

Rowan University

Rowan Digital Works

Theses and Dissertations

5-12-2004

A study of the issues and challenges in athletic administration from the perspective of Division III athletic directors

Jason Robert Crews
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Administration Commons](#)

Let us know how access to this document benefits you - share your thoughts on our feedback form.

Recommended Citation

Crews, Jason Robert, "A study of the issues and challenges in athletic administration from the perspective of Division III athletic directors" (2004). *Theses and Dissertations*. 1133.
<https://rdw.rowan.edu/etd/1133>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact LibraryTheses@rowan.edu.

A STUDY OF THE ISSUES AND CHALLENGES IN ATHLETIC
ADMINISTRATION FROM THE PERSPECTIVE OF
DIVISION III ATHLETIC DIRECTORS

by
Jason Robert Crews

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
5/12/04

Approved by

Professor

Date Approved 5/12/04

© 2004 Jason Crews

ABSTRACT

Jason Robert Crews
A STUDY OF THE ISSUES AND CHALLENGES IN ATHLETIC
ADMINISTRATION FROM THE PERSPECTIVE OF
DIVISION III ATHLETIC DIRECTORS
2003/04

Dr. Burton Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to identify the issues and challenges facing selected Division III athletic directors. The study sought to determine if there were any differences in the available literature and the opinions of selected Division III athletic directors. The study involved 80 Division III schools throughout the Tri-State area, of New Jersey, Pennsylvania, and New York. The primary focus of the study included the colleges and universities within the New Jersey Athletic Conference. The research instrument used in the study was a 12-question survey. This self-designed survey was based upon the current issues and challenges in Division III athletics. Out of the 80 surveys that were distributed by electronic mail, a total of 56 surveys were returned, for a response rate of 70%. The demographic results of the study showed that the average Division III athletic director was a male, with a master's degree, and a concentration of studies in administration. The results of the survey showed that there continues to be many athletic directors in both the Tri-State area and the New Jersey Athletic Conference that do not agree with some of the recent proposals that were passed in Division III athletics.

ACKNOWLEDGMENTS

I would like to express my gratitude to my family, for all their love and support throughout these last two years. I would also like to thank all of the teachers and staff at Bishop Eustace, especially Mr. Sam Tropicano, Mrs. Mary Faust, Mr. Jim Brady, and Mr. Emil Siravo. I also had great help and support from the Rutgers Camden athletic department on this project especially from Mr. Jeff Dean and Ms. Patty Raube. Finally I would like to thank Dr. Burton Sisco my program advisor for his guidance, wisdom, and encouragement throughout this project.

TABLE OF CONTENTS

CHAPTER	PAGE
ONE INTRODUCTION.....	1
Statement of the Problem.....	5
Significance of the Problem.....	7
The Purpose of the Study.....	7
Limitations.....	8
Definition of Terms.	8
Research Questions.....	10
Organization of Remaining Chapters.....	11
TWO REVIEW OF LITERATURE.....	12
Hiring and Firing of Personnel.....	12
Budget.....	14
Institutional Control.....	15
Gender Equity.....	16
Recruitment of Student Athletes.....	17
Transportation.....	18
Fundraising.....	20
New Issues and Challenges.....	20
THREE METHODOLOGY.....	24
Context of the Study.....	20
Population and Sample.....	25
Instrumentation.....	25
Procedure.....	27
Data Analysis.....	27
FOUR FINDINGS.....	29
Profile of the Sample.....	29
Research Questions.....	31

FIVE	SUMMARY.....	49
	Summary of the Study.....	49
	Discussion of the Findings.....	49
	Conclusion.....	53
	Recommendations for Further Research.....	55
SIX	REFERENCES.....	57
	APPENDIX A: Institutional Review Board Disposition Form...	61
	APPENDIX B: Letter of Introduction.....	63
	APPENDIX C: Informed Consent Form.....	65
	APPENDIX D: Issues and Challenges Survey.....	67

LIST OF TABLES

TABLE		PAGE
1.1	NCAA Gender Breakdown.....	2
4.1	Tri State AD's/NJAC AD's Background.....	30
4.2	Demographic and Gender Breakdown.....	45
4.3	Responses to Questions 1-6 in the Survey According to Gender.....	46
4.4	Responses to Questions 7-10 in the Survey According to Gender.....	47
4.5	Most Common Issues and Challenges.....	48

LIST OF FIGURES

FIGURE		PAGE
4.1	Question 1 in the survey: How challenging is to find qualified coaches and staff to work in your department.....	31
4.2	Question 2 (a) in the survey: How much impact does student fees have on your athletic budget?.....	32
4.3	Question 2(b) in the survey: How much impact does the university’s budget have on your athletic budget.....	32
4.4	Question 3 in the survey: What impact has gender equity had on your athletic programs?.....	33
4.5	Question 4 in the survey: To what extent has the recent concerns over the use of 15 passenger vans had on your transportation?..	33
4.6	Question 5 in the survey: How challenging is it to find talented student-athletes that are able to meet the academic needs of your institution?.....	34
4.7	Question 6 in the survey: How important is fundraising to the athletic programs in your department?.....	34
4.8	Question 7 in the survey: Were you in favor of ending the practice of “red-shirting” in Division III athletics?.....	35
4.9	Question 8 in the survey: Were you in favor of a “self-release” in Division III athletics?.....	35
4.10	Question 9 in the survey: Were you in favor of the elimination of endowed aid in Division III athletics?.....	36
4.11	Question 10 in the survey: Were you in favor of reducing the length of playing and practice seasons in Division III athletics?..	36
4.12	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 1 in the survey:.....	37
4.13	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 2 (a) in the	

	survey.....	38
4.14	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 2 (b) in the survey.....	38
4.15	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 3 in the survey.....	39
4.16	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 4 in the survey.....	39
4.17	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 5 in the survey.....	40
4.18	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 6 in the survey.....	40
4.19	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 7 in the survey.....	41
4.20	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 8 in the survey.....	41
4.21	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 9 in the survey.....	42
4.22	Comparison of the opinions of the athletic directors in the NJAC to athletic directors in the Tri State region to Question 10 in the survey.....	42

CHAPTER ONE

INTRODUCTION

Over the past 20 years collegiate sports have continued to grow in success and in popularity. Today there are over 300,000 student athletes participating at the collegiate level (NCAA, 2003a). Intercollegiate athletics provides the students, alumni, supporters, and the public the opportunity to feel connected to the university. Although athletics continues to make a positive contribution to higher education, the general public is aware of the negative publicity some athletic programs receive in the media (Bowen, 2003). Unfortunately, intercollegiate athletics operates under the dual purpose of meeting the entertainment and educational goals of the university (Bowen, 2003). In its mission statement, Vanderbilt University, a charter school in the South Eastern Conference (SEC), states that it is committed to setting the standards in education and athletics (Vanderbilt, 2003). The recent scandals, at Colorado, Georgia, Alabama, Iowa State, and Baylor has even forced Vanderbilt University to dissolve its athletic department. Gordon Gee, the Chancellor of Vanderbilt University, has recently said that he is “declaring war” against big time sports in higher education (Suggs, 2003a, p.43).

The official organization, which is charged with overseeing the balance of education and athletics, is the National Collegiate Athletic Association (NCAA), which was founded in 1906 (Bowen, 2003). In 1973 the association was divided into

three legislative and competitive groups: Division I, Division II, Division III (Bowen, 2003). Division I schools are the largest of the group and they offer the most athletic scholarships to student athletes. Division II schools are usually smaller than Division I schools and are typically restricted in offering athletic scholarships. Division III schools are the smallest of the three divisions and they are not allowed to award student athletes any athletically related financial aid. Title IX, which was passed in 1972 briefly states, “no person in the United States shall on the basis of sex be excluded from participation in any educational program or activity” (Salter, 1996, p.5). With the passage of Title IX in 1972, each division is required to have a minimum number of sports for each gender. Table 1.1 represents the breakdown in gender for each division.

Table 1.1

NCAA Gender Breakdown

	NCAA DIVISION I	NCAA DIVISION II	NCAA DIVISION III
Men’s sports	7	4	5
Women’s sports	7	4	5

Colleges at the Division III level place a strong emphasis on student-athletes who are students first and athletes second (NCAA Manual, 2003). They also place a greater importance on the impact of athletics on the student athletes involved rather than on the general public and its entertainment needs (NCAA Manual, 2003). Division III schools seek to maintain and establish an environment that values gender equity and cultural diversity among their athletes and staff (NCAA Manual, 2003). Within the National Collegiate Athletic Association Division III schools, the money that is needed to support

these athletic programs primarily comes from institutional support, student activity fees, and alumni contributions (Pope, 1997). Many of the Division I athletic programs in the United States can staff their athletic teams by using only a small percentage of the student population (Bowen, 2003). This is not the case at the Division III level. At many Division III schools, college athletes can easily comprise anywhere from 25% to 40% of the student body (Bowen, 2003).

College and university athletic administrators of today are constantly faced with a bevy of challenges and problems. The position of an athletic director manages what may be the most visible department within the university (Pack, 2002). The athletic director position in higher education involves direct administration and supervision of the entire athletic program. The athletic director is responsible for overseeing the planning, implementing, and directing of all administrative activities at his or her institution (Jenson & Overman, 2003). There are many Division I universities that have at least 26 athletic programs in their department (Jenson & Overman, 2003). For example, Stanford University, a member of the Pacific-10 (Pac-10) conference, has 33 men's and women's athletic programs (Stanford University, 2003). A typical athletic director has many time-consuming tasks such as working with budgets, grade and eligibility checks, on-site game supervision, compiling team schedules, transportation, fundraising, and dealing with the central administration, parents, and the community (Jenson & Overman, 2003). The athletic director must also ensure that each intercollegiate program is in compliance with all institutional, conference, and NCAA policies and regulations (Jenson & Overman, 2003).

While managing such a heavy workload, the athletic director must promote the values and goals of the institution. The athletic director is responsible for determining the direction of the athletic department (Lapchick & Slaughter, 1989). The athletic director is also responsible for developing the mission statement of the athletic department, and making sure it is consistent with that of the institution (Lapchick & Slaughter, 1989). This mission statement should include the goals of the athletic department, and the values of the institution (Lapchick & Slaughter, 1989). These goals should include: the importance for the student athletes involved in the institution to obtain an undergraduate degree, the growth and development of student athletes, and a statement that encourages good sportsmanship from the student athletes at the university (Lapchick & Slaughter, 1989). The staff and coaches in the athletic department should also follow the steps and procedures that are outlined in the mission statement.

When compared to Division I institutions, Division III schools offer fewer varsity sports and have fewer students (Adams, 1997). Because colleges at the Division III level have fewer students and more focused missions, the role of the athletic director is multifaceted (Cummings-Danson, 1990). Also, it is common to find athletic directors at the Division III level teaching and coaching in an academic discipline (Pack, 2002). The rationale for this practice is that these two areas are compatible, and as such, can be led by a single administrator (Cummings-Danson, 1990). This single administrator is usually the athletic director who is given the responsibility of running both the athletic and physical education departments (Cummings-Danson, 1990).

Statement of the Problem

Intercollegiate athletics at the Division III level represent a time-honored tradition in college sports; no academic compromises, no huge stadiums, no televised games, and few athletes with professional potential (NCAA Manual, 2003). Although this philosophy continues to be the mission of Division III, there seems to be a growing disparity among its member institutions. There are numerous small, liberal arts Division III colleges that operate on shoestring budgets, while there are also many Division III schools that operate on million dollar budgets (Suggs, 2003b). For example, in the 1999-2000 academic year Williams College, a coeducational liberal arts school, had an operating budget of over 1.3 million dollars (Shulman & Bowen, 2001). Many of these smaller liberal colleges also tend to be more committed to the student-athlete's academic success. These smaller Division III schools place a greater emphasis on academics and graduation rates and less of an emphasis on winning conference and national championships (Suggs, 2003b).

The differences in size and athletic philosophy have led to many disagreements within Division III members (Suggs, 2003b). In dealing with these dissimilarities, representatives of Division III schools must decide whether to remain together or to split the division into two new groups (Suggs, 2003b). Private liberal arts colleges and research institutions that have smaller enrollments may end up forming a separate division. These schools would place more of an emphasis on academics by restricting the student athletes' playing and practice seasons. The larger Division III schools with over 10,000 students would make up another division (Suggs, 2003b). These larger schools would follow the same rules and guidelines that are currently being followed today.

Due to the wide range of diversity at the Division III level, there seems to be many different opinions on some of the current issues facing member institutions. Athletic directors at some of the smaller schools have decided to endorse a proposal, which would reduce the length of playing and practice seasons (Hawes, 2002). Those schools feel that this proposal would better reflect the Division III philosophy of a commitment to academics (Hawes, 2002). Shortening the athletic season would allow the student-athletes more time to attend classes, and enable the student athlete a better chance to balance academics and athletics (Hawes, 2002). Another current topic of debate among representatives of Division III schools is the current practice of “red-shirting” student-athletes (Copeland, 2003). The practice of “red shirting,” in which a student athlete may practice but not participate in competition without losing a year of eligibility, is currently used in all three NCAA divisions. There have been numerous schools that have endorsed the concept of limiting a student-athlete’s eligibility to eight semesters of athletic participation, and essentially ending the practice of “red shirting”(Copeland, 2003).

The issues and problems confronting athletic directors in Division III programs today are different from those faced by their counterparts in the 1970s and 1980s (Fuoss & Troppmann, 1977). Besides the diversity of philosophy that exists among the member institutions, some of the other issues and problems include lack of funding, lack of adequate facilities, lack of administrative support, and a lack of qualified coaches (Fuoss & Troppman, 1977). The public, however, continues to measure how well a Division III athletic director and his or her program may be doing solely by the number of wins and

losses and not on how well a Division III athletic director may handle the many challenges of the job.

Significance of the Problem

There is significant lack of information about the issues and challenges facing Division III athletic directors. This study sought to fill the current gap in literature about the issues and challenges of running Division III athletics, as well as present the opinions of those who face these challenges. After reviewing this thesis project, athletic directors may gain a better understanding of the various issues and challenges in Division III athletics. The results of this study may also help Division III athletic directors develop a better philosophy and model for their athletic programs. In addition, this study presents the opinions of current Division III athletic directors. The Division III athletic directors who were involved in this study presented their opinions on the current issues and challenges they face on a daily basis. This information could help athletic coaches and staff in their quest to remain committed to the academic and athletic progress of their student-athletes.

The Purpose of the Study

The purpose of this study was to identify the issues and challenges facing selected Division III athletic directors. This study sought to determine if there were any differences in the literature that is available and the opinions of the selected Division III athletic directors. The results of the study, will give these selected athletic directors relevant and current information on the various issues and challenges in Division III athletics. In addition, the study also examined if there were differences in opinions between athletic directors in the New Jersey Athletic Conference and athletic directors in

the Tri-State area. E-mail surveys were used to gather the current opinions of the selected athletic directors.

Limitations of the Study

This study examined the issues and challenges currently facing 80 Division III athletic programs. It did not examine the issues and challenges currently facing all 340 Division III athletic programs in the United States (NCAA, 2003). The intent of the survey questions was to discover those areas of significant agreement/disagreement among participants. However, the accuracy of the research instrument was limited by several factors:

1. There was no assurance that the e-mail survey response that was provided in this study was actually filled out by the athletic director.
2. The accuracy and completeness with which the participants involved were able to respond to the e-mail survey varied.
3. Only the responses to the questions were used as data for this study.
4. Using the Likert scaling method does not allow for any elaboration with the questions that were used in the 12-question survey.
5. As a former college student athlete and coach, my opinion is that the job of an athletic director is a very challenging and unrewarding position, and my view could influence the results of the study.

Definition of Terms

The following is a list of terms that are used in the study.

National Collegiate Athletic Association (NCAA): The major governing body of intercollegiate athletics. The purpose of the NCAA is to supervise and regulate

intercollegiate athletics throughout the United States, so that the athletic activities are carried out in an ethical manner and in keeping with the dignity and purpose of education.

Division I: refers to institutions such as Vanderbilt University and the University of Notre Dame, that offer extensive opportunities for participation in intercollegiate athletics for both men and women. Athletic programs at the Division I level strive for regional and national excellence. As a result, the recruitment of student athletes is regional and national in scope. Division I schools have the ability to offer the most athletic scholarships, but not in excess of the number permitted by the NCAA.

Division III: refers to schools such as Rutgers-Camden University and Rowan University that place a greater importance on the impact of athletics on the participants rather than on the spectators. Division III institutions also encourage participation by maximizing the variety and number of athletic opportunities in varsity, intramural, and club sports. Division III institutions are not allowed to award their student-athletes any financial aid, to insure the participants receive the same treatment as the other students on campus.

Athletic Director: An individual who has been given the ultimate responsibility for the overall management and administration of the athletic program.

Intercollegiate Athletics: Refers to the athletic competitions and programs that are offered at the collegiate level, which are sanctioned by the NCAA.

New Jersey Athletic Conference (NJAC): Founded in 1985 when the New Jersey State Athletic Conference, a men's sports conference merged with the Jersey Athletic Conference, a woman's sports conference. There are currently ten institutions (Kean University, Montclair State University, New Jersey City University, Rowan University,

Ramapo College, Rutgers-Camden University, Rutgers-Newark University, Richard Stockton College, The College of New Jersey, & William Patterson University) that are members. In 1999 the constitution was amended to allow affiliate members into the conference on a sport-by-sport basis.

NJAC Athletic Director: Refers to individuals who are responsible for the overall management and administration of all ten athletic programs in the New Jersey Athletic Conference.

Title IX: Passed in 1972 briefly states “a recipient that operates or sponsors a team in one sport for members of one sex but operates or sponsors no such team for members of the other sex, the athletic opportunities for members of that sex have been limited, and the members of the excluded sex must be allowed to try out for the team.”

Research Questions

This study examined the current issues and challenges facing selected athletic directors at the Division III level. The following questions guided the study:

1. What are the opinions of selected athletic directors regarding current issues and challenges in Division III athletics?
2. How do the opinions of the athletic directors in the NJAC conference compare to those athletic directors in the Tri-State region?
3. Is there a relationship between the demographics of gender and the opinions of selected athletic directors regarding current issues and challenges in Division III athletics?
4. What are the major challenges facing Division III athletics?

Organization of Remaining Chapters

The rest of this thesis includes a review of the relevant literature, the study methodology, findings and discussion, and conclusions. In chapter two, relevant literature related to the study is reviewed. In chapter three, the methodology section, a description is provided of the context of the study, the population and sample of the study, the instrumentation, the procedure in gathering data, and a data analysis. In chapter four, the findings and results of the study are presented. Chapter five of the study contains a summary, discussions, conclusions, and recommendations for future research.

CHAPTER TWO

REVIEW OF LITERATURE

There have been numerous studies and articles written on the issues and challenges facing athletic administrators, especially at the Division I level. The literature shows that not only are there many current issues and challenges for athletic directors, there are many other issues and challenges on the horizon. To better understand the range of issues and challenges facing Division III athletic directors, this chapter is organized into nine different areas of concentration: the hiring and firing of personnel, budget concerns, institutional control, gender equity, the recruitment of student-athletes, transportation, fundraising, financial aid, and the issue of self release.

Hiring and Firing of Personnel

Pope (1997) looked at the various administrative roles of an athletic director at historically black versus white colleges and universities. Pope's (1997) study found that one of the most important responsibilities of an athletic director is the "hiring and firing of coaches and personnel" (p.27). For an athletic director in higher education, the quality and outcome of personnel management decisions can mean the difference between "keeping or losing a job" (Pope, 1997, p.27). It is important that the coaches and personnel that the athletic director decides to hire share the same philosophy as the institution. In the NCAA Division I schools there is a lot of pressure that is placed on head coaches to win, especially in the revenue sports (football, basketball, baseball). At the NCAA Division II and III levels there is still pressure for coaches to win, but it is not

the same expectations and pressures that are placed on Division I head coaches. The reason for this is that many NCAA Division I athletic programs have become big businesses, and as a result the athletic directors in these types of schools will be judged by the head coaches that he or she decides to hire.

With the recent national publicity regarding the George O'Leary situation at Notre Dame, an athletic director must now do a thorough background check of all coaches and personnel hired (Henderson, 2003). George O'Leary was an accomplished football coach at the high school, collegiate, and professional level (Henderson, 2003). O'Leary was hired in December 2001 to resurrect Notre Dame's struggling football program (Henderson, 2003). Shortly after O'Leary was hired, an allegation surfaced that he had lied on his resume about his education and playing career (Henderson, 2003). This led to an embarrassing situation for the athletic director, Kevin White, and the University of Notre Dame. Similarly two embarrassing scandals occurred recently at Iowa State University and the University of Alabama (Henderson, 2003). Mike Price at Alabama, and Larry Eustachy at Iowa State, were both successful head coaches in charge of nationally ranked teams (Henderson, 2003). But, both of these men let alcohol consumption result in embarrassing situations for their respective universities. As a result of the poor decisions, both were fired by the athletic directors at each institution.

Pack (2002) looked at the job responsibilities of a Division III athletic director. Pack's (2002) study showed that "legal guidance and negotiation is not a crucial job responsibility" for a Division III athletic director (p.38). According to the study most of the contracts in Division III are created on an annual basis (Pack, 2002). As a result, legal guidance is usually not needed in creating these types of contracts (Pack, 2002).

Unlike Division I head coaches, most coaches at the Division III level do not have a radio or television contract (Pack, 2002). A Division III head coach usually is not afforded the same perks, such as shoe contracts or bat contracts, as a head coach at the Division I level. This makes the negotiation of a contract for a Division III head coach much less difficult for the athletic director.

Many revenue generating sports (men's football, men's and women's basketball, men's baseball) in Division I have become big business, and they require a full-time head coach and supporting staff (Jenson & Overman, 2003). With a full-time job comes expectations and pressures. These expectations are placed on coaches by the alumni, media, and the university. In contrast, that is not the case for most of the schools at the Division III level or in the New Jersey Athletic Conference. For example, Rutgers-Camden University, a charter member of the NJAC conference, does not have any full time coaches for any of its 13 sports in the athletic department. The athletic director at Rutgers-Camden is challenged to find qualified, part-time head coaches for each of the athletic teams. The part-time head coach must have a full time job that is flexible to the demands of a rigorous college schedule and the ability to maintain a competitive team.

Budget

Pope's (1997) study was also useful in looking at the importance of managing budgets in intercollegiate athletics. According to Pope (1997), the "climate of today's multi-billion dollar sports industry" requires an athletic director to perform as a corporate leader (p. 26). With the amount of money that is involved in intercollegiate athletics, athletic directors must make "million dollar decisions" (Pope, 1997, p.26). According to the NCAA (2002), the average budget for all Division I athletic programs during the

2000-2001 year was \$12.2 million, as compared to the average budget for Division III schools which was \$850,000 for the same time period.

Cummings-Danson (1990) completed a study, which compared the educational backgrounds of Division I athletic directors to Division III athletic directors. Cummings-Danson (1990) polled Division I athletic directors about job responsibilities. Cummings-Danson (1990) found that “budgeting and marketing rated as the number one job requirement” (p.9). Cummings-Danson (1990) noted that many of the Division I athletic programs must operate like a business. The study also showed that Division I athletic directors dealt less with the competition and coaching side of athletics and more with the business side of athletics. As a result, many of the athletic directors in Division I level tend to be “business oriented” (Cummings-Danson, 1990, p.9). This is not the case in Division III. Although the budget is important in Division III athletics, athletic directors at this level tend to have more of a background in physical education (Cummings-Danson, 1990). Division III athletic directors tend to deal more with the competition and the coaches involved in their department. When looking for an athletic director, Division III institutions tend to try to find someone who has coached and competed in athletics.

Institutional Control

Easley (1998) looked at the importance of institutional control in intercollegiate athletics. The issue of control in intercollegiate athletics has been an ongoing concern of college and university presidents (Easley, 1998). But, because of limited resources and the number of schools that are involved, the NCAA is unable to police intercollegiate athletics by itself. Therefore, the NCAA “must rely on each institution, and in particular the athletic directors” to police their own athletic programs (Easley, 1998, p.6). Easley

(1998) found that colleges in the NCAA place the responsibility for institutional control in college athletics solely on the athletic director. However, some of the participating college presidents felt that “successful athletic programs have turned their academic institutions into professional amusement centers” (Easley, 1998, p.2).

Most of the criticism and concern about institutional control has been focused in on Division I athletics. Although this might be the case, institutional control is still a major challenge and concern for Division III athletic directors. Division III athletic directors must ensure that the student athletes, coaches, and athletic personnel, involved in the program are aware of the rules of recruiting, gambling, and drugs (Easley, 1998). It is also the athletic director’s responsibility to make sure that athletic boosters are aware of what constitutes an NCAA violation, and to whom they should report the violation if one has occurred.

Gender Equity

Conran (2000) completed a comparative analysis of the perceptions of athletic directors towards the passage of Title IX in Division III athletics. According to Conran (2000), there has been an extraordinary amount of public and media attention focused on the application of Title IX. The results of Conran’s (2000) study showed that “the gap between the level of girls’ and boys’ participation in high school and collegiate athletics is rapidly shrinking” (p.10).

Title IX, which was passed in 1972 and implemented in 1975, was designed to “level the playing field” in high school and intercollegiate athletics (Conran, 2000, p.10). Schools that failed to comply with Title IX “risked the chance of losing federal funds” (Conran, 2000, p.5). Even though Division III athletic programs do not offer athletic

scholarships, they still must follow the same rules and regulations as Division I and II programs concerning Title IX. In Division III athletics, at “least four sports must be sponsored for both men and women” with a minimum number of practices and games for each sport (Conran, 2000, p.7). Since the ruling went into effect in 1975, “Division III athletic directors have continued to find strategies to comply to the ruling” (Conran, 2000, p.7). Athletic director’s at all three levels have been forced to eliminate some men’s sports to try and comply with the ruling.

Recruitment of Student Athletes

Many times, the success of a college team depends more on the athletic talent, and less on a coach’s ability to teach and to motivate. Bowen (2003) looked at the importance of recruiting in higher education, and found that many coaches believe that the success of a team depended on their ability to recruit high school players. John Thompson III, a former head coach of the men’s basketball team at Princeton University, put it this way “In the sport of basketball I’m only as good as the athletes I bring in; 95 percent of my success is due to recruiting” (Bowen, 2003, p.46).

The recruitment of high school players has changed over the past 30 years. For coaches at the Division I level, it has “become a larger piece of the job, and a never ending cycle” (Bowen, 2003, p.46). The NCAA has strict rules and regulations, which govern recruiting at all three levels. The recruitment opportunities and the number of telephone calls are also governed by an NCAA timetable of “contact, dead, evaluation, and quiet periods” (Bowen, 2003, p.47). There is even a 17 page-recruiting guide for coaches and administrators at the Division III level (Bowen, 2003).

In order to avoid sanctions and possibly probation, it is important for athletic directors to make sure that the coaching staff follows the rules and regulations outlined by the NCAA recruiting guides. The NCAA's rules on recruiting are little less restrictive for Division III coaches. High school athletes are allowed to try out for Division III schools, and coaches are not limited on the number of contacts they can make (Bowen, 2003). Because the philosophy at the Division III level puts more of an "emphasis on broad participation rather than competitive success" there seems to be less of a need for detailed regulation (Bowen, 2003, p.50).

Notwithstanding the supposed lesser importance of athletics, recruiting is still an extremely important part of the process in Division III athletics. In many Division III institutions, there seems to be a direct relationship between the school's facilities, and the competitive success of its athletic programs. A Division III athletic director must equip coaches with all the tools necessary to find the best high student athletes available. For example, during the past two years at Rutgers-Camden, some of the athletic programs have been able to find and recruit better student athletes because of the school's upgrade in facilities (Rutgers-Camden, 2004). Before the upgrade in facilities, Rutgers-Camden was having difficulty attracting blue chip student-athletes. Because of second-rate facilities and poor location, many of these blue-chip student athletes were choosing other schools in the area and other schools in the NJAC conference. The upgrade in facilities has also led to an improvement on the playing field for Rutgers-Camden as well.

Transportation

Copeland (2003), looked at some of the transportation concerns that confront Division III athletic directors. A major concern expressed by the athletic directors was

the “amount of time that their student athletes spent traveling on the road, and away from the classroom” (Copeland, 2003, p.4). Division III athletic directors must continually try to balance the student-athlete’s time for academics against the travel days on the schedule. One of the current proposals on the table calls for reducing the number of games for each sport in Division III (Copeland, 2003). This would allow student-athletes to spend more time in the classroom.

Hawes (2003) looked at the issue of transportation and budget. Hawes’s (2003) found that Division III athletic directors are sometimes forced to make adjustments in travel arrangements according to their budget. Division III athletes might be forced to have “less meal money, and sometimes sleep four to a room in a motel on the road” (Hawes, 2003, p.8). Division III athletes are not afforded the same luxuries as a Division I athlete. Sometimes these decisions are made so the athletic director is not forced to cut the sport (Hawes, 2003). The attitude of many Division III coaches and administrators affected by these decisions is that we can win with less (Hawes, 2003).

The *NCAA News* (2002) looked at the use of 15-passenger vans in Division III athletics. The use of 15-passenger vans has forced some Division III athletic directors to make adjustments in travel budgets and arrangements (NCAA, 2002). In April of 2001, the National Highway Traffic Safety Administration issued a report, which addressed safety concerns associated with the use of 15-passenger vans (NCAA, 2002). The results of the NCAA’s (2002) report showed that “every time a 15-passenger van carrying more than 15 occupants crashed, 70 percent of the time the van rolled over” (p.1). The use of 15-passenger vans had become very popular with schools, especially Division III schools that have restricted athletic budgets. A result of the NCAA’s report is that many schools

have been forced to “reexamine their policies pertaining to the use of 15-passenger vans” (NCAA News, 2002, p.1). The safety concern of the 15-passenger van has also forced the athletic director at Rutgers-Camden to charter buses for some of his athletic teams. The use of chartered buses has required the Rutgers-Camden athletic department to increase the travel budget.

Fundraising

McEvoy (2002) studied the relationship between donor characteristics and fundraising in intercollegiate athletics. McEvoy (2002) reported that college athletics in the United States is currently facing a very difficult financial situation. Due to a lack of institutional support for athletics, many athletic programs have been forced to find ways to increase revenues. Many of these schools are competing against each other for the entertainment dollar and are having a hard time generating additional revenue. The idea of corporate sponsorship has also “not been as successful in intercollegiate athletics” (McEvoy, 2002, p.3). To solve their financial woes many schools have looked to fundraising to help increase their revenues.

The findings from McEvoy’s (2002) study showed that there are many athletic departments in the United States that are operating with a budget deficit. In these situations the athletic director must step in and help by any means possible, including fundraising. The study also showed that the ability to fundraise is one of the key factors in the hiring and firing of administrators in the NCAA (McEvoy, 2002).

New Issues and Challenges

Besides the two issues of “red shirting” and “playing and practice seasons,” there are currently three other important proposals under review by Division III athletic

directors. Two proposals deal with the issue of financial aid, and one proposal deals with issue of “self-release.”

Financial Aid Concerns

Financial aid for student-athletes is a major concern that falls under the athletic director’s jurisdiction (Copeland, 2003). Most of the literature suggests that it is the ultimate responsibility of the athletic director to deal with the financial aid concerns of the student athletes involved in his or her program. Although Division III schools are not allowed to award athletic scholarships, student athletes can receive financial aid from outside sources. When dealing with financial aid matters the athletic director must make sure that the department is in compliance with the NCAA rules and regulations.

One of the current proposals calls for the “elimination of financial aid funds or endowments that benefit student-athletes”(Copeland, 2003, p.1). Many of the smaller private liberal arts schools feel that “the use of athletic endowments for student-athletes is not consistent with the Division III philosophy” (Hawes, 2003, p 2). If this proposal is adopted, the legislation would become effective in 2008 (Copeland, 2003). This would give schools time to work with their donors, and also ensure that “no student athlete assisted by such funds is adversely affected” (Copeland, 2003).

Self-Release

Another important proposal that is currently being reviewed by Division III athletic directors is the idea of “self-release.” This proposal would grant a self-release to any student-athlete that is interested in transferring to another school (Copeland, 2003). If the student athlete decides to transfer he or she must provide a written release from the athletic director of the school to which the athlete is interested in transferring. If this

proposal is adopted it would also allow the Division III Committee on Infractions to “pursue more aggressive sanctions against coaches for illegal contacts with transfer students” (Copeland, 2000, p.3).

Summary

The ever-changing landscape in small college sports presents a host of new challenges for Division III athletic directors across the country. Division III sports has long been seen as the last opportunity for student athletes to “walk on” and play multiple sports, but now there is a growing concern about athletes’ tendency to specialize in a single sport. There is also a growing concern about the escalating operational budgets that are required to fund competitive Division III athletic programs. The biggest challenge for Division III athletic programs continues to be proper funding. The cost of travel, officiating fees, and equipment keeps going up, and athletic budgets cannot keep pace with the inflationary increases.

Due to the huge variations in the types of schools at the Division III level, there continues to be great disparity in the interpretation of the Division III philosophy. Consequently, athletic directors at the Division III level are in an especially critical and often difficult position. They feel a sense of responsibility to the coaches, players, and alumni who support their programs. They are also strongly committed to the educational values of the institutions that they serve. The athletic director’s expertise and understanding of the current issues and challenges are important to the success of any effort to achieve reform in Division III athletics. The continuing growth of intercollegiate athletics creates a need for motivated and accomplished leaders in the field of higher education. These leaders must also have a background and understanding of

today's business-like college sports atmosphere. They must also understand that the most important parts of the equation are the academic and athletic interests of the student athletes who are involved in their athletic programs.

CHAPTER THREE

METHODOLOGY

Context of the Study

This study involved 80 Division III schools throughout the Tri-State area, of New Jersey, Pennsylvania, and New York. The participating Division III schools had an average undergraduate enrollment of 2,200 students per year (Rasmussen, 2004). On average, these schools sponsored 16 varsity sports in the athletic department (Rasmussen, 2004). They also had an average of 200 male student athletes, and 140 female student athletes per school (Rasmussen, 2004).

The primary focus of the study included the colleges and universities within the New Jersey Athletic Conference. The conference, which was founded in 1985, has 10 member institutions and two affiliate members (NJAC, 2003). The schools in the NJAC have an average undergraduate enrollment of 9,500 students per year (NJAC, 2003). Athletically, the NJAC is one of the strongest conferences in NCAA Division III, claiming 40 national championships throughout its brief history (NJAC, 2003). The schools in the NJAC also sponsor 16 varsity sports (NJAC, 2003).

The Division III colleges and universities that were selected out of this Tri-State area were also very academically focused. These schools place their highest priority on the overall quality of the educational experience. Consistent with that type of environment, these schools place a special importance on athletics and the participants,

rather than on the spectators, and do not award financial aid based on athletic ability (NCAA Manual, 2003).

Population and Sample

A random sample of athletic directors from 80 Division III institutions was used in this study. These athletic directors were selected from the 2003-2004 National Directory of College Athletics Manual (NCAA Manual, 2003). All 10 (Kean University, Montclair State University, New Jersey City University, Rowan University, Ramapo College, Rutgers-Camden University, Rutgers-Newark University, Richard Stockton College, The College of New Jersey, & William Patterson University) of the institutions in the NJAC conference were chosen for this study. The two-affiliate members (Cortland State University, & Western Connecticut State University) of the NJAC were also chosen for this study as well.

Instrumentation

The research instrument used in the study was a 12-question survey (Appendix D). This self-designed survey was based upon the current issues and challenges in Division III athletics. In order to determine validity and reliability a pilot study was administered to a selected group. This population consisted of ten high school athletic directors. As a result of the pilot study, the wording in one of the survey questions was changed. Question nine of the survey, asked athletic directors whether they were in favor of eliminating financial aid based on student need. After administering the pilot study and getting feedback from other athletic directors, the question was modified, asking athletic directors whether they are in favor of eliminating endowed aid for student-

athletes. The pilot study also proved to the researcher, that the use of e-mail to send the surveys was the easiest way to facilitate the study.

The first section of the survey contained demographic information about the subjects including: gender, level of education, number of years at present institution, and previous participation in collegiate athletics. Section two of the survey was a 10-question analysis of the issues and challenges in Division III athletics. The first six questions dealt with current issues and challenges in Division III athletics. The subjects were asked to respond to questions concerning the everyday challenges of the position. Six different categories were identified as current issues and challenges to the position: hiring and firing of personnel, budget, gender equity, transportation, recruiting, and fundraising. Questions seven through ten in this survey dealt with new issues and challenges in Division III athletics. The subjects were asked to respond to questions concerning the new issues and challenges in Division III athletics. Four categories were identified as new issues and challenges to the position: red-shirting, self-release, financial aid, and the length of playing and practice seasons. The third and final section of the survey had two open-ended questions. The first open-ended question was designed to get the opinions of athletic directors on what they perceived the biggest issues and challenges facing Division III athletics to be. The last question allowed space for the athletic directors to add any additional suggestions or comments.

On January 12, 2004 the NCAA Division III President's Council approved several changes to its policies and legislation (NCAA Manual, 2004). The survey that was used in this study seeks a wide range of input on the various changes that were approved in January of 2004. The intent of the questions in this survey is to discover those areas

where there is most disagreement and measure its intensity. The 12-question survey was administered using the Likert Scaling Method. The Likert Scaling Method, named after Rensis Likert, was invented in 1922 (Likert, 2004). For the first six questions in the survey, a scale with a range of 1 (very low) to 5 (very high) was used to rate the importance of the day-to day issues and challenges in athletic administration. For the last four questions in the survey, a scale with a range of 1 (strongly disagree) to 5 (strongly agree) was used to get the opinions of selected athletic directors on the current issues in Division III athletics.

Procedure of Gathering Data

Through the use of the Internet these surveys were distributed to 80 Division III institutions. Before participating in the survey, the athletic directors were reminded that their names would remain anonymous throughout the study. Upon approval of the Rowan University Institutional Review Board (Appendix A), the study was administered to a random sample of 80 Division III athletic directors. A cover letter (Appendix B) and a 12-question survey was included in the electronic mail. Responses were requested within two weeks of receiving the survey. The athletic directors were also told that by participating in the survey they would receive the results of the study upon its conclusion. The names of the subjects or the individual institutions remained anonymous throughout the study.

Data Analysis

The data in this study were analyzed using the Statistical Package for the Social Sciences (SPSS) statistical program. The Independent Samples T Test compared the means of the male athletic directors and female athletic directors in a search for

significant differences between the two groups. The close-ended questions that were used in this study were designed to obtain specific data from the selected population. Each of these questions were grouped into 10 different categories: hiring and firing of personnel, budget, gender equity, transportation, recruiting, fundraising, red-shirting, self-release, and the length of playing and practice seasons. The results from the NJAC athletic directors were then compared to the other 68 Division III athletic directors.

A content analysis was conducted on the open-ended question at the end of the survey. Question 11 in the survey dealt with the major challenges in Division III athletics. The data was entered into the database but was grouped separately into two groups the Tri-State athletic director's and the NJAC athletic director's.

CHAPTER FOUR

FINDINGS

Profile of the Sample

Out of the 68 surveys that were sent out by electronic mail to the Tri-State athletic directors, a total of 46 surveys were returned, for a return rate of 67.0%. The NJAC athletic director's returned 10 of the 12 surveys' that were sent in the mail, for a return rate of 84%. The overall return rate of 70.0% was high enough to analyze the data.

Of the 46 Tri-State athletic directors that responded to the study 35 were male, or 76.0%, and 11 were female, or 24.0%. Of the 10 NJAC athletic directors that responded to the study five were male, or 50.0%, and five were female, or 50.0%. The average educational level for the Tri-State athletic director's chosen in this study was a master's degree. There were 35 participants, or 75%, holding a master's degree, 14 of the participants, or 23%, had a doctorate degree, and one participant held a bachelor's degree (Table 4.1). All 10 of the athletic director's in the NJAC had a master's degree. The major area of study for 20 of the Tri-State athletic director's, or 44.0%, was administration. Physical education was the next major area of study, and there were 16 participants, or 35.0%, that majored in this field. Physical Education was the major area of study for four, or 40.0%, of the NJAC athletic director's.

Eleven of the Tri-State athletic director's, or 20.0%, had spent less than one year at the institution. Nine of the Tri-State athletic director's, or 16.0%, had spent 5-10 years at the institution, and 26 or 57.0%, of the Tri-State athletic director's had spent over 10 years at the institution. Nine of the NJAC athletic directors, or 90.0%, had spent over 10

years at the institution. Thirteen of the Tri-State athletic director's, or 28.0%, had spent less than 10 years in athletic administration, and 33, or 72.0%, had spent over 10 years in athletic administration. Eight of the NJAC athletic director's, or 80.0%, had spent over 10 years in athletic administration. Thirty-nine of the Tri-State athletic directors, or 85.0%, had participated in intercollegiate athletics. Twenty-three of the Tri-State athletic director's, or 60.0%, participated at the Division III level, 12 or 29.0%, participated at the Division I level, and four or 11.0%, participated at the Division II level. Eight of the 10 NJAC athletic directors', or 80.0%, had participated in intercollegiate athletics. Five of the NJAC athletic director's, or 63.0%, participated at the Division III level, and three, or 37.0% participated at the Division I level. See Table 4.1 for the demographic breakdown of each group.

Table 4.1

Tri State AD's/NJAC AD's Background

Variable	TRI-STATE (n=46)	%	NJAC (n=10)	%
Gender	Male:	76.0%	Male:	50.0%
	Female:	24.0%	Female:	50.0%
Highest Level of Education	Master's Degree:	75.0%	Master's Degree:	100.0%
	Doctorate Degree:	23.0%		
	Bachelor's Degree:	2.0%		
Major Area of Study	Administration		Physical Education	
Number of Years at Present Institution	Over 10 yrs:	59.0%	Over 10 yrs:	90.0%
	5-10 yrs:	18.0%	5-10 yrs:	10.0%
	less than a yr:	23.0%		
Number of years involved in athletic administration	Over 10 yrs:	72.0%	Over 10 yrs:	80.0%
	less than 10 yrs:	28.0%	less than 10 yrs:	20.0%
Were you a former collegiate student athlete	participated in intercollegiate athletics	85.0%	participated in intercollegiate athletics	80.0%

Research Questions

Research Question 1: What are the opinions of selected athletic directors regarding issues and challenges in Division III athletics?

Figures 4.1 through Figure 4.11 provide information for research question number one. The data was taken from all 56 athletic directors in both the Tri-State area, and the New Jersey Athletic Conference. Figure 4.1 provides information on the challenges of trying to find qualified coaches and staff to work in the athletic department. Thirty-five of the athletic director's, or 62.4%, indicated that finding qualified coaches and staff is a difficult challenge. Ten, or 17.8%, indicated that it is has an average impact, and 11, or 19.5%, indicated that it has a minimal impact on the athletic department.

Figure 4.1. Question 1: How challenging is to find qualified coaches and staff to work in your department?

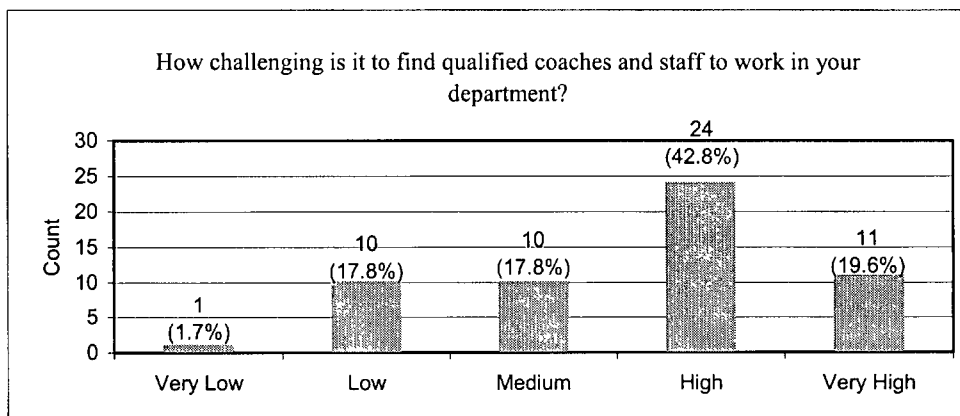


Figure 4.2 and 4.3 provide data on the impact that student fees and the university's budget have on the athletic budget. In Figure 4.2, 21, or 37.4% of the athletic director's, felt that student fees had a major impact on the athletic budget, five, or 8.9%, felt that it had an average impact, and 30, or 53.4%, felt that it had a minimal impact. In Figure 4.3, 52, or 92.7%, felt that the university's budget had a major impact

on the athletic budget, two, or 3.5%, felt that it had an average impact, and two, or 3.5%, felt that it had a minimal impact.

Figure 4.2. Question 2 (a): How much impact does student fees have on your athletic budget?

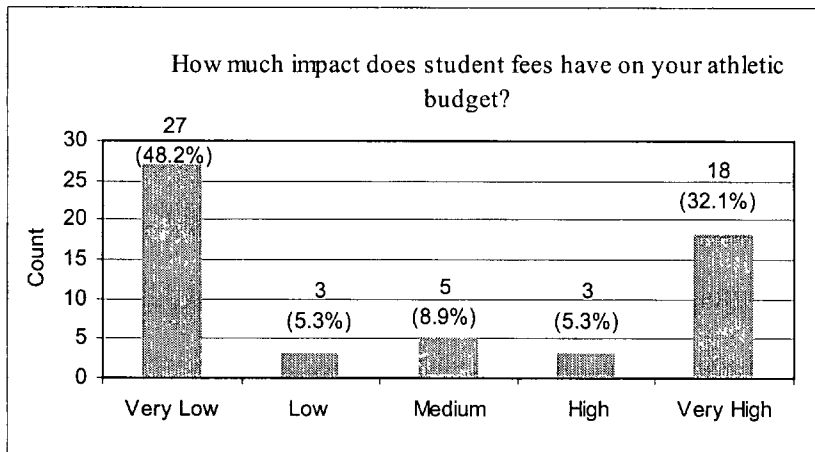


Figure 4.3. Question 2(b): How much impact does the university's budget have on your athletic budget?

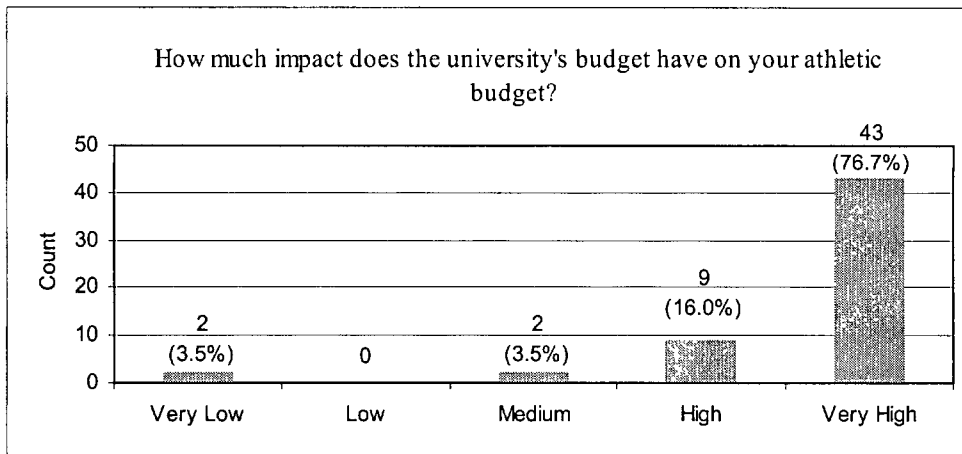


Figure 4.4 provides information on the impact of gender equity on athletic programs. Twenty-four, or 42.7%, of the athletic director's felt that gender equity had a

major impact on the athletic programs, 20, or 35.7%, felt that it had an average impact, and 12, or 21.4%, felt it had a minimal impact.

Figure 4.4. Question 3: What impact has gender equity had on your athletic programs?

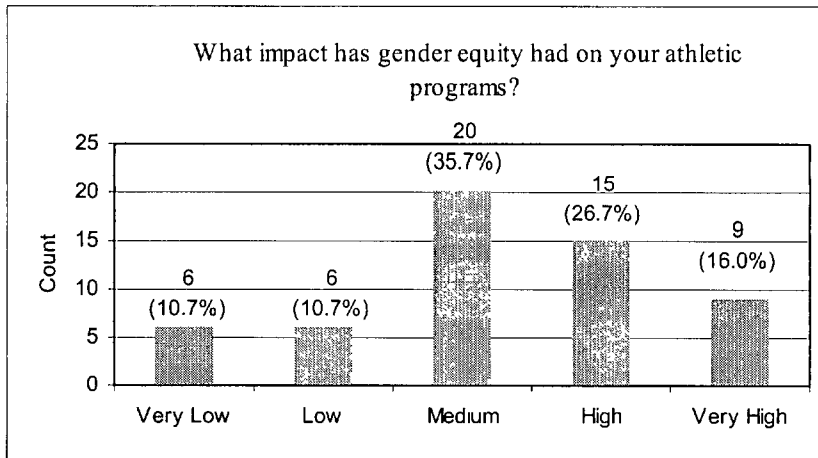


Figure 4.5 provides data on the concerns of 15 passenger vans in intercollegiate athletics. Forty-three, or 76.7%, of the athletic director's felt that the recent concerns of 15 passenger vans had a major impact on the athletic program, eight, or 14.2%, felt it had an average impact, and five, or 10.6%, felt it had a minimal impact.

Figure 4.5. Question 4: To what extent has the recent concerns over the use of 15 passenger vans had on your transportation?

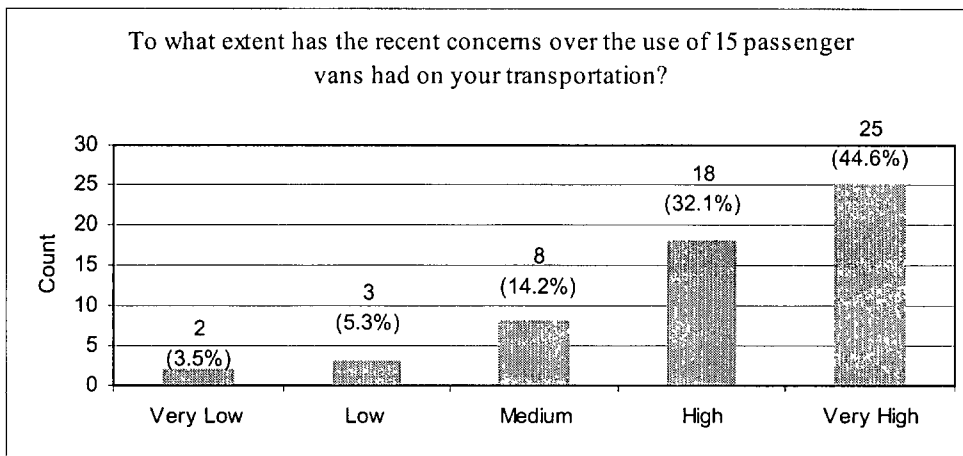


Figure 4.6 provides information on the challenges of finding talented student-athletes that are academically eligible. Thirty-nine, or 69.5%, of the athletic director's felt that finding academically eligible student-athletes was a major challenge, 12, or 21.4%, felt that it had an average impact, and five, or 8.9%, felt it had a minimal impact. Figure 4.6. Question 5: How challenging is it to find talented student-athletes that are able to meet the academic needs of your institution?

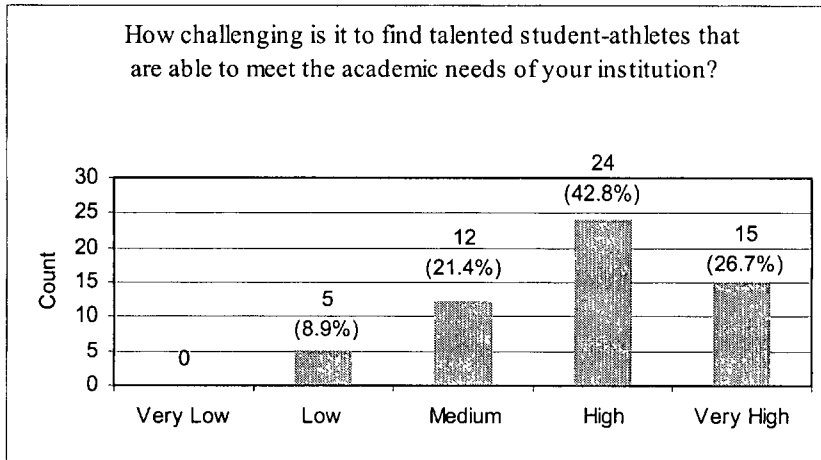
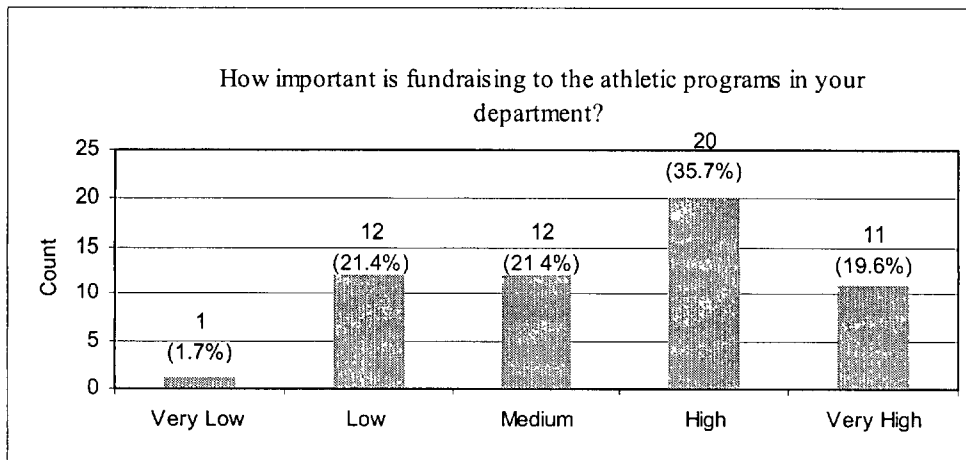


Figure 4.7 provides data on the importance of fundraising to athletic programs in intercollegiate athletics. Thirty-one, or 55.3%, of the athletic director's felt that fundraising was very important to the athletic programs, 12, or 21.4%, felt it had an average impact, and 13, or 23.1%, felt it had a minimal impact.

Figure 4.7. Question 6: How important is fundraising to the athletic programs in your department?



Figures 4.8 through 4.10 provide data on the current issues that were approved in January of 2004, in Division III athletics. Figure 4.8 provides information on the practice of “red-shirting” in Division III athletics. Twenty-eight, or 50.0%, of the athletic directors were in favor of the new proposal, and 28, or 50.0%, disagreed with the recent proposal.

Figure 4.8. Question 7: Were you in favor of ending the practice of “red-shirting” in Division III athletics?

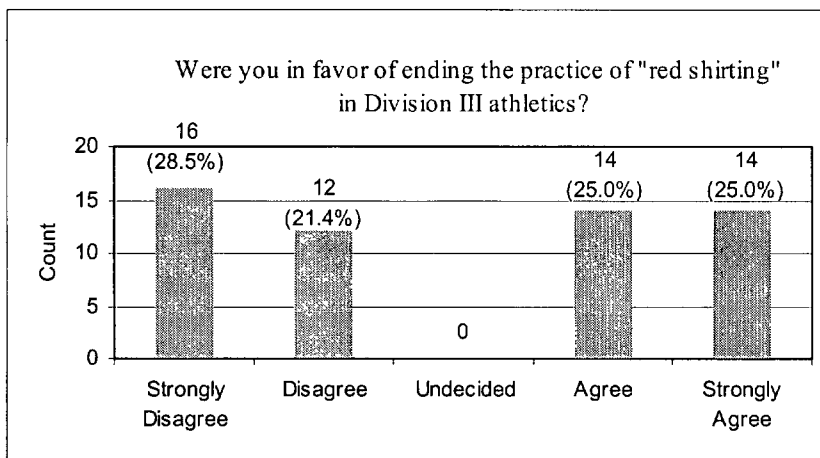


Figure 4.9 provides data on the recent proposal of a “self-release” in Division III athletics. Sixteen, or 28.5%, of the athletic directors were in favor of the new proposal, one, or 1.7%, was undecided, and 39 or 69.5% disagreed with the recent proposal.

Figure 4.9. Question 8: Were you in favor of the proposal of a “self-release” in Division III athletics?

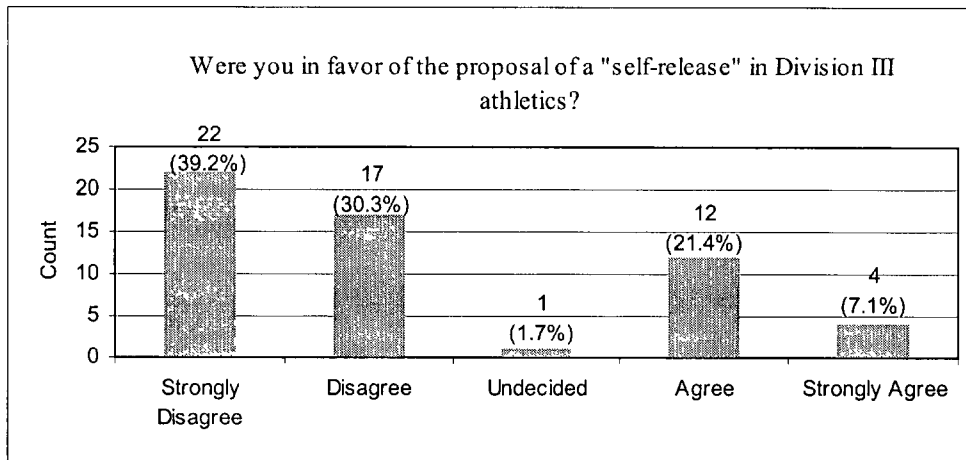


Figure 4.10 provides data on the elimination of endowed aid in Division III athletics. Forty-two, or 74.9%, of the athletic director’s agreed with the elimination of endowed aid, six, or 10.7% were undecided, and eight, or 14.2%, disagreed with the recent proposal.

Figure 4.10. Question 9: Were you in favor of the elimination of endowed aid in Division III athletics?

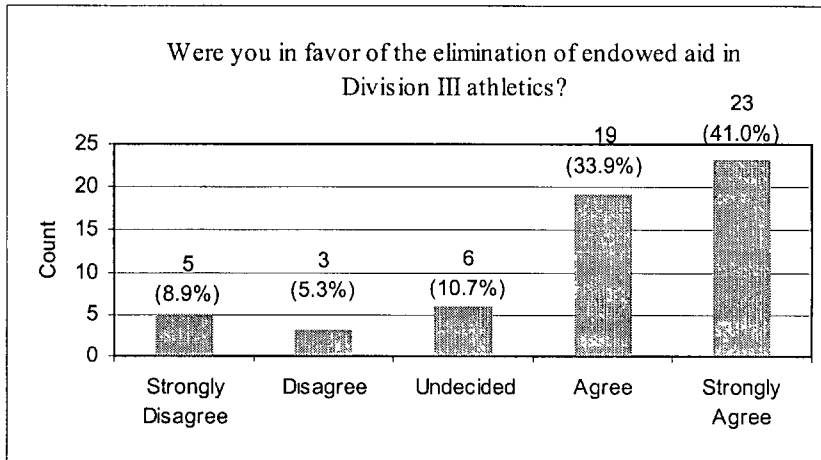
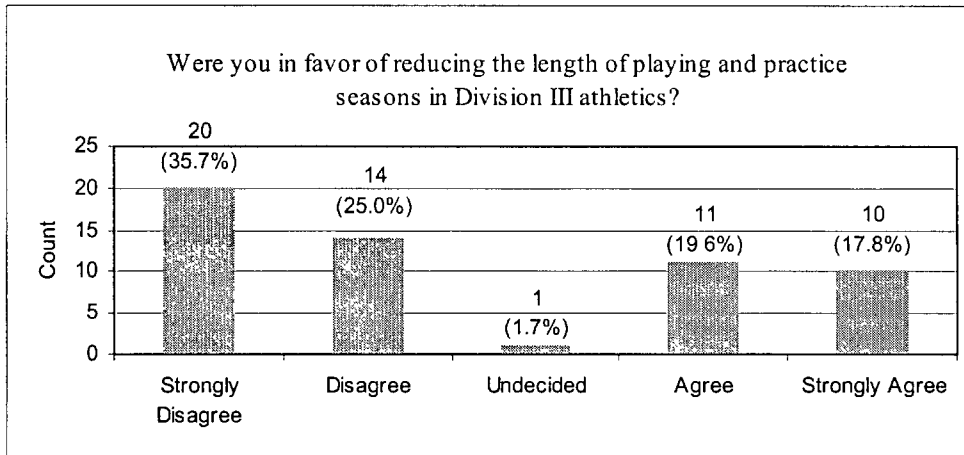


Figure 4.11 provides information on the reduction of playing and practice seasons in Division III athletics. Twenty-one, or 37.4%, of the athletic directors were in favor of the reduction of playing and practice seasons, one, or 1.7%, was undecided, and 34, or 60.7% disagreed with the recent proposal.

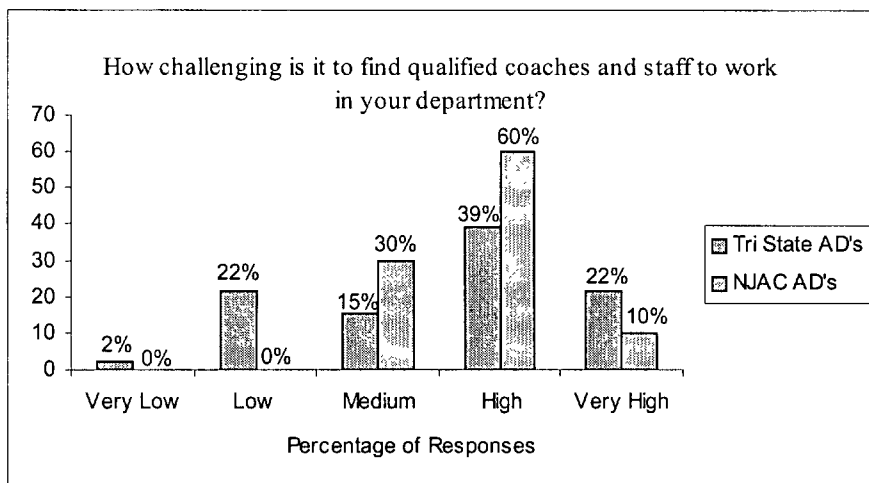
Figure 4.11. Question 10: Were you in favor of reducing the length of playing and practice seasons in Division III athletics?



Research Question 2: How do the opinions of the athletic directors in the NJAC conference differ from those of athletic directors in the Tri-State region?

Figures 4.12-4.22 provide information regarding the opinions of the athletic directors in the New Jersey Athletic Conference. The opinions of the 10 NJAC athletic directors were compared, to other 46 athletic directors in the Tri-State area. Figure 4.12 provides data regarding the challenges of finding qualified coaches and staff to work in the athletic department. Seven, or 70.0% of the NJAC athletic director's indicated that finding qualified coaches and staff is a difficult challenge, and three, or 30.0% felt it had an average impact on the athletic department.

Figure 4.12. Question 1: How challenging is it to find qualified coaches and staff to work in your department?



Figures 4.13 and 4.14 provide data on the impact that student fees and the university's budget have on the athletic budget. In Figure 4.13, seven, or 70.0%, of the NJAC athletic director's, felt that student fees had a major impact on the athletic budget, two, or 20.0% felt that it had an average impact, and one, or 10.0%, felt that it had a minimal impact. In Figure 4.14, eight, or 80.0%, of the NJAC athletic director's felt that

the university's budget had a major impact on the athletic budget, one, or 10.0%, felt that it had an average impact, and one, or 10.0%, felt that it had a minimal impact.

Figure 4.13. Question 2(a): How much impact does student fees have on your athletic budget?

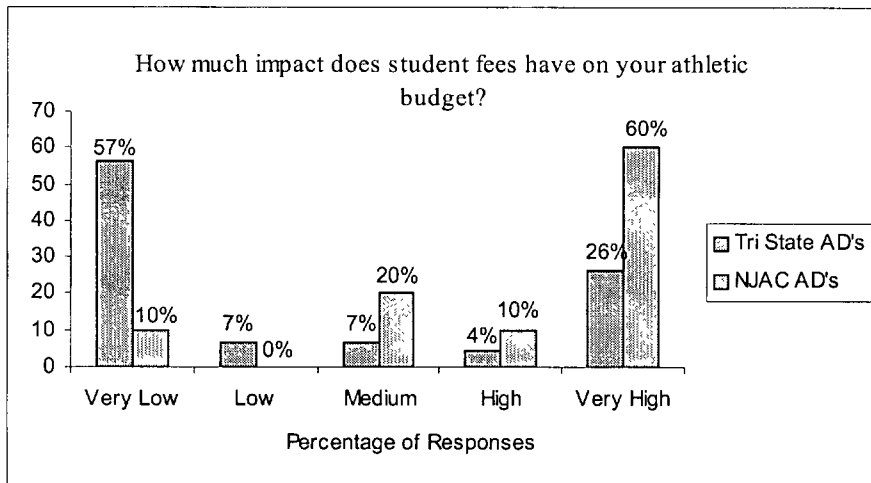


Figure 4.14. Question (2b): How much impact does the university's budget have on your athletic budget?

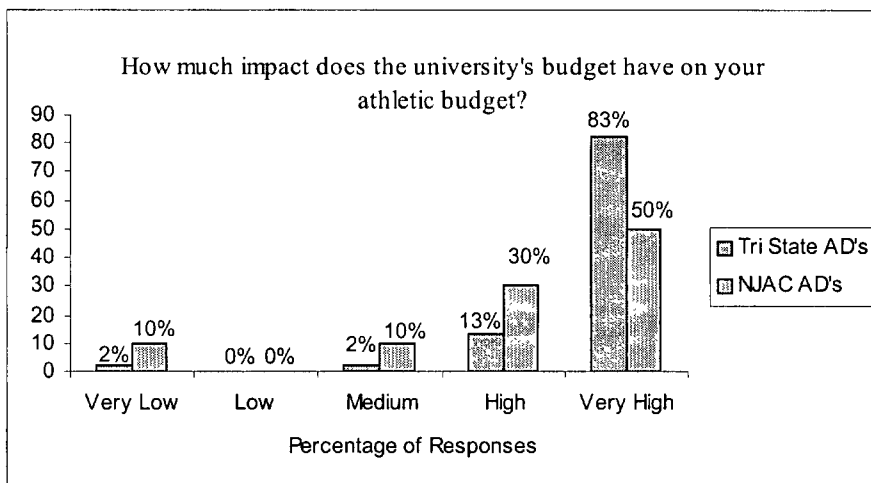


Figure 4.15 provides information on the impact of gender equity on athletic programs. Five, or 50.0%, of the NJAC athletic director's felt that gender equity had a

major impact on their athletic programs, and five, or 50.0%, felt that it had an average impact.

Figure 4.15. Question 3: What impact has gender equity had on your athletic programs?

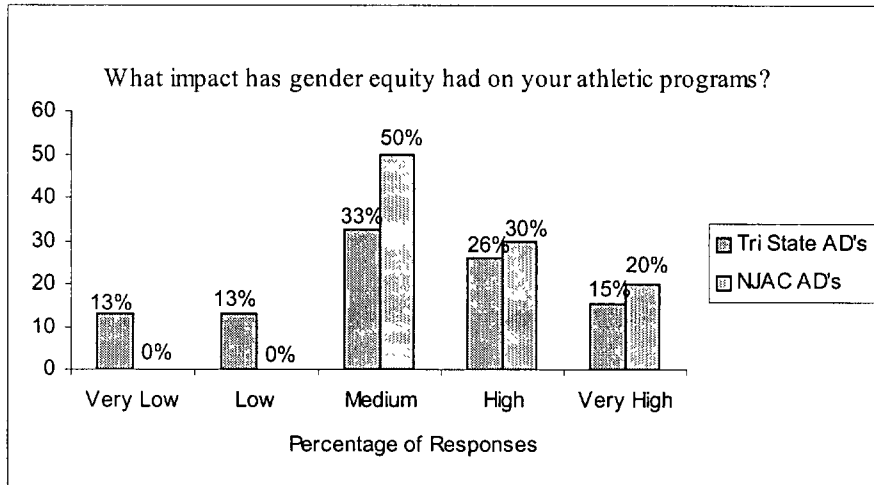


Figure 4.16 provides data on the concerns of 15 passenger vans in intercollegiate athletics. Eight, or 80.0%, of the NJAC athletic director's felt that the recent concerns of 15 passenger vans had a major impact on the athletic program, and two, or 20.0%, felt it had an average impact.

Figure 4.16. Question 4: To what extent has the recent concerns over the use of 15 passenger vans had on your transportation?

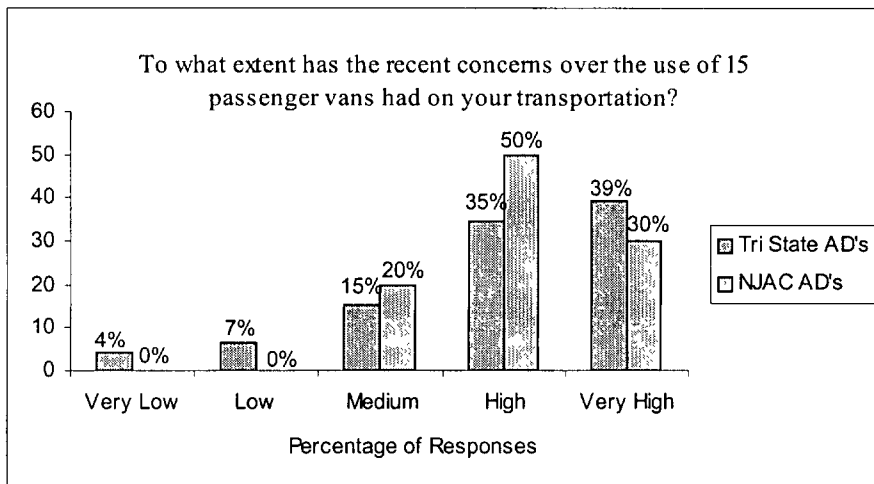


Figure 4.17 provides information on the challenges of finding talented student-athletes that are academically eligible. Eight, or 80.0%, of the NJAC athletic director's felt that finding academically eligible student-athletes was a major challenge, and 2, or 20.0%, felt that it had an average impact.

Figure 4.17. Question 5: How challenging is it to find talented student-athletes that are able to meet the academic needs of your institution?

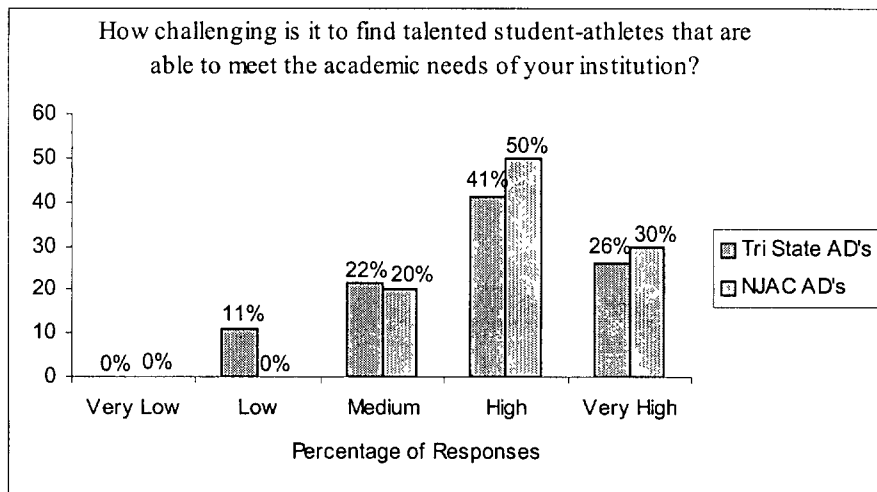


Figure 4.18 provides data on the importance of fundraising to athletic programs in intercollegiate athletics. Four, or 40.0%, of the NJAC athletic director's felt that fundraising was very important to their athletic programs, 4, or 40.0%, felt it had an average impact, and two, or 20.0%, felt it had a minimal impact.

Figure 4.18. Question 6: How important is fundraising to the athletic departments in your department?

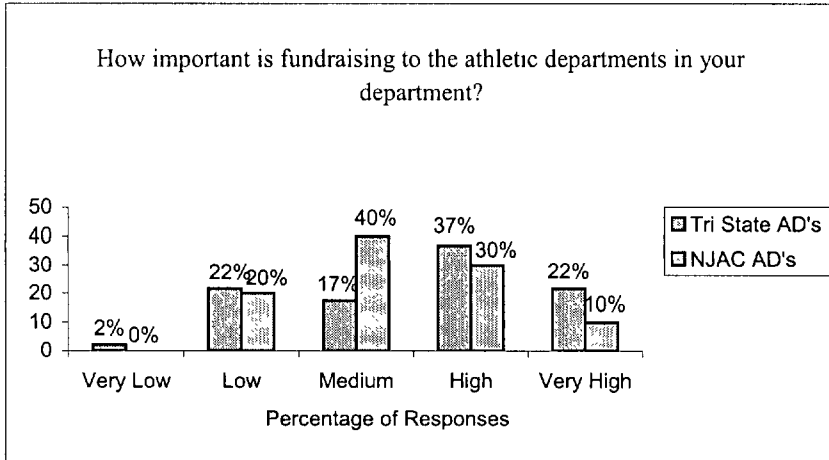


Figure 4.19 through 4.22 provide data on the current issues that were approved in January of 2004, in Division III athletics. Figure 4.19 provides information on the practice of “red-shirting” in Division III athletics. Nine, or 90.0%, of the NJAC athletic disagreed, and one, or 10.0% agreed with the recent proposal.

Figure 4.19. Question 7: Were you in favor of ending the practice of “red-shirting” in Division III athletics?

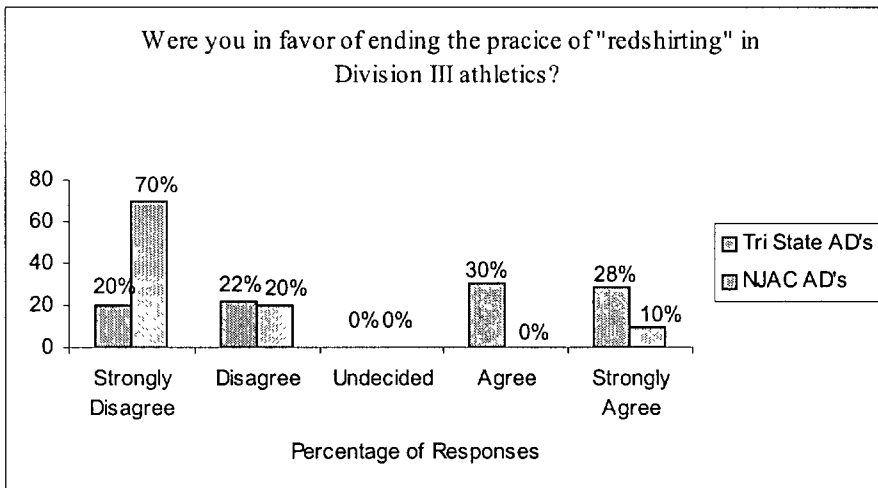


Figure 4.20 provides data on the recent proposal of a “self-release” in Division III athletics. Sixteen, or 28.0%, of the athletic directors were in favor of the new proposal, one, or 2.0%, was undecided, and 39 or 70.0% disagreed with the recent proposal.

Figure 4.20. Question 8: Were you in favor of the proposal of a “self-release” in Division III athletics?

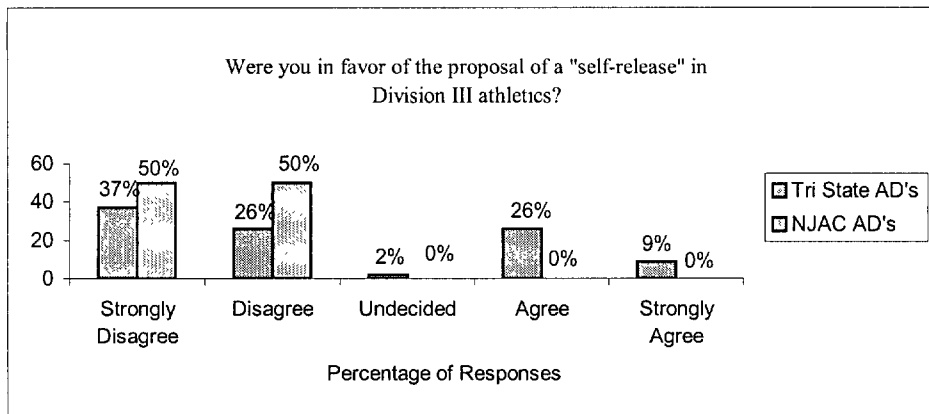


Figure 4.21 provides data on the elimination of endowed aid in Division III athletics. Nine, or 95.0%, of the NJAC athletic director’s agreed with the elimination of endowed aid, and one, or 10.0%, disagreed with the recent proposal.

Figure 4.21. Question 9: Were you in favor of the elimination of endowed aid in Division III athletics?

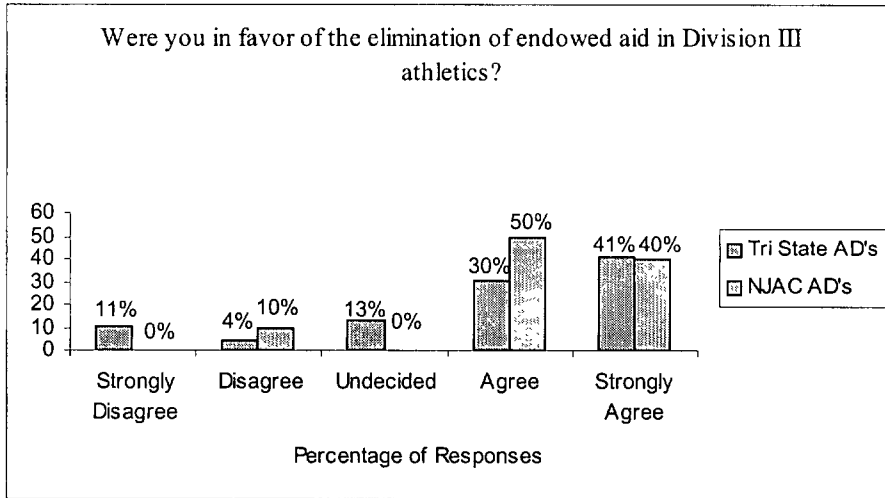
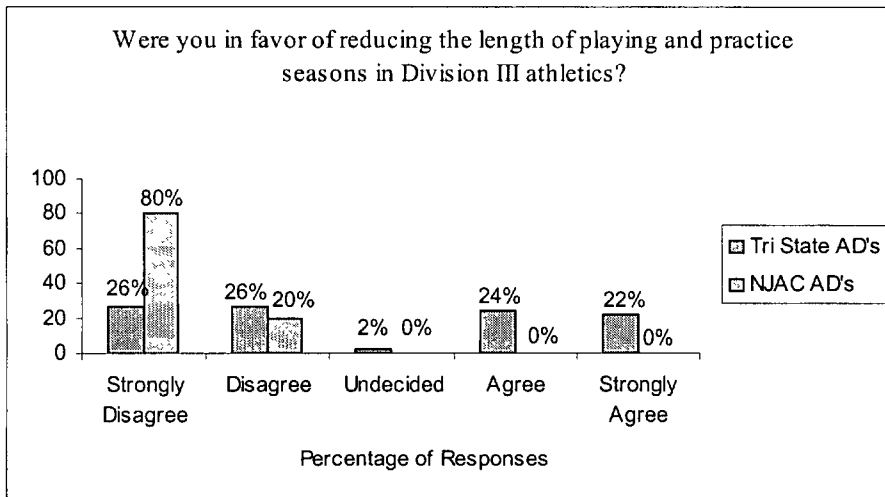


Figure 4.22 provides information on the reduction of playing and practice seasons in Division III athletics. Twenty-one, or 37.0%, of the NJAC athletic directors were in favor of the reduction of playing and practice seasons, one, or 2.0%, was undecided, and 34, or 61.0% disagreed with the recent proposal.

Figure 4.22. Question 10: Were you in favor of reducing the length of playing and practice seasons in Division III athletics?



Research Question 3: Is there a relationship between the demographics of gender and the opinions of selected athletic directors regarding current issues and challenges in Division III athletics?

In the random sample there were 40 male athletic directors and 16 female athletic directors. Tables 4.2, 4.3 and 4.4 provide information for research question number three.

Table 4.2

Demographic and Gender Breakdown

Variable	Male (n=40)	%	Female (n=16)	%
Highest Level of Education	Master's Degree:	65.0%	Master's Degree:	81.0%
	Doctorate Degree:	30.0%	Doctorate Degree:	19.0%
	Bachelor's Degree:	5.0%		
Major Area of Study	Administration		Administration	
Number of Years at Present Institution	Over 10 yrs:	50.0%	Over 10 yrs:	81.2%
	5-10 yrs:	22.5%	5-10 yrs:	6.2%
	less then a yr:	27.5%	less then a yr:	12.5%
Number of years involved in athletic administration	Over 10 yrs:	70.0%	Over 10 yrs:	62.5%
	less then 10 yrs:	30.0%	less then 10 yrs:	37.5%
Were you a former collegiate student athlete	participated in intercollegiate athletics	85.0%	participated in intercollegiate athletics	81.2%

Table 4.3 provides information regarding the current issues in Division III athletics. The first six questions in the survey dealt with everyday issues and challenges in Division III athletics.

Table 4.3

Responses to Questions 1 through 6 in the Survey According to Gender

Questions 1-6	Male (n=40)	%	Female (n=16)	%
1. How challenging is it to find qualified coaches and staff to work in your department?	Very High:	17.5%	Very High:	25.0%
	High:	42.5%	High:	43.7%
	Medium:	17.5%	Medium:	18.7%
	Low:	22.5%	Low:	6.2%
	Very Low:	0	Very Low:	6.2%
2 a). How much impact does student fees have on your athletic budget?	Very High:	32.5%	Very High:	31.2%
	High:	5.0%	High:	6.2%
	Medium:	10.0%	Medium:	6.2%
	Low:	7.5%	Low:	0
	Very Low:	45.0%	Very Low:	56.2%
2 b). How much impact does the university's budget have on your athletic budget?	Very High:	80.0%	Very High:	68.7%
	High:	15.0%	High:	18.7%
	Medium:	2.5%	Medium:	6.2%
	Low:	0	Low:	0
	Very Low:	2.5%	Very Low:	6.2%
3. What impact has gender equity had on your athletic programs?	Very High:	20.0%	Very High:	6.2%
	High:	30.0%	High:	18.7%
	Medium:	30.0%	Medium:	50.0%
	Low:	10.0%	Low:	12.5%
	Very Low:	10.0%	Very Low:	12.5%
4. To what extent has the recent concerns over the use of 15 passenger vans had on your transportation?	Very High:	32.5%	Very High:	50.0%
	High:	42.5%	High:	31.2%
	Medium:	15.0%	Medium:	12.5%
	Low:	7.5%	Low:	0
	Very Low:	2.5%	Very Low:	6.2%
5. How challenging is it to find talented student-athletes that meet the academic needs of your institution?	Very High:	30.0%	Very High:	18.7%
	High:	42.5%	High:	43.7%
	Medium:	17.5%	Medium:	31.2%
	Low:	10.0%	Low:	6.2%
	Very Low:	0	Very Low:	0
6. How important is fundraising to the athletic programs in your department?	Very High:	17.5%	Very High:	25.0%
	High:	40.0%	High:	25.0%
	Medium:	17.5%	Medium:	31.2%
	Low:	22.5%	Low:	18.7%
	Very Low:	0	Very Low:	6.2%

Table 4.4 provides information for questions seven through 10 in the survey.

Questions seven through 10 dealt with the new issues and challenges in Division III athletics.

Table 4.4

Responses to Questions 7 through 10 in the Survey According to Gender

Questions 7-10	Male (n=40)	%	Female (n=16)	%
7. Were you in favor of ending the practice of "red shirting" in Division III athletics?	Strongly Agree:	27.5%	Strongly Agree:	25.0%
	Agree:	27.5%	Agree:	12.5%
	Undecided:	0	Undecided:	0
	Disagree:	22.5%	Agree:	18.7%
	Strongly Disagree:	22.5%	Strongly Disagree:	43.7%
8. Were you in favor of the proposal of a "self-release" in Division III athletics?	Strongly Agree:	5.0%	Strongly Agree:	12.5%
	Agree:	20.0%	Agree:	25.0%
	Undecided:	2.5%	Undecided:	0
	Disagree:	27.5%	Agree:	37.5%
	Strongly Disagree:	45.0%	Strongly Disagree:	25.0%
9. Were you in favor of eliminating financial aid based on student need in Division III athletics?	Strongly Agree:	50.0%	Strongly Agree:	18.7%
	Agree:	30.0%	Agree:	43.7%
	Undecided:	12.5%	Undecided:	6.2%
	Disagree:	0	Disagree:	18.7%
	Strongly Disagree:	7.5%	Strongly Disagree:	12.5%
10. Were you in favor of reducing the length of playing and practice seasons in Division III athletics?	Strongly Agree:	15.0%	Strongly Agree:	25.0%
	Agree:	20.0%	Agree:	18.7%
	Undecided:	2.5%	Undecided:	0
	Disagree:	27.5%	Disagree:	18.7%
	Strongly Disagree:	35.0%	Strongly Disagree:	37.5%

Research Question 4: What are the major challenges facing Division III athletics?

A question at the end of the survey asked for the opinions of both Tri-State athletic directors, and NJAC athletic directors on major challenges in Division III

athletics. The most common response from both groups of athletic director's was budget constraints. The athletic directors also felt that the majority of institutions in Division III do not have enough resources and funding to run competitive athletic programs. Many of the athletic directors's also felt that the size and make-up of Division III athletics is too big and too diverse to operate as one group. Many of these athletic directors felt that Division III athletics needs to restructure into two separate groups. Table 4.5 provides information for the three most common challenges from the perspective of both Tri-State and NJAC athletic directors.

Table 4.5

Most Common Issues and Challenges

Most Common Challenges	% TRI-STATE (n=46)	% NJAC (n=10)
1. Operating Budget	40.0%	50.0%
2. Lack of Funding and Resources	25.0%	20.0%
3. Size of Division III (A Need to Restructure)	18.0%	30.0%

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Summary of the Study

Division III athletics continues to present the ideal atmosphere for the college student- athlete. Provided are quality academic programs and competitive athletics. With escalating pressures to win, there has been a recent change in the Division III philosophy. This change has presented new challenges to the traditional balance between academics and athletics. Athletic directors at the Division III level are continually trying to find new ways to solve these challenges while maintaining the overall educational mission of the institution.

Addressing the challenges of integrating athletics into the educational mission requires institutional resources. With shrinking budgets and institutional support many of these schools are having a hard time running competitive athletic programs. From facilities upgrades, to travel and equipment needs, to stepped-up recruiting costs, athletic programs at the Division III level are becoming ever more costly. The results of the study showed that with focused attention and committed leadership, a Division III institution can sustain the ideal atmosphere while maintaining the tradition of academics and athletics.

Discussion of the Findings

The demographic results of the study showed that the average Division III athletic director that responded to the survey was a male, with a master's degree, and a

concentration of studies in administration. The results of the study continue to suggest that the field of sports administration is still dominated by the male gender. There has been a change recently in this profession. For example, the results of the study indicated that five of the ten NJAC athletic director's that responded to the survey were female. The study also indicated that a master's degree is a minimum requirement for athletic directors involved in higher education.

The demographic results of the study also showed that the majority of the athletic directors in the survey had spent over 10 years at the present institution, and over 10 years in athletic administration. This finding was expected, since most of the athletic director's at the collegiate level have started out as either former coaches or as recreational administrators. The majority of the athletic director's that responded to the survey were also former student-athletes at the Division III level.

Research Question 1: What are the opinions of selected athletic directors regarding issues and challenges in Division III athletics?

The first question in the survey dealt with finding qualified coaches and staff in the athletic department. The results from the survey indicated that 62.0% of the Division III athletic director's felt that finding qualified coaches and staff is a difficult challenge. Question 2 in the survey dealt with the athletic budget. Most of the athletic director's (92.7%) indicated that the university's budget had a greater impact on the athletic budget, then student fees (37.4%). The results of the survey also indicated that the athletic budgets at the smaller schools in the study rely more on student fees and student enrollment.

Question 3 in the survey dealt with the issue of gender equity. Forty two percent of the athletic directors felt that gender equity had an impact on the athletic program. Question 4 in the survey dealt with the concerns of 15-passenger vans in Division III athletics. According to the results of the survey, 77% of the athletic directors indicated that the restricted use of 15-passenger vans has had a major impact on the athletic programs. Question 5 in the survey dealt with academics, recruiting, and student athletes. The results of the study indicated that finding talented academically eligible student athletes is still a major challenge for Division III athletic directors. Question 6 in the survey dealt with fundraising and it's importance in athletics. The athletic director's that responded to this study were split on this issue. According to the results of the study, the athletic directors (55.0%) at the smaller schools felt that fundraising is still very important to the athletic programs. The results of the study also suggest that many of the larger schools (44.5%) do not require their athletic teams to fundraise.

Questions 7 through 10 dealt with the current issues that were approved on January 12, of 2004, at the annual Division III convention in Nashville, Tennessee. Question 7 in the survey dealt with the proposal of "red-shirting" in Division III athletics. The athletic directors from both the Tri-State area and the NJAC were split fifty-fifty on this recent proposal. Twenty-eight (50.0%) of the 56 athletic directors agreed with the recent proposal, and 28 (50.0%) of the 56 athletic directors disagreed with the recent proposal. Until this recent proposal was passed the idea of "red-shirting" a freshmen had been used at all three levels (Division I, Division II, Division III) in athletics. The results of the study indicate that there are mixed reviews on this new proposal. Question 8 in the survey dealt with the recent proposal of self-release. Most of the athletic director's that

disagreed with this proposal indicated that the idea of self-release; where a student-athlete can transfer by verbally communicating with a coach at that school, will cause disarray and confusion. Before this proposal was passed, the student athlete had to inform both the coach and the athletic director that they were interested in transferring before they could communicate with another school. The amount of athletic director's (69.5%) that disagreed with this proposal, makes the researcher believe that this issue will be up for debate at the annual NCAA convention in 2005.

Question number 9 in the survey dealt with the elimination of endowed aid for student athletes. The results of the study suggests that the majority of the athletic directors (74.9%) did agree with this recent proposal. This proposal received the most support from the athletic directors that participated in the study. Question number 10 in the survey dealt with the reduction of playing and practice seasons in Division III athletics. The results of the study showed that this proposal did not receive strong support from athletic directors. There were 60.7% of athletic directors that that disagreed with the reduction of playing and practice seasons. This response rate suggests that this will be another topic of debate at the 2005 NCAA convention.

Research Question 2: How do the opinions of the athletic directors in the NJAC conference differ from those of athletic directors in the Tri-State region?

There was no significant difference between the NJAC athletic directors and the Tri-State area athletic directors, in the first six questions of the survey concerning current issues and challenges. There was a significant difference in responses between questions 7 through 10. The NJAC athletic directors supported only one of the recent proposals passed in January, of 2004. The proposal that was unanimously supported by both

groups, was the elimination of endowed aid for student-athletes. As a whole the NJAC athletic directors did not agree with the rest of the new proposals.

Research Question 3: Is there a relationship between the demographics of gender and the opinions of selected athletic directors regarding current issues and challenges in Division III athletics?

The results of the study showed no significant difference between the opinions of male athletic directors and female athletic directors.

Research Question 4: What are the major challenges facing Division III athletics?

The three most common responses were operating budgets, lack of funds and resources, and the overall size and make-up of Division III athletics.

Conclusion

The results from the first research question in the study supported Pope's (1997) finding, that the "hiring and firing" of coaches and personnel is one of the most important responsibilities of an athletic director. Overall, 62.4% of the participants agreed that finding qualified coaches and staff is a difficult challenge. Question 2 in the survey dealt with budget, and as Cummings-Danson (1990) noted, many of today's athletic programs operate much like a business. Overall, 92.7% of the participants agreed and felt that the university's budget had a major impact on the athletic program.

Question 3 in the survey dealt with gender equity, highlighting Conran's (2000) observation that "the gap between the level of girl's and boy's participation in high school and collegiate athletics is rapidly shrinking" (p.10). Overall, 57.1% of the participants agreed that gender equity is having less of an impact on athletic programs. Question 4 in the survey dealt transportation and the recent concerns over the use of 15-

passenger vans. The *NCAA News* (2002) suggested that the use of 15-passenger vans has forced some Division III athletic directors to make adjustments in travel budgets and arrangements. Overall, 76.7% of the participants agreed that the recent concerns over the use of 15-passenger vans has had a major impact on the athletic program

Question 5 in the survey dealt with the challenges of finding talented-student athletes that are academically eligible. Bowen (2003) suggested that many coaches believe that the success of a team depended on their ability to recruit high school players. Overall, 69.5% of the participants agreed that finding academically eligible student-athletes was a major challenge. Question 6 in the survey dealt with fundraising in intercollegiate athletics. McEvoy (2002) concluded that many schools have looked to fundraising to increase their revenues. Overall, 55.3% of the participants agreed that fundraising was very important to the athletic programs. Question 7 in the survey dealt with the practice of “red-shirting” in intercollegiate athletics. Copeland (2003) suggested that numerous schools have endorsed the concept of limiting a student-athlete’s eligibility to eight semesters of athletic participation, and essentially ending the practice of “red-shirting.” Overall, 50.0% of the participants agreed with the decision to end the practice of “red-shirting.”

Question 8 in the survey dealt with the recent proposal of a “self-release” in Division III athletics. Copeland (2000) argued that if this proposal was adopted the Division III Committee on Infractions would be able to “pursue more aggressive sanctions against coaches for illegal contacts with transfer students” (p.3). Overall, 69.5% of the participants disagreed and felt that this proposal will cause disarray and confusion. Question 9 in the survey dealt with the elimination of endowed aid in

Division III athletics. Hawes (2003) concluded that many of the smaller Division III schools felt that the use of athletic endowment for student-athletes is not consistent with the Division III philosophy. Overall, 74.9% of the participants agreed with the elimination of endowed aid in Division III athletics. Question 10 in the survey dealt with the reduction of playing and practice seasons in Division III athletics. Hawes (2002) suggested that many schools felt a reduction in the length of playing and practice seasons would better reflect the Division III philosophy of a commitment to academics. Overall, 60.7% of the participants disagreed, and felt that a reduction in seasons will hurt their team's chances to compete.

This study was undertaken in an attempt to determine the various issues and challenges in Division III athletics. The results of the study showed that there continues to be huge variations that exist in schools at the Division III level there. The variations between the different schools can be seen in the results of the 10-question survey. It can be concluded from this study that there are still many athletic directors in both the Tri-State area and the New Jersey Athletic Conference that do not agree with some of the recent changes in Division III athletics

Recommendations for Further Research

The following recommendations are made for further research:

1. A similar study that involves issues and challenges in Division III athletics. The researcher was able to find studies at the Division I level, but this is the only study found that specifically examines issues and challenges at the Division III level.
2. There needs to be changes in the demographic background of the questionnaire. When doing this type of study it's important to know whether the institution is

public or private. A question asking the size of the institution is also important for this type of study.

3. A study with a larger sample size. This study only examined the opinions of athletic directors in the Tri-State area and the NJAC. A national study needs to be done in order to find out the opinions of athletic directors throughout the country.
4. A study at the Division I and II level needs to be done on this topic as well. This study only examined the opinions of athletic directors at the Division III level. A study needs to be done examining the opinions of athletic directors at the Division I and II level.
5. A follow up study needs to be done. The athletic directors in this study were surveyed only months after the recent proposals were passed. A study needs to be done at least a year after the proposals have been in place to examine whether opinions have changed.

REFERENCES

- Adams, K.A. (1997). Measurement of Student Athletes' Perceptions of their Intercollegiate Head Coaches on Conceptual, Human, and Technical, Managerial Skills. (Masters Thesis, Temple University, 1997).
- Bowen, W.G. (2003). *Reclaiming the game*. Princeton, NJ: Princeton University Press.
- Conran, E. P. (2000). Title IX Compliance: A Comparative Analysis of the Perception of Athletic Directors Represented in the New Jersey State Interscholastic Athletic Association (NJSIAA) and Athletic Directors Represented in the National Collegiate Athletic Association (NCAA) Division III. (Masters Thesis, Temple University, 2000).
- Copeland, J. (2003). Athletic management in Division III athletics. *NCAA News 50*, 1-5.
- Cummings-Danson, G. (1990). The Differences in Educational Preparation and Athletic Experience Between Division I and Division III Athletic Directors of National Collegiate Athletic Association Member Institutions. (Masters Thesis, Temple University, 1990).
- Easley, B. (1998). The Institutional Control of NCAA Division One Collegiate Athletics. (Masters Thesis, UNLV, 1998).
- Fuoss, D. E., & Troppman R.J. (1977). *Creative management techniques in interscholastic athletics*. New York: John Wiley & Sons.

- Hawes, K. (2002). Division III management council plots legislative course for the future. *NCAA News*, (65), 2-8.
- Henderson, J. (2003). Price, O'Leary, have paid, let them move on: From the Tampa Tribune. Retrieved on January 14, 2004 from the World Wide Web at www.tampatrib.com
- Jenson, C. R., & Overman S. J. (2003). *Administration and management of physical education and athletic programs*. Waveland, ILL: Waveland Press.
- Lapchick, R.E., & Slaughter J.B. (1989). *The rules of the game: Ethics in college sport*. New York: Macmillian Publishing.
- Likert Scaling Method. (2004). History. Retrieved on January 26, 2004 from the World Wide Web at www.writing.ws/reference/history
- McEvoy, C.D. (2002). An Investigation of Donor Characteristics and Contributions to an Intercollegiate Athletics Fund Raising Program. (Masters Thesis, University of Northern Colorado, 2002).
- National Collegiate Athletic Association. (2003). *2002-2003 NCAA Division I manual*. IN: Indianapolis.
- National Collegiate Athletic Association. (2004). *2003-2004 NCAA Division I manual*. IN: Indianapolis.
- National Collegiate Athletic Association. (2002). News and features. *NCAA News* 75, 1-5.
- National Collegiate Athletic Association. (2003a). Composition of the NCAA. Retrieved on December 3, 2003 from the World Wide Web at www.ncaa.org.

- National Collegiate Athletic Association. (2003b). 2004 NCAA Convention official notice. Indianapolis, IN: Author.
- New Jersey Athletic Conference. (2003). History and philosophy. Retrieved on November 12, 2003 from the World Wide Web at www.njac.net
- Pack, S. M. (2002). An Assessment of the Educational Background and Job Responsibilities of National Collegiate Athletic Association Division III Directors of Athletics. (Masters Thesis, University of North Carolina-Chapel Hill, 2002).
- Pope, D. A. (1997). A Comparison of Demographic Profiles and Administrative Roles of Athletic Directors at Historically Black Colleges and Universities with Athletic Directors at Predominately White Colleges and Universities. (Masters Thesis, Temple University, 1997).
- Rasmussen, R. A. (2004). NCAA Division III profile of institutions and conferences: From the NCAA Division III profile executive summary. Retrieved on January 7, 2004 from the World Wide Web at www.ncaa.org/planning.
- Rutgers-Camden University. (2004). Rutgers-Camden facilities. Retrieved on January 26, 2004 from the World Wide Web at www.rutgers.edu/Camden/Athletics/facilities.
- Salter D. F. (1996). *Crashing the old boys' network*. Westport, CT: Praeger Publishers.
- Shulman, J. L. & Bowen W. G. (2001). *The game of life*. Princeton, NJ: Princeton University Press.
- Stanford University. (2003). Stanford University Athletics. Retrieved on December 5, 2003 from the World Wide Web at www.stanford.edu/athletics.

Suggs, W. (2003a). A course correction for Vanderbilt sports. *The Chronicle of Higher Education*, (8), 43.

Suggs, W. (2003b). Division III stays the course for now. *The Chronicle of Higher Education*, (49), 37-38.

Vanderbilt University. (2003). Vanderbilt University's department of athletics mission statement. Retrieved on December 5, 2003 from the World Wide Web at www.vucommodores.com.

APPENDIX A

Institutional Review Board Disposition Form

2004-64

RECEIVED FEB 05 2004

Appendix C

INSTITUTIONAL REVIEW BOARD
DISPOSITION FORM

Jason Crews
Principal Investigator

Co-Principal Investigator (if applicable)

210 W. Crystal Lake Ave 111-C
Address of Principal Investigator

Address of Co-Principal Investigator

Haddonfield, NJ. 08033
City, State, and Zip Code

City, State, and Zip Code

(609) 458-5922 / jcrews3@msn.com
Telephone # Fax # e-mail address

Telephone # Fax # e-mail address

TITLE OF
RESEARCH

The Issues and Challenges in Athletic Administration From the Perspective of Division III Athletic Directors

ADMINISTRATIVE DISPOSITION - DO NOT WRITE BELOW THIS LINE

Your claim for exemption for the research study identified above has been reviewed. The action taken is indicated below:

APPROVED FOR EXEMPTION AS CLAIMED: CATEGORY # _____

Note: Anything that materially changes the exempt status of this study must be presented to the IRB for approval before the changes are implemented. Such modifications should be sent to the IRB Office at the address above.

APPROVED FOR EXEMPTION - BUT NOT AS CLAIMED. Your claim for exemption does not fit the criteria for exemption designated in your proposal. However, the study does meet the criteria for exemption under CATEGORY # _____.

A determination regarding the exempt status of this study cannot be made at this time. Additional information is required.

Your proposal does not meet the criteria for exemption, and a full review will be provided by the IRB.

EXPEDITED REVIEW: Approved Denied

FULL REVIEW: Approved Approved with modifications Denied

DENIED: _____

See attached Committee Action Letter for additional comments.

J. Sunko
Chair, IRB

[Signature]
Co-Chair, IRB

Date 3/10/04

Date 3/10/04

APPENDIX B

Letter of Introduction

Jason Crews
jcrews3@msn.com
Bishop Eustace Prep School
5552 Rt. 70
Pennsauken, NJ. 08109

Dear Athletic Director,

My name is Jason Crews, and I am a graduate student in the Higher Education Administration Program at Rowan University. I am also a high school teacher at Bishop Eustace Preparatory School in South Jersey. As part of my master's thesis I am conducting a research project under the supervision of Dr. Burton Sisco, concerning the issues and challenges in Division III athletics. I am asking for your assistance in collecting data for my research project.

The title of my thesis project is, The Issues and Challenges in Athletic Administration from the Perspective of Division III Athletic Directors. The purpose of my study is to identify the issues and challenges facing selected Division III athletic directors. Included with this cover letter there is a ten-question survey. The survey should only take 5 minutes to complete. Your response is important to my project, and I am asking you to complete the survey and e-mail it back to me as soon as possible.

The first six questions in the survey deal with the everyday issues and challenges in athletic administration. Next to each question mark you are asked to rate the importance of each issue and challenge. Questions 7-10 in the survey deal with the current issues in Division III athletics, and you are asked to answer whether you agree with each proposal. At the top of the survey there is space for your background information. Question eleven is asking for your opinion on the biggest issues and challenges that are facing today's Division III athletics. There is also space at the bottom for any additional suggestions or comments. This survey will be administered to Division III athletic directors throughout the country.

Thank you for your participation in this study.

Sincerely,

Jason Crews

APPENDIX C

Informed Consent Form

PLEASE HIT 'REPLY' NOW, AND THEN ANSWER THE QUESTIONS.....

INFORMED CONSENT FORM

I agree to participate in a study entitled “The Issues and Challenges in Athletic Administration from the Perspective of Division III Athletic Directors”, which is being conducted by Mr. Jason Crews of the Educational Leadership Department at Rowan University. The data collected in this research study will be included as partial fulfillment of the requirements of the Masters of Arts Degree of the Graduate School at Rowan University.

I understand that by participating in this study, that my responses will be anonymous and all the data gathered will be confidential.

I agree that the information obtained from this study may be used in any way, provided that I am in no way identified, or the institution that I represent is identified.

I understand that there are no psychological or physical risks involved in this study, and I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any project facilitator.

If you have any questions or problems concerning my participation in this study you may contact, Mr. Jason Crews at (609) 458-5922.
Thank you for your participation in this study.

(Type your name):

(Type Date):

APPENDIX D

Issues and Challenges Survey

ISSUES AND CHALLENGES IN DIVISION III ATHLETICS

Section I: Background Information: Please place Yes or No in the appropriate section or type in the requested information

Gender: Female Male

Highest level of education (bachelor's, master's, doctorate):

Major area of study:

Number of years at present institution:

Number of years involved in athletic administration:

Were you a former collegiate student athlete? Yes No

If yes what level (Division I, Division II, Division III)

Section II: Importance of Issues and Challenges in Division III Athletics

Listed below are statements, each followed by a graduated scale from "very low" to "very high." Read each statement and place the corresponding number next to the question mark that best describes the impact on your athletic program(s).

1. How challenging is it to find qualified coaches and staff to work in your department?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

2. a). How much impact does student fees have on your athletic budget?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

- b). How much impact does the university's budget have on your athletic budget?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

3. What impact has gender equity had on your athletic programs?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

4. To what extent has the recent concerns over the use of 15 passenger vans had on your transportation?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

5. How challenging is it to find talented student-athletes that are able to meet the academic needs of your institution?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

6. How important is fundraising to the athletic programs in your department?

1- Very Low 2- Low 3- Medium 4- High 5- Very High

Listed below are statements each followed by a graduated scale from “strongly disagree” to “strongly agree.” Read each statement and place the corresponding number next to the question mark that best depicts to which you agree with the statement:

7. One of the issues recently voted on in Division III athletics dealt with “red shirting.” Were you in favor of ending the practice of “red shirting” in Division III athletics?

1- Strongly Disagree 2- Disagree 3- Undecided 4- Agree 5- Strongly Agree

8. Another important proposal voted on in Division III athletics dealt with “self-release.” Were you in favor of this proposal?

1- Strongly Disagree 2- Disagree 3- Undecided 4- Agree 5- Strongly Agree

9. Division III athletics also voted on eliminating endowed aid for athletics. Were you in favor of this proposal?

1- Strongly Disagree 2- Disagree 3- Undecided 4- Agree 5- Strongly Agree

10. The length of playing and practice seasons was recently reduced in Division III athletics. Were you in favor of this proposal?

1- Strongly Disagree 2- Disagree 3- Undecided 4- Agree 5- Strongly Agree

Section III: Open ended comments:

11. What do you believe are the biggest challenges facing Division III athletics?

12. Please make any additional comments

Thank you for your response. Please return the survey no later than April 8, 2004.