

INTERCOLLEGIATE ATHLETICS

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LEARNING OBJECTIVES

1. Define intercollegiate athletics.
2. Demonstrate an understanding of the events surrounding the development of intercollegiate athletics.
3. Describe the purposes of intercollegiate athletics governance organizations.
4. Identify key administrative personnel within intercollegiate athletics departments.
5. Identify the roles and responsibilities of personnel working in intercollegiate athletics departments.
6. Discuss several current challenges facing intercollegiate athletics administrators.
7. Identify key associations, organizations, and publications related to intercollegiate athletics.

Key Terms

academic progress rate (APR)
Equity in Athletics Disclosure Act (EADA)
executive search firm
HBCUs
licensing royalty
outsourcing
senior woman administrator
TCUs
ticket operations
ticket scalping



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From the intrigues of the Bowl Championship Series (BCS) to March Madness, college sport occupies a prominent place not only within the sport culture of the United States but also within broader society. ESPN's coverage of President Barack Obama's NCAA men's tournament bracket in March 2009 and the national media coverage of his attendance at the Georgetown vs. Duke basketball game in January 2010 illustrate the point vividly.

Whether one is the leader of the Free World or just an average citizen of "fan nation," the fate of favored and favorite teams is the subject of much attention. Bloggers churn out speculation as to which team will come out on top and which shoe company has reached an agreement with which university for a multiyear, big-money sponsorship deal. Fans, as avid in their watchfulness as those following the stock market, fervently monitor the prospects of high school recruits on Rivals.com while following coaches on Twitter. Through sport media coverage, which relies on multimedia platforms including television, radio, print, and Web-based publications, players and coaches become celebrities, and the games themselves entertain millions of fans around the country.

There is much more to college sport than meets the eye. The financial stakes are high, as evidenced by the 13-year, US\$10.8 billion agreement that the National Collegiate Athletic Association (NCAA) reached with CBS and Turner Broadcasting in 2010 for the broadcast rights to the men's Division I basketball tournament, which expanded to 68 teams in 2011 (Sandomir & Thamel, 2010). In turn, the Bowl Championship Series (BCS) negotiated a new 4-year deal in 2009 (which will go into effect in 2011) worth US\$125 million per year (Frommer, 2009). Of equal importance are the reputations of the schools that sponsor these athletics programs. The purpose of this chapter is to provide an overview of contemporary US college athletics and to create a snapshot of what goes on behind the scenes. After reading this chapter, you should have a better understanding of the organizations that govern and regulate college sport, the way that college athletics programs operate, and the kinds of careers that you might wish to pursue in this segment of the sport industry.

▶ ORIGINS OF INTERCOLLEGIATE ATHLETICS GOVERNANCE

According to most historical accounts, college sport as we have come to know it started with a challenge that would "test the superiority of the oarsmen" of Harvard University and Yale University (Veneziano, 2002, ¶ 1). Harvard prevailed in a 2-mile (3.2 km) race proposed by executives from the Boston, Concord, and Montreal Railroad as a way of boosting tourism and travel. According to Edes (1922), "The race was supposed to be a frolic and no idea was entertained of establishing a precedent" (p. 347). As much of a lark as it appears to have been, the event held in 1852 may have been more significant than quaint depictions suggest. Democratic presidential nominee Franklin Pierce, who would eventually win the White House later that same year, attended, as did other dignitaries who would play an important role in pre-Civil War America as lawyers, politicians, and educators.

The fact that the students brokered the deal with the Boston, Concord, and Montreal Railroad, however, reflects how times have changed. During the latter half of the 1800s, college sport was essentially run by students, sometimes as social occasions, at other times as highly competitive contests, and often as a form of protest against boring recitations and a curriculum that did not match their aspirations and goals. By the early part of the 1900s, a shift toward "professional" coaches, overspecialization, and an emphasis on winning against perennial rivals was well underway. As Harvard football coach Bill Reid would document in his diary in 1905, coaches of the age were

negotiating with faculty to keep players eligible, developing strategies to subvert an inquisitive press, and clashing with college presidents over the role of sport on college campuses (Smith, 1994).

Prompted by deaths and charges of brutality in college football, President Theodore Roosevelt hosted two White House conferences on football in 1905. Roosevelt summoned coaches, faculty, and alumni representatives from Harvard, Yale, and Princeton universities to the conference. The purpose of the conference was to encourage the representatives to carry out both the letter and the spirit of the football rules. Roosevelt's decree led to the formation of the Intercollegiate Athletic Association of the United States (IAAUS), which was officially constituted on March 31, 1906, and became known as the National Collegiate Athletic Association (NCAA) in 1910 (Crowley, 2006).

National Collegiate Athletic Association (NCAA)

The NCAA is the largest and most influential college sport governing body in the United States. Its membership includes more than 1,288 colleges and universities, conferences, and sport organizations. NCAA rules and regulations focus on amateurism, recruiting, eligibility, playing and practice seasons, athletically related financial aid, championships, and enforcement (*Composition*, n.d.).

The NCAA membership is separated into three competitive divisions, generally referred to as Divisions I, II, and III (see figure 7.1). Several factors determine the divisional classification for NCAA member institutions. These include the number of sports sponsored, the type of sport sponsored (team or individual), the size of the athletics department budget, attendance at games and seating capacity in stadia and arenas, and whether the program offers athletics grants-in-aid. Among football-playing institutions in Division I, subdivisions formerly referred to as Division I-A and I-AA are now referred to as the Football Bowl Subdivision (FBS) and the Football Championship Subdivision (FCS).

The divisional structure within the NCAA is a reflection of how the association has grown and changed over time. At its inception in 1906, the NCAA had 28 members. Expansion in the 1950s and 1960s led to the creation of what were then called the University and College divisions. The three-division system in place within the NCAA arose in the 1970s as the membership continued to expand and become increasingly diverse. By 2007 overall membership had increased from 665 to 1,288. To control membership so as to ensure delivery of quality championships and other services, the NCAA has implemented a series of moratoriums on the acceptance of new members during the past two decades. Division III experienced the greatest influx of new schools, and approximately 20 Division II institutions have sought reclassification at the Division I level. In summary, as more institutions become NCAA members, questions regarding how to manage that growth arise as well (Copeland, 2007). Numerous questions linger.

At present, Division III is the largest of all three divisions, comprising 40% of the NCAA membership. Given the variety of institutions represented within Division III, will the policies governing playing and practice seasons, awarding of financial aid, recruiting, and academic eligibility adequately address the concerns of those members, or will a point come when a Division IV will be created? For Division II, viewed by some institutions as a stepping-stone to Division I, how will it retain membership in a way that allows it to remain competitively viable? And for Division I, although it has implemented a moratorium on future growth through 2011, will it be able to mediate the interests of approximately three dozen institutions attempting to move from a lower division to Division I in the next few years while effectively managing the interests of the division's constituents?



Go to the OSG and complete the Learning in Action activity, which tests how well you recall some facts about the NCAA.

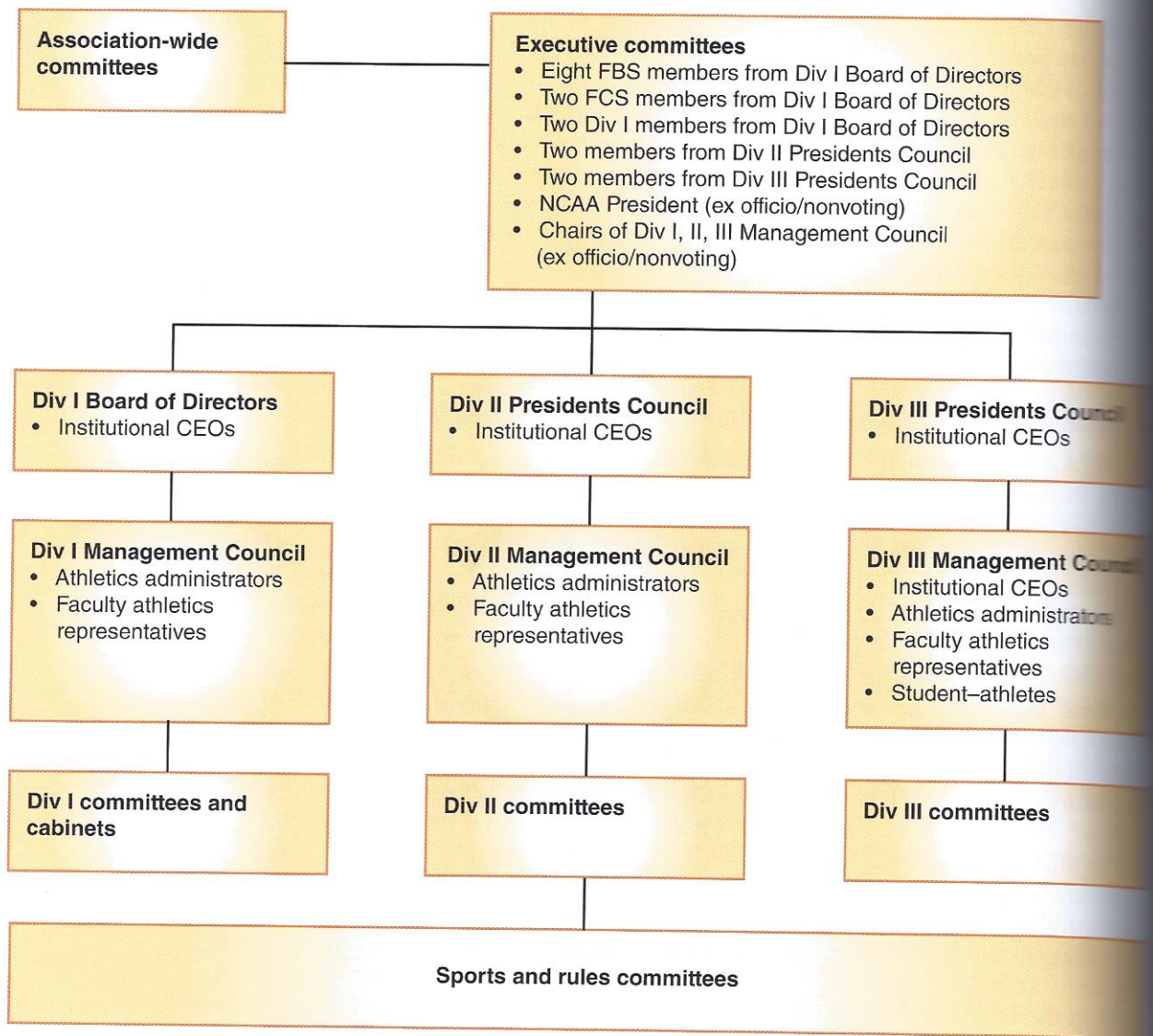


Figure 7.1 NCAA organizational chart and governance structure.

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Other National Governing Bodies

Established in 1940, the National Association for Intercollegiate Athletics (NAIA), located in Olathe, Kansas, is composed of 291 member institutions. The NAIA is open to four-year and upper-level two-year colleges and universities in the United States and Canada. With an emphasis on academic achievement, the NAIA is also dedicated to respect, integrity, responsibility, servant leadership, and fair play. In 1948 the NAIA was the first national organization to offer postseason opportunities to Black student-athletes. It was also the first national organization to sponsor both women's and men's intercollegiate athletics, and in 1980 it became the first to offer athletics championships for women's sports. Historically Black institutions were voted into the NAIA in 1958.

At its most powerful in the early 1970s, the NAIA had a membership of 588 institutions and was considered a realistic competitor of the NCAA. The relationship today, however, is markedly different. As Wolverton (2008) pointed out, "In sports language, they're David and Goliath—one a struggling organization few people have heard of."

the other a money-making machine whose teams vie for championships on national television" (¶ 1). Speculation abounds about the future of the NAIA. There are rumors that the NCAA may buy out the NAIA, whereas others argue that there is still a niche for NAIA schools on the college sport landscape.

Nevertheless, in 2008, shortly after the NCAA backed away from creating a fourth division for the time being, NCAA leaders pursued discussions with the NAIA more earnestly to explore relaxing NCAA ratings that deter member schools from playing against NAIA competitors. They have also engaged in discussions on cost-sharing initiatives to reduce health insurance costs and other administrative expenses. A proposed partnership between the NCAA and NAIA would result in the creation of an NAIA eligibility clearinghouse that would be run through the NCAA's Eligibility Center (Dannelly, 2009).

Another organization that governs intercollegiate athletics is the National Christian College Athletic Association (NCCAA). Incorporated in 1968 and located in Greenville, South Carolina, the NCCAA focuses on "maintenance, enhancement, and promotion of intercollegiate athletic competition with a Christian perspective" (*About the NCCAA*, n.d., ¶ 1). The NCCAA has a membership of just under 100 institutions in two divisions. Division I consists of 47 liberal arts institutions, and Division II consists of 49 Bible colleges.

Although the NAIA does provide a membership option for two-year institutions, governance of intercollegiate athletics within two-year institutions is managed primarily by four organizations: the American Indian Higher Education Consortium Athletic Commission (AIHEC—36 schools representing 1,000 athletes), the National Junior College Athletic Association (NJCAA—517 schools representing approximately 50,000 athletes), the California Community College Commission on Athletics (COA—103 schools representing 25,000 athletes), and the Northwest Athletic Association of Community Colleges (NWAACC—35 schools representing 3,614 athletes) (Staurowsky, 2009). Nearly half of all two-year institutions offer intercollegiate athletics programs to their students (Staurowsky, 2009).

The state of California, with an extensive community college system that educates over 25% of the entire US two-year student population, has long been committed to supporting athletics participation at the two-year level (*Commission*, n.d.). In 1929 the California Junior College Federation was founded, creating a single administrative entity for establishing policies and rules governing athletics participation among its member institutions (Winters, 1982).

Emerging out of the Golden Age of Sports (1920–1930), athletes from California's community college system rose to distinction in sports such as track and field. When the NCAA refused to allow community college programs to compete in the NCAA track and field championship in 1937 (Winters, 1982), the National Junior College Athletic Association (NJCAA) was conceived in Fresno, California, and became a functioning organization in 1938.

Although tribal colleges (TCUs) may be members of the COA, NAIA, National Intercollegiate Rodeo Association (NIRA), or the NJCAA, the AIHEC created the Athletic Commission in 2003 to formalize and govern AIHEC intercollegiate sporting events (Talahongva, 2009). This commission oversees the running of the AIHEC men's and women's basketball tournaments as well as other events throughout the year (Woodenlegs, 2009).

One of the common features in all these associations, with the exception of the AIHEC, is that, at one time, they governed only male sports. Before these associations incorporated women's sports into their rules and championships structures, the Association for Intercollegiate Athletics for Women (AIAW) was established by female physical educators from colleges and universities in 1971 (Wushanley, 2004).

TCUs—The 37 Tribal Colleges and Universities (www.aihec.org) in the United States and Canada.



UNIVERSITY SPORTS IN KENYA

By Isaac Mwangi Kamande
Strathmore University, NAIROBI (Kenya)

The Kenya Universities Sports Association (KUSA) is the body mandated to run university sports in Kenya. The association was formally registered in 1979 with the mission of creating opportunities and developing the environment for university students to participate in sports and physical activities at all levels. The object of KUSA is to act as the national authority for the promotion, conduct, and support of university sport in Kenya. KUSA has a membership of 16 universities, and more than 1,000 students take part in the National University Championships. The national association is affiliated with the National Olympic Committee–Kenya (NOC–K), the Kenya National Sports Council (KNSC), the East Africa University Sports Federation (EAUSF), the Federation of African University Sports (FASU), and the Fédération Internationale du Sport Universitaire (International University Sports Federation, or FISU).

Although Kenya is a sporting nation, university sports in Kenya face several challenges. For example, the academic calendar is very tight and does not favor sports. Also, universities have different academic calendars, making it difficult to run fixtures (schedules) to support league competitions. Modern methods of training and coaching are inadequate, so university teams and players cannot perform at top-level competitions. Only one university in Kenya offers programs in physical and health education, exercise science, sports science, and leisure and recreation studies. The other institutions offering physical education are



The 2008 FASU gold-medal winning rugby team from Kenya.

During its 10-year existence, the AIAW provided many opportunities for female athletes, coaches, and administrators. The organization also offered several national championships, many of which received television coverage. Eventually, however, the NCAA and other college sport governing bodies expanded their structures to include women's athletics.

Athletic Conferences

Picture the scene. The Palmer House in Chicago, 1895. Seven university presidents from the Midwest talking about problems in college football and baseball, contemplating how to prevent athletes-for-hire not enrolled as full-time students from playing for or against their teams. With a motion to restrict "eligibility for athletics to bona fide full-time students who were not delinquent in their studies," a conference that would later become the Big Ten was formed (*Big Ten History*, 2009, ¶ 3).

teacher-training colleges. Consequently, the professional preparation of coaches, physiotherapists, sport managers, trainers, and officials is inadequate.

Many universities in Kenya rely on student activity fees. This amount is normally insufficient to fund major sports programmes, so many institutions are restricted to intramural competitions. Few corporate sponsors are willing to support university sports, and Kenya suffers from the belief that sport is meant for pastime. Also, universities have little land allocated for sport and other recreational facilities. There is a lack of professional and technical bodies for sport personnel and administrators to lobby for the interests of physical education and sport. Kenya does not have a sports act to guide the operations and administration of sport.

Despite these formidable challenges, a fierce competitive tradition exists amongst university teams. Throughout the year, KUSA holds competitions in many sports within leagues (i.e., conferences). Then, national championships are held as a mini-Olympic Games, where all the athletes camp in an Olympic-type village at the host university for the period of the games. Kenyan universities also participate in the East Africa University Championships, Africa University Championships, and the World University Games, all of which are held every two years. The National University Championships are awarded to universities on a rotating basis.

In the FASU games that were held in Kampala in July 2008, Kenya won a gold medal in rugby and two silver medals and a bronze in athletics. Kenya also took part in the FISU games in Bangkok, Thailand, in 2006 and won a silver medal in athletics. In the World University Games in Belgrade, Serbia, in July 2009, Kenya won three medals in swimming—gold in the 100-meter butterfly, silver in the 50-meter butterfly, and bronze in the 100-meter freestyle.



INTERNATIONAL LEARNING ACTIVITY #1

Identify similarities and differences between the intercollegiate athletics system in Kenya and the intercollegiate athletics system in your country. Note the instances in which you prefer the Kenyan system and those in which you prefer the system in your country. In each case, give reasons for your preference.



INTERNATIONAL LEARNING ACTIVITY #2

Search the Internet for information on intercollegiate athletics systems in countries other than Kenya and your country. Construct a table of their most salient features. Which features do you prefer and why?

In many respects, the work of a conference is much like it was when the Big Ten was founded. The basic function of a conference is to establish rules and regulations that support and sustain a level playing field for member institutions while creating in-season and postseason competitive opportunities. As Grant, Leadley, and Zygmunt (2008) pointed out, however, “In the modern era, they also negotiate television contracts and distribute the proceeds and any other revenue they agree to share” (p. 41). With the exception of a few institutions that opt to remain independent, the vast majority of colleges and universities seek membership in conferences that will enhance the prestige and status of their programs and provide competition with peer institutions that are similarly situated financially, academically, geographically, and philosophically.

Although no official agency classifies conferences into major, mid-major, and small-college categories, fans as well as sportswriters routinely use these designations. Thus, the Atlantic Coast Conference (ACC), Big East, Big Ten, Big 12, Conference USA, Pacific-10 (PAC-10), and Southeastern Conference (SEC) are recognizable as major

conferences. From year to year, there is some flexibility in the designation of NCAA Division I conferences on the basis of power, influence, and ratings; nevertheless the mid-major list typically includes America East, Atlantic 10, Atlantic Sun, Big Sky, Big South, Big West, Colonial, Horizon League, Ivy Group, Metro Atlantic, Mid-American, Missouri Valley, Mountain West, Northeast, Ohio Valley, Patriot League, Southern, Southland, Southwestern Athletic, Summit League, and West Coast conferences.

The distinction between major and mid-major for Division I conferences, however, is the dividing line between those that have automatic bids in the BCS and those that do not. When understood in this way, the decision-making process behind the college sport enterprise becomes clearer. For example, within the NCAA committee structure, representatives of each of the BCS conferences with automatic bids have guaranteed seats on the Division I Board of Directors and seven seats are available to the remaining 20 conferences (*NCAA Division I*, n.d.).

This lock on decision making is fueling some of the recent investigations on the part of members of the US Congress into the business practices of the BCS, which some allege may be anticompetitive in nature and in violation of antitrust regulations.

Despite the high profile of NCAA FBS and FCS conferences, most conferences are more familiar at a regional and local level. The Eastern College Athletic Conference (ECAC), for example, is the largest conference in the United States, distinctive because of the fact that its 319 members from 16 states include schools associated with NCAA Divisions I, II, and III (*Membership*, n.d.).

In turn, the Central Intercollegiate Athletic Association (CIAA) and the Mid-Eastern Athletic Conference (MEAC) have a different history when compared with major conferences. The CIAA is the nation's oldest Black athletic conference, founded in 1912. Today, the membership of the CIAA and the MEAC are composed exclusively of Historically Black Colleges and Universities (HBCUs).

HBCUs—Historically Black Colleges and Universities (e.g., Alabama State University, Albany State University, Bethune-Cookman College, Florida A&M University, Grambling State University, Howard University, Tuskegee University).

Equity in Athletics Disclosure Act (EADA)—Provides public information about the spending patterns of athletics departments in terms of men's and women's programs. Information about EADA may be found at www.ope.ed.gov/athletics/

▶ BASICS OF COLLEGE SPORT FINANCE

The college sport industry is like any other sector of the sport industry worldwide. Those expecting to work in it, whether in the capacity of an athletics director or even as a coach, must be aware of the financial considerations that drive the business. An easy way to begin to gain an understanding of the revenue streams that contribute to a college or university athletics budget is to go to reports filed in compliance with what is called the **Equity in Athletics Disclosure Act (EADA)**. To determine whether spending on men's and women's intercollegiate athletics programs is equitable and in conformance with Title IX of the Education Amendments Act of 1972, the EADA requires institutions receiving federal financial assistance to submit a report documenting expenditures for each fiscal year. This information is publicly available on a Web site (www.ope.ed.gov/athletics/) hosted by the US Department of Education Office of Postsecondary Education. The database is searchable, so you can look up individual institutions, institutions by division and association, or institutions by athletic conference.

Being able to determine the difference between the capacity of an athletics department to generate revenue versus turn a profit is an important skill for an athletics administrator. According to EADA data for the 2007–2008 academic year, Ohio State University brought in nearly US\$118 million in revenue, and the University of Texas at Austin generated just over US\$120 million. More important, the revenue generated by OSU and UT exceeded their expenses, in both cases by several million dollars.

Most athletics programs, however, are not profitable. In 2006 OSU and UT were 2 of just 19 schools that turned a profit (Weinbach, 2007). Depending on the year and the comprehensiveness of the analysis, the number of schools that generate revenue in



Corporations such as adidas, Nike, Reebok, and Under Armour can provide an athletics department with a multimillion-dollar revenue stream, in addition to apparel outfitting, when they sign on as an official sponsor.

Photo courtesy of Paul M. Pedersen.

excess of expenses may be as low as 10 (Zimbalist, 2007). An NCAA report on revenues and expenses for Division I intercollegiate athletics programs for the academic year 2005–2006 (Fulks, 2008) revealed the following (all money amounts in US\$):

- The median deficit in Division I programs increased to \$7,265,000 in 2006 from \$5,902,000 in 2004.
- There is a large gap in the capacity of programs in Division I to generate revenue, as seen in the median reported revenue generated being \$26 million and the second highest revenue generated by a single program being \$105 million.
- Although the largest total expense for a Division I program was \$101,805,000, the median total expense for Division I programs was \$38,605,000.

Intuition leads many outside observers of college sport to believe that spending more money will lead to greater program success. But in a 2009 study of FBS athletics financing, only the top programs (those ranked in the top 25 in recent years) realized a benefit from spending more. Despite the trend to award multiyear, multimillion dollar contracts to head coaches of football and men's and women's basketball, the researchers further found no significant relationship between winning and high coaching salaries (Hosick, 2009).

From a gender equity perspective, these reports can offer insight into potential problems as well as existing shortfalls. For example, as Grant (2009) pointed out, "It is clear that the athletic budget of men's basketball and football at many institutions in the Football Bowl Subdivision (FBS) are increasing at an alarming rate" (§ 1). After comparing data from the NCAA's financial reports for 2004 and 2006, she found that spending on men's sports increased during that two-year span by 14% compared with an increase of just 6% for women's sports. Additionally, 78% of men's athletics budgets are consumed by football and men's basketball.

Finally, depending on the division, the issue of whether a program is profit making is an important philosophical issue as well as a monetary one. In NCAA Division III, for example, athletics programs are intended to encourage participation with a focus on the athletes' experience, not spectator appeal. As a consequence, the Division III infrastructure is not designed to generate revenue. The question for Division III



Go to the OSG and complete the Web search activity, which asks you to investigate how equitably your institution is spending resources on men's and women's athletics programs.

institutions then becomes how much to invest in varsity athletics programs and how to justify those investments.

► INTERCOLLEGIATE ATHLETICS ADMINISTRATORS

As a student, you may want to find a definitive answer to the question of what athletics administrators do. To some degree, athletics administrators resemble managers in other business settings and industries. Athletics administrators must be able to execute the fundamental managerial functions of planning, organizing, staffing, directing, coordinating, reporting, and budgeting. The sections that follow will expand on the types of management positions found in intercollegiate athletics programs and conferences and outline general responsibilities associated with each position.

In chapter 5 you learned about top-level (i.e., senior) managers, middle-level (responsible to top-level managers and oversee supervisory and technical personnel) managers, and supervisory level, or first-line, managers (report to middle-level managers and oversee nonmanagerial employees). You can find all three types of managers in most intercollegiate athletics departments. An important point to remember is that many administrators have assistants. Novice athletics administrators often pursue and occupy these assistant positions at the beginnings of their careers.

As a rule, the more prominent the athletics department is, the larger the annual operating budget will be; and the more complex the organizational structure is, the larger the full-time and part-time athletics department staff will be. Thus, administrators working in FBS colleges and universities occupy positions with narrowly defined responsibilities. In contrast, administrators in athletics departments in Division II, in Division III, and at the junior and community college levels may be responsible for a wider array of responsibilities. Consequently, people employed in those settings might have to perform duties other than those related to their athletics management role, such as teaching in sport-related areas, coaching, or working in an area related to student life.

The size of the school and the scope of the athletics department are not the only factors that can affect the approach that athletics administrators take to their jobs. Most of what we know about intercollegiate athletics management today pertains to traditionally White institutions. Although management functions overlap significantly in every athletics department, we cannot assume that what we know about intercollegiate athletics management based on that information can be uniformly generalized and applied to HBCUs, such as Tennessee State, Mississippi Valley State, Howard, South Carolina State, Florida A&M, Tuskegee, and Grambling State universities. In fact, historically Black colleges are among the nation's leaders in FCS football attendance (Johnson, 2009).

The notion that not all athletics programs fit the dominant model of college sport management is born out not only by the HBCUs but also by women's college athletics programs. Located in small liberal arts institutions and governed by the rules of Division III, the women's athletics programs in schools such as Smith, Bryn Mawr, Mt. Holyoke, and Mills colleges employ management models that are consistent with single-sex women's education institutions. Because of the variability of the college sport marketplace, no two positions are identical nor are the job titles used to describe them the same. As you explore careers in college sport, spend some time reading position descriptions to gain a better understanding of job expectations and requirements.

Director of Athletics

An athletics director (AD) assumes oversight of numerous areas within the athletics department. Some of these, depending on the structure of the department, may include

budget and finance, facilities, risk management, television contracts, compliance with laws and regulations of national and conference governing bodies, academic progress of college athletes, communication with the media, scheduling, marketing games and other events, corporate sponsorships, ticket sales, community relations, alumni relations, campus relations, fund-raising, and personnel management, including the hiring and termination of coaches. A definitive answer to the question of what ADs do is elusive, however, because of the unique nature of athletics departments and how they are structured within specific colleges and universities. On one hand, the business of college sport is big business. As Dave Hart, former AD at Florida State University noted, the job of an AD “is now much like that of a CEO. I don’t know where else you find the complexity that exists with the job of an athletics director today” (“Q&A,” 2008, ¶ 20).

Villanova University director of athletics Vince Nicaastro acknowledged the growing business demands associated with his position, estimating that he spent at least half of his time dealing with issues related to budget, finance, and human resources (Robinson, 2009). Being able to execute what famed entrepreneur Donald Trump refers to as the art of the deal is an essential skill for an athletics director (Harris & Lowry, 2008).

At the same time, an athletics director at a Division III institution or junior college, with responsibility for a budget of perhaps US\$2 million, faces different job demands and responsibilities. In many respects, the difference in these situations resembles the distinction between a major corporation and a locally owned business. Both require managerial skills and experience, but the demands on the leaders of the enterprises vary markedly.

Candidates for AD positions are increasingly scrutinized in terms of their business credentials and recruited because of them. In 2009, for example, Tim Perneti, former vice president of CBS’s College Sports Network, was hired to head up the Rutgers University athletics department. At the University of Michigan former Wolverine football player turned chief executive officer of Domino’s Pizza, David Brandon, was named to the athletics director position in 2010 (Associated Press, 2010).

As a reflection of the changing stature and status of the athletics director role on campus, it has been elevated to one significant enough to warrant the use of **executive search firms**. Once used by institutions to fill major positions such as chancellors, presidents, and provosts, college and university administrators are now turning to executive search firms to identify and vet qualified athletics administrators for open positions.

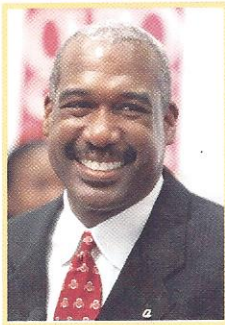
Not surprisingly, when asked about qualities that they find most important when hiring athletics directors, college presidents across all three divisions identified a solid foundation in budget and finance along with skills in management and leadership, marketing, and communication (Schneider & Stier, 2005). A key element of success for ADs who wish to move up the ranks is mastering the art of networking (Whisenant & Pedersen, 2004).

Associate or Assistant Athletics Director

Associate and assistant ADs are clearly middle-level managers. These titles generally represent either the level of administrative responsibility assigned to the person in the role or the level of seniority and experience that the person has. In many respects, the associate or assistant AD supports the AD in achieving the overall mission of the department by working closely with the AD and overseeing specific areas, such as marketing, fund-raising, event management, facilities management, or athletics communications. In large athletics departments, several people are designated as associate or assistant ADs. Senior associates usually serve as the second in command within an athletics department and assume responsibility for the overall operation of the department in the absence of the AD. As mentioned previously, to determine what people in these positions do, you have to read their job descriptions or speak with them directly.

executive search firm—An organization that identifies talented administrators for positions as college presidents, chancellors, provosts, athletics administrators, and coaches.

Photo provided courtesy of Ohio State Athletics.



In Profile: Gene Smith

If there is a prototype for the 21st century athletics director, Gene Smith, associate VP and director of athletics at Ohio State University, might well be it. Growing up in Cleveland, Ohio, Smith attended Chanel High School, where he distinguished himself in football, basketball, and track and received the football team's most valuable player award. Smith went on to pursue a bachelor's degree in business administration at the University of Notre Dame, where he played defensive end for the Irish, achieving distinction as a member of the Associated Press 1973 national championship team.

Smith made the successful transition from player to coach at Notre Dame. During the famed 1976–1977 season when Notre Dame emerged as the undisputed national champion, Smith was on staff as an assistant coach. Following his coaching experience, Smith chose to make a career move, becoming a marketing representative for IBM, a decision that would eventually lead to his being hired as the director of athletics at Eastern Michigan University, Iowa State University, and Arizona State University.

In 2005 Smith was appointed the eighth director of athletics at Ohio State University. In his role as director of athletics at Ohio State, he must demonstrate command of an array of organizational management skills in running an FBS athletics department that is a member of the Big Ten Conference. Smith is responsible for providing the vision and direction for one of the most comprehensive and successful university athletics programs in the United States. Overall, Smith oversees an athletics program that sponsors 36 fully funded teams, provides for over 1,100 athletes, has a staff of close to 300, and operates with a US\$118 million budget. Smith took over when Ohio State was nearing the end of a major campaign that had resulted in the renovation of existing facilities and new construction, including renovation of historic Ohio Stadium and completion of the largest arena in the Big Ten, the Jerome Schottenstein Center.

Information for this profile was drawn primarily from Gene Smith biography (March 25, 2009). Retrieved May 23, 2010, from www.ohiostatebuckeyes.com/ViewArticle.dbml?DB_OEM_ID=17300&ATCLID=1051911.

First-Line Managers

First-line managers are responsible for specific work groups in the athletics department. These managers typically report to an associate or assistant AD. Many of these positions have emerged or have been expanded only within the past two decades. Positions include academic coordinator, business and finance manager, compliance officer, development and public relations director, event and facility manager, marketing and promotions director, sports information director, ticket manager, senior woman administrator, and equipment manager. Brief descriptions of these jobs follow.

Academic Coordinator

According to the National Association of Academic Advisors for Athletes (N4A), fewer than 10 full-time academic advisors for athletes existed in 1975. As of 2009 the N4A had a membership of over 1,100, an increase of 500 members over the preceding four years (Meleney, 2009). This phenomenal growth resulted from the passage of NCAA bylaw 16.3.1, which requires all Division I programs to offer academic support and tutoring services to athletes, and the existence of the Academic Enhancement Fund Program, which allocates US\$62,438 per year to each Division I athletics program in support of these programs.

Athletics academic advisement services are designed to assist athletes in addressing the dual and sometimes conflicting demands of being both a student and an athlete. As with all areas that we have addressed, the structure of these offices and the range of services that they provide can vary from one institution to another. In general, athletics

academic offices assist athletes in the broad areas of admission, academic orientation, academic standards, registration, financial aid, housing, and student life. The academic coordinator monitors the academic activities of athletes and maintains records on their academic progress. To do their jobs effectively, academic coordinators work closely with coaches, faculty, the compliance officer, and other administrators.

To address concerns about academic progress and performance among athletes in Divisions I and II, the NCAA adopted a series of rules and initiatives during the past decade. In brief, these include the following:

- Freshman eligibility standards for Division I (16 core high school courses, a sliding scale for test score and grade-point average); for Division II (14 core courses, minimum SAT of 820 or an ACT sum score of 68, minimum of a 2.0 GPA) (*NCAA Eligibility Center*, 2008)
- **Academic progress rate**, more commonly referred to as the APR
- The 40/60/80 rule, which requires an athlete, by the end of the second year, to have completed at least 40% of his or her degree; by the end of the third year, at least 60%; by the end of the fourth year, at least 80%

In the case of the APR, penalties for failure to meet the threshold standards of 900 to 925 per team range from public warning to loss of scholarships to restricted membership in Division I. The academic support staffs associated with athletics departments play a key role in helping athletes remain eligible and in assisting programs in meeting APR requirements (*NCAA Backgrounder*, n.d.).

People interested in working as athletics academic advisors need to understand the business of college sport and the regulations that affect athletes. They must be equally familiar with the processes of social adaptation and human development, academic performance assessment, and career guidance strategies. In large athletics programs, the athletics academic support services staff might include several academic counselors, mentors, and tutors, some of whom will be undergraduate and graduate students.

Business and Finance Manager

The business and finance manager for an intercollegiate athletics department recommends and implements policies, procedures, and methods of accounting that ensure strict compliance with sound business practices in accordance with the rules and regulations of the institution, the conference, and the national governing body. Brown (2008) noted, "Presidents, athletics directors and other campus leaders rely on business managers a great deal for athletics budget projections, comparisons with peer groups and other trend analyses that give those leaders more information on which to base decisions" (§ 9). He added that business managers are also typically responsible for the business processes of accounting and reporting, contract management, human resources, purchasing, travel, and ticketing operations.

The professional organization for this group of athletics department personnel is the College Athletic Business Management Association (CABMA). With athletics spending progressing at a rate that is three times the rate of spending overall on college and university campuses (Brown, 2007), greater emphasis has been placed on finding ways to reduce expenses. Business managers have been called on to contribute in significant ways to implement what the NCAA refers to as the dashboard indicator project. This project is designed to allow schools to compare budget information that will better inform decision making about athletics spending.

Compliance Officer

Compliance with NCAA regulations is not solely the responsibility of the person designated in an athletics department to serve as the compliance officer or coordinator.

academic progress rate (APR)—According to the NCAA, this is a measure of how successful athletics programs on individual campuses are in ensuring that college athletes are making appropriate progress toward their degrees.

Compliance is technically a shared responsibility among all parties who come in contact with the athletics program, including the AD, coaches, current athletes, prospective athletes, boosters, and alumni, as well as representatives from various campus offices (e.g., admission, financial aid, residence life, health services). The process of compliance in its contemporary form evolved in the 1990s in conjunction with the development of the NCAA program certification process.

Broadly stated, the role of compliance coordinators is to develop educational processes that help everyone directly or indirectly involved with the athletics program understand and comply with the rules of the institution, the conference, and the national governing body. The span of responsibilities to which compliance officers may be assigned includes assessment of student initial eligibility, continuing eligibility, and transfer eligibility as well as adherence to regulations that govern athlete recruitment. Because of the complexity of rules, compliance coordinators often have the task of developing and implementing record-keeping methods to demonstrate that compliance in various areas is monitored. Much of this record keeping is done with computer software programs. Compliance officers play a crucial role in the formulation of compliance reports that institutions must submit to the NCAA on a regular basis.

Those interested in working in the compliance area must be detail oriented and have an exhaustive understanding of NCAA and conference rules and regulations along with the management and communication skills necessary to explain rules and regulations effectively. Although a law degree is not a requirement for this type of position, the nature of the job lends itself to someone with this kind of interest and background.

Development and Public Relations Director

Depending on the institution, the process of raising money from friends of an athletics program is called athletics fund-raising, development, or advancement. Athletics fund-raising organizations may be called fan clubs, booster clubs, friends associations, alumni clubs, or athletics foundations. Athletics development officers are responsible for raising funds to support various aspects of the athletics department by identifying and implementing fund-raising projects and cultivating potential and current donors.

In athletics fund-raising, several basic principles apply. The fund-raiser wants to encourage people who donate to the program to continue to donate and ideally to donate more over time, while searching out and contacting new donors to expand the program's financial base. The importance of development efforts to college athletics programs cannot be underestimated; alumni and booster contributions often involve both individually and collectively millions of dollars in support. The fund-raiser position requires a combination of marketing, management, and media relations skills.

One extremely important element in this area is vigilance with regard to the donors involved with the program. The potential for rules violations in this area has proved to be high. Donors and friends of athletics programs may offer athletes under-the-table payments, improper gifts, and other benefits that violate NCAA rules. Athletics development officers are required to show the steps that they take to educate friends of the program about rules and regulations that govern athletics programs so as to avoid problems in this area.

Event and Facility Manager

In recent years, a marked expansion of athletics facilities on college campuses has occurred. Because of limitations of space and resources, athletics departments must find ways to use facilities to serve the multiple needs of campus constituencies and generate income through the rental and use of multipurpose facilities for special events, such as concerts. The position description for an event and facility manager reflects this trend. Facility scheduling, maintenance, improvements, and contest management are the major duties assigned to event and facility managers. Because many people

use athletics facilities, and for many different activities, facility and event managers must be attentive to the reduction of risk and liability while finding ways of being user friendly by creating as much availability and accessibility as possible. One of the major responsibilities of the event and facility manager is game management for home athletics events. This task entails arranging for appropriate levels of security at games; hiring, training, and supervising ushers; marking and lining fields and courts; making arrangements for ticket sellers and ticket takers; managing the time schedule of the game, including such things as the national anthem, bands, and halftime shows; and attending to the needs of game officials. A more detailed description of event and facility management is presented in chapter 15.

Marketing and Promotions Director

In the summer of 2001 the University of Oregon bought a 10-story billboard in New York City's Times Square, on which it displayed a picture of its Heisman Trophy nominee, quarterback Joey Harrington. The cost of that billboard was a tidy US\$250,000—a quarter of a million dollars! Although the amount of money invested in the Harrington campaign was exceptionally high, the promotion itself was not unusual; schools routinely invest thousands of dollars in the promotion of their Heisman candidates. Marketing and promoting the contemporary college athletics program happens at all levels and is motivated by the need to generate interest in the program through enhanced visibility, increased attendance, and expanding revenue streams. Marketing and promotions directors may be responsible for promoting ticket sales for individual games, nonrevenue sports, season packages, and championship events along with a complete line of apparel, fan support merchandise, and items for retail sale by direct mail and through the university's bookstore and concessions area. Marketing and promotions directors are also responsible for identifying potential corporate sponsors, developing sponsorship proposals, and ensuring that proposals are implemented according to agreements reached with sponsors (Irwin, Sutton, & McCarthy, 2008). In an age in which product branding, merchandising, and licensing (i.e., **licensing royalty**) have become integral parts of the marketing of intercollegiate athletics programs, marketing and promotions directors must have a comprehensive understanding of trademark licensing and be familiar with trademark principles, terms, and definitions used in trademark law (Pitts & Stotlar, 2007).

Traditionally, the job of marketing an athletics program at the college and university level has been done in-house. During the past decade, however, in an effort to maximize existing revenue and access new revenue streams, Division I athletics departments are **outsourcing** their marketing to firms that specialize in college sport marketing. Companies such as CBS Collegiate Sports Properties, IMG College, the Collegiate Licensing Company (a subdivision of IMG), ISP Sports, Learfield, and Nelligan purchase rights to college properties and share the revenue from the sale of those properties with athletics departments.

Sports Information Director

Sports information directors (SIDs)—also referred to as athletics communications specialists, sport publicists, and college sport public relations directors—are responsible for both technical and management functions. As a public relations practitioner, a sports information director must be adept at developing an array of publication materials, including media guides, press releases, recruiting brochures, game programs, feature stories, and newsletters. They also do the background work (e.g., research, interviews with coaches and players) to support those publications.

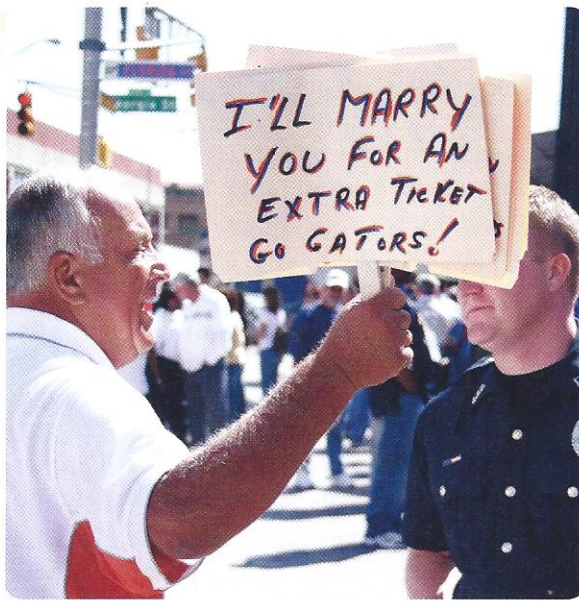
John Humenik, executive director of the College Sports Information Directors Association (CoSIDA) argues that the college sport industry needs to reconceptualize the role of media relations professionals. Although the title *information director*

licensing royalty—The earnings paid to the sport property, or licensor (e.g., athletics department), by a licensed manufacturer in return for the right to produce and sell merchandise bearing a logo or other mark associated with its sports program (Irwin, Sutton, & McCarthy, 2008).

outsourcing—In the context of this chapter's section on the marketing of college programs, it refers to the use of outside sport marketing firms to maximize revenues for athletics programs.

Ticket scalping is an issue that all ticket managers will deal with during their careers.

Photo courtesy of Paul M. Pedersen.



refers to a person “who is involved mostly in keeping stats, preparing basic news releases, working on publications, setting up interviews and managing the press box,” according to Humenik, the *title communications director* refers to a person who “is viewed more in a strategic and visionary capacity” (Stoldt, 2008, p. 460). Besides executing the technical demands of the job, sports information directors are also responsible for managing budgets, organizing events, and supervising personnel. Successful sports information directors need to have excellent writing and research skills, a firm understanding of mass communi-

cation and media technologies, an awareness of and ability to appeal to internal and external audiences, and a capacity to maintain a calm demeanor while working in high-stress, high-pressure situations. Practicing sports information directors offered this advice for students who want to pursue careers in this field: “Get as much writing experience as possible,” “Gain as much experience as possible as an undergraduate,” “Be prepared to work long hours,” and “Plan on a career with little pay and little appreciation, but also plan on it being a lot of fun” (Hardin & McClung, 2002, p. 38).

Ticket Manager

The primary responsibilities of the ticket manager are coordinating all **ticket operations**, designing the ticketing plan, and accounting for all money expended and received for tickets. Responsible for a major area of revenue generation and customer service, ticket managers are called on to assist in setting the price of tickets, determining staffing, ensuring that ticket distribution is handled in a secure manner, and understanding state laws that pertain to **ticket scalping** (Reese, 2003). A major resource for the ticket manager is the International Ticketing Association (INTIX). Members of INTIX include an array of businesses and organizations in sport and entertainment fields around the world (e.g., amphitheaters, ballet and opera companies, festivals, sport teams, state fairs, theaters, universities). Ticketing software and hardware development workers, ticket agents and printers, and Internet-based ticketing companies also belong to INTIX. This organization sponsors an annual conference as well as an intensive certification program to help people in the industry stay current on trends and techniques to provide the best service possible to consumers.

Senior Woman Administrator (SWA)

When you read biographies of people working in intercollegiate athletics, you may come across the term **senior woman administrator** (SWA). The term is not a position title per se. In Divisions I and III it designates “the highest ranking female administrator involved with the management of a member institution’s intercollegiate athletics program” (NCAA, 2008, p. 18). At the Division II level it refers to a member of the institution’s senior management team (Brown, 2009). The purpose of the SWA concept is to ensure that women have a role in the decision-making process in college sport and that women’s interests are represented at the campus, conference, and national levels.

ticket operations—Process by which tickets are distributed to customers (season ticket holders and fans) coupled with attention to a high level of customer service (Reese, 2003).

ticket scalping—Selling a ticket for a price in excess of the price printed on the ticket.

senior woman administrator—The highest ranking female administrator involved in the management of an NCAA institution’s intercollegiate athletics department.



Courtesy of Bidelina Phelan LLC/
Greg Carroccio.

In Profile: Bernadette McGlade

How do you as a college student, with a glimmer of an idea in your head that you want to play a significant role in college sport administration, begin to map out a plan to become a director of athletics or conference commissioner? Bernadette McGlade's profile provides some useful lessons to help you get started.

As is the case with approximately 60% of athletics conference commissioners, McGlade, who is the Commissioner of the Atlantic 10 Conference, competed as a scholarship women's basketball player at the University of North Carolina at Chapel Hill. After earning both her undergraduate and graduate degrees at UNC at Chapel Hill, McGlade became the youngest Division I women's basketball coach in the country, serving as the first full-time female to coach at Georgia Institute of Technology (Georgia Tech) in 1981.

McGlade initially assisted in developing the women's athletics program at Georgia Tech. Within two years of her arrival, she was handling the coordination of women's sports. By 1985, with a promotion to assistant athletics director for Olympic Sports, McGlade was assigned responsibility for internal operations within the department of athletics at Georgia Tech. Moving full time into athletics administration in 1987, and assuming the role of associate director of athletics, McGlade's responsibilities expanded to include oversight of all sport programs, including football and men's basketball, continued oversight of NCAA compliance, and operations of the Bill Moore Tennis Center.

With each move forward, McGlade expanded her skill sets, areas of expertise, professional network, and knowledge base. During the decade of the 1990s two major roles shaped future opportunities for McGlade. In 1993 she served as the tournament director for the 1993 NCAA Women's Final Four. This tournament was historic in that it sold out in advance of the event. During this period McGlade also served as the 1996 Olympic Games liaison for the Georgia Tech Athletic Association. In that capacity she developed and coordinated the association's strategic plan.

Positioned well to move on into the role of an assistant commissioner with the ACC in 1997, she was initially responsible for overseeing women's basketball. Characteristic of her career path throughout, McGlade quickly grew into that role and was soon promoted to the level of associate commissioner. By the time she was approached to take over as Atlantic 10 commissioner, McGlade's management background included conference scheduling, overseeing the ACC tournament, television oversight and selection, budget management, and serving as conference liaison with the women's basketball coaches.

Information for this profile drawn primarily from the Atlantic 10 Conference. (June 2, 2008). Retrieved May 23, 2010, from www.atlantic10.com/genrel/060208aab.html.

Research about SWAs reveals that 79% of Division I SWAs serve in some administrative role within their departments, occupying assistant, associate, or senior associate athletics director positions (Claussen & Lehr, 2002). Tiell noted (as cited in Brown, 2009) that in Division II over half of those designated as SWAs did not have jobs that positioned them to be members of the department's senior management team, and in Division III 47% of SWAs were not members of a senior management team.

The intention of the SWA designation to integrate women in the decision-making process of athletics departments has not been realized. Comparisons between the perceptions of athletics directors and SWAs regarding the role of SWAs in decision making at the senior management level reveal a disconnect. Whereas ADs perceived that SWAs were instrumental in advancing the interests of the athletics department, SWAs perceived that they encountered barriers because of the limits placed on their assignments or authority (Claussen & Lehr, 2002; Tiell & Dixon, 2008). Many SWAs

are not satisfied with the level of participation that they have in operations, budgeting, capital outlay, salary considerations, media broadcast contracts, and sponsorship and advertising (Grappendorf, Pent, Burton, & Henderson, 2008).

Although some SWAs are assigned sole responsibility for women's athletics programs and teams, the range of responsibilities assigned to SWAs can encompass all that goes on in a coeducational athletics department. SWAs have been found to perform roles and tasks that are gender neutral, meaning that they have administrative assignments that support both men's and women's programs. According to McDermott and Lynch (2008), SWAs should contribute to decision making in the following areas: program supervision, budget management, fund-raising and marketing, compliance and governance, human resource management, gender equity monitoring and implementation, and advocacy for women within the athletics program. In recent years, steps have been taken to designate an SWA within athletics conferences as well.

Equipment Manager

According to the Athletic Equipment Managers Association (AEMA) (*What Is Certification*, 2008), equipment managers purchase equipment; fit equipment such as football helmets; check, clean, and inspect uniforms and equipment to reduce wear and risk of injury while preserving the life of the equipment and garments as part of the budget management process; and establish a comprehensive accountability system that includes inventory (pre- and postseason), reconditioning, and storage. As with all other positions mentioned in this chapter, an equipment manager's job includes a significant management component. As Dale Strauf (2002), equipment manager at Cornell University noted, "Equipment managers play a major role in the decision-making process for all aspects of equipment administration" (¶ 2). Effective communication with top-level, middle-level, and other first-line administrators is essential. Since 1991 AEMA has promoted a certification program for equipment managers to ensure a high standard of performance and professional preparation. According to Dorothy Cutting at the AEMA (personal communication, May 7, 2009), in 2009 there were more than 979 certified athletics equipment managers in the United States.

Administrators in Governing Bodies

Recent research on the profiles and career paths of conference commissioners suggests that some distinctly different skill sets and backgrounds may set commissioners apart from other athletics administrators. As a case in point, conference commissioners appear to be more likely to hold degrees in journalism and communication while exhibiting a broader range of experiences. A pattern similar to that seen in individual school settings is the underrepresentation of women and minorities in conference offices (Davis, 2008).

As you learned in chapter 5, conference commissioners in all NCAA divisions perform their duties within three major role classifications: interpersonal, informational, and decisional. Examples of these functions are shown in table 5.2 in chapter 5. Notice that these functions are similar to those of an AD, except that an AD is acting on behalf of a university whereas the commissioner is acting on behalf of member institutions. The organizational chart in figure 7.1 identifies additional positions in the NCAA.

CRITICAL THINKING IN INTERCOLLEGIATE ATHLETICS

Consider this critical thinking scenario: If you were a college or university president, what stance would you take on the issue of whether an FBS football playoff should be

established? Do the business practices of the BCS result in a contrived champion that artificially suppresses competition while yielding financial benefits for the BCS schools with automatic bids? Or are BCS schools positioning themselves appropriately in a free marketplace to draw the most fans and the highest television ratings, and therefore are deserving of the benefits that accrue from this system?

▶ ETHICS IN INTERCOLLEGIATE ATHLETICS

In recent years, the financial stakes in college sport have risen rapidly. In 2009 IMG struck a deal with Ohio State University that will guarantee the Buckeyes US\$110 million over 10 years (Berkowitz, 2009). In turn, the NCAA itself in 2009 reorganized the seating plan for the Men's Final Four to accommodate tens of thousands more ticket buyers, resulting in a US\$7 million increase in gate receipts (Wieberg & Berkowitz, 2009).

Although corporate entities capitalize on the games played by college athletes, using their performances and likenesses to market everything from television air time to jerseys to video games, the athletes themselves are prevented from receiving compensation beyond the limits of their scholarships. As a study released by the National College Players Association in 2009 documented, athletics scholarships do not cover the full cost of attendance because of NCAA regulations. As a result, even athletes on full scholarship often have to cover an average financial shortfall of US\$2,500 per year, meaning that over five years, a full scholarship athlete will have a debt of approximately US\$12,500 (Huma & Staurowsky, 2009).

Although the NCAA argues that its rules of amateurism are designed to protect athletes from commercial and professional exploitation, the question of how the NCAA defines the term *exploitation* has been raised most recently by the Knight Commission on Intercollegiate Athletics (2009). As commercial interests in college sport have escalated, so too has been the real possibility that college athletes will start to seek more compensation for the work that they do.

Summary

Intercollegiate athletics has come a long way from the days when students ran their own practices, devised their own training programs, and negotiated the terms of the contests in which they played. As the business of college sport continues to expand, job opportunities for aspiring young professionals are no longer limited to college campuses. Students can look to media outlets (e.g., CBS Sports, CSTV, Fox College Sports, the Big Ten Network, ESPNU), new and emerging media, as well as numerous sport marketing firms (e.g., IMG College Division, ISP Sports) to find work. The overall structure of intercollegiate athletics extends far beyond the bounds of the BCS and the FBS. Although the challenges are different, numerous opportunities to work in college sport exist in institutions as varied as tribal colleges, NCAA Division III institutions, and NCCAA schools.

One thing that an examination of intercollegiate athletics reveals is that the leaders of tomorrow must be prepared to face challenges ethically and to exercise critical thinking skills in examining what has become standard operating procedure. Intercollegiate athletics has the potential to be a valuable asset to institutions of higher learning and to the students who participate in it. At the same time, to be blind to the persistent problems that have plagued the college sport enterprise is to endanger its future and the future of those who work in it. Thus, students are uniquely positioned to devise new ways of addressing old problems. In this sense, the intercollegiate athletics system is in your hands. What will you make of it?



Complete the critical thinking portfolio activity in the OSG, consulting as needed the "Eight Critical Thinking Questions" section in chapter 1.



Complete the ethical issues portfolio activity in the OSG, consulting as needed the "Guidelines for Making Ethical Decisions" section in chapter 1.



Did you grasp all the key points in this chapter? Go to the OSG for a short quiz to test your understanding of the material.

Review Questions

1. What is thought to be the first college sport contest, and in what year did it occur?
2. What role did President Theodore Roosevelt play in the development of college sport in the United States?
3. What was the relationship between the NCAA and the NAIA in the 1970s? How has that relationship changed today?
4. How do BCS conferences exert influence and control over decision making within the NCAA?
5. Why is the ECAC such an unusual conference?
6. How many Division I athletics departments make a profit?
7. What is the relationship between winning and high coaching salaries, at least according to one study noted in the chapter?
8. Why is there concern about the rate of spending in men's sports at the Division I level compared with the rate of spending in women's sports? On average, what percentage of Division I men's sport budgets are consumed by football and men's basketball?
9. What possible penalties may be assessed to a school if a team fails to meet the APR standards?
10. What are the possible rules violations that athletics development officers need to be aware of, and how do they try to reduce the likelihood that those violations will occur?

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