance, marketing, and finance, as well as many other
subjects. The bottom line is that the participants of this study felt that athletic administration classes are important.

Second, Business, was a class that 67.8% of the participants felt was necessary for being successfully prepared to be an administrator in athletics. This finding is in accordance with that of Hatfield, & Wrenn (1987) who stated, “Administering an athletic enterprise in NCAA division I and II may not be essentially different from running a business” (Hatfield, & Wrenn, 138, 1987).

Third, Compliance was thought to be an essential course by 80 (58.4%) of the administrators. Compliance is on the front lines of athletics all the time, regardless of the program one is involved in within an athletic department one will need to know the rules and regulations that govern the department.

Fourth, Development and Fundraising was deemed as necessary by 77 (56.2%) of the participants. It has been said that the administrators that make the money for the athletic department will be the ones who get the jobs.
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION, IMPLEMENTATIONS,
AND RECOMMENDATIONS

Summary

This study was designed to measure the qualifications and the responsibilities of intercollegiate athletics administrators. The focus was on the academic qualifications, including necessary course work, as well as experience leading up to directorship. The purpose was to identify the qualifications and responsibilities of intercollegiate athletic administrators from Division I and Division III institutions. Specifically the researchers set out to identify (1) What curriculum was necessary in the eyes of current professionals, and (2) What course work should be included in any sports administration program?

The subjects were 137 athletic administrators, from Division I (78) and Division III (59) institutions in the western region of the United States. All of the subject completed a survey that was designed to answer the questions outlined by the researcher. The data were
collected between the months of January and February 2005.

The data were analyzed using the statistical technique of crosstabulation. This test was chosen to look at and compare what current administrators felt was important, and determine if trends were evident. The statistical package utilized was SPSS (11.1).

Findings

The analysis of data revealed that there might still be some disparity in intercollegiate athletics, when it comes to the subject of gender equity. Gender did not seem to differ very much with respect to the percentages of administrators responding (males, 52.5%, females 45.9%). However there was disparity among the positions held among the participants gender-wise. No extrapolation can be made from this survey on the percentage representation at a national level among athletic administrators. Minorities represented less than 15% of the total participants in this study.

The path of playing, coaching, then becoming an administrator may still be in effect, as evidenced by 76.6% of current administrators having participated in college athletics, with more than 72% having coached at the collegiate ranks.
Academia is a critical part of administration, and more and more administrators are seeking a degree beyond the bachelor's. In this study a large percentage of respondents indicated having graduate degrees (91 Masters, 24 doctorate). Athletic administrators felt there was dire need for a heavy dose of four academic concentrations in athletic administration preparation. They are courses in (1) Athletic Administration, (2) Business, (3) Compliance, and (4) Development and Fundraising.

Conclusions

Within the parameters of this study the following conclusions have been made.

(1) There is still somewhat of a disparity in relation to the ethnicity in athletic administration.

(2) The disparity between genders in athletic administration seems to becoming less and less, however there is great disparity in level of administration.

(3) A post bachelor degree may be the minimum requirement for future administrators.

(4) Some of the most important characteristics for an athletic administrator to possess are; (A) Communication skills, (B) Integrity/honesty (C) Interpersonal skills, and (D) Leadership/vision.
(5) Every athletic administration program should include coursework in; (A) Athletic Administration, (B) Business, (C) Compliance, and (D) Development.

The following is a list of courses that could fit into a Masters and Doctorate level athletic administration program (all of the courses listed are outside of the program of study for athletic administration, but could fit in). A full description of courses is shown on Appendix E. These courses were taken from the 2003-2005 Graduate College Catalog at the University of Nevada, Las Vegas.

MBA 711 Managerial Finance
FIN 708 Advance Corporate Finance
MKT 711 Strategic Marketing Management
EMBA 701 Teamwork and Management Effectiveness
EMBA 710 Business Finance
EMBA 713 Strategic Marketing Management
EMBA 718 Executive Decision Making: Strategy Formation Processes
LAW 604 Administrative Law
EDH 710 Finance and Budgeting in Higher Education
EDA 745 Human Dynamics and Organizational Leadership
EDA 750 School Personnel Administration
EDH 783B Legal Aspects of Student-University Relationship
SLS 703 Management Analysis of Sport and Leisure Service Organizations
SLS 702 Management in Sport and Leisure Service Organizations
SLS 717 Law and Liability in Sport and Leisure Services

Implementations

The findings of this study could be beneficial by being implemented in the following way:
(1) One cannot simply say that we need to hire more minorities to be athletic administrators. While it might be necessary to hire minorities, it is not that simple. Recruitment and matriculation through graduate level athletic administration programs can better prepare larger numbers of qualified individuals. Universities will then be able to select from a wider array of qualified candidates and in turn develop well represented departments.

(2) The profession of athletic administration has long been run by men. The findings in this study show that women are receiving more and more opportunities in athletics. While this study cannot clearly state that gender equity exists at the administrative level it can support a good representation at the regional level based on respondents. The continuation in recruitment and matriculation of female administrators should be encouraged at the university level.

(3) There are many individuals that are interested in becoming involved in athletics as an administrator. This study implies that there is a need for those individuals to obtain graduate education. Athletic administration is becoming more and more competitive and will require advanced training.
(4) An individual interested in becoming an athletic administrator at the collegiate level should develop these four characteristics; a) Excellent communication skills both written and oral b) Integrity and honesty above reproach, c) Interpersonal skills and experience working with individuals with diverse backgrounds and cultures, and d) Leadership and vision. An individual possessing these attributes will more likely be a stronger candidate for a position as an administrator.

(5) If implemented the findings in this study would be beneficial to professionals in charge of developing curriculum for various athletic administration programs. By taking a serious look at the courses offered in their programs, and including course work in the following areas; a) Athletic Administration, b) Business, c) Compliance, and d) Development and Fundraising. For individuals seeking a program of study at the graduate level in athletic administration, the findings of this study will provide guidance in selecting an appropriate university program.

Recommendations for Further Study

The following recommendations in the area of athletic administration preparation are offered:
(1) This study could be replicated to include not only Division I and Division III institutions but also Division II institutions.

(2) A study should be conducted to look specifically at the experience (non-academic, internship) factor for preparing athletic administrators.

(3) Additional studies should be conducted to look at current athletic administration programs of study and see what course work needs to be added to each to ensure future administrators are prepared and to contrast with any national standards for athletic administration.

(4) Perhaps a study should be conducted to determine what collegiate coaches feel an athletic administrator’s preparation should include.

(5) The current study should be replicated in another part of the country (perhaps the east coast) to determine if findings are consistent.
Date: 2/2/04

Dear Sir or Madam:

My name is Carl Evans. I’m completing my Masters of Science in Sports Education at the University of Nevada, Las Vegas. I had the opportunity to play collegiate football at Weber State University before deciding that a graduate education and a career in athletic administration was what I wanted. I write to ask for your assistance in helping me complete my master’s thesis. I have selected athletic administrators from both Division I and Division III institutions to survey academic preparation and job responsibilities. This information will help universities improve their athletic administration academic programs to better prepare administrators for the ever-changing field of athletics.

I appreciate your time and efforts in this assistance and have created the survey to be as easy and quick to complete as possible. The survey will take less than five minutes to complete. It is anonymous and with only superficial data required. For your convenience the survey may be completed online at http://coess.nevada.edu:100/survey/se1 or if you prefer, simply complete the survey and return it to the address shown below. Please return it within seven days so that I may continue on schedule to graduate in 2005.

Again, thank you for your assistance and taking time from your busy schedule to help me in my pursuits towards becoming an athletic administrator.

Sincerely yours,

Carl Evans
UNLV
Department of Sports Education Leadership
4505 Maryland Pkwy Box 453031
Las Vegas, NV 89154-3031

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
APENDIX B

HUMAN SUBJECT CONSENT FORM
Discerning Academic Preparation and Responsibilities of Division I and III Athletic Administrators.

Informed Consent

General Information:
I am Carl Evans from the UNLV Department of Sports Education Leadership. I am the researcher on this masters thesis. You are invited to participate in a research study. The study is intended to evaluate and compare the academic preparation and related job responsibilities of athletic administrators at division I and III institutions.

Procedure:
If you volunteer to participate you will be asked to do the following: (1) Complete the online Survey, at http://coess.nevada.edu:100/survey/sel or (1) Complete the enclosed survey, and (2) return the completed survey to Carl Evans, UNLV, 4505 Maryland Parkway Box 453031, Las Vegas, NV 89154-3031. The survey will take less than five minutes to complete and is anonymous and does not require your name or identification of your institution.

Benefits of Participants:
By participating you will assist the researcher in completing his work towards a masters in Science with emphasis in athletic administration. Additionally, your participation will help evaluate the current academic program in athletic administration at the researchers institution in hopes of enhancing preparation for professional placement.

Risks of Participation in:
This survey is anonymous and does not require your name or the identification of your institution. The questions on this survey are based primarily on your academic preparation (degree, major area of interest) and job responsibilities. Demographic information is sought to
assess gender and age representation among the participants. While you might be uncomfortable answering some of the questions asked, you are encouraged to discuss this with the researcher. There is minimal risk to the participants.

**Contact Information:**
If you have any questions about the study or if you experience harmful effects as a result of participation in this study, you may contact me at, cevans@unlv.nevada.edu or at 702-895-2493.
For questions regarding the rights of research subjects, you may contact the UNLV office for the protection of research subjects at 702-895-2794

**Voluntary Participation:**
Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

**Confidentiality:**
All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for at least 3 years after completion of the study, then destroyed.

**Participant Consent:**
I have read the above information and agree to participate in this study. I am at least 18 years of age. I will retain this form for my records. My completion and return of the survey indicates my consent to participate.
Discerning Academic Preparation and Responsibilities of Division I and III Athletic Administrators

Job Responsibilities

- □ Athletic Director
- □ Associate Athletic Director
- □ Assistant Athletic Director
- □ Head Coach
- □ Assistant Coach
- □ Full Professor
- □ Associate Professor
- □ Assistant Professor
- □ Lecturer/Instructor
- □ Other

Indicate your University/College Division Level

- □ Division I
- □ Division II
- □ Division III

Which areas do you oversee (Please check all that apply.)?

- □ Academic Advising
- □ Compliance
- □ Development
- □ Marketing
- □ Operations (Basketball/Football etc)
- □ Recruiting
- □ Specific Sports
- □ Other

What type of contract do you have?

- □ 9-Month
- □ 12-Month
- □ Other

What four characteristics do you believe are most important for the person holding the position of Athletic Director?

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

Player/Coach Experience

Player

In which sports did you compete as a collegian (Please check all that apply.)

- □ Baseball
- □ Basketball
- □ Field Hockey
- □ Football
- □ Ice Hockey
- □ La Cross
- □ Rowing
- □ Rugby
- □ Soccer
- □ Swimming/Diving
- □ Track and field
- □ Volleyball
- □ Wrestling
- □ Other

At what level of competition (Please check all that apply.)

- □ Junior College
- □ Division I
- □ Division II
- □ Division III

Coach

Which sport do you currently coach or have you coached at the collegiate level?

- □ Baseball
- □ Basketball
- □ Field Hockey
- □ Football
- □ Ice Hockey
- □ La Cross
- □ Rowing
- □ Rugby
- □ Soccer
- □ Swimming/Diving
- □ Track and field
- □ Volleyball
- □ Wrestling
- □ Other
How many years of collegiate coaching experience do you have?

- □ 0-2
- □ 3-5
- □ 6-8
- □ 9-11
- □ 12-14
- □ 15 or greater

**Academic Preparation**

Indicate your academic major by degree obtained.

- □ Bachelors Degree
- □ Masters Degree
- □ Ph.D / Ed.D

- □ Business
- □ Communication
- □ Engineering
- □ Kinesiology
- □ Liberal Art
- □ Physical Education
- □ Science (Biology, Math etc.)
- □ Other

Indicate which academic areas you feel are most important for future athletic administrators. (Please check all that apply.)

- □ Athletic Administration
- □ Athletic Training
- □ Business
- □ Computer literacy
- □ Development
- □ Education Administration
- □ Finance
- □ Higher Education
- □ Kinesiology
- □ Law
- □ Marketing
- □ NCAA Compliance
- □ Physical Education
- □ Other

At this stage in your professional career, which areas, whether academically or experience based, if any, do you feel that you lack, and that you feel are absolutely important in your current position?

**Demographic Information**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Relative Age</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Female</td>
<td>□ 20-30 years</td>
<td>□ African/American</td>
</tr>
<tr>
<td>□ Male</td>
<td>□ 31-40 years</td>
<td>□ Asian/American</td>
</tr>
<tr>
<td></td>
<td>□ 41-50 years</td>
<td>□ Hispanic</td>
</tr>
<tr>
<td></td>
<td>□ 51-60 years</td>
<td>□ White</td>
</tr>
<tr>
<td></td>
<td>□ 61-70 years</td>
<td>□ Other</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 1

<table>
<thead>
<tr>
<th>Division Level</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>22</td>
<td>25</td>
<td>13</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Division II</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>32</td>
<td>13</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

Other Position includes: Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 2

Athletic administrators by Gender, Division and Position.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>3</td>
<td>17</td>
<td>4</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Division III</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>22</td>
<td>4</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>18</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>16</td>
<td>2</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

Other Position includes: Multiple positions (23), Athletic Trainer (1) Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 3
Athletic Administrators by Age Group, Division and Position.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 to 30 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>31 to 40 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>41 to 50 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>51 to 60 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Division III</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>61 to 70 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Division III</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Other Position includes: Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 4

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African-American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Asian-American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>18</td>
<td>20</td>
<td>11</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>16</td>
<td>6</td>
<td></td>
<td>1</td>
<td>27</td>
</tr>
</tbody>
</table>

Note: 9 respondents did not answer.

**Other Position includes:** Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 5

<table>
<thead>
<tr>
<th>Contract Type</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Other Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-Month</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Month</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>11</td>
<td>19</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Division III</td>
<td>16</td>
<td>5</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Other Contract</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Division III</td>
<td>2</td>
<td>2</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Other Contract includes: Multiple Year contract (7), No contract at all (11), Rolling Faculty Contract (1), 10 Month (8), 12 Month LOA (1), At Will Contract (2), 11 Month (1), Exempt Employee (1), Left Other blank (5)

Other position includes: Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 6

Athletic Administrators by Player Experience, Division and Position.

<table>
<thead>
<tr>
<th>Player Experience</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Field Hockey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>7</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ice Hockey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming/Diving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Player Experience</td>
<td>Athletic Director</td>
<td>Associate Director</td>
<td>Assistant Director</td>
<td>Head Coach</td>
<td>Other</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Division III</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Division III</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Division III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Other Sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Division III</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

*Other sports include:* Badminton (2), Boxing (1), Cross Country (1), Golf (2), Gymnastics (1), Skiing (1), Tennis (4), Water Polo (1).

*Other Position includes:* Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 7

<table>
<thead>
<tr>
<th>Player</th>
<th>Junior</th>
<th>Division I</th>
<th>Division II</th>
<th>Division III</th>
<th>NAIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Basketball</td>
<td>2</td>
<td>15</td>
<td>9</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>3</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Cross</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Swimming/Diving</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sports</td>
<td>8</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Other sports include:** Boxing (1), Cross Country (1), Golf (2), Gymnastics (1), Skiing (1), Tennis (4), Water Polo (1).
Table 8

Athletic Administrators by Coaching Experience, Division and Position.

<table>
<thead>
<tr>
<th>Coaching Experience</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Division I</td>
<td>Division III</td>
<td>Division I</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>0 to 2 years</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Division II</td>
<td>Division III</td>
<td>Division I</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Division II</td>
<td>Division III</td>
<td>Division I</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>6 to 8 years</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Division II</td>
<td>Division III</td>
<td>Division I</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>9 to 11 years</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Division II</td>
<td>Division III</td>
<td>Division I</td>
<td>Division III</td>
<td></td>
</tr>
<tr>
<td>12 to 14 years</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>&gt; 15 years</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Other Position includes: Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
### Table 9

**Athletic Administrators by Area of Responsibility, Division and Position.**

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>3</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Compliance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>11</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>15</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>14</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>11</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Operations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>14</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Recruiting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Specific Sports</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>15</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>6</td>
<td>2</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Other Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>7</td>
<td>10</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>4</td>
<td>5</td>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

**Other Areas include:** Entire Department (8), facilities (7), scheduling (4), Business (11), Student Services (6), Eligibility (5), External Operations (5), Strength and Conditioning (4), Sports Medicine (2).

**Other Position includes:** Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 10

<table>
<thead>
<tr>
<th>Academic Preparation</th>
<th>Athletic Director</th>
<th>Associate Director</th>
<th>Assistant Director</th>
<th>Head Coach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Division III</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>M.S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Division III</td>
<td>11</td>
<td>6</td>
<td></td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Division III</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Other Position includes: Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
Table 11

Important Characteristics for an Athletic Administrator, according to current administrators, distinguished by Division and Gender.

<table>
<thead>
<tr>
<th></th>
<th>Division I</th>
<th>Division III</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>41</td>
<td>32</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Integrity/Honesty</td>
<td>43</td>
<td>35</td>
<td>30</td>
<td>47</td>
</tr>
<tr>
<td>Compliance</td>
<td>19</td>
<td>12</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Developing/Marketing</td>
<td>21</td>
<td>8</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>51</td>
<td>36</td>
<td>47</td>
<td>37</td>
</tr>
<tr>
<td>Leadership/Vision</td>
<td>62</td>
<td>53</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>Athletic Experience</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 12

Athletic Administrators self-reporting Skills Lacking by Division and Gender

<table>
<thead>
<tr>
<th>Area where skills are lacking</th>
<th>Division I</th>
<th>Division III</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Marketing/Development</td>
<td>18</td>
<td>23</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Personnel Management</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Compliance</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Business/Finance/Budgets</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Coaching Experience</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Suggested Courses</td>
<td>Athletic Director</td>
<td>Associate Director</td>
<td>Assistant Director</td>
<td>Head Coach</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Athletic Admin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>24</td>
<td>19</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Division III</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Athletic Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>20</td>
<td>19</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Division III</td>
<td>10</td>
<td>2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Computer literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Division III</td>
<td>10</td>
<td>1</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>21</td>
<td>15</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Division III</td>
<td>10</td>
<td>1</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Education Admin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>5</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Division III</td>
<td>8</td>
<td>1</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Division III</td>
<td>1</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Kinesiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Division III</td>
<td>6</td>
<td>3</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Division III</td>
<td>9</td>
<td>3</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Division III</td>
<td>11</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Physical Edu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division III</td>
<td>2</td>
<td>2</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division I</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Suggested Courses</td>
<td>Athletic Director</td>
<td>Associate Director</td>
<td>Assistant Director</td>
<td>Head Coach</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Division III</td>
<td>9</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Position includes:** Multiple positions (23), Athletic Trainer (1), Senior Women Administrator (13), Compliance Representative (11), Senior Associate AD (2)
APENDIX E

OPTIONAL COURSES
MBA 711  
Managerial Finance  
3 credits
Focuses on corporate financial management, including cash flow planning, capital budgeting, security valuation, and financing decisions. Includes the concepts of market efficiency and optimal capital structure. Provides useful set of tools to improve the efficiency of business and personal financial decisions. Perquisites: MBA 709, admission to M.B.A. program, or approval of the Associate Dean.

FIN 708  
Advance Corporate Finance  
3 credits
Studies major decision-making areas of managerial finance and some selected topics in financial theory. Emphasis on the application of the theory and practice of business asset management, financing choice, capital structure, cost of capital, and dividend policy. Current topics, such as corporate acquisitions, restructuring, and underwriting covered as appropriate. Prerequisites: Completion of the core MBA curriculum or approval of the Associate Dean.

MKT 711  
Strategic Marketing Management  
3 credits
Development of effective strategic marketing analysis, planning, implementation, and control skills. Emphasis on market appraisal, industry structure, competitive advantage, product management, distribution strategy, promotion management, market segmentation, positioning strategies, and strategic marketing program decision making. Stresses case analysis and the solution of strategic marketing problems. Prerequisite: Completion of the MBA core or approval of the Associate Dean.

EMBA 701  
Teamwork and Management Effectiveness  
2 credits
Examines why organizations increasingly adopting team based work processes and circumstances where they are likely to be appropriate and effective. Mechanics of effective teamwork and team management. Includes effective team members and team leadership, organizational support for high performance teams, stages of team development and strategies for managing them, and issues pertaining to international teams. Prerequisites: Admission to the Executive MBA Program and approval of the Dean's Office, psychology, anthropology, and a wide variety of related social sciences. Executive-level overview of organization
theory. Prerequisites: Admission to the Executive MBA Program and approval of the Dean’s Office.

**EMBA 710 Business Finance**
2 credits
Examines the role of financial management in creating firm value. Covers fundamental business finance topics and the application of basic finance concepts for decision making in a business environment. Taught from the perspective of a senior-level manager. Prerequisites: Admission to the Executive MBA Program and approval of the Dean’s Office.

**EMBA 713 Strategic Marketing Management**
3 credits
Exposes executives to current marketing concepts. Examines how marketing relates to other functions of the firm and to its external environment. Applies marketing concepts in an effort to analyze, initiate and change marketing actions. Prerequisites: Admission to the Executive MBA Program and approval of the Dean’s Office.

**EMBA 718 Executive Decision Making: Strategy Formation Processes**
2 credits
Explores classic cases and texts on organizational decision making processes in order to improve participants’ capacities to contribute to the effective manufacturing of organizational decisions. Prerequisites: Admission to the Executive MBA Program and approval of the Dean’s Office.

**EDA 745 Human Dynamics and Organizational Leadership**
3-6 credits
(Same as HOA 745 and BUS 745.) Provides students with knowledge, skills and attitudes necessary to undertake leadership responsibilities in complex organizations. Applies concepts and methodologies from the social and behavioral sciences in the analysis of leadership behavior in diverse organizational and community settings. May be repeated to a maximum of six credits.

**EDA 750 School Personnel Administration**
3 credits
Emphasis on the nature of personnel administration. Organization for handling personnel problems, group processes, and development of personnel policies relating to salary and working assignments, in-service improvement, and professional relations. Prerequisites: EDA 701 and
consent of instructor.

**EDH 710**

*Finance and Budgeting in Higher Education*

For students who expect to spend their careers in higher education. Provides understanding of the principals related to the economics of education including why society invests in colleges and universities.

**EDH 783B**

*Legal Aspects of Student-University Relationship*

Advanced issues course designed to explore topics relevant to the legal aspect of the student-university relationship. Prerequisites: EDH 752

**LAW 604**

*Administrative Law*

Examines the legal structure of federal and state government agencies; how they may be structured under the Constitution; how they issue and enforce regulations; and how they make decisions. Majors only or completion of first-year law courses or consent of instructor.

**SLS 702**

*Management in Sport and Leisure Service Organizations*

Utilizes management theory in conjunction with theory of sport and leisure behavior to develop a philosophy of administration applicable to sport and leisure service organizations.

**SLS 703**

*Management Analysis of Sport and Leisure Service Organizations*

Analysis of how the financial resources needed to operate sport and leisure service facilities and programs are acquired and marshaled to realize organizational goals. Marketing strategies and revenue source specific to sport and leisure services analyzed and discussed. Prerequisite: SLS 702. of sport and leisure service. May be repeated to a maximum of six credits. S/F grading only. Prerequisite: Consent of instructor.

**SLS 717**

*Law and Liability in Sport and Leisure Services*

Explores the legal principles and rules of law affecting the administration of recreation, sports and athletic programs. Emphasis on risk management theory, safety
principles, insurance concepts and liability issues. Litigation trends identified and procedures outlined to minimize legal risks.
REFERENCES


Massengale, J. & Merriman, J. (1981). The Administrative Housing of Intercollegiate Athletics: Independent or Affiliated with an Academic Department. Teaching and Teacher Education. 11, 17


VITA
Graduate College
University of Nevada, Las Vegas

Carl Seth Evans

Home Address:
10592 Corte Sierra Street
Las Vegas, NV 89123
(702) 616-6995

Degrees:
Bachelor of Science, Health Promotion & Human
Performance, 2003
Weber State University

Associates Degree, General Education, 2000
Eastern Arizona Community College

Honors/Awards:
Academic Achievement Award (Weber State University).

Masters Thesis Title:
Discerning Academic Preparation and Responsibilities of
Division I and Division III Athletic Administrators

Thesis Examination Committee:
Chair, Dr. R.R. Goyakla Apache, Ph. D.
Committee Member, Dr. Gerald E. Landwer, Ed. D.
Committee Member, Dr. Monica Lounsbery, Ph. D.
Graduate Faculty Rep., Dr. Porter Troutman, Ed. D.