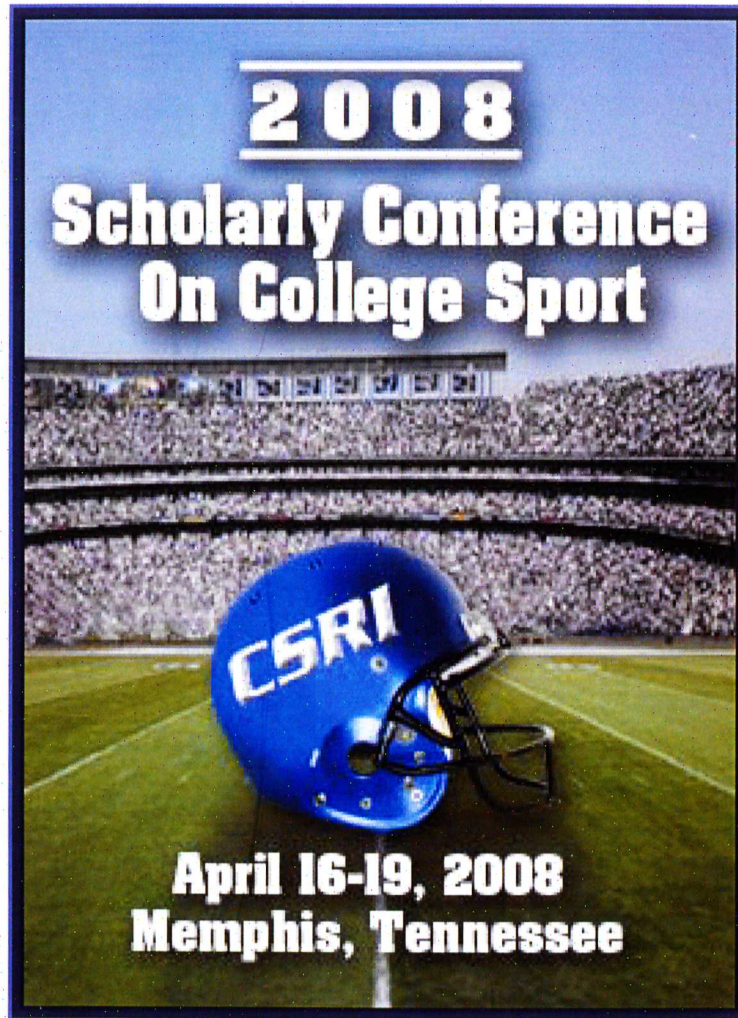


- MASTER -

CSRI Program Final - Updated 3/31/2008



THE UNIVERSITY OF
MEMPHIS



Conference Location:

FedEx Institute of Technology

THE UNIVERSITY OF
MEMPHIS

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Office of the President

341 Administration Bldg
Memphis, Tennessee 38152-3370

April 17, 2008

Dear Conference Participants:

On behalf of the students, faculty and staff, welcome and thank you for attending the *2008 Scholarly Conference on College Sport* at the University of Memphis! Attendees from across the United States – and as far away as New Zealand – will be sharing their research and discussing college-sport issues and challenges during the next three days at the FedEx Institute of Technology.

This conference is a crucial component of the *College Sport Research Institute's (CSRI)* mission. The 60 plus academic sessions provide scholars and leading college-sport professionals the opportunity to engage in open and critical dialogue on such diverse issues as gender equity, the NCAA's APR, social justice in college sport, the business of college sports, and other legal, ethical and social issues related to college sport. *CSRI* is committed to supporting investigation of these issues and providing a platform for scholars to propose possible solutions to identified challenges.

The conference will be beneficial as you critically analyze the complex college-sport landscape. In closing, thank you to the University of Memphis Sport and Leisure Commerce/Management students for the planning and execution of the conference and associated events. Working with their faculty sponsors and *CSRI* staff members, our students are to be congratulated for their dedication and hard work. When you have a moment, thank them for a job well done.

Again, welcome to the University of Memphis.

Sincerely,

Shirley Raines
President



Office of the Dean
College of Education

215 Ball Hall
Memphis, Tennessee 38152-3570

Office: 901.678.4265
Fax: 901.678.4778

www.memphis.edu

April 16, 2008

Dear Conference Participants:

Welcome to the *2008 Scholarly Conference on College Sport* and welcome to the University of Memphis! We are pleased to be hosting attendees from across the country and as far away as New Zealand and in doing so, supporting the work of the *College Sport Research Institute (CSRI)*. This conference presents an opportunity for you to learn from and interact with scholars and leading professionals in more than 60 sessions. The sport academy is challenged on many fronts. Gender equity, social activism, the business of college sports, architectural trends in college sport facilities, NCAA's APR, legal issues related to recruitment and retention of student athletes, and ethical issues related to coaches contracts are among the challenging issues. Organizations like *CSRI* have a responsibility to further the dialogue about these challenges and to work toward solutions that further the development of our profession.

We are committed to having your participation in this inaugural event to be a very productive and enjoyable one that provides you with many ideas and insights. *CSRI* staff members, along with faculty sponsors and student members of the University of Memphis Sport Marketing Association, are here to ensure that this goal is achieved.

Again, welcome to Memphis.

Sincerely,

Mike Hamrick
Professor and Interim Dean

College Sport Research Institute
Department of Health and Sport Sciences
309 Roane Fieldhouse
The University of Memphis
Memphis, TN 38152

April 17, 2008

Dear Conference Participants:

On behalf of Sport and Leisure Commerce/Studies students and faculty at The University of Memphis, we want to welcome you to the *2008 Scholarly Conference on College Sport*. We are pleased to be hosting this historic academic event, the product of the collaborative efforts of over 75 students in the Sport and Leisure Commerce and Sport and Leisure Management (SLC/SLM) programs at The University of Memphis. For the past two semesters, these students have not only become familiar with many of the issues that will be discussed over the next few days, but have committed themselves to planning, organizing and managing this conference. This conference reflects them truly having put theory and practice into action.

The College Sport Research Institute's (CSRI) mission is to encourage and support interdisciplinary and interuniversity collaborative college-sport research, serve as a research consortium for college-sport researchers from across the United States, and disseminate college-sport research results to academics, college-sport practitioners, and the general public. CSRI is committed to supporting independent data collection and analysis related to college-sport issues. In today's college-sport environment, it is vital that those involved in intercollegiate athletics, including: NCAA and university administrators, athletic department staff members, faculty, media, and athletes have access to independent research focused on college-sport issues.

By hosting an annual conference and publishing a peer-reviewed, scholarly, open-access journal - *Journal of Issues in Intercollegiate Athletics* (JIIA), CSRI hopes to create an atmosphere that supports: a) personal and intellectual growth for faculty and students, b) academic excellence and professional integrity from faculty and student affiliates, c) independent critical college-sport research, while advocating for college athletes' rights and education. ^{perhaps delete}

CSRI and this conference demonstrate what is possible. CSRI faculty and graduate-student staff members, along with U of M SLC/SLM students and faculty, CSRI Executive Board members, CSRI faculty affiliates, JIIA editorial review board members, and JIIA editorial staff have all helped make this conference a reality.

When you get a chance, thank them for their efforts.

Again, welcome to Memphis.

Sincerely,



Richard M. Southall
Director, College Sport Research Institute



Mark S. Nagel
Associate Director, College Sport Research Institute

Acknowledgements

The College Sport Research Institute wishes to acknowledge and thank the following individuals and organizations for their support of the institute and this conference:

- Dr. Shirley Raines – President, The University of Memphis
- Dr. Ralph Faudree – Provost, The University of Memphis
- Dr. Michael Hamrick – Dean, College of Education, The University of Memphis
- Dr. Linda Clemens – Chair, Department of Health and Sport Sciences, The University of Memphis
- Mr. Chad Beaumont - Department of Health and Sport Sciences, The University of Memphis
- Ms. Mary Tate-Evans - Department of Health and Sport Sciences, The University of Memphis
- Ms. Belinda Scott - Department of Health and Sport Sciences, The University of Memphis
- Faculty – Department of Health and Sport Sciences, The University of Memphis
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Sport and Leisure Management Students

Students in the SLS 3600: Event Management and SLS 4205: Legal and Ethical Issues in Sport, in conjunction with the SLC 7603 graduate students, have been responsible for staffing and activation of the “Issues in College Sport” Symposium and 2008 Scholarly Conference on College Sport. They deserve recognition for their outstanding dedication, skill and hard work. Thank them when you have a moment.



SLS 3600 - Event Management: Spring Semester 2008



SLS 4205 – Legal and Ethical Issues in Sport: Spring Semester 2008

Sport and Leisure Commerce SLC-7603 Students

The "Issues in College Sport" Symposium and 2008 Scholarly Conference on College Sport were planned, organized and managed by University of Memphis Sport and Leisure Commerce students enrolled in SLC-7603 College Athletics Administration. They deserve special recognition for their outstanding dedication, skill and hard work. Thank them when you have a moment.



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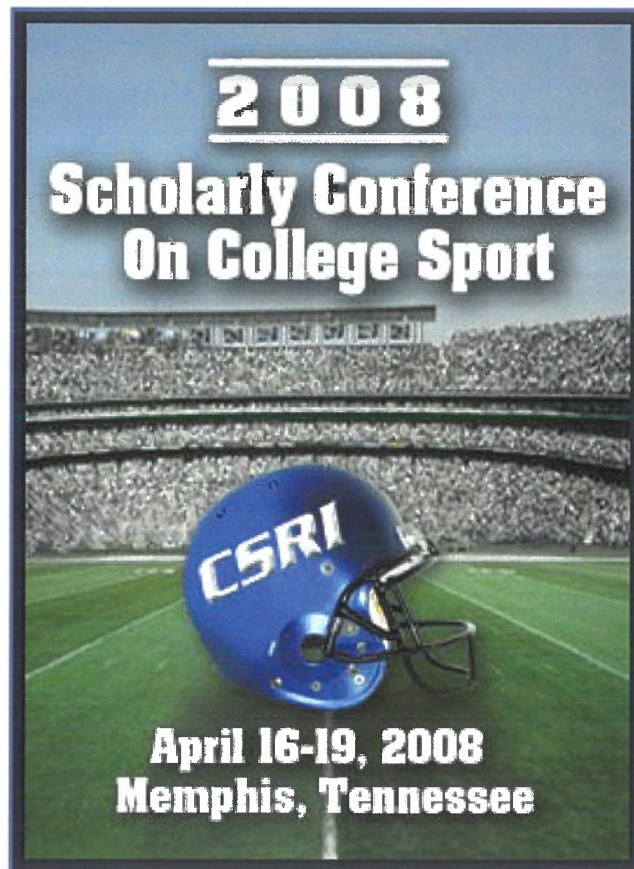


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Sumler**
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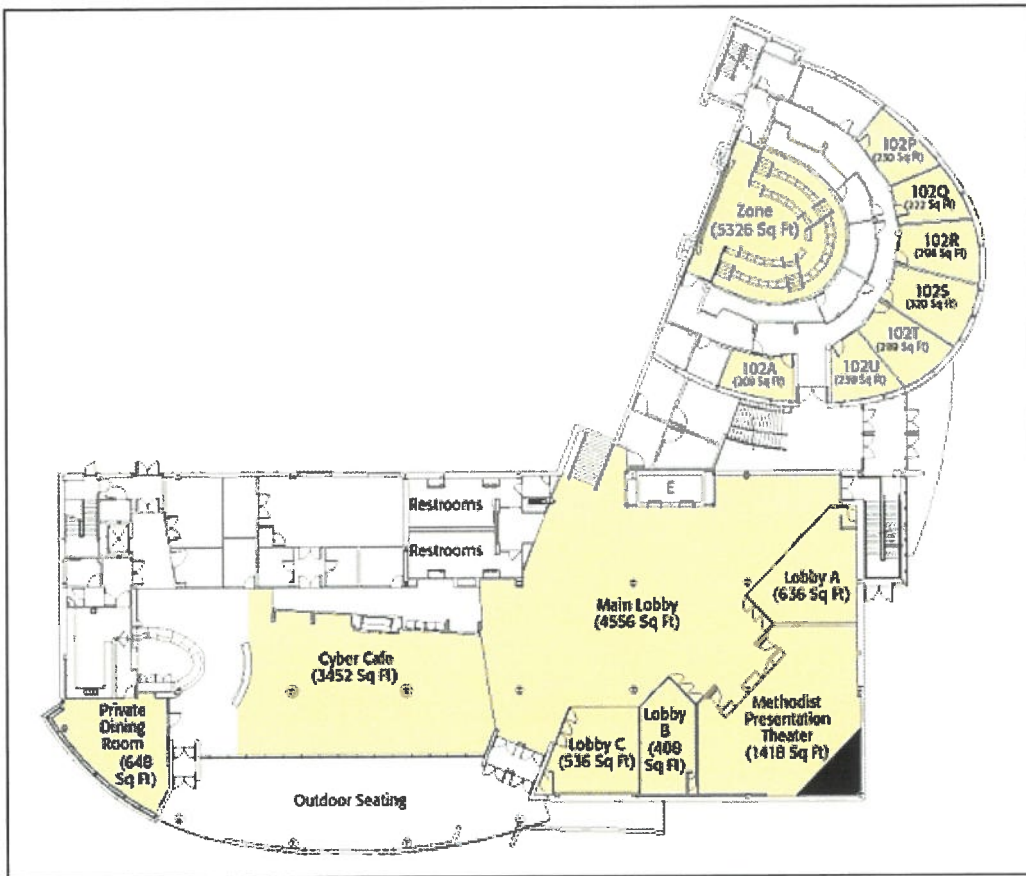
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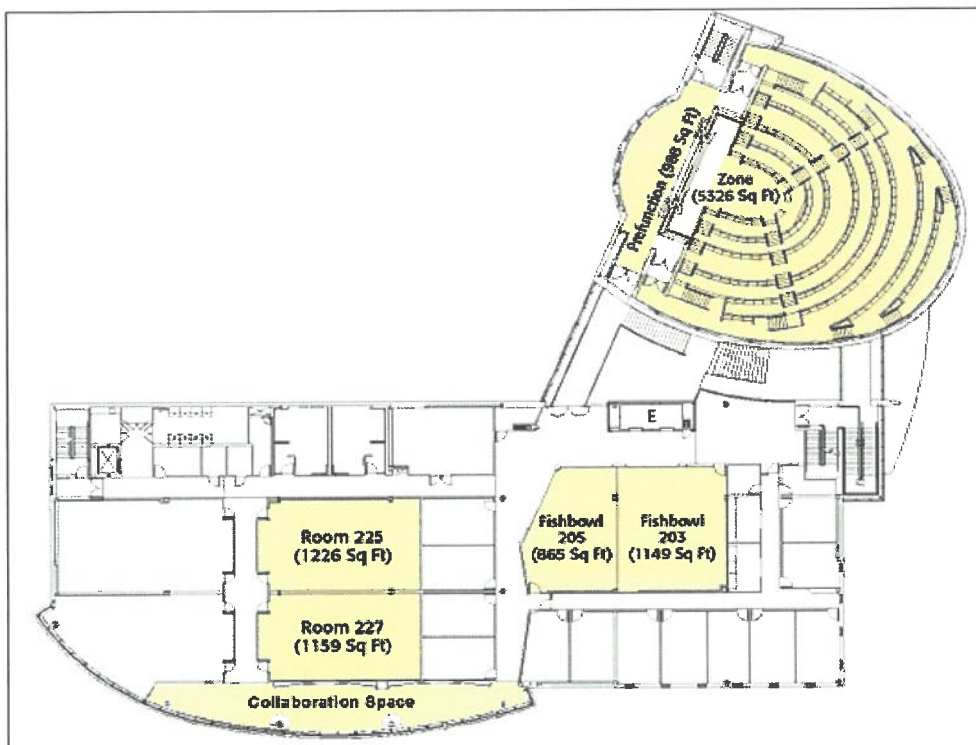
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Wong, John		10/FB	121
Wood, Brian D.	wood_b@cup.edu	12/314	129

Map of FedEx Institute of Technology & Surrounding Area

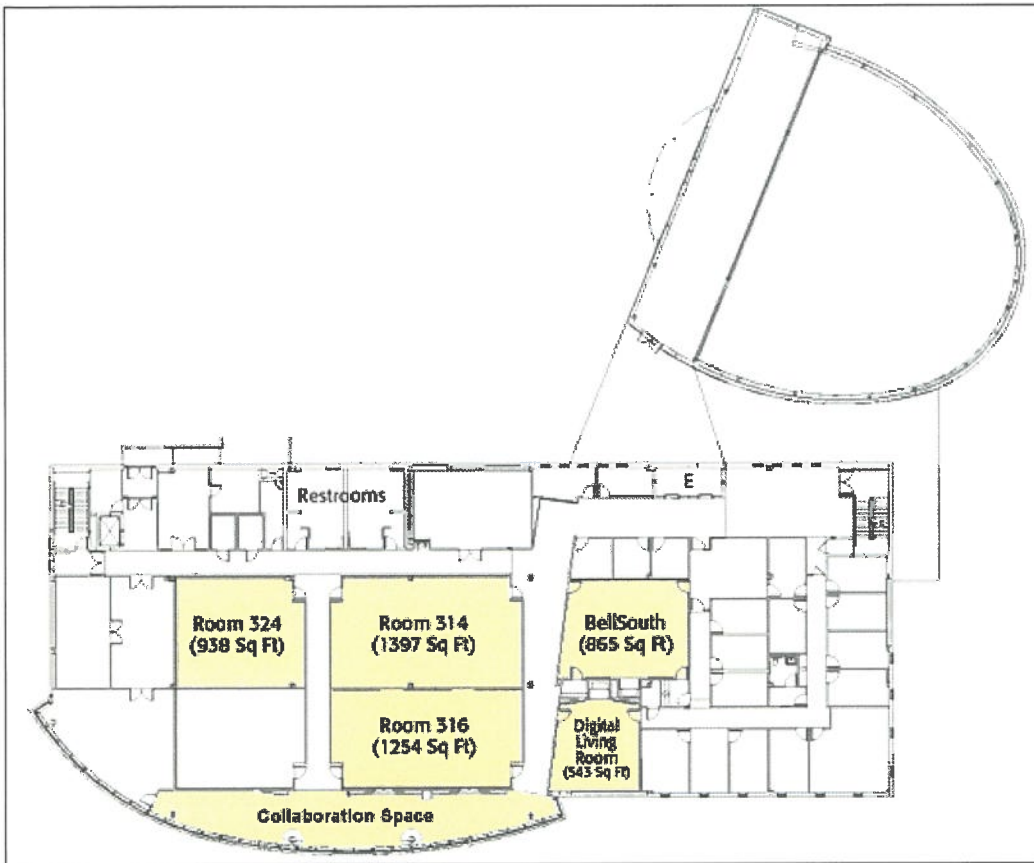
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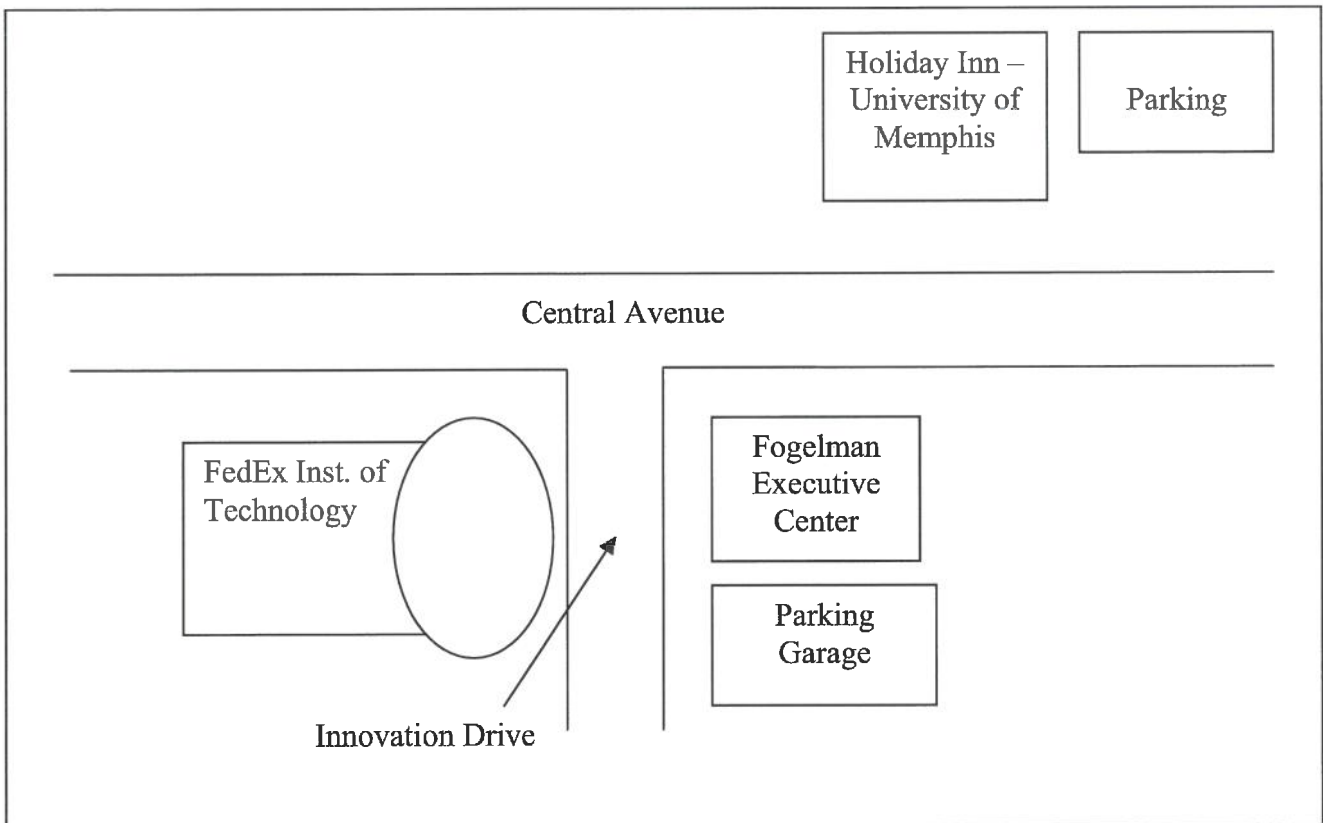
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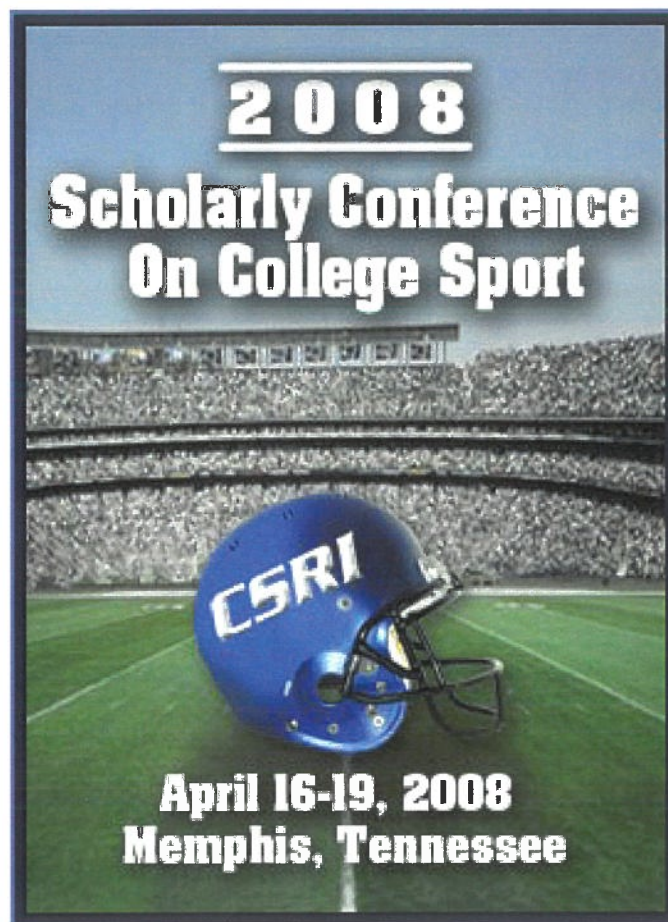
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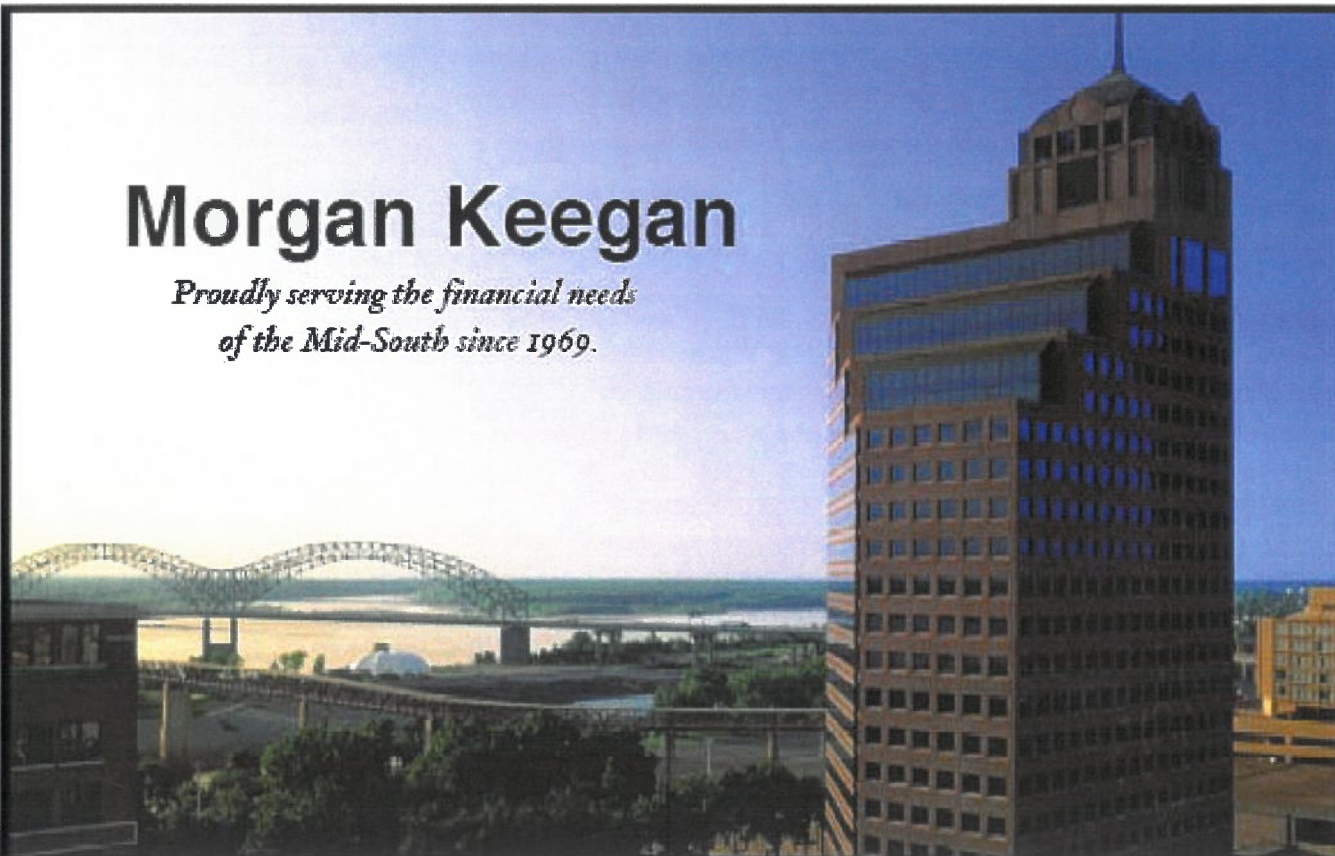
"Issues in College Sport"
Symposium

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Wednesday, April 16, 2008

<p>8:00am-1:00pm (Lunch included) Galloway Golf Course</p>	<div data-bbox="412 415 675 705" data-label="Image"> </div> <div data-bbox="706 415 1205 485" data-label="Section-Header"> <h2>Morgan Keegan</h2> </div> <div data-bbox="781 495 1133 541" data-label="Text"> <p>Morgan Keegan & Company, Inc. Members New York Stock Exchange, SIPC</p> </div> <div data-bbox="748 569 1162 695" data-label="Text"> <p><i>"Tee off for Tigers"</i> <i>Golf Tournament</i></p> </div> <div data-bbox="867 741 1029 779" data-label="Text"> <p>Benefiting</p> </div> <div data-bbox="688 787 1205 852" data-label="Image"> </div> <div data-bbox="922 863 980 898" data-label="Text"> <p>and</p> </div> <div data-bbox="383 905 1516 947" data-label="Text"> <p>The University of Memphis Sport Marketing Association – Student Chapter</p> </div> <div data-bbox="753 989 1146 1041" data-label="Text"> <p><i>Galloway Golf Course</i></p> </div>
<p>4:00-6:00 p.m.</p>	<p>CSRI Executive Board Meeting <i>Holiday Inn – The University of Memphis</i></p>
<p>5:00-7:00pm</p>	<p>Registration: College Sport Research Institute <i>2008 Scholarly Conference on College Sport</i> Lobby: <i>Holiday Inn – The University of Memphis</i></p>
<p>7:00-8:30 p.m.</p>	<p><i>Issues in College Sport Symposium Reception</i></p> <p>Hosted by CSRI and The University of Memphis Sport Marketing Association Student Chapter</p> <p><i>Holiday Inn – The University of Memphis</i> <i>(Wilson Gallery – 2nd Floor)</i></p> <p>Opening Remarks: Dr. Jon Ericson – Former Provost, Drake University (See pg. 33 for Dr. Ericson’s biography)</p>

2008 Scholarly Conference on College Sport

"Issues in College Sport" Symposium Reception

Remarks

Dr. JON ERICSON

(Ellis & Nelle Levitt Professor Emeritus and former Provost at Drake University)



Jon Ericson is Ellis & Nelle Levitt Professor Emeritus and former Provost at Drake University in Des Moines, Iowa. He is a founding member and former Director of *The Drake Group*. On October 18, 2000, he presented the case for disclosure in *Remarks before the Knight Commission on Intercollegiate Athletics*. His publications on the corruption in college athletics include "Real World, Pretend Universities," *Educational Record*; "To Search for the Truth Wherever It Might Lead, Except if It Leads to Me," *International Social Science Review*; and [with Matthew Salzwedel], "Cleaning Up Buckley: How The Family Educational Rights And Privacy Act Shields Academic Corruption In College Athletics," *Wisconsin Law Review*.

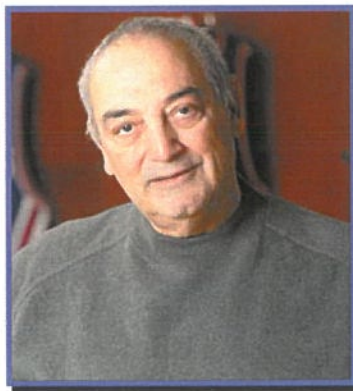
2008 Scholarly Conference on College Sport
"Issues in College Sport" Symposium

<p>Thursday, April 17, 2008 FedEx Institute of Technology</p>	
<p>7:00-8:00am FedEx Institute of Technology – Lobby</p>	<p>Registration: College Sport Research Institute Scholarly Conference Lobby: FedEx Institute of Technology</p>
<p>8:15am-8:30am FedEx Institute of Technology – <i>The Zone</i></p>	<p>Welcome to "Issues in College Sport" Symposium Mr. Ron Mower - Graduate Research Coordinator, College Sport Research Institute, The University of Memphis Dr. Shirley Raines – President, The University of Memphis Ms. Yolanda Campbell – President, SMA Student Chapter, The University of Memphis Dr. Michael Hamrick – Dean, College of Education, The University of Memphis</p>
<p>8:30am-9:45am FedEx Institute of Technology – <i>The Zone</i></p>	<p>SYMPOSIUM KEYNOTE SPEAKER Mr. Sonny Vaccaro Former Director of Basketball Programs Nike, Adidas, Reebok</p>
<p>9:45am -10:00am ----- BREAK -----</p>	
<p>Morning Panel</p>	
<p>Panel 1 10:00-11:30am <i>The Zone</i></p>	<p><i>College Athlete Exploitation and Exclusion:</i> The Dual Challenges of Compensating Athletes Fairly and Achieving Gender Equity Panelists: Dr. Christine Grant - Former Director, Women's Athletics - University of Iowa Dr. Billy Hawkins – University of Georgia Dr. Othello Harris - Miami University of Ohio Mr. Michael McCann – Mississippi College of Law Dr. Ellen Staurowsky – Ithaca College</p>
<p>----- LUNCH ON YOUR OWN -----</p>	

2008 Scholarly Conference on College Sport
"Issues in College Sport" Symposium

Symposium Keynote Speaker

MR. SONNY VACCARO
Former Director of Basketball Programs
Nike, Adidas, Reebok



Considered one of basketball's most well-connected insiders, Mr. Sonny Vaccaro remains a formidable force in contemporary sports marketing and basketball. His visionary promotional innovations (beginning with the signing of Michael Jordan to his first major endorsement package) revolutionized the sports marketing genre with shoe endorsements, team affiliations and other ground-breaking promotional partnerships which have helped propel the fortunes of countless athletes, collegiate programs and professional teams. In a career spanning 30-plus years in the shoe industry, he brought his marketing and player development skills to the world's three largest companies in athletic shoes and apparel.

Continuing a charitable tradition begun with the co-founding of the *Dapper Dan Classic* in 1965, Vaccaro established the non-profit organization *Hoops That Help* in 1990. Contributions have surpassed \$4 million over the years for programs benefiting the homeless, AIDS education, The Boys and Girls Clubs and *Chicago Sun-Times* Charities.

Mr. Vaccaro has expressed his frank and often controversial perspectives on such programs as *60 Minutes*, HBO's *Real Sports*, *The CBS Evening News*, *On the Record with Bob Costas*, *ABC Nightline*, *Good Morning America*, *ESPN's Outside the Lines* and *Rome is Burning*, where he has never minced words on a wide range of issues, including student-athlete rights, regulatory hypocrisy, limitations on young athletes crossing over to professional status and other hot-button issues in contemporary sports.

His recent speaking tour has included appearances at the Wharton School of Business and Duke University, Harvard, Yale and the University of Maryland, among others. One of basketball's most influential and quotable figures, Mr. Vaccaro, has been listed five times in *Sporting News'* top 100 most powerful people in sports.

2008 Scholarly Conference on College Sport
"Issues in College Sport" Symposium

Afternoon Panels

Panel 2

1:00pm-2:30pm

The Zone

*College Athletes and Social Activism:
Do you know the way from San Jose?*

Panelists: Mr. Lee Evans – **University of South Alabama (Former 400 M WR & 1968 Gold Medalist)**
Dr. John Gerdy - **Ohio University**
Mr. Ramogi Huma – **Executive Director, National College Players' Association**
Mr. David Meggyesy – **Author, "Out of Their League" – Former NFL Player**
Dr. Allen Sack - **The University of New Haven**

2:30pm-2:45pm

----- **BREAK** -----

Panel 3

2:45pm-4:15pm

The Zone

Conducting the Business of College Sport "Well"
Trends and Issues in College Sport

Panelists: Dr. Rufus Barfield – **University of Central Florida**
Ms. Lisa Campos – **University of Texas – El Paso**
Mr. Malvin Gipson – **Memphis Sports Council**
Dr. Mark Nagel – **University of South Carolina**
Dr. Fritz Polite – **University of Tennessee-Knoxville**
Mr. Mack Rhoades – **Akron University**
Dr. Kenneth Shropshire – **University of Pennsylvania**

----- **DINNER ON YOUR OWN**-----

2008 Scholarly Conference on College Sport

Schedule Thursday Evening, April 17, 2008

5:00-7:00pm

Registration:
CSRI
2008 Scholarly Conference on College Sport
Lobby: **FedEx Institute of Technology**

7:30-9:00pm


2008 Scholarly Conference on College Sport
Welcome Reception

Hosted by CSRI and
The University of Memphis Sport Marketing Association Student Chapter

Fogelman Executive Center
Lower Atrium Lobby

2008 Scholarly Conference on College Sport

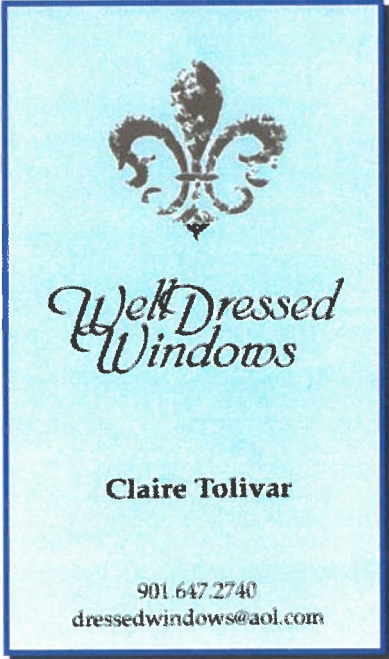
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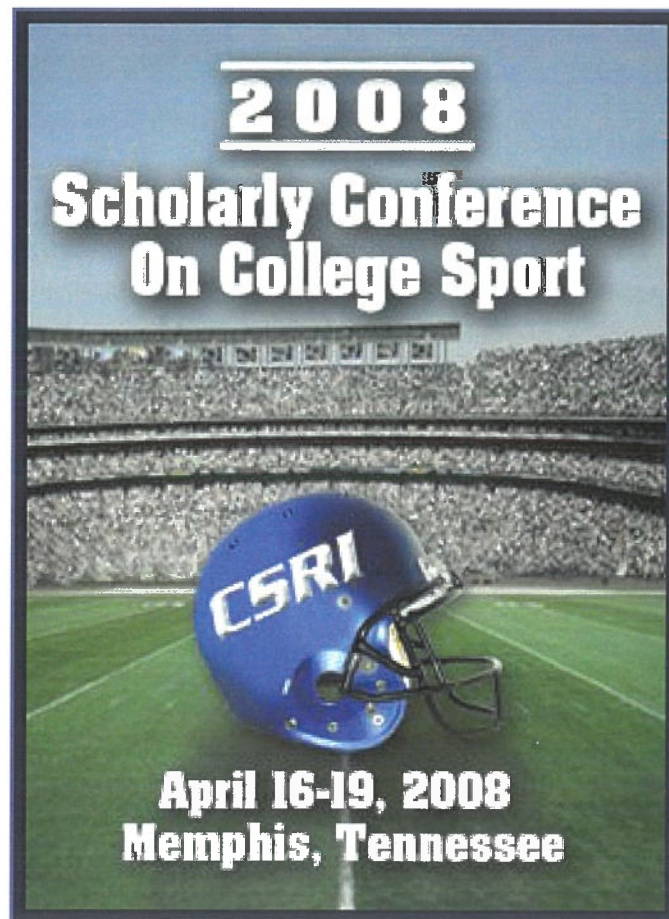
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2008 Scholarly Conference on College Sport

Schedule of Events



2008 Scholarly Conference on College Sport

Presentation Schedule Friday Morning, April 18, 2008	
7:00-8:30am	Registration: College Sport Research Institute Scholarly Conference Lobby: FedEx Institute of Technology
8:30-8:45am FedEx Institute of Technology The Zone	Welcome Dr. Richard M. Southall – Director, College Sport Research Institute, The University of Memphis Dr. Shirley Raines – President, The University of Memphis Dr. Michael Hamrick – Dean, College of Education, The University of Memphis
8:45-9:30am FedEx Institute of Technology The Zone Session 1	CONFERENCE KEYNOTE SPEAKER Dr. G. David Pollick President, Birmingham-Southern College
9:30 -9:45am -----BREAK-----	

2008 Scholarly Conference on College Sport

Conference Keynote Speaker

Dr. G. David Pollick

President, Birmingham-Southern College



Dr. Pollick became the 12th president of Birmingham-Southern in July 2004, after serving since 1996 as president of Lebanon Valley College in Annville, Pa. He also has served as co-chief executive officer and president of the Art Institute of Chicago, acting president and provost and vice president for academic affairs at State University of New York at Cortland, and dean of the College of Arts and Sciences and associate professor of philosophy at Seattle University in Washington.

His interest in architectural design and sculpture has led to the design, co-design, or consultation on some 15 college facilities and structures over the past decade, many of which have been recognized regionally and nationally.

2008 Scholarly Conference on College Sport

Presentation Schedule Friday Morning, April 18, 2008	
9:45-10:15am Session 2	
<u>The Zone</u>	<p><i>Job Satisfaction and Stress of NCAA Directors of Athletics</i></p> <ul style="list-style-type: none"> Matthew J. Robinson & Michael Peterson, University of Delaware <p style="text-align: right;">(Session no. 24) ✓ Sharp</p>
<u>Room 314</u>	<p><i>NCAA March Madness: Determining Gender Coverage in USA Today During the NCAA Basketball Tournament</i></p> <ul style="list-style-type: none"> Coyte Cooper, Bowling Green State University <p style="text-align: right;">✓</p>
<u>Room 316</u>	<p><i>Faculty Sentinels Guarding The Mythic Line Between College Sport Amateurism and Professionalism</i></p> <ul style="list-style-type: none"> Ellen J. Staurowsky, Ithaca College
10:20-10:50am Session 3	
<u>The Zone</u>	<p><i>The Black Student Athlete & Community Partnerships: A Platform for Social and Behavioral Change</i></p> <ul style="list-style-type: none"> Fritz Polite, University of Tennessee
<u>Room 314</u>	<p><i>Power and Focus: Self-representation of Female College Athletes</i></p> <ul style="list-style-type: none"> Sally Ross, K. Ganoe, Julie Rowse, Catheryn Lucas, V. Krane, M. Miller, & J. Andrzejczyk, Bowling Green State University <p style="text-align: right;">CD ?</p>
<u>Room 316</u>	<p><i>Drafting and Enforcing a Student-Athlete Code of Conduct</i></p> <ul style="list-style-type: none"> Barbara Osborne, University of North Carolina at Chapel Hill <p style="text-align: right;">✓</p>

2008 Scholarly Conference on College Sport

Presentation Schedule Friday Morning, April 18, 2008		
10:55-11:25am		
<i>Session 4</i>		
<u>The Zone</u>	<i>The Effectiveness of Major Infractions Penalties in NCAA Division I-A Football</i> • Chad D. McEvoy, Illinois State University	✓
<u>Room 314</u>	<i>Leadership, Goal Orientation, and Organizational Effectiveness in College Athletics</i> • Joel Cormier, Nichols College	✓
<u>Room 316</u>	<i>Collegiate Sport Chaplaincy: Problems and Promise</i> • Steven Waller, Lars Dzikus, & Robin Hardin, University of Tennessee	✓
11:30am-12:00noon		
<i>Session 5</i>		
<u>The Zone</u>	<i>Athletic Department Web Sites as Public Relations Tools</i> • Beth Easter, Southeast Missouri State	✓
<u>Room 314</u>	<i>"The Most Wonderful Time of the Year:" Institutional Logics and 2006-2007 NCAA Division I - Football Bowl Subdivision (FBS) Football Bowl Games</i> • Richard M. Southall, The University of Memphis & Mark S. Nagel, University of South Carolina <i>Sally Ross</i>	✓
<u>Room 316</u>	<i>Stress Buffers as a Moderator Variable on Job Stress and Organizational Commitment Relationship among College Sport Organization Employees</i> • Woo-Young Lee, Paul M. Pedersen & Choong-Hoon Lim, Indiana University at Bloomington, Indiana University at Bloomington	✓

2008 Scholarly Conference on College Sport

12:15-1:30pm	<p>2008 Scholarly Conference on College Sport Luncheon</p> <p>Sponsored by:</p> <p><u>Journal of Issues in Intercollegiate Athletics</u></p> <p>Lobby: FedEx Institute of Technology</p> <p>Speaker Professor Linda Greene Evjue-Bascom Professor of Law University of Wisconsin Law School</p>
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For more information about the
Journal of Issues in Intercollegiate Athletics:
Official journal of the *College Sport Research Institute* go to

<http://www.csri-jiia.org>

Journal of Issues in Intercollegiate Athletics

2008 Scholarly Conference on College Sport

Luncheon Speaker

Professor Linda Greene

Evjue – Bascom Professor of Law, *University of Wisconsin Law School*



Linda S. Greene is Evjue-Bascom Professor of Law at the University of Wisconsin Madison. Her teaching and academic scholarship is concentrated in the areas of Constitutional Law, Civil Procedure, Legislation, Civil Rights and Sports Law. Professor Greene has lead efforts to recruit minorities and women into academia. She was President of the Society of American Law Teachers, Chair of the American Association of Law Schools Section on Minority Groups, and Founder and President of the Midwestern People of Color Legal Scholarship Conference.

An 800 meter and cross country athlete in undergraduate and law school, she is deeply involved in promoting equal opportunity in every aspect of sport including policymaking, coaching, and administration. Co-founder of the Black Women in Sport Foundation, Prof. Greene has lead efforts to diversify coaching and administrative ranks in intercollegiate athletics.

For five years she was a member of the UW - Madison Athletic Board, serving on its Personnel and Budget Committees. For twelve years she was a leader in the United States Olympic Committee (USOC), where she chaired the USOC legislation committee, was vice chair of the USOC Audit Committee and a co-author of the USOC diversity policies.

2008 Scholarly Conference on College Sport

Presentation Schedule Friday Afternoon, April 18, 2008

Poster Presentations 1:30-2:30pm Fishbowl - 2nd Floor FedEx Institute of Technology

- “Future Predictions of Division-II Administrators: A Comparison of the Issues and Trends of Historical Black and Predominantly White Universities” - Thomas J. Aicher, Texas A & M
- “Constructions of Academic Role-Identity Salience among Division I-FBS Football Student-athletes” - Lydia F. Bell, University of Arizona
- “A Trend Analysis of African American Coaches in NCAA Men’s Sports: 1996-2006” – Trevor Bopp & Michael Sagas, Texas A&M University
- “Females in Sport Marketing for the NCAA – Past, Present, and Future: Perceptions of a Panel of Female Sport Marketing Executives” - Dr. Ronald Dick, Duquesne University, Dr. Brian Crow, Slippery Rock University, & Ms. Dorene Ciletti, Duquesne University
- “Preferred Coaching Behaviors of Successful Female Collegiate Teams” - Amy Giddings, Drexel University
- “Coaching Contracts and the Buyout Clauses” - Dave O’Brien & Amy Giddings, Drexel University
- “Former Student-Athletes and their Intentions to Donate Utilizing the Theory of Planned Behavior” - Ryan Hall & James Binns, University of Northern Colorado
- “Perceived Gender Differences for Work-Family Conflict in College Coaches” - Timothy D. Ryan, The University of Memphis & Aaron W. Clopton, Marshall University
- “Identity and Community: Assessing the Impact of Athletics on Campus” - Aaron W. Clopton, Marshall University & Timothy D. Ryan, The University of Memphis
- “Perceptions of the Impact of Intercollegiate Athletics Along Race and Athlete Status” - Aaron W. Clopton, Marshall University; Bryan L. Finch, Oklahoma State University; & Timothy D. Ryan, University of Memphis
- “Presidential Perceptions on Leadership Qualities on the Hiring of Athletic Directors” - Nat Measley & Matthew J. Robinson, The University of Delaware
- “NCAA Rule Enforcement after *U.S. Department of Education vs. National Collegiate Athletic Association*: Will there be a Chilling Effect on the Self-Reporting of Violations?” - Ryan M. Rodenberg, Indiana University

1:40-2:45pm

Session 6

Roundtable #1

Room 314

The Interaction of Sociological Theory and Management Science: Trends and Issues in College Sport Affecting the Future of College-Sport Marketing

- Moderator: Eric Schwarz, Daniel Webster College

Workshop #1

Room 316

“APR for Dummies:” What You Need to Know about The NCAA’s Academic Progress Rate, But Were Afraid to Ask

- Facilitator: Joe Luckey, The University of Memphis

2008 Scholarly Conference on College Sport

Presentation Schedule Friday Afternoon, April 18, 2008	
2:45-2:55pm ----- Break -----	
3:00-3:30pm <i>Session 7</i>	
<u>Room 314</u>	<p><i>Punching a Ticket to the Big Dance: Determinants and Financial Implications of At-Large Selection to the NCAA Division-I Men's Basketball Tournament</i></p> <ul style="list-style-type: none"> Stephen L. Shapiro, University of Northern Colorado, Joris Drayer, The University of Memphis, Brendan Dwyer, & Alan L. Morse, University of Northern Colorado
<u>Room 316</u>	<p><i>An Examination of the Academic Representativeness of Division III Athletes</i></p> <ul style="list-style-type: none"> Robert Malekoff, Guilford College
<u>Fishbowl</u> <u>(2nd Floor)</u>	<p><i>What motivates fans to attend women's college ice hockey games? Keys to growing the fan base</i></p> <ul style="list-style-type: none"> Heather A. Muir, University of Northern Colorado
3:35-4:05pm <i>Session 8</i>	
<u>Room 314</u>	<p><i>The NCAA: A case for state action</i></p> <ul style="list-style-type: none"> Kadie Otto, Western Carolina University & Kristal Stippich, Gass Weber Mullins, LLC
<u>Room 316</u>	<p><i>Influence of a NCAA Men's Basketball Final Four Appearance on Application and Enrollment Rates</i></p> <ul style="list-style-type: none"> Sydney E. Hosey, Tywan G. Martin, & Antonio S. Williams, Indiana University at Bloomington
<u>Fishbowl</u> <u>(2nd Floor)</u>	<p><i>Current Student-Athletes Perceptions of their Athletic Experience and their Intentions to Donate to their Alma Mater</i></p> <ul style="list-style-type: none"> Ryan Hall & James Binns, University of Northern Colorado

2008 Scholarly Conference on College Sport

Presentation Schedule
Friday Afternoon, April 18, 2008

4:15-5:30pm

The Drake Group Annual Meeting (Room 314)

6:00-11:45pm

Buses leave
from Holiday
Inn Lobby

Memphis Redbirds v. Albuquerque Isotopes
Baseball Game (7:05 pm)

Redbirds Bucks and Game Tickets courtesy of



"Beale-Street Experience"

(Private party at Club 152 on Beale - Cash Bar)
Sponsored by



Bus Transportation Provided by

Return Bus Schedule: 10:00 pm (AutoZone Park)
11:45 pm (AutoZone Park)



2008 Scholarly Conference on College Sport

Presentation Schedule Saturday Morning, April 19, 2008	
7:30-8:15am (<u>Fishbowl 2nd Floor</u>) JIA Editorial Review Board Meeting Kevin Burke – JIA Editor	
8:25-9:10am <u>Fishbowl (2nd Floor)</u> <i>Session 9</i>	
CSRI Informational Workshop <i>Questions and Answers:</i> <i>What is CSRI? Where is CSRI headed?</i> <i>What can CSRI do for me? What can I do for CSRI?</i> <i>How do I get involved?</i> Kevin Burke – JIA Editor Richard Southall – Moderator	
9:10-9:25am -----BREAK-----	
9:30-10:00am <i>Session 10</i>	
<u>Room 314</u>	<p>Legal Considerations in Coaching Contracts (Session 5 - Zone) <i>Robinson</i></p> <ul style="list-style-type: none"> • Linda A. Sharp, University of Northern Colorado
<u>Room 316</u>	<p><i>Gaining an edge: The use of negative recruiting in Division I athletics</i></p> <ul style="list-style-type: none"> • Amanda L. Paule, Michigan State University <p style="text-align: right;">✓</p>
<u>Fishbowl (2nd Floor)</u>	<p><i>Sportsmanship Perceptions and Behavior of Student-Athletes</i></p> <ul style="list-style-type: none"> • Sandra Slabik & John Wong, Neumann College <p style="text-align: right;">✓</p>

2008 Scholarly Conference on College Sport

Presentation Schedule Saturday Morning, April 19, 2008	
10:05-10:35 <i>Session 11</i>	
<u>Room 314</u>	<i>The NCAA's Initial Eligibility Requirements for Incoming Freshman: Fair or Foul?</i> <ul style="list-style-type: none"> • Lawrence W. Judge, Ball State University <div style="text-align: right;">✓</div>
<u>Room 316</u>	<i>Teaching "Issues in Intercollegiate Athletics" Using Role Play</i> <ul style="list-style-type: none"> • David A. Pierce, Ball State University and Joan Middendorf, Indiana University <div style="text-align: right;">✓</div>
<u>Fishbowl</u> (2nd Floor)	<i>Investing Motives at Amateur Wrestling Events: Creating Segmented Markets at the Big Ten Wrestling Championships</i> <ul style="list-style-type: none"> • Coyte Cooper, Bowling Green State University <div style="text-align: right;">✓</div>
10:40-11:10am <i>Session 12</i>	
<u>Room 314</u>	<i>Compensating College Athletes: NCAA Division I-A Athletic Directors' and University Presidents' Perceptions</i> <ul style="list-style-type: none"> • Brian D. Wood, California University of Pennsylvania <div style="text-align: right;">✓</div>
<u>Room 316</u>	<i>A Profile of the Ineligible and Not-Retained (0/2) Student-Athletes of the Atlantic Coast Conference</i> <ul style="list-style-type: none"> • Shelly Green, University of North Carolina at Chapel Hill <div style="text-align: right;">✓</div>
<u>Fishbowl</u> (2nd Floor)	<i>Legal and Ethical Issues Associated with the Administration of the National Letter of Intent (NLI) Program</i> <ul style="list-style-type: none"> • David L. Snyder, State University of New York at Cortland & Richard M. Southall, The University of Memphis

Mark's

2008 Scholarly Conference on College Sport

<p align="center">Presentation Schedule Saturday Morning, April 19, 2008</p>	
<p align="center">11:15-11:45am</p> <p align="center"><i>Session 13</i></p>	
<u>Room 314</u>	<p><i>Flame This! College Sports Fans and Online Aggression</i></p> <ul style="list-style-type: none"> • Brad Schultz, University of Mississippi & Mary Lou Sheffer, Texas Tech University
<u>Room 316</u>	<p><i>College Basketball's Virtual Three Point Play: Officially Licensed Video Games, NCAA Rules, and Student-Athlete's Statutory and Common Law Right of Publicity</i></p> <ul style="list-style-type: none"> • Antonio S. Williams & Ryan M. Rodenberg, Indiana University at Bloomington
<u>Fishbowl</u> <u>(2nd Floor)</u>	<p><i>Desired Values of NCAA Director of Athletics: The Presidential Perspective</i></p> <ul style="list-style-type: none"> • Matthew J. Robinson, The University of Delaware, Travis Feezel, Macalester College, & Nathan Measley, University of Delaware
11:45 am - 1:25 pm	<p><i>Robert Maynard Hutchins Award - Luncheon</i> <i>(Sponsored by The Drake Group)</i></p> <p>Dr. James Gundlach Professor of Sociology, Auburn University</p> <p>2008 Recipient of the <i>Robert Maynard Hutchins Award</i> Presented Annually by <i>The Drake Group</i></p> <p><i>Fogelman Executive Center</i> <i>Back Dining Room</i></p>

The Drake Group

"Defending Academic Integrity in the Face of Commercialized College Sport"



The Drake Group Mission:

The mission of The Drake Group (TDG) is to help faculty and staff defend academic integrity in the face of the burgeoning college sport industry. The Drake Group's national network of college faculty lobbies aggressively for proposals that ensure a quality education for college athletes, supports faculty whose job security is threatened for defending academic standards, and disseminates information on current issues and controversies in sport and higher education. The Drake Group seeks to form coalitions with other groups that share its mission and goals

For more information or to become a member:

<http://www.thedrakegroup.org/>

2008 Scholarly Conference on College Sport

Presentation Schedule
Saturday Afternoon, April 19, 2008

Poster Presentations
1:30-2:30pm
Fishbowl
2nd Floor **FedEx Institute of Technology**

- “Margin Of Victory, Spectator Emotion Levels, and Sponsorship Effectiveness in Intercollegiate Basketball” - Sang Hak Lee, Indiana University
- “Social and Economic Effects of Subscription-Based Collegiate Athletics Media Networks” - Ryan M. Brewer, Indiana University
- “Information Marketing: A Case Analysis of Senior Bowl Target Market Segmentation” - Christopher Keshock, University of South Alabama
- “Student Athletic Fees: What are the Realities?” - Brian McCrodden & Mark S. Nagel, University of South Carolina
- “Examining Website Attitudes in Intercollegiate Athletics: An Analysis of the Service Quality, Fan Identification, and Customer Satisfaction in College Sports on the Internet” - Young Ik Suh, Won-Youl Bae & Paul M. Pedersen, Indiana University
- “Where Do We Go From Here? A Review of College-Sport Graduate Research and Suggestions for Future Research Topics” - Heather Muir & Crystal Southall, University of Northern Colorado
- “Work-Family Fit: A More Complete Picture of Work-Family Nexus” - Timothy D. Ryan, The University of Memphis & Michael Sagas, Texas A&M University
- “Bridging Social Capital: Using Intercollegiate Athletics to Generate Social Networks on Campus” - Aaron W. Clopton, Marshall University & Bryan L. Finch, Oklahoma State University
- “Am I Who They Think I Am?” An Ethnographic Analysis of College-Athletes’ Perception of how Teammates, Faculty, Students and Community Members View Them” - Terrell Hall, The University of Memphis
- “The Role of Internal and External Factors upon the College Choice for Male and Female Collegiate Student Athletes” - Howard Bartee, Jr., United States Sports Academy

1:40-2:45 pm

Session 14

<u>Room 314</u>	<p align="center">Roundtable #2</p> <p><i>“In the Trenches:” Historical Issues in College Sport Reform</i></p> <ul style="list-style-type: none"> • Moderator: B. David Ridpath, Ohio University
<u>Room 316</u>	<p align="center">Roundtable #3</p> <p><i>“Fixing” the College Game: Gambling by College Student-Athletes</i></p> <ul style="list-style-type: none"> • Moderators: Donald L. Rockey Jr., Coastal Carolina University & Chris King, Associate Athletic Director of Compliance, University of Alabama

2:45-2:55 pm

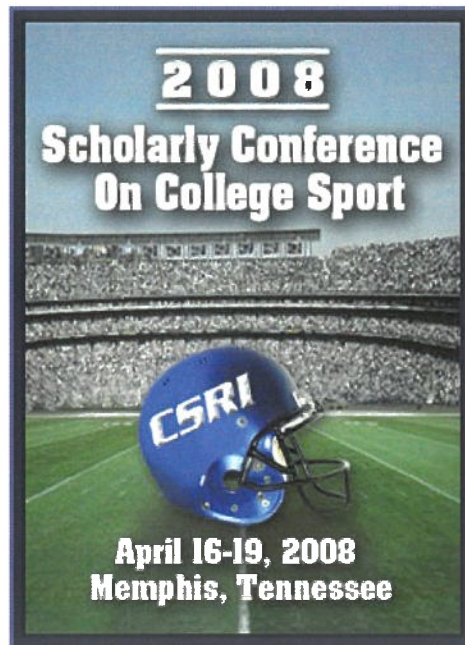
-----**BREAK**-----

2008 Scholarly Conference on College Sport

Presentation Schedule Saturday Afternoon, April 19, 2008	
2:55-3:25 Session 15	
<u>Room 314</u>	<p><i>Talk is Cheap, Money Speaks: An Examination of Performance-Based and Academic-Based Bonuses in Contracts of College Football Coaches in Division I</i></p> <ul style="list-style-type: none"> • Jeffrey J. Fountain & Peter S. Finley, Nova Southeastern University
<u>Room 316</u>	<p><i>Critical Success Factors of The Atlantic Coast Conference: A Case Study from the Perspective of Conference Leadership</i></p> <ul style="list-style-type: none"> • Deborah L. Stroman, University of North Carolina at Chapel Hill
<u>Fishbowl</u> <u>(2nd Floor)</u>	<p><i>Class and Cleats: Community College Student Athletes and Academic Success</i></p> <ul style="list-style-type: none"> • David Horton Jr., University of Florida
3:30-4:00pm Session 16	
<u>Room 314</u>	<p><i>Applying Amateurism in the Global Sports Arena: Analysis of NCAA Student-Athlete Reinstatement Cases Involving Amateurism Violations</i></p> <ul style="list-style-type: none"> • David A. Pierce, Ball State University & Lawrence W. Fielding, Indiana University at Bloomington
<u>Room 316</u>	<p><i>Examining Codes of Conduct for Athletes in NCAA Member Athletics Departments</i></p> <ul style="list-style-type: none"> • David LaVetter & Hyun-Duck Kim, Arkansas State University, & Hong-Bum Shin, Western Illinois University
<u>Fishbowl</u> <u>(2nd Floor)</u>	<p><i>March Madness Majors: An Examination of Academic Majors of NCAA 2006 Division-I Men's Basketball Tournament Players</i></p> <ul style="list-style-type: none"> • Howard Liebengood, Ronald L. Mower, & Richard M. Southall, The University of Memphis

2008 Scholarly Conference on College Sport

<p align="center">Presentation Schedule Saturday Afternoon, April 19, 2008</p>	
<p align="center">4:05-4:35pm</p> <p align="center">Session 17</p>	
<u>Room 314</u>	<p><i>Parents, Coaches and their Influence on White Student-Athlete Attitudes on Sports Celebration</i></p> <ul style="list-style-type: none"> • Vernon L. Andrews, University of Canterbury
<u>Room 316</u>	<p><i>A Qualitative Analysis of Leadership and Women in Intercollegiate Athletics</i></p> <ul style="list-style-type: none"> • Stephanie L. Dohrn, DePaul University
<u>Fishbowl</u> (2nd Floor)	<p><i>Writing/Righting College Athletics: The University Writing Program as Locus of Student-Athlete Advocacy</i></p> <ul style="list-style-type: none"> • William Broussard, Northwestern State University of Louisiana
<p align="center">4:40-5:10pm</p> <p align="center">Session 18</p>	
<u>Room 314</u>	<p><i>A Model for Assessing Organizational Culture in Intercollegiate Athletics</i></p> <ul style="list-style-type: none"> • Peter J. Schroeder, University of the Pacific
<u>Room 316</u>	<p><i>A Qualitative Investigation of College Athlete's Role Identities and Career Development</i></p> <ul style="list-style-type: none"> • Bryan L. Finch, Oklahoma State University
<u>Fishbowl</u> (2nd Floor)	<p><i>Colleges and Universities Have Failed to Teach Those in Sport – About Sport</i></p> <ul style="list-style-type: none"> • John Kilbourne, Grand Valley State University



6:30-7:15pm

---**CSRI Reception**---

(Cash Bar)

Fogelman Executive Center

Front Dining Room

7:30-9:00pm

2008 Scholarly Conference on College Sport Banquet

Sponsored by

Memphis Sports Council

CSRI Banquet Speaker

Dr. Leonard N. Moore

University of Texas – Austin

Fogelman Executive Center

Front Dining Room

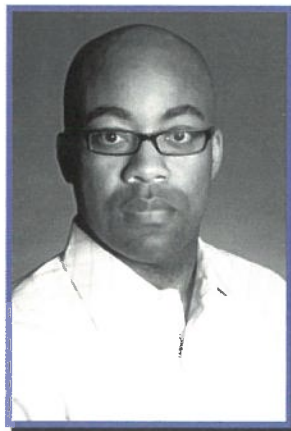
2008 Scholarly Conference on College Sport

Banquet - Speaker

Leonard N. Moore, Ph.D.

(Asst. Vice President, Division of Diversity & Community Engagement)

University of Texas – Austin



Education: PhD 1998, The Ohio State University

Research interests:

Modern African American History; black urban history; intersection of race, sport, and hip-hop

Awards/Honors:

2004 National Urban League Whitney M. Young Award for Urban Leadership in Education

2002 NAACP Image Award Nominee for best non-fiction book

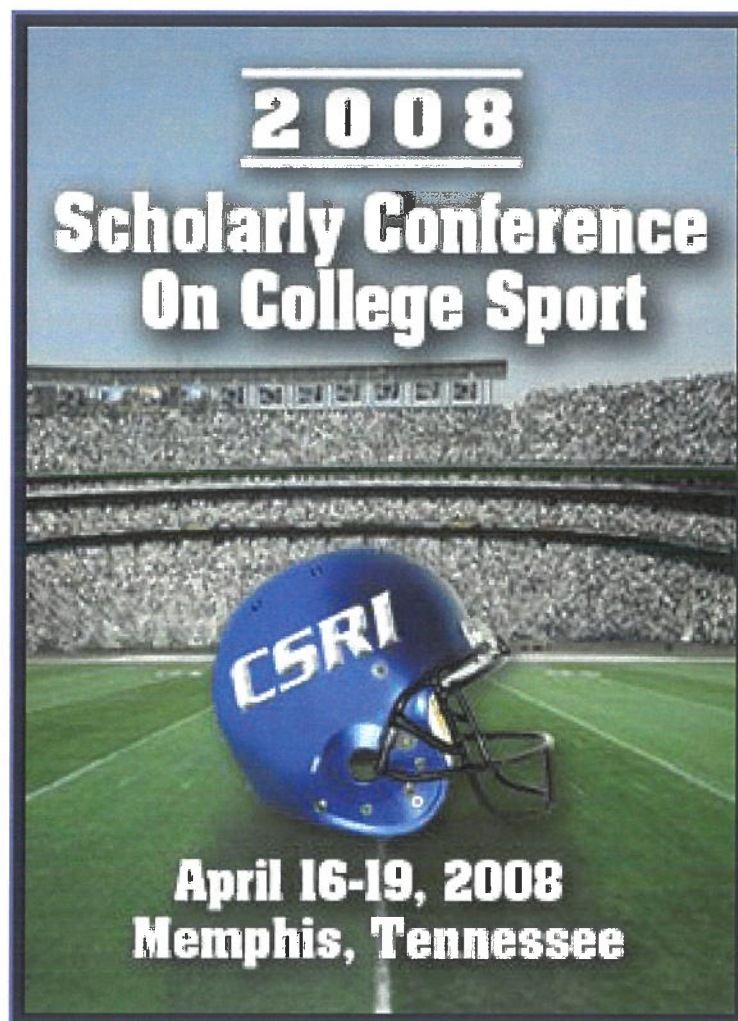
Recent Publications:

Carl B. Stokes and The Rise of Black Political Power, University of Illinois Press, (2002).

Dr. Moore is a popular speaker, and has provided analysis on television and radio broadcasts, including ESPN, CBS's 60 Minutes, CNN, National Public Radio, The Tom Joyner Morning Show, ESPN Radio, Sporting News Radio, and Fox-Sports Radio.

2008 Scholarly Conference on College Sport

Conference Abstracts



Future Predictions of Division II Administrators: A Comparison of the Issues and Trends of Historically Black and Predominantly White Universities

Thomas J. Aicher
Texas A&M University

A dearth of research can be found when studying future trends in Intercollegiate Athletics, and less when discussing smaller institutions (Goss et. al, 2004). Significant changes in the structure and environment of intercollegiate athletics, and attempts to strengthen resource management are reasons athletic administrators need a better understanding of future trends in intercollegiate athletics. The purpose of this study was to identify future trends in Division II Athletics, and compare predominately white colleges and universities (PWCUs) to historically black colleges and universities (HBCUs). We utilized a modified Delphi technique to elicit responses from administrators, in which 15 responded in the first round, and 29 in the second. Seventeen items were identified in NCAA governance, amateurism, gender equity, and financial conditions. Further, the respondents indicated the items expected occurrence, level of desirability, and impact on athletics. Results indicated that increased accountability of athletic departments, and athletics will assist in meeting specific enrollment needs were considered currently occurring in athletics. Respondents indicated that increased accountability and involvement of athletic departments in the university's mission would definitely occur. Conversely, stipends and the NCAA making rules easier to abide by were considered as occurrences that would never occur. Results further indicated a focus on sportsmanship and ethical behavior, involvement of athletic departments in the university's mission, increased accountability, and women's sports reaching parity in funding were indeed desirable future occurrences. Two items were denoted undesirable: stipends and increasing tuition costs will cause a downsizing of athletic programs. Three items were noted as having a positive impact: prioritizing the attraction of female coaches/administrators, women's sports reaching parity, and strengthened academic standards. Respondents specified the following items as having a negative impact: increasing tuition costs, and stipends. Comparing responses by PWCUs with HBCUs indicated that five HBCU respondents felt that stipends were desirable and would have a positive impact; whereas, one respondent from a PWCU denoted stipends were desirable and two specified a positive impact. Though the differences in desirability and impact can only be considered anecdotal, HBCUs feel more concerned with academic standards, student retention in evaluation of coaches, and athletics used as a tool to increase enrollment. The findings of this study could stimulate administrators to examine these areas more closely and encourage them to begin efforts to achieve forecasts for the desirable outcomes that are expected to have a positive impact in small college athletics.

Parents, Coaches and their Influence on White Student-Athlete Attitudes on Sports Celebration

Vernon L. Andrews
University of Canterbury

The attitudes of athletes toward celebratory expression is key in winning contests as the NCAA has instituted strict rules about verbal expression (taunting) and physical expression (excessive celebration). A key component to understanding how collegiate athletes – both black and white – think about physical and verbal expression are the people who helped shape those attitudes. In interviews conducted with NCAA football players, white student-athletes note advice was given about social and sporting behavior by, most often, parents and coaches attempting to develop their character. The role of fathers stood out prominently in the text, primarily because three athletes' dads served at some point in their lives as their sports "coach." This initial study was designed to point up any convergences or divergences from African American socialized attitudes about expressive behavior. One initial finding is that though parents and coaches influence both black and white athletes, 1) the father has a much stronger influence on white athlete behaviors and attitudes than the father on black athletes, and 2) peers and professional athletes have a much stronger influence on black athletes' behaviors and attitudes than white athletes.

The Role of Internal and External Factors upon the College Choice for Male and Female Collegiate Student Athletes

Howard Bartee, Jr.
United States Sports Academy

Internal and external factors influence college choice and the decision-making process of collegiate student athletes. The combined psychological, environmental, and educational perspectives along with racial class, social class, and gender class assume importance before, during, and after the college degree is received (Galotti & Mark, 1994; Hu & Hossler, 2000; Letawsky, 2003; Garbert, 1999; Newton, 2000). All of these perspectives affect how athletes identify certain types of colleges to attend, how athletes position themselves in the college setting, and how athletes determine their career and professional options.

To understand the internal and external factors affecting the college choice and the decision making process, it is necessary to provide an overview of the different perspectives. The psychological perspective of student athletes focuses on features of group dynamics, motivation, socialization, individual decision-making, and behavior modification. This perspective becomes evident in Litten (1982) based upon the findings that parental education had stronger effects on the college choice of students than the student's race or gender. The environmental perspective involving student athletes focuses on human situations and reward structures related to goal orientations (Gill, 2000). The educational perspective looks at the experiences that student athletes have encountered within the formal school setting. The racial class perspective considers the role of race and its implications for student athletes, particularly since when it comes to racial dynamics in the world of sport; the college choice process has been an evolving process for different groups. The social class perspective considers how "groups of people are characterized by relative similarities of wealth, income, prestige, lifestyle, education, and culture" (Sage, 2000, p.36). From Title IX's passage in the early 1970's to the present, the gender class perspective encourages interaction between males and females within the college sports arena.

The study targets male and female student athletes from two Division I schools in Atlanta, Georgia. Data will be collected using surveys and will be disaggregated according to their respective sport, gender, classification, major, and race. Data will also be grouped and classified according to themes based upon a 5 point Likert scale. The five point Likert scale has been selected because this approach eclectically aligns with similar studies of student athletes and college choice found in different college choice models. Emerging patterns that are considered to be significant that is consistent or not consistent with the literature review will be discussed.

Constructions of Academic Role-Identity Salience among Division I-FBS Football Student-Athletes

Lydia F. Bell
The University of Arizona

Numerous studies have attempted to explain why student-athletes on high-profile teams (men's basketball and football) are not graduating at the same rate as student-athletes in other intercollegiate sports. Be it the mind and body dichotomy, stereotype threat, an unwelcoming campus climate, or a team culture with role-set members who emphasize excelling solely in athletic endeavors, each construct has been used to explain the low levels of student-athlete academic performance. Such studies place these student-athletes in a deficit paradigm. However, this asset-based study, designed to include the experiences and voices of these student-athletes and examine their academic identity development, will fill a current gap in the literature on student-athletes in high-profile sports.

The purpose of this research is to reveal the factors that influence the development of academic identity amongst Division I football student-athletes, and lead to persistence and degree attainment. Participants selected for this study were football student-athletes at 6 public research universities with Division I-FBS programs. Student-athletes playing within this division were selected because this division is the most athletically competitive and selective, and thus recruits the most promising athletic talent. The sample was further limited to those student-athletes who have received athletic scholarships since their freshmen year. These students were of particular interest because these heavily recruited students have been found to begin college overemphasizing their roles as athletes. By gathering qualitative data through semi-structured interviews regarding high school academic, athletic and recruiting experiences, role-set members, college academic experiences, and team culture, I intend for the results of this study to be used to enhance the academic experience and rates of persistence for student-athletes nationwide.

This study is my current dissertation research. In total I expect to interview 48 football student-athletes. Data from the first 8-16 interviews will be shared at the CSRI conference. Thus far, one of the most significant findings has been the importance of the students' academic role-set members in the construction of their academic identities. Interviewees have emphasized the powerful role both family members and faculty played in the construction of their academic identities. Findings specifically demonstrate that faculty have the ability to instill academic confidence, and can encourage these students to excel in academics and go beyond meeting the minimum requirements. Such findings demonstrate the importance of asking these student-athletes to define both their academic and athletic role-sets, to uncover the influence these actors have on the students' identity development.

A Trend Analysis of African American Coaches in NCAA Men's Sports: 1996-2006

Trevor Bopp and Michael Sagas
Texas A&M University

For over 15 years there has been demonstrated concerns and discussion in regards to the lack of African American coaches among the member institutions of NCAA football and other administrative positions of power (Anderson, 1993). In 1989, in an effort to provide more opportunities for minorities all throughout intercollegiate athletics, the NCAA implemented the Minority Enhancement Program; and in 2005, created the Office of Diversity and Inclusion. It stands to reason the representation of African Americans all throughout intercollegiate athletics would be prone to a rise given the implementation of such programs; however, the percentage of African American head coaches has increased only 1.1 percentage points in both men's and women's sports from 1996-2006 (DeHaas, 2007). These figures expose the nominal progress being made toward racial equality among intercollegiate athletic coaches.

The purpose of the study was to determine what, if any, changes have taken place within intercollegiate athletics concerning the overall representation of African Americans in head and assistant coaching positions in all NCAA men's sports, with specific attention paid to football and men's basketball. Data was collected from the NCAA's biennial study, *Ethnicity and Gender Demographics of NCAA Member Institutions' Athletics Personnel*, for the years 1996, 2000, 2002, 2004, and 2006.

Results from the ANOVA revealed no significant changes over the five years $F(4, 15) = 0.156$, $p > .05$. Furthermore, no significant differences were found on overall African American assistant coaches $F(4, 15) = 0.031$, $p > .05$, head football coaches $F(4, 15) = 0.443$, $p > .05$, assistant football coaches $F(4, 15) = 0.197$, $p > .05$, head men's basketball coaches $F(4, 15) = 0.047$, $p > .05$, and assistant men's basketball coaches $F(4, 15) = 0.041$, $p > .05$. The overall representation of African American head coaches in NCAA men's Divisions I and III sports has risen, while representation among Division II head coaches has declined. Percentages rose for the overall presence of African American assistant coaches in Divisions I and II, while Division III remained the same.

We found the percentage increases of African American head and assistant coaches in NCAA men's sports to be nominal, providing little evidence that the aforementioned diversity initiatives are having the desired effect. However, football and men's basketball have shown comparatively large increases in African American representation among assistant coaches. This bodes well for continual increases in African American head coaching representation as there seems to be a customary process by which assistant coaches become coordinators and later advance to head coaching positions (Anderson, 1993).

Social and Economic Effects of Subscription-based Collegiate Athletics Media Networks

Ryan M. Brewer
Indiana University

For years, college sporting events have been available for private household consumption vis-à-vis widely available basic cable and network television commodities (Smith, 2001). Now, college sports are increasingly televised only within those households wherein the ability and choice to pay coincide. For example, the Big Ten Conference recently contracted with programming providers to create exclusive subscription-based cable television channels where the conference's sports are shown. Affected college sport fans are now required to pay additional recurring fees to gain rights to access specific conference network channels that air certain conference-based athletic competitions, thus fewer numbers of intercollegiate athletic competitions are shown on nonexclusive media channels throughout the Midwest. This phenomenon has been developing with other collegiate athletic conferences in other parts of the United States (e.g., FSN South and the Southeastern Conference have partnered). Now, in many areas of the country, it is reasonable to question whether young children whose families have not subscribed to the exclusive collegiate conference athletic network suffer from reduced media coverage of their local, and perhaps historically favorite, college sports teams. Also, children born and raised within lower income families whose guardians cannot afford to pay additional marginal costs purely for sport programming may have no choice but to accept less media coverage of their favorite college sports teams. Affected children may suffer unintended consequences that reach beyond the disappointment arising from missing their favorite college teams compete. Such unintended harm includes the possibilities of reducing future expected fan loyalty to NCAA sport clubs, reducing youth interest in sports, and reducing total emphasis among teenagers on their stated intention of attending college. Affected universities may experience long-term economic damage, driven by decreased target exposure. This presentation explains a method and analysis suggesting theoretical long-term equity valuation implications to affected universities. Furthermore, the presentation involves a discussion of certain theoretical implications of stated unintended social consequences suffered by affected children.

Writing/Righting College Athletics: The University Writing Program as Locus of Student-Athlete Advocacy

William Broussard
Northwestern State University of Louisiana

The cases of Linda Bensel-Myers, Jan Kemp, and Jon Ericson, among many others in the 1990's, led to the exposure of the pervasive academic "underpreparedness" of many revenue sport student-athletes and schemes perpetrated by athletics departments to keep student-athletes eligible for competition in spite of their struggles in the classroom. In these cases, involving Tennessee, Georgia, and Drake University Athletics, the protests of university writing program (UWP) faculty garnered nationwide attention, as each of them became representatives of a social movement that gained significant traction in the 1990's – the educational and cultural reform of college athletics. Analyses of their cases reveal the contentious relationship between UWPs and athletic departments, the composition of student-athlete identity, and how that identity becomes an institutional consideration of UWP personnel. In this presentation, I define a rhetoric of student-athlete advocacy by analyzing the narratives of UWP personnel who spearheaded on-campus and nationwide social movements. In doing so, I will advocate historiography and autoethnography as methods of cultural criticism that can be used to advance the critical study of sport culture.

Through analyses of the aforementioned case studies and autoethnographic reflection on my own experiences as writing program and athletics administrator, I explore the relationship between UWPs and athletic departments at these institutions, how student-athlete advocacy is composed, and how such advocacy came to be written into the programmatic and institutional considerations of UWP personnel. For the purposes of this paper, I am defining 'student-athlete advocacy' as any means by which an individual or group of individuals engages in traditional social movement rhetoric/agitation (Bowers and Ochs, 1993) to air grievances and call for reforms on behalf of student-athletes. In particular I focus on the advocacy of black male student-athletes in the revenue sports of football and basketball, whose graduation rates and tendency to be involved in academic fraud suggest that the quality of their educational experiences is disproportionately lesser than their non-black counterparts (See Spigner, 1993; Lumas, 1997; Zimbalist, 2001; Wimmer, 2002; Frank, 2004; and Lapchick, 2005).

I will use the theoretical framework of social movement rhetoric to propose the argument that UWP personnel and writing programs have always been and will continue to be ideally suited to engage in student-athlete advocacy on college campuses – even though many UWP faculty and administrators are unwilling to accept this role because of the fate that has befallen many university faculty who challenge the hegemony of big-time athletic departments.

Bridging Social Capital: Using Intercollegiate Athletics to Generate Social Networks on Campus

Aaron W. Clopton
Marshall University

Bryan L. Finch
Oklahoma State University

Big-time intercollegiate success has previously been linked with enhancing the sense of community between students on campus (Clopton, 2007), utilizing the idea that connecting students on the periphery and tying them into the campus environment exists as a prominent reason behind the impetus to fund intercollegiate athletics at the highest of levels (see also Toma, 1999). One common area exploring this connection is fan identification amongst college students (Wann & Branscombe, 1993). Past literature has revealed that identification with their school's athletics teams impacted students' optimism (Wann et al., 2003), integration into, and perceptions of, the university (Wann & Robinson, 2002), and feelings of belongingness (Branscombe & Wann, 1991). Still, little evidence has established that maintaining a prominent athletics program enhances the social capital amongst these students (see Clopton & Finch, n.d. for exception). Social capital is generally accepted in literature as consisting of networks of relationships based on trust, norms of reciprocity, mutual obligation, and cooperation (Coleman, 1988; Putnam, 2000). Thus, increasing social capital in an institution could create a campus community laced with trust and reciprocity. Questions remain, though, whether this social capital from athletics is of the bonding (merely tightening connections between similar individuals) or of the bridging (establishing new connections with other members of the campus community; Putnam, 2000).

To answer this question, undergraduate students were randomly-selected online from 41 BCS-affiliated universities. A total of 1,578 respondents completed the surveys for an overall response rate of 33%. Among demographical variables, the extent of peer-group interaction (Pascarella & Terenzini, 1980) was assessed for control, while fan identification served as the independent variable. To test the bridging ability of fan identification, the social adjustment of students to other people (Baker & Siryk, 1989) was obtained. A hierarchical regression analysis revealed the extent of students' identification with the athletics teams on campus significantly, although modestly, predicted the extent of their social adjustment with other people ($R^2_{\Delta}=2\%$, $p<.01$), even after controlling for their level of peer-group interaction. Gender also impacted the extent of adjustment ($B=.16$, $p<.001$). Results potentially confirm previous anecdotal evidence that college athletics provides universities with a platform to bring a diverse student body closer together (e.g. Toma, 2004). This notion has potential ramification in higher education policy development as the connection between student affairs and athletics is increasingly encouraged (McKindra, 2008) and the need for social capital and campus community enhancement continues to escalate (Strange & Banning, 2002).

Perceptions of the Impact of Intercollegiate Athletics along Race and Athlete Status

Aaron W. Clopton
Marshall University

Bryan L. Finch
Oklahoma State University

Timothy D. Ryan
University of Memphis

Racial issues are nothing new in the world of intercollegiate athletics. Because of the unique role that athletics maintains in the communities of some racial minorities (Edwards, 2000), college sport has been viewed as a medium for leading individuals towards educational opportunities as participants or students. Throughout, though, the existence of racial minorities, in particular black, non-Hispanic men and women, has encountered many forms of exploitation, both on the field (e.g. Zimbalist, 1999) and on campus (Singer, 2005). Furthering the discernment of this exploitation is the perceived divide between the missions of athletics and academics on campus, rather than the relationship between intercollegiate athletics and a campus community. The current study, then, addresses these perceptions, investigating for the influence of race and athlete status upon one's perception of the impact of intercollegiate athletics upon the campus community.

Data were collected online from a total of 383 undergraduate students from an NCAA FBS institution (overall response rate of 39.0%) using the Athletics and Campus Community Scale (Clopton & Ryan, 2008). The ACCS is constructed of three subscales measuring the impact of intercollegiate athletics upon a campus' academic citizenry, overall communal values, and the social/public community of the university. Among the demographical variables included were gender (male=107, female=185), race (white, non-Hispanic=261, non-white minority=31), student-athlete status (athlete=122, non-athlete=163). Using a MANCOVA, a significant interaction occurred between athlete status and race regarding the academic citizenry subscale ($F [1, 286] = 5.56, p < .05$) and the overall ACCS total ($F [1, 286] = 4.06, p < .05$), while controlling for the extent to which each student identified with the school's athletics teams. Of the differences in mean responses, non-white minorities who were non-athletes rated the impact of athletics upon both the academic citizenry on campus ($M = 49.74, SD = 3.31$) and the overall ACCS total ($M = 146.59, SD = 8.24$) significantly more positive ($p < .05$) than their white counterparts ($M_{AC} = 40.27, SD_{AC} = .75; M_{ACCS} = 129.16, SD_{ACCS} = 1.87$). Conversely, no significant differences occurred between white and non-white student-athletes across ACCS totals and the three subscales.

Results from the study echo past sentiments alluding to a significant divide between athletics and the academic community on campus (e.g. Kiger & Lorenzen, 1988) especially in matters of racial perceptions (Edwards, 2000). Because of the tremendous weight that the status of athletics carries in many minority social worlds (Thompson et al., 1990), further exploration is necessary to elucidate deeper meaning behind the significant racial divide between college students in their perceptions of the impact intercollegiate athletics upon the campus community.

Identity and Community: Assessing the Impact of Athletics on Campus

Aaron W. Clopton
Marshall University

Timothy D. Ryan
University of Memphis

The campus community in higher education has been credited with influencing a profusion of the college experience from integration (Pretty, 1990) to curriculum (Wraga & Hlebowitsh, 2003) and beyond (Hellman et al., 2006). Historical justification for the perpetuation of big-time intercollegiate athletics, in fact, has often pointed towards its community-building ability (Toma, 2007). However little empirical research has explored the ability of intercollegiate athletics to divide or unite a campus community. The current research, then, sought to establish a theoretically-driven instrument assessing the impact of athletics on a college campus and to explore this perception through the Common Ingroup Identity Model (CIIM), which utilizes the Social Identity Theory to establish subordinate and superordinate identities in a hierarchy (Gaertner & Dovidio, 2000). According to the CIIM, it was hypothesized that one's identification with the university (superordinate identity) would supersede one's identity with the athletics program as a fan or athlete (subordinate identity).

A series of statements regarding college sport and university life was constructed around Boyer's (1991) six elements of campus community along a seven-point Likert scale. Responses were collected online from a total of 383 students from an NCAA FBS institution for an overall response rate of 39.0%. Using principal component analysis, three factors emerged from the 26 items upon the notions of academic citizenry, communal values on campus, and social/public community which were impacted by the presence of intercollegiate athletics. The final athletics and college campus scale (ACCS) was found reliable with $\alpha=.96$. Overall, respondents reported a moderate perception of the impact of athletics on the campus community ($M=136.45$, $SD=28.58$). To examine the relationship between the three identities, a hierarchical regression analyses was constructed with athlete status, fan identity, and university identity entered stepwise into the third model. Results indicated that all three variables significantly contributed to the respondents' perception of the ACCS and that university identification significantly mediated the relationship between fan identification and ACCS. However, it was athlete status that superseded the previous two identities, overwhelming university identity as the potential superordinate identity.

Results call into question college sport's ability to integrate and unite the sense of community on campus. It is this division between athletics and the student body that belies many reformation sentiments (e.g. Knight Commission, 2001). These results also echo the sentiment for further exploration into the place and role of big-time athletics on college campuses and could impact policy development in higher education.

Investing Motives at Amateur Wrestling Events: Creating Segmented Markets at the Big Ten Wrestling Championships

Coyte Cooper
Bowling Green State University

Since the implementation of Title IX, men's wrestling has suffered more program eliminations than any other nonrevenue sport team at the intercollegiate level. In order to remain viable, it is imperative that nonrevenue programs such as men's wrestling find ways to increase fan interest in their sport in order to avoid future program eliminations. The purpose of the current study is to examine the individuals attending the Big Ten Wrestling Championships in Bloomington, Indiana in order to identify the primary motives for attendance at the conference event. The reason the tournament was selected is because the Big Ten Conference is traditionally known as the top wrestling conference in intercollegiate wrestling. Currently, five of the top teams in the country reside in the Big Ten Conference (USA Today, 2007). Additionally, when examining past wrestling attendance figures, at least one Big Ten team is involved in each of the dual meets featured in the list of the top 10 dual meet crowds in NCAA history (Diehl, 2007).

In order to guide the study, the current research examined past studies focusing on fan motives at various sport events (Anderson, Fink, & Trail, 2003; Chelladurai, Harada, & Matsuoka, 2003). Overall, when focusing on past research on fan motives, the review of literature revealed that past scholars have focused a great deal on the consumption habits of individuals attending major sport events (Trail, Fink, & Anderson, 2003; Trail, Robinson, Dick, & Gillentine, 2003). In contrast, the investigation of smaller intercollegiate sport events revealed that scholars have focused a limited amount on the individuals attending nonrevenue sport events (James & Ross, 2004). The research attempts to extend past research on nonrevenue sport events by examining the motives for attendance at the Big Ten Wrestling Championships.

The data collection for the research was administered prior to each of the three sessions during the tournament. In order to obtain a representative sample, the research utilized a systematic sampling method where trained coders distributed surveys to every fifth spectator as they arrived at the event (N=140). Overall, the frequencies illustrated that the participants responded most favorably to the following sport-related motives for attendance: entertainment, individual match-ups, and skill. Additionally, the Pearson's Product Moment Correlation demonstrated that the following demographic variables and sport fan motives contained the highest levels of correlation: (1) age and individual wrestler affiliation, (2) gender and individual wrestler affiliation, and (3) income and friendship.

NCAA March Madness: Determining the Gender Coverage in the *USA Today* During the NCAA Basketball Tournament

Coyte Cooper
Bowling Green State University

The implementation of Title IX has created an increase in the participation opportunities available to females at the intercollegiate level. Particularly, when focusing on the participation rates offered to females between 1981 and 2006, the number of intercollegiate teams offered to female athletes increased from 4,279 to 8,991 (*Student Athlete*, 2006). While participation rates have increase at a rapid rate, scholars have voiced concern over the general services and benefits offered to females at the NCAA level (Title IX, 2007). Particularly, one primary area of emphasis by scholars has involved the promotion of female athletes within sport media outlets (Huffman, Tuggle, & Rosengard, 2004; Jones, Murrell, & Jackson, 1999). The current study attempts to extend past research on gender coverage within media outlets by focusing on the coverage provided to female and male athletes in the *USA Today* during the 2006 NCAA Basketball Tournament.

The review of past content analysis studies on gender coverage within sport media outlets demonstrated the severe inequalities faced by females when in comparison to males (Fink & Kensicki, 2002; Urquhart & Crossman, 1999). Particularly, past research has illustrated that females face severe under-representation in comparison to males during major sport events. Particularly, scholars have demonstrated the importance of identifying the gender coverage provided during the NCAA Basketball Tournament (Billings, Halone, & Denham, 2002; Hallmark & Armstrong, 1999).

The data collection for the study involved a content analysis of the gender coverage provided during the 2006 NCAA Basketball Tournament. The sampling frame for the study started with the bracket release issue on March 13, 2006 and concluded with the Championship issue for females on April 5, 2006 (N=20). Following the data collection, the two coders independently examined four newspapers (20% of sample) to ensure that the two coders were providing similar responses. The examination ensured that the results of the percent of chance agreement and Adjusted Scott's Pi were acceptable prior to the coding of the remaining newspapers. Overall, the Chi Square examination revealed that females were underrepresented in comparison to males in each of the units of measurement analyzed during the study. Particularly, the results illustrated that females received 22.5% of the article coverage and 23.4% of the photographic coverage during the "highlight" event issues featured during the tournament.

Leadership, Goal Orientation, and Organizational Effectiveness in College Athletics

Joel Cormier
Nichols College

The sample population ($n = 278$) consisted of Athletic Directors in the NCAA across all Divisions accessible via email. Bolman and Deal's Leadership Orientations Scale II (LOS II) and Trail and Chelladurai's Scale of Athletic Department Goals (SADG) were converted to an online format. A final section surveyed the participants' demographic information in regards to respondents' gender, years in position, ethnicity, region of the country and Division Level.

The researcher asked what frames the Leadership Orientation Scale II described Athletic Directors having in NCAA Divisions I, II, and III. Overall, Athletic Directors have a higher rating for a Human Resource across all division levels. The Symbolic Frame is given a slightly higher ranking in Division III. From the perspective of goal orientation, Performance goal orientation was deemed less important by Division III Athletics Directors than the other Division levels.

In exploring the interaction of Leadership Frame and goal orientation, regression analyses were conducted with the demographic data. The results of the analysis reveal that both variables and their interactions account for a significant amount of NACDA Score variability, $R^2 = .005$, $F(11, 267) = .902$, $p = .557$). However, Performance goal orientation was the only significant predictor of NACDA scores ($\beta = .137$, $p = .032$). The results of the analysis also reveal that the variables and their interactions account for a significant amount of Graduation Rate variability, $R^2 = .039$, $F(11, 267) = 1.814$, $p < .05$. However, once again Performance Orientation was also the only significant predictor of Graduation Rates ($\beta = -.181$, $p = .004$).

The impact that performance orientation has on both NACDA scores and graduation rates may be a cause of concern in terms of the overall direction of college athletics seems to be taking. The interaction of Frame merits further study in and outside of sport. Further research focusing on issues of increased presidential control, fiscal restraint, minimization of commercial intrusion, the impact of ethnicity, and the establishment of academic standards, expectations, and outcomes comparable to those for the general student population also comes highly recommended.

Females in Sport Marketing For the NCAA – Past, Present, And Future: Perceptions by a Panel of Female Sport Marketing Executives

Ronald Dick
Duquesne University

Brian Crow
Slippery Rock University

Dorene Ciletti
Duquesne University

On Friday, April 8, 2005 in Philadelphia, PA at the Standing Conference for Management and Organization Inquiry (SC'MOI), panels of female sports experts were gathered to answer some interesting and difficult questions regarding females in sports. The panel consisted of the following: Ms. Lynn Tighe, Associate AD/SWA, Villanova University; Ms. Kim Keenan-Kirkpatrick, SWA, Lafayette College; Ms. Dei Lynam, Sports Anchor Reporter, Comcast Sportsnet; Ms. Karen Kopecky, Sports Marketing Manager; Ms. Ryan Heiden, Premium Services Event Manager, Philadelphia Eagles; Ms. Jamie Braunwarth, Compliance Assistant, Atlantic 10 Conference; and Ms. Connie Hurlbut, former Sr. Director of WNBA for Basketball Operations and Patriot League Executive Director. The historical perspective and attitudes of these women varied as did their years of experience and stages of their respective careers. For the purpose of this article the panelists were broken into two groups which were the experienced group (15 or more years in the sport industry) and the up-starts group (5 or less years in the sport industry). Both Ms. Heiden and Ms. Braunwarth were considered up-starts while the remaining panelists were experienced.

The questions asked were the following:

Briefly speak on the historical perspective of individuals and events such as the following: Ms. Babe Didrikson Zaharias (ESPN's Top Fifty Athlete of the 1900's); Ms. Billy Jean King vs. Bobby Riggs in the Astrodome in 1974; and the women's movement of the 1970's. In the 1970's and 1980's what was the role of the Association of Intercollegiate Athletics for Women (AIAW) especially as it related to the NCAA decision to take over women's collegiate athletics? The presidents of many institutions of higher education chose to merge with the NCAA because of the costs of the two different institutional fees. Was that a good decision?

Title IX in 1972 – purpose, reality, advantages, and disadvantages? Are we there? The successes of the following: SWA (D-I, II, and III), LPGA, WNBA, 2004 U.S. Gold Medal winning teams in soccer, basketball, and softball. Why did the American Basketball League (ABL) and Women's Soccer League (WSL) fail and what can we learn from these leagues?

What does sexuality have to do with the success of female sports, for example Anna Kournikova? During your career as a female sports executive, how has the industry changed? Better, worse, same? How do female executives balance their family and business lives? Is there a glass ceiling for female sport executives? Where are the female executives? What do you see the future holding? Please share stories and lessons.

A Qualitative Analysis of Leadership and Women in Intercollegiate Athletics

Stephanie L. Dohrn
DePaul University

Women in intercollegiate athletics face leadership challenges that create double-bind situations that hinder their effectiveness. Because so few women hold upper-level management positions in athletics, their behavior is more scrutinized than their male counterparts. In a meta-analysis comparing women and men's leadership styles, women are more transformational leaders and engage in more contingent rewards (Eagly, et al, 2003).

In addition to their leadership style, the expectations of the followers and supervisors create a double-bind situation for women. Gender social roles expect women to behave in communal behavior, but expect leaders to behave in an *agentic* manner. Therefore if women lead in a more direct, assertive, or competent way that is aligned with agentic leadership behavior they are much less effective or received by men and other women because they are acting counter to expected social norms.

Instead of the metaphor of a glass ceiling, a labyrinth has been described as a more accurate description of what woman administrators face in their organizations (Eagly & Carli, 2007). It is not merely a glass barrier to land the top director of athletics or commissioner positions, but twists and turns throughout their career paths. Many women in athletics are directed into student-services or compliance jobs rather than operational or development positions surrounding finance and revenue sports that lead to directorships.

Specifically, senior woman administrators (SWA), a position/title mandated by the National Collegiate Athletics Association (NCAA) was meant to provide access to and a voice in issues she would not have if it were not for the title. However, her authority, influence, and power are determined by the director of athletics who may or may not value her leadership and abilities.

The research design of this study was one that captured the true essence of what it meant to be a successful SWA. What made her successful as a leader in the department and on campus? How can current and future SWAs learn from her? What can men in athletics learn from this double-bind and utilize her leadership strengths?

Results related to the SWA's leadership and access to positions of leadership will be the focus of this conference presentation. In the original dissertation qualitative study, nine successful SWAs from Division I were personally interviewed and tape recorded, representing five athletic conferences, six states, and four regions. Years of experience ranged from entry level to 23 years in their current institution's administrative structure.

Athletic Department Web Sites as Public Relations Tools

Beth Easter

Southeast Missouri State University

Intercollegiate athletics has often been called the “front porch” of the university because the athletic teams and sporting events have high visibility and are noticed by those outside the university. This visibility is largely due to media coverage of athletics and the work of public relations specialists within athletic departments called sport information directors (SID) (McCleneghan, 1995; Stoldt, Miller & Comfort, 2001). While print and broadcast media have traditionally been used to disseminate information about college sports to external stakeholder groups, the official athletic department web site has become an increasingly communication tool (Stoldt, Dittmore, & Branvold, 2006).

Scholars have studied how athletic department web sites are managed (Stoldt, Seebohm, Booker, Kramer, & Laird, 2001). Others have analyzed whether collegiate web site coverage of men’s and women’s sports is equitable (Cunningham & Sagas, 2002; Cunningham, 2003; Easter & Elder, 2007). The current study examines the use of official athletic department web sites as a public relations tool using content analysis.

Content analysis is used to examine media messages by coding the content found in print, broadcast or digital media (Riffe, Lacy & Fico, 1998). Twenty raters were trained to code content from stories posted on the front page of athletic web sites in pilot studies. Raters then coded a maximum of 10 top articles on the athletic department web sites from a simple random sample of 40 NCAA Division I universities collecting usable data from 350 articles. Athletic department web-sites were most frequently managed by an outside company (N = 256, 71.5 percent). Most articles were news stories about competition results (N = 267, 74.6 percent).

Athletic department web site content is controlled by the university, when the site is managed in-house (Stoldt, et al, 2001) and when management is contracted out (Elder, 2005) so the findings reflect decisions of athletic department officials. The public relations role of SIDs has been shown to be primarily that of a technician (Stoldt, 2000) who is not involved in performing managerial tasks used in strategic planning and crisis management (Stoldt, Miller & Comfort, 2001; Easter & Stoldt, 2005) which may explain the content. SIDs may still be using a one-way press agency model rather than a two-way communication model (Dozier, Grunig & Grunig, 1995). It appears that universities the public relations potential of official athletic department web sites has not yet been maximized. Possible public relations uses of athletics web sites will be discussed.

A Qualitative Investigation of College Athlete's Role Identities and Career Development

Bryan L. Finch
Oklahoma State University

This study investigated the relationships between student identity, athlete identity, and career development among National Collegiate Athletic Association (NCAA) Division I college athletes. The goal of the study was to better understand the conflict of student and athlete identities and how this conflict affected career planning for college athletes. The qualitative examination included in-depth individual interviews with twelve college athletes, utilizing a semi-structured, phenomenological approach (Lincoln, 1992; Frey & Fontana, 1993) and formal content analysis. The athletes were selected from a defined generalized group with characteristics of interest to the study to capture responses from a variety of athlete perspectives (Coyne, 1997). Participants included five male and seven female athletes participating in one of several sports. Three broad categories emerged from the data analysis: (a) conflict, (b) benefits, and (c) adjustments. These three broad categories were further delineated into eleven key sub-groups. Under conflict, the five sub-groups included: (a) physical stress and pressure, (b) class and scheduling difficulties, (c) poor advising, (d) social impact, and (e) athlete reputation and responsibility. Under benefits, the sub-groups included (a) advantages gained as a college athlete, (b) helpful academic support, and (c) professorial support. Finally, under adjustments, the sub-groups were (a) time management, (b) high school to college transition, and (c) areas of improvement. A conceptual model was developed to illustrate the complex and fluid nature of the role conflict and the athlete's management strategies. The results provided insight into the nature of the relationships between these identities and career development. Suggestions for future research on influences to career development for college athletes were included.

Talk is Cheap, Money Speaks: An Examination of Performance-Based and Academic-Based Bonuses in Contracts of College Football Coaches in Division I

Jeffrey J. Fountain and Peter S. Finley
Nova Southeastern University

The issue of academic incentives in college football coaching contracts has been a popular topic in recent years. Several articles addressed the issues of the miniscule percentage the academic incentives represent when compared to the total compensation package, the proportionality of the academic incentives when compared to performance-based incentives, the difference in academic incentives between the conferences, and questions about the usefulness of the academic incentives (Wieberg & Upton, 2007; Eichelberger & Levinson, 2007; Luebchow, 2008).

This study focused on the relationship between the incentive plans and the current academic standings of the football programs with an emphasis on the racial divide that occurs in graduation rates among most programs. The study examined the contracts of the 25 highest paid college football coaches whose programs made 2007-2008 bowl games. The population of coaches used in the study had an average total compensation of \$2,032,000. The maximum academic bonuses for each contract averaged \$50,461, which was considerably less than the highest performance-based bonuses, which averaged \$265,292.

When comparing the highest possible academic bonus with the African American GSR a pattern emerged that depicts the reduction in bonus money, if any is even offered, for those programs that produce an African American GSR higher than 47%. For those programs that have African American GSR's lower than 47%, the large bonuses would seem to show a desire to improve the academics of the program. However, most of the academic bonuses are unrealistic. For example, Bob Stoops at Oklahoma could receive \$100,000 as his top academic bonus if he can produce a 100% graduation rate. This would be a 56% increase from the current graduation rate of Oklahoma football players. The results of this study showed that it is clear academic bonuses for top earning college coaches is just another façade that college football uses to convince the public that academics is a priority of big time college football programs. Unfortunately, lower standards for entry, clustering of athletes into selected majors, and dismal graduation rates despite the money spent on academic aid support that winning is the only significant priority.

Preferred Coaching Behaviors of Successful Female Collegiate Teams

Amy Giddings
Drexel University

As we see a general increase in women's collegiate sport participation, it is imperative for college administrators and coaches to understand which coaching leadership qualities are preferred by the most successful female athletes. Research shows a general tendency toward more effective teams with appropriate leadership. Women want to be a part of successful programs and therefore, the most successful collegiate teams will employ the appropriate leadership behaviors within their coaching staff. While many studies have shown which leadership behaviors women athletes prefer, this study looked at only the most successful collegiate teams and surveyed both the athletes and the coaches to gain further insight into these behaviors. Division I women's rowing teams with the most NCAA Championship appearances were invited to participate in this study. This study was both quantitative and qualitative in nature. Athletes and coaches completed the Leadership Scale for Sport and select coaches also completed in-depth interviews following the LSS completion.

This presentation will review the data gathered and will provide administrators and coaches with a framework for future leadership development of coaches working with women's teams. The most common leadership behaviors from the country's most successful women's collegiate rowing teams will be presented.

A Profile of the Ineligible and Not-Retained (0/2) Student-Athletes of the Atlantic Coast Conference

Shelly Green
University of North Carolina at Chapel Hill

Schools have incentive to recruit solid student-athletes and emphasize academics once the student-athlete is admitted. Penalties from low Academic Progress Rate (APR) scores for individual student-athletes or academic teams can occur immediately. The real time measurement properties of the APR, by its nature, encourage both coaches and schools to focus recruiting efforts on high school prospects with both athletic and academic potential. The impact of recruiting academically challenged student-athletes could create both a short and long-term impact on the team.

This study will serve as a close examination of the demographics and high school academic achievements of the student-athletes of the Atlantic Coast Conference (ACC) that left the member institutions as a 0/2 by Academic Progress Standards. This study will be completed after four years of APR data was made available, and may assist the member institutions of the ACC and potentially similar Division I institutions in the identification of academically-needy student-athletes and the retainment of these student-athletes.

The criteria for this study was the student-athletes must have attended one of the 12 ACC schools during the four year APR interval, received athletically related aid, and left the institution academically ineligible. The subjects completing the survey are employees of the athletics department of the 12 ACC member schools. They will be reporting data on student-athlete progress toward degree, specifically characteristics of 0/2 student-athletes.

The study will examine the common characteristics of high school GPA's, standardized test scores, use of a "red-shirt" season, and coaching changes by comparing descriptive parameters for each sport, gender and race. Basic descriptive statistics will be used to develop a profile of 0/2 student-athletes of the ACC. I am currently in the data collection stage of the process. Eight of the 12 ACC schools have agreed to complete my survey. As of January 20th one school has submitted data for the study.

Current Student-Athletes Perceptions of their Athletic Experience and their Intentions to Donate to their Alma Mater

Ryan Hall and James Binns
University of Northern Colorado

The influence of college athletics in relation to its' financial impact has increased dramatically in the past two decades. It is estimated that by the year 2000 college athletics was a \$4.0 billion enterprise (Fulks, 2000). According to Crompton & Howard (2004) the average athletic budget that had both major basketball and football was approximately \$20 million in 2000. This past year The Ohio State athletic budget surpassed \$100 million. The commercialization of college sport is evident in the exorbitant coaches' salaries (often comparable to professional coaches' salaries), the importance placed on television contracts (CBS and their \$6 billion eleven year contract with the NCAA to host March Madness), the prominence of corporate sponsorships (advertising and signage proliferates college venues), and the emergence of licensing agreements (Crompton & Howard, 2004).

This significant commercialization of college sport has given rise to significant efforts in fundraising by college athletic departments. Development employees are charged with raising funds to help offset the escalating costs of running an athletics department and are critical to every athletic department.

NCAA Division I college athletic programs house an average of approximately 554 student athletes per year. It has been suggested by development employees of college athletic departments, whose main job priority is to raise money for their respective athletic departments, only a small number of former college athletes give to their alma maters in the form of monetary donations (personal communication, March 15, 2005). It would seem logical that those who receive benefits in the form of athletic scholarships would be inclined to reciprocate in the form of monetary contributions after their graduation. Cialdini (2001) describes this socialized expectation as a rule of reciprocity, suggesting that we should attempt to repay those who have provided us with certain gifts or material benefits. The purpose of this basic qualitative study is to explore how current student athletes' perceptions of their athletic experience influence their intentions to give back to their alma mater.

Participants, who are currently student-athletes at a university in the Rocky Mountain Region, were interviewed. Main themes that were discovered in the semi-structured interviews include: the salient nature of the coach-player relationship, limited student-athlete knowledge of the development process and scholarship generation, non-existent relationship with development officers and a high intention to donate after graduating.

Former Student-Athletes and their Intentions to Donate Utilizing the Theory of Planned Behavior

Ryan Hall and James Binns
University of Northern Colorado

Donations to higher education have for many years been an essential component of funding utilized to help sustain universities and colleges throughout the United States. The American Association of Fundraising Counsel (AARFC) calculated that in the year 2004, \$250 billion was donated to charities in the United States. Of the total donated, \$34 billion or 13.6% was given to education (American Association of Fundraising Counsel, 2005).

Although total amounts given to athletic departments was only a small percentage of the \$34 billion, funds donated to athletics accounts for around 18% of the revenues generated by the NCAA Division I-A athletic departments (Fulks, 2002). There is an increasing perception, due to the escalating arms race and exorbitant salaries given many administrators and coaches, that Division I college athletic departments are self sufficient and have no difficulty creating funds to support their programs. However, this is not entirely the case as more than one-half of all Division I university athletic departments run a deficit, and this amount averages \$3.3 million (Suggs, 2000)

One specific donor segment that has not been widely considered is that of the former student-athletes. It would stand to reason that those who have most greatly benefited from donations in the form of scholarships would be inclined to give back. However, anecdotal evidence suggests that this is not the case and the vast majority of athletes do not donate to their alma maters. With so many athletes attending universities, this comprises a significant number that is important to consider when searching out potential donors.

One theory of motivation that fits appropriately into this specific area of research is the Theory of Planned Behavior. Ajzen (1991) suggests that "intentions to perform behaviors of different kinds can be predicted with high accuracy from attitudes toward the behavior, subjective norms, and perceived behavioral control; and these intentions, together with perceptions of behavioral control, account for considerable variance in actual behavior." This theory suggests that more positive intentions equate to greater likelihood that behavior will be performed. This intention is determined by the aforementioned independent determinants of attitude, subjective norms, and perceived behavioral control. The purpose of this study is to determine the motivational factors of graduated student-athletes in giving back to athletic departments in the form of donations utilizing the Theory of Planned Behavior.

A College Athlete's Perceptions

Terrell Hall
The University of Memphis

Media, advertising, technology, fan-mania and the public's seemingly perpetual interest in college sports keeps college athletes rooted in the public eye. Many college athletes are highly regarded on their campuses and beyond (Sperber, 2001), but there exists limited analysis regarding how these athletes are affected by external perceptions of their public personas (Adler & Adler, 1989; Koukouris, 1994; Sparks, 1998). By conducting a series of interviews with college athletes - some heavily recruited and others who received little attention during the recruitment process - this study examines how athletes' perceptions of themselves align with the perceptions of them held by others. The study also observes how athletes adjust to isolation from the nucleus of college social life. Semi-structured interviews will be conducted and recorded one-on-one with selected athletes. The oral history approach allows for more comprehensive responses and observation of tone, body language, and physical indicators not present in written analyses. Utilizing semi-structured interview methodology, study subjects provided life-history accounts of their experiences with sport, and described their views of the significance of college athletics. "Some athletes, especially those from poor backgrounds, viewed college as a means of upward social mobility. They expected to receive, immediately, the noticeable trappings of success...and a lifestyle complete with cars, girls, and money" (Adler, 2001, p.105). This qualitative study provides a critical examination of the effects of public perception on college athletes, and whether these individuals cherish their sport experiences or view themselves as revenue builders for their college institutions.

Class and Cleats: Community College Student Athletes and Academic Success

David Horton Jr.
University of Florida

Recent years have brought increased attention to intercollegiate athletics and student athletes. Whether the spotlight is positive or negative, it is an undeniable fact that athletics and college are as intricately linked as love and marriage. This relationship between college and athletics, whether endowed with love or hate, can have a lasting impression on their students. For student athletes who begin their studies at the community college, these experiences can prove to be of imminent value to their academic and personal success throughout their lives, even long after their playing days are gone.

Since the late 1960s, community colleges have been instrumental in providing students with an opportunity to continue their academic studies and athletic participation beyond their high school years. However, studies have shown students who begin at the community college are likely to leave their initial institution prior to completing a certificate or associate degree program. According to the literature, only 26 % will transfer to a four-year college or university within three years (Laanan, F. S., 1996; Doyle, W. R., 2006). When examining literature on academic success, student retention and persistence, a topic that has been negligible to this conversation is the retention and academic success of community college student athletes. One can assume that this population is included in the literature on four-year student athletes by default: community college student athletes eventually become four-year students and athletes through the progression of time. One can also assume that there are no inherent differences between student athletes at these different institutions. Thus far, these assumptions have yet to be answered conclusively in the literature.

The presented study examined these assumptions through qualitative methods of inquiry. Individual interviews with current and former community college student athletes were conducted to better understand the impact, benefits and perils of athletic participation at the community college. Particular focus was given to understanding the influence of sport participation on student's classroom success. To enhance our understanding of this topic, current male and female student athletes were selected from 14 community colleges throughout the U.S., along with former community college athletes from three Division-I institutions located in the southwestern region. Current and former community college students were selected for this study in order to add further depth and perspective to the conversation regarding the personal and academic impact of sport at the community college. An analysis of interview transcripts was conducted and significant findings have been presented in the study.

The Influence of an NCAA Men's Basketball Final Four Appearance on Application and Enrollment Rates

Sydney E. Hosey, Tywan G. Martin, and Antonio S. Williams
Indiana University

According to the Sports Business Journal (2005), the 2005 Men's Basketball Championship game was the second highest rated sporting event of that year. Consequently, any team that makes a Final Four appearance in the tournament garners invaluable press via free advertising, marketing, promotions, and game coverage. Our study investigates this free publicity and how it influences many viewers' attitudes towards not only the team's basketball program but also the affiliated institution. As a result of this exposure, institutions are able to gain potential applicants and future enrollees who previously had no intention to attend that institution making this sporting event a highly sought after accomplishment for the team as well as the admissions department. For example, after an appearance in the 2001-2002 Final Four, Indiana University's applicants grew from 32,839 in the 2001-2002 school year to 33,661 in the 2002-2003 school year. Additionally, the university's enrollment corresponded with a growth from 14,311 in 2001-2002 to 14,485 in 2002-2003.

The NCAA's Initial Eligibility Requirements for Incoming Freshman: Fair or Foul?

Lawrence W. Judge
Ball State University

During the 1980s, the lack of academic preparation and success of collegiate student-athletes in the classroom gained a lot of attention. In response to the public outcry over this situation, a committee named the American Council on Education formulated for the NCAA the legislation known as Bylaw 5-1-J (later changed to Bylaw 14.3) and commonly referred to as Proposition 48. These governing laws have met much criticism throughout the decades from minorities, low-income populations, and personnel from NCAA division I institutions. It is unknown whether Proposition 48 is an effective academic policy or simply an attempt by the NCAA to satisfy critics and pay lip service to academics. This study was designed to assess the academic requirements of NCAA Bylaw 14.3 (Proposition 48) as a predictor of student-athletes' academic success by studying three factors: (1) attrition rate; (2) cumulative grade point average; and (3) first semester grade point average. Participants in this study were 130 student-athletes enrolled at a Midwestern university. No significant difference was found to exist in the attrition rates between student-athletes meeting and not meeting the requirements of Bylaw 14.3. A significant difference was found to exist in the cumulative grade point averages and in the first semester grade point averages of student-athletes meeting and not meeting the requirements of Bylaw 14.3. The value of intercollegiate athletics should not be overlooked, and the NCAA's system contains many benefits. The NCAA initial eligibility legislation has become a critical part of higher education for student-athletes. Implemented in 1986 and modified in 1995, the NCAA's initial eligibility requirements were enacted to focus attention on the *student* aspect of the student-athlete. From its beginnings, opponents have criticized the discriminatory nature of the legislation. From suggesting that the legislation violates Title VI of the Civil Rights Act of 1964 to criticizing the NCAA for disregarding its own research, critics hope that changes will be made to promote academic equality across race, gender, and social class. The bylaw does help ensure a minimum level of academic preparation for incoming freshman student-athletes, and has led to the creation of an academic support system. As a result of this study, further research in five different areas is recommended: admissions requirements, graduation rates, possible Bylaw 14.3 revisions, effects of attending a two-year school, and freshman eligibility.

Information Marketing: A Case Analysis of Senior Bowl Target Market Segmentation

Christopher Keshock
University of South Alabama

Many college sports organizations face financial challenges and rely on revenue streams to mitigate budgetary constraints. Traditionally, ticket revenue and other game day income from parking, concessions, and memorabilia sales have provided the economic means to subsidize operational costs associated with intercollegiate athletics. Conjointly, external sources of cash flow such as sports sponsorship arrangements are exponentially being utilized to generate funds so athletic programs can survive in a subsistence economy. However, these forms of financial support are highly dependent on the number and types of fans who attend contests. Since each sport attracts a different audience, categorizing sports spectators into segments based upon certain characteristics becomes a primordial step when attempts are made to successfully market programs. Therefore, one of the foremost steps event administrators should attempt is to define their market through information obtained from marketing research.

One research agenda which greatly helps college sports marketers is the identification of key target-market segments- according to demographic, psychographic, and geographic characteristics- in order to reach these people and inform them about upcoming events. In addition, target market segmentation provides a viable way for corporate sponsors to reach the same group of people who are most likely to purchase their product. When target markets are known, it provides the critical foundation to promote events and garner sponsors, which makes it so puzzling why some sports organizations place little emphasis on this form of research.

In this study demographic, psychographic and geographic survey data were used to segment spectators attending the Senior Bowl College All-Star football game. Fans entering the stadium were asked to complete a questionnaire which included questions about a respondent's home zip code, gender, age, race, marital status, household size and the number of children, income, level of education, and occupation. In addition sport game information such as the number of Senior Bowl games previously attended, affinity to football, attraction to game participants or their school, media information source, and likelihood of repeat attendance were recorded. Results from 1,033 useable surveys at a response rate of 80.2% indicate different market segments exist at the Senior Bowl in comparison to the profiles of regular season college football fans and other sports events across the country. Implications are shared concerning the value of segmentation research toward improving college sports attendance and developing sponsorship relationships.

Colleges and Universities Have Failed to Teach Those in Sport – About Sport

John Kilbourne
Grand Valley State University

Americans' passionate interest in college sports continues to grow. Unfortunately, so do problems with college sports -- like players' receiving illegal benefits, and the increasingly rowdy behavior of fans. Most critics have called for greater faculty control of and involvement in college athletics, more support for reform from university presidents, and -- most important -- treating athletes on college campuses as students first. Their top-down approach makes it clear that the needs of the institution have outweighed those of the individual athlete. It is not surprising, therefore, that reforms have focused on procedural issues, like how many credits an athlete must take or how many hours he or she can practice. Although those issues are important, so are the generally ignored questions of how the athlete experiences and understands education, including participation in sports.

I conducted a survey of the academic courses on sports required by colleges in Division I-A of the National Collegiate Athletic Association. Of the 62 institutions that responded to my questions, only one required its athletes to study sports in contemporary America, or the history of sports. Two required athletes to study sports psychology. None of the institutions required a course in the impact of sports on society, or in the philosophy of sports. Even courses in current topics and problems relevant to athletes' lives -- eating disorders, being a public figure, steroid use, sexual abuse, gambling -- were required at only nine institutions. Colleges and universities are creating a sports culture that is devoid of any understanding of sports.

Studying the cultural significance of sports will help campus athletes -- and their peers -- better understand their dual roles on the campus. Athletes would feel more involved in academics and would thus be likely to do better in all of their courses. Moreover, all students in the courses would discover how sports can serve as a lens to examine important questions of race, gender, business, politics, and culture.

Examining Codes of Conduct for Athletes in NCAA Member Athletics Departments

David LaVetter and Hyun-Duck Kim
Arkansas State University

Hong-Bum Shin
Western Illinois University

Under what circumstances should an athlete be ineligible to play for improper conduct? Who should make this decision, the coach or athletics administrator? Codes of conduct in college athletics departments have traditionally been vague often appearing more like mission statements rather than a specific set of rules. At many institutions, ethical codes of behavior have been left to head coaches thus allowing for much inconsistency in behavioral expectations and penalties associated with violations. The purpose of these codes may help athletics departments guide appropriate participant behavior, help protect the institution's liability, and maintain an expected standard of professionalism and citizenship expected of their athletes. The NCAA has explicit penalties for violators in areas such as academics, recruitment, and training. However, the NCAA has left individual conduct issues to the discretion of individual institutions. Codes established by coaches may result in various consequences within an athletics department for violations of assault, alcohol or weapons possession; though a standard code of conduct for the entire athletic department can result in a consequence that is clear cut for all. Coaches, players, administrators, and fans know what to expect if a player, in any sport, is arrested. Conferences have established sportsmanship positions; yet, most typically adopt a generalized stance that does not suggest precise behavioral expectations. Despite having more consistency in decision-making, a standard code is also met with criticism. Some, such as boosters, coaches or alumni, may argue that a standard code is too rigid. However, a department-wide policy sets precise expectations for both behavior and punishments for specific infractions. It may also deter lawsuits by players who feel they have been wrongly punished. However, this presentation will not discuss the ethical or legal issues of codes of conduct, but analyze various codes of conduct across all NCAA divisions. Sixty athletics departments' codes (20 from each division) were randomly selected and analyzed. Results indicated 78% were using some type of a department-wide code of conduct with specific behavioral consequences. Descriptive statistics will describe infractions such as criminal charges, academic dishonesty, alcohol violations that result in suspensions and expulsions from teams. Consistencies of behavioral violations and their respective consequences will be presented. Results of NCAA division comparisons will also be discussed.

Margin of Victory, Spectator Emotion Levels, and Sponsorship Effectiveness in Intercollegiate Basketball

Sang Hak Lee
Indiana University

The sport industry has grown dramatically over the last couple of decades. Sport sponsorship is one of the key engines for this growth as it provides important revenue sources for the sport industry. Worldwide, sponsorship revenue reached \$37.6 billion in 2006 compared to \$13.4 billion in 1996. In the United States, sponsor companies spent \$11.14 billion in 2004, compared to \$850 million only 20 years ago. Consequently, growing intercollegiate sports, especially football and basketball, has attracted increased numbers of university and athletic department sponsors over the years. As a result, average sponsorship revenue in each NCAA Division I-A program increased from \$591,000 in 1997 to \$1.26 million in 2003. A couple university examples include Kansas University's eight-year, \$26.67 million deal with Adidas and the University of Florida's five-year deal with Nike, worth \$9 million. As corporations increase sponsorship investment in intercollegiate sports, sponsors also strive to achieve their sponsorship objectives: increasing awareness, corporate/brand image, sales, and promotion opportunities. Therefore, understanding and evaluating sponsorship effects in intercollegiate sports becomes more important for both sponsors and universities.

Generally, sponsorship activities increase awareness, positive attitude, and purchase intention toward sponsor's brands (Alexandris, Tsaousi, & Jeffrey, 2007; Christensen, 2006; Mason, 2005; Meenaghan, 2001; Poon & Prendergast, 2006). These sponsorship effects are also influenced by many factors such as brand fitness to the events, spectators' identification, involvement, and emotion, and the physical atmosphere of event venues. Among the various factors noted above, this presentation focuses on the emotional aspect of sport spectators, and evaluates how different emotion levels affect sponsorship effects. In this presentation, spectators' emotions are distinguished according to three levels: high-positive, moderate-positive, and negative. These emotions, it has been postulated, are determined by game results: close win, big-lead win, and loss. For instance, a marginal victory (i.e., winning a basketball game by just one or two points) would produce much excitement in the spectators, and high-positive emotion would be formed for the winning team's fans. While positive emotion would create positive sponsorship effects in general, it has also been argued by some that high-positive emotions (i.e., winning a close game) might have a negative relationship with sponsorship effects because spectators just concentrate on watching a game and not on the sponsors' signage. Therefore, this presentation will analyze this debate from the two perspectives, using hypothetical intercollegiate basketball games as the examples for the conceptual discussion.

Stress Buffers as a Moderator Variable on Job Stress and Organizational Commitment Relationship among College Sport Organization Employees

Woo-Young Lee, Paul M. Pedersen, and Choong-Hoon Lim
Indiana University at Bloomington

During the last two decades, the study of organizational commitment has received a great deal of attention in the domain of marketing research (Allen & Meyer, 1990). Previous studies have examined that commitment in the workplace has a significant role to influence organizational effectiveness and employee well-being (Meyer & Herscovitch, 2001). Further, it has been negatively related to turnover and withdrawal rates (Schmidt, 2007).

One approach marketing scholars have utilized in their research on organizational commitment has been to observe how it is affected by job stress (Schmidt, 2007). As an example, Reilly (1994) identified negative correlation between organizational commitment and job stress. Likewise, the existing research on stress has focused on devoting to the ways in which individuals cope with these stressful experiences/environments (Ivancevich et al., 1990). For instance, certain types of stress buffers, such as social support, type A-B behavior pattern, and coping behavior, have been found to significant correlation with level of job stress (Ivancevich & Matteson, 1984).

Despite a number of studies have explored the link between job stress and stress buffers (e.g., Cohen & Hoberman, 1983; Greenglass, 2002), and others have focused on the relationship between job stress and organizational commitment (e.g., Schmidt, 2007), there is a need to examine the complex interrelationship between, job stress, buffers and organizational commitment. Given the situation of enormous expanding sport organizations, the effort to instill commitment into employee is a commodity (Meyer & Herscovitch, 2001). In the domain of sport management, however, little research has been explored managerial strategies to boost organizational commitment. Thus, the purpose of the current study is to examine how stress buffers (e.g., social support, type A-B behavior pattern, and coping behavior) moderate the relationship between job stress and organizational commitment among sport organization employees.

Subjects were recruited from employees working for college sport organizations located in Seoul, South Korea using stratified cluster random sampling. The sample ($n = 358$) consists of 61.4 % males and 38.6 % females with a mean age of 32.4 years ($SD = 7.21$). Path analysis results using a multiple regression method revealed that respondents' job stress had a significant negative effect on their organizational commitment. Further, the results indicated that stress buffers, such as social support, type A-B behavior pattern and coping behavior moderated the effects of job stress on organizational commitment. Social support had a significant negative interaction effect on job stress, that is, increasing social support reduced the effect of job stress. The theoretical and practical implications of the results are discussed, along with future directions for research.

March Madness Majors:
An Examination of Academic Majors of 2006 NCAA Division I Men's "March
Madness®" Basketball Tournament

Howard C. Liebengood, Ronald L. Mower, and Richard M. Southall
The University of Memphis

The NCAA Division-I men's "March Madness®" basketball tournament is the largest college-sporting event (Bosman, 2006; National Collegiate Athletic Association, 2006). The tournament produces millions of dollars in advertising revenue, television broadcasting rights and sponsorship funding (Bosman; North, 2004). The participating athletes' courses of study, or majors, are not often portrayed or discussed in the (re)presentation of tournament games (Southall, Nagel, Amis & Southall, in press). As previous research has revealed, most broadcast content involves athletes' game performance and other nonprogram sponsorship and advertising content (Southall et al.).

While there have been recently published reports concerning athlete *clustering* (defined by Case et al. [1987] as 25% or greater of players from a specific athletic team enrolled in the same identifiable major) (Shulman & Bowen, 2001; Bowen & Levin, 2003), there is a lack of recent systemic research of athletes' clustering in specific majors (Purdy et al., 1982; Raney et al., 1983; Farrell & Monaghan, 1986; Case et al., 1987). Within this setting, this study, using a mixed-method content analysis methodology (Neuendorf, 2002), was designed to examine the academic majors of a sample drawn from the 2006 NCAA Division I Men's "March Madness®" Basketball Tournament. In addition to concluding that an updated definition of clustering is appropriate, study results reveal that 67% of sampled teams exhibit evidence of clustering.

This presentation will discuss additional study results and provide attendees an opportunity to discuss research findings and possible public-policy ramifications, and offer suggestions for future research.

“APR for Dummies:” What You Need to Know about the NCAA’s Academic Progress Rate, But Were Afraid to Ask

Joe Luckey
University of Memphis

The National Collegiate Athletic Association (NCAA) established standards for the initial eligibility of student-athletes. Those standards have been adjusted over the years and the most recent change takes effect with the entry of freshman student-athletes for the fall 2008 semester. Graduation rates of student-athletes also became public information in the 1990’s. Under the direction of current NCAA President, Myles Brand, a new academic reform package was started that encompasses both of those concepts along with a new initiative.

The NCAA discusses the history of academic reform on its website (http://www2.ncaa.org/portal/academics_and_athletes/education_and_research/academic_reform/history.html) by stating:

The Association believes that its members should be held accountable for educating the student-athletes they recruit. Maintaining the value and integrity of intercollegiate athletics as an integral part of the academic mission is paramount. Academic reform - the reconnecting of intercollegiate athletics with higher education - has been an ongoing concern for the NCAA for nearly two decades.

The new initiative is known as the Academic Progress Rate (APR). This presentation is designed to discuss four major issues related to APR. The first issue is the background of its creation as it relates to the graduation rate reports being used by the NCAA. Two different graduation rate reports are currently being used by Division I institutions, both of which measure students over a six-year period. APR measures retention and eligibility of student-athletes on a semester by semester basis.

The second issue that will be discussed in the presentation involves the data collection process, the responsibility of member institutions as it relates to the collection and the final report that is released to the public every year. The third issue discusses the impact of APR on a university campus. Each team is required to meet a minimum score of 925 or the team can face penalties from the NCAA. The roles of all constituents, such as coaches, university administrators and academic staff, will be discussed as they relate to the APR process.

The final presentation segment will focus on the partnership between the National Association of Academic Advisors for Athletics (N4A) and the NCAA. The presentation will present the educational efforts being done by this organization in coordination with the NCAA. This segment will also highlight initiatives that have grown in response to the academic reform movement and also what impact the reform movement has had on the N4A and its membership as a whole.

An Examination of the Academic Representativeness of Division III Athletes

Robert Malekoff
Guilford College

Ideally, students who participate in intercollegiate athletics are similar to their classmates from the standpoints of academic preparation, educational outcomes, and participation in the life of the campus community. Both quantitative and qualitative research as well as a plethora of anecdotal evidence suggests that this may not be the case at many Division I colleges and universities. But studies that led to the publication of two highly controversial books (*The Game of Life, Reclaiming the Game*) co-authored by former Andrew W. Mellon president William G. Bowen present data suggesting that academic underperformance may not be an exclusively “big-time” college sport phenomenon. Subsequent to the publication of *Reclaiming the Game*, the Mellon Foundation initiated the College Sports Project (CSP), with two primary goals in mind: (1) seeking ways to integrate intercollegiate athletics with campus academic and student life dimensions; and (2) measuring the academic preparation and performance of students participating on Division III intercollegiate teams. 71 Division III schools are participating in this 5-year longitudinal study. The first year findings, based on analyses of nearly 40,000 students, showed relatively modest differences in class rank by the spring of 2006 for female athletes and non-athletes. However, male athletes had class ranks 8 percentile points lower at the end of their first year at the institution when compared with their non-athlete counterparts. In addition, recruited male athletes had class ranks 7 percentile points lower than non-recruited male athletes. The study also examined academic outcomes by individual sports. Student participants in some sports (ex. men’s and women’s cross country) had higher class ranks than the averages for their counterparts not competing on teams. However, participants in other sports (men’s water polo, football, men’s lacrosse, men’s ice hockey) had lower class ranks than their non-playing classmates. Each participating institution is forwarded results pertaining to their own school, and encouraged to focus on and learn from successes that might logically be extended to other groups or teams. The CSP also initiates and encourages various integration activities for individual institutions and Division III conferences, and believes that these efforts are enhanced by an evaluation of representativeness data.

Student Athletic Fees: What are the realities?

Brian McCrodden and Mark S. Nagel
University of South Carolina

Over the past 10 years, the cost of tuition and fees at American colleges and universities has increased greater than the rate of inflation (“Tuition increases...,” 2005; “Student Charges...,” 2006). In many cases, the rate of yearly increase has doubled or even tripled the core inflation rate, and certain schools have increased their tuition rate by greater than 10% per year (“Student charges...,”). These increases have caused some to question why the cost of attending American four-year colleges has been continually and, in some cases, dramatically, increasing. Potential answers have included increased student service offerings, competition to attract and retain prominent faculty, availability of financial aide that skews the consumer’s price sensitivity, and adherence to escalating government regulations (“The real problem...,” 2006; “Why are college prices increasing...,” 2003).

One specific area of “enhancement” of student “services” on campus has involved the considerable increase in the cost of operating intercollegiate athletic programs (Gerdy, 2006; Sperber, 2000). Even though NCAA Division I athletic departments often attract large crowds, obtain national television deals, sign lucrative sponsorship contracts, and garner donations from individuals enjoying tax-deductible entertainment, the majority of athletic departments continually lose money (Sperber; Zimbalist, 2001). These losses are covered through a variety of campus sources. Though many “indirect” internal campus subsidies for athletics often cover athletic department shortfalls, direct student-athletic fees are a valuable source of revenue for the majority of college athletic departments. In many cases, student athletic fees are the most important revenue source for the operation of an athletic department.

This presentation will discuss the relationship between student-athletic fees and a variety of other variables including: overall student fees, cost of tuition, number of intercollegiate sports sponsored on campus, and availability to purchase tickets and/or attend athletic-related events. Data for the six Bowl Championship Series (BCS) conferences were compiled from individual university websites during the 2006-2007 and 2007-2008 academic years. Analysis revealed that there is a large discrepancy among schools regarding the direct subsidies students provide athletic departments and the benefits students potentially receive for their fees. In addition, yearly changes in student-athletic fees compared to overall student fees and tuition costs are not consistent at many universities. The results of the analysis will be presented and thoroughly discussed.

The Effectiveness of Major Infractions Penalties in NCAA Division I-A Football

Chad D. McEvoy
Illinois State University

The National Collegiate Athletic Association's (NCAA's) rules manuals for its three major divisions of competition total nearly 1,200 pages of rules, bylaws, and guidelines, which serve to support the stated mission of the NCAA's enforcement division: "to reduce violations of NCAA legislation and impose appropriate penalties if violations occurred" (www.ncaa.org). Little evidence exists, however, as to how effective NCAA penalties are in causing an appropriate hardship or loss upon the penalized institution and in the ability of these penalties to deter other programs from breaking the organization's rules. The purpose of this study was to evaluate this effectiveness, and accordingly, deterrence theory, well-established in the criminal justice literature, was utilized as a theoretical framework.

This study focused on college football at the NCAA Football Bowl Subdivision (FBS) level, formerly known as Division I-A. Using the NCAA's Infractions Database, subject football programs receiving major penalties in FBS between 1988 and 2000 were identified for inclusion in the study. The 35 penalized schools were categorized into high, moderate, or low severity groups based on rating agreement of a panel of intercollegiate athletics practitioners. A control group of nine non-penalized schools was also established for comparison purposes.

Winning percentage data was collected for each subject for a time period of ten consecutive years, including the five years immediately prior to the imposition of the major penalties and the five years immediately thereafter. A 4 x 10 mixed-design analysis of variance (ANOVA) was used to investigate if differences existed in all subject football programs across the ten-year period (within-subjects aspect of the ANOVA), including the five seasons before the penalty start date and the five seasons after that date, and to examine if differences existed between the four penalty severity groups, the high, moderate, and low severity groups as well as the control group, across the ten-year period studied (between-subjects aspect of the ANOVA). Results showed little effect of penalties on subsequent team performance for NCAA FBS football programs receiving major penalties. In fact, the 35 penalized subject schools realized a slight increase in winning percentage after penalties were imposed. Further results will be presented and the theoretical and practical implications of those results will be discussed at the conference.

Presidential Perceptions on Leadership Qualities on the Hiring of Athletic Directors

Nat Measley and Matthew J. Robinson
The University of Delaware

Over the past one hundred years, the realm of intercollegiate athletics has transformed. The position of athletic director is no exception. In the past an expected progression from coach to administrator to athletic director could be easily predicted. However, no longer do hiring universities look simply to coaching experience as prerequisites for such job openings. Instead, intercollegiate athletic programs conduct heavy research to determine hopeful athletic directors' experience, education, and personal values as determinates for successful candidates. After all, applicants regarding similar goals and values as the hiring intercollegiate athletic department will most likely maintain a competitive edge in the final selection process. Continually, since the university president often times oversees the hiring process of a new athletic director for the program, it is expected a presidential perspective would hold importance when determining which individualistic and collectivist values remain highly regarded throughout the position's final hiring. The researchers here within wish to identify the values presidents seek in the hiring of new directors of athletics. Also, it will be assumed differences will exist among presidential perceptions of such values across NCAA Division I athletic programs and NCAA Division III athletic programs. The researchers here within hypothesize a significant difference will exist among presidents based upon NCAA school size and classification, with presidents of division I institutions placing emphasis on individualistic values over collectivist values when considering athletic directors leadership qualities, and presidents of division III schools preferring more collectivist values over individualistic values from athletic director applicants. Presidential answers will be compared with those of the athletic directors from institutions whose presidents reported on desired athletic director leadership qualities and values. Finally, the researchers will explore individual athletic departmental success as compared to the presidential perceptions of athletic directors in relation to winning, student-athlete graduation rates, revenue generation, and number of past NCAA violations. The final output will hopefully act as an aid for any persons considering a position as director of athletics of intercollegiate athletic programs of any size or level of competition.

What Motivates Fans to Attend Women's College Ice Hockey Games? Keys to Growing the Fan Base

Heather A. Muir
University of Northern Colorado

Since the passage of Title IX, women's college sports programs have grown first with established sports like basketball, volleyball and soccer but more recently with ice hockey. With its roots in New England, women's ice hockey has spread westward and now includes 33 teams competing at the NCAA Division I level and 45 teams at the Division III level. For the sport to continue to grow it needs the support of fans in the stands. But with all of the entertainment and sports options available, what motivates fans to attend women's college ice hockey games? In 2007, as part of the author's master's thesis research, fans at four women's college ice hockey games responded to the Sport Interest Inventory (SII) that gathered demographic information and measured 17 motivation factors. Although ice hockey in general is seen as a violent sport and inappropriate for women players, fans of women's college hockey do not seem to hold this opinion. They are motivated by *players as role models*, *interest in team*, *excitement*, and *entertainment value*. Knowing this, college sports marketers can emphasize these aspects of the sport to draw additional fans. The highest ranked motivations for fans of women's college ice hockey were similar to those of other women's sports. Marketers should look for cross-promotional opportunities with other women's sports to draw more fans.

Where do we go from here? A Review of College Sports-Related Graduate Work and Suggestions for Future Research Topics

Heather Muir and Crystal Southall

University of Northern Colorado

With the expansion of graduate programs in sport management over the past few decades, there has been a proliferation of graduate research in the field. As graduate students explore research topics and seek new avenues of research, it is useful for them know what has been studied. This descriptive poster presentation will present the results of a recent survey of graduate theses and dissertations from the past 10 years. The collected data has been used to create a research map showing studied areas, as well as highlighting potential areas for future research.

Coaching Contracts and the Buyout Clause

Dave O'Brien & Amy Giddings
Drexel University

USA Today recently published a series of articles disclosing the contract terms and compensation for basketball coaches across the country. It is impossible to read those articles and not come away with the sense that the circumstances surrounding college coaching contracts have spiraled out of control.

Division I basketball coaches are now earning \$500,000 - \$2,000,000 annually and they are receiving contract terms that range from 7- 10 years in duration. While the compensation amount is staggering, antitrust regulations prohibit organizationally imposed limits; however, nothing prevents schools from coming to their senses individually regarding compensation and term excesses. Certainly if the NCAA learned anything from the settlement of the restricted earnings assistant coaches' lawsuit of a decade ago, it is that the organization is powerless to interfere with salaries because of antitrust regulations; but, that doesn't mean that it can't follow better strategies in all matters surrounding coaching contracts.

This poster will present strategies for athletic administrators to write more effective coaching contracts. Assessing contract length, the ability of institutions to negotiate with coaches, internal institutional goals, buyout clauses, and the payment of liquidated damages on the behalf of coaches are among the topics to be discussed.

Drafting and Enforcing a Student-Athlete Code of Conduct

Barbara Osborne
University of North Carolina at Chapel Hill

Student-athletes represent their colleges and universities through their actions on the field of play. Their conduct projects an image of sportsmanship, good or bad, that also reflects on the image of the coach, the team, and the institution. Projecting the image of the athlete based on field of play behavior to the coach or institution is justified as the coach (and institution as the ultimate supervisor) has responsibility and control over the venue. However, student-athletes actions beyond the playing fields also impact teammates, coaches and institutions. Headline news reports of student-athletes behaving badly, such as the Duke Lacrosse debacle, the Baylor basketball murder, or the Colorado recruiting party rapes, not only creates embarrassment, but can impact the image, public relations, success and finances of the athletics department and institution.

How much legal control can a college or university athletics department exert over student-athlete off-field (and off-campus) behavior? Institutions may try to influence and control student-athlete behavior with a Code of Conduct. The authority to regulate student-athlete behavior rests on the legal premise that participation in intercollegiate athletics is a privilege and that the student-athlete must comply with the institution's rules in order to exercise that privilege.

The Code of Conduct itself may be a source of liability for the athletics department. Not having a Code lends itself to legal intervention if the institution is not evenhanded in enforcement or punishment and can be perceived as arbitrary and capricious. Written Codes may also invite scrutiny related to both substantive and procedural due process, regulating beyond the scope of the institution's authority, and conflicts with First Amendment rights of speech and association.

Although intercollegiate athletics programs have historically been resistant to mandating a uniform Code of Conduct for fear that enforcing it may have serious repercussions on the playing field, a lack of uniform rules actually creates the greatest risk of institutional liability. Fifty-four court cases and two treatises were analyzed to formulate guidelines for creating a Student-Athlete Code of Conduct that conforms to the limits of legal control. Common procedural errors are identified and complications involving criminal acts and punishing the entire team as a group are also discussed.

The NCAA: A Case for State Action

Kadie Otto
Western Carolina University

Kristal Stippich
Gass Weber Mullins, LLC

This paper provides an overview of the Supreme Court’s “entwinement” analyses as applied in the cases of *Burton v. Wilmington Parking Authority* and *Evans v. Newton*, and describes how the lower courts found private athletic associations to be state actors in the high school setting and the NCAA to be a state actor pre-*Tarkanian*. It also highlights the *Blum*-trilogy which restricted the state action doctrine and describes how courts subsequent to the *Blum*-trilogy concluded the NCAA was not a state actor. Further, it sets forth the Supreme Court’s *Tarkanian* analysis in which it concluded that the NCAA was not a state actor, relying in large part on the rationale that a member school has a voluntary choice to withdraw from the NCAA should it disagree with a NCAA sanction. This paper describes the Supreme Court’s application of the “entwinement” analysis in *Brentwood*, which accepted the analysis of the lower courts in the high school association cases that, in turn, had leaned on the early Supreme Court entwinement cases. *Brentwood* and *Burton* are important for the recognition that the ability to voluntarily withdraw from unconstitutional behavior is not determinative of whether state action exists where the relationship is otherwise so interdependent as to make that “choice” a nullity, a holding that is consistent with *Burton*. *Brentwood* is also important for acknowledging the modern-day practical reality that public schools must depend upon private athletic associations to carry out an integral part of their educational mission and that their joint participation in that endeavor is a factor in finding state action. Finally, this paper analyzes the relationship between the public school members and the NCAA and applies *Brentwood* and *Burton* to conclude the NCAA, like the high school athletic associations, should be deemed a state actor. It argues that to hold otherwise ignores the dilemma public schools face of being subject to constitutional standards, but not being in a position to withdraw from the NCAA when those standards conflict with the NCAA rules, and overlooks the incentives (or disincentives) of the business of intercollegiate athletic competition in why public schools may not be inclined to actively require those constitutional protections through the NCAA itself. While certainly, as the Ninth Circuit in *Miller* recognized, the NCAA does need the ability to enforce its rules uniformly, it should not be granted the ability to do so *at the expense* of constitutional rights.

Gaining an Edge: The Use of Negative Recruiting in Division I Athletics

Amanda L. Paule
Michigan State University

In the competitive world of recruiting, how does a coach get an edge over the other school to win the recruit? Increasingly, coaches are engaging in the unethical practice of negative recruiting to get that edge and sign the recruit. Negative recruiting is the practice of attempting to persuade recruits to choose one school over another by using stereotypes, hearsay, and personal attacks against the other school. Coaches not only speak to recruits about the positive aspects of their program, but they also make negative comments about their rival schools. Negative recruiting topics can include facilities, the coaching staff, current players on the team, geographical location of the school, and sexuality. A study was conducted that examined the recruitment process in Division I intercollegiate athletics. The sample consisted of 25 Division I head and assistant coaches from 19 different universities. The coaches represented ten different athletic conferences and 12 different sports. Through the use of a qualitative methodology, the coaches were interviewed about their perceptions and experiences surrounding the recruitment process. One of the main topics that emerged in the interviews was negative recruiting. The coaches had varying experiences with negative recruiting but had all experienced it in one way or another. While most of the coaches discussed negative recruiting as a practice that other coaches engaged in, one coach did recall an experience he had when he negative recruited. This paper will present the experiences of the coaches in this study and through a critical lens analyze what needs to be done about the prevalence of negative recruiting in Division I athletics.

Applying Amateurism in the Global Sports Arena: Analysis of NCAA Student-Athlete Reinstatement Cases Involving Amateurism Violations

David A. Pierce
Ball State University

Lawrence W. Fielding
Indiana University

Amateurism is the defining feature of intercollegiate athletics in America. While the fundamental stated definition of amateurism has generally stayed consistent throughout the history of the National Collegiate Athletic Association (NCAA), the application of amateur principles has evolved over time as the NCAA has recognized the demands of its constituents in the external environment.

By examining 430 student-athlete reinstatement cases involving amateurism violations between 2004 and 2006, this research provides evidence that the NCAA operationally defines amateurism through the decisions made in the SAR process. Results of the study indicated that 94% of student-athletes were reinstated despite violating stated amateurism rules, a variety of mitigating factors are considered by the SAR staff in the decision making process, and Division I international prospective student-athletes were reinstated at a rate similar to if not higher than domestic student-athletes in violations of amateurism regulations.

This research explains why Division I institutions did not adopt legislation that would have directly changed the definition of who is an amateur, a change which would have allowed international prospects with professional experience to compete as amateurs, but instead retained the stated definition and opted to change the application of amateurism via the SAR process.

As institutions responded to the driving forces of globalization and talent migration in sport and recognized the benefits international athletes provided on and off the field, they sought greater access to international prospects. However, Division I institutions rejected amateurism deregulation proposals that would have permitted prospective student-athletes to participate, receive a salary, and sign a contract as a professional after their first opportunity to enroll. Deregulation was rejected because institutions wanted to avoid the potentially hazardous public relations and legal consequences that could have resulted from changing the stated definition of amateurism.

It is argued that essentially the same result was achieved through using the SAR process as would have been achieved through deregulating amateurism, with the exception of international student-athletes serving withholding conditions prior to actually being eligible to participate. In other words, Division I achieved through the reinstatement process what they were hesitant to pass with the deregulation proposal. The end result is international prospective student-athletes achieving amateur status and eligibility despite violating elements of the stated definition of amateurism.

Teaching “Issues in Intercollegiate Athletics” using Role Play

David A. Pierce
Ball State University

Joan Middendorf
Indiana University

The purpose of this research is to empirically assess the effectiveness of role playing by measuring its effect on student learning and to determine if it is a pedagogical strategy that can assist sport management educators in achieving learning objectives. Role playing is a constructivist teaching method embedded in the idea that “knowledge is constructed by learners as they attempt to make sense of their experiences” (Driscoll, 2005, p. 387). Role playing allows educators to persuade students to investigate course material from a different perspective (Blatner, 2002) because it places the student in the position of another person for the purpose of identifying with another’s perspective (Sutcliffe, 2002).

The role play activity utilized in an undergraduate “Issues in Intercollegiate Athletics” course centered on a fictional athletic department. The case emphasized strategic issues and decisions faced by athletic administrators including such items as: the role of Title IX compliance in determining the addition and elimination of certain varsity sports and squad size; the role that conference and divisional membership plays in revenue sharing and scheduling; the political nature of budgetary shortfalls in requesting allocated funds from the institution; the impact of team records in making personnel decisions; the role of football and basketball programs as a dimension of profitability; and the cost and feasibility of facility expansion and renovation (Pierce, 2006).

The first learning objective was to improve the student’s ability to identify and recognize strategic decisions made by athletic administrators. The second learning objective was to improve the student’s ability to empathize with the viewpoint of others by identifying the ways in which stakeholders are influenced by the decisions made by athletic administrators. The third objective was to assess the ability of students to identify complex interrelationships.

Student learning was assessed through the use of three classroom assessment techniques - background knowledge probes, concept mapping, and written responses to open-ended questions (Angelo & Cross, 1993). Students were assessed in three areas. First, are students able to provide more answers after completing the activity than before the activity? Second, what new concepts did students learn after completing the activity? Third, were the new concepts identified congruent with the learning objectives?

Results of the study indicated that role playing meets the needs of sport management educators who are attempting to offer students an active learning environment that balances theory and practice while equipping students with skills necessary to make decisions.

The Black Student Athlete & Community Partnerships: A Platform for Social and Behavioral Change

Fritz Polite
University of Tennessee

As our society , educational, and social services struggle to develop effective strategies to address the growing dilemma of the number of students requiring after-school supervision and programs, many scholars believe that these programs and activities can enhance the quality of life as well as develop an attachment for school, which is one of the primary factors that impacts social success (Carnegie Corporation of New York, 1992; Fox & Newman, 1997; School Out Consortium, 1995; Snyder & Sickmund, 1999).

Participating in after-school programs occupies youths during the time period when many youth tend to get into trouble, particularly for those identified as at risk of juvenile delinquency and academic failure. It is estimated that one in every four Black males in American society, 29% of the Black male population, will be incarcerated in a federal or state prison at least once in their lifetime (Bonczar & Beck, 1997; Sentencing Project, 2003). As a result, in 2001, Black males accounted for 46% of all inmates held in adult prisons within the United States (Bureau of Justice, 2005). In 1994, the number of Black males in federal and state incarceration exceeded the number of Black males in higher education (Mauer). In 1997, the unemployment rate for Black males ages 16-17 years old was 51%, three times higher than that of White and Hispanic males ages 16-17 years old (U.S. Department of Labor, 1997). The homicide rate for Black males is four times greater than Hispanic males and nine times greater than White males; the leading cause of death during the mid-1990's for Black males ages 15 to 24 was homicide (Bastian & Taylor, 1994; National Center for Health Statistics, 1997; Taylor, 1995). During the last 15 years, the life expectancy for Black males has consistently declined, the only group in the United States population to do so and was the lowest in America at 64.9 years (National Center for Health Statistics, 1997). As a result, the average Black male will die before he receives any social security benefits.

The role of the black athlete within the black community has taken a distinct change of direction. From the highlighted presence of Jim Brown, Muhammad Ali, and Jackie Robinson, the black athlete historically was an integral part for advancing the community of learning and outreach. Black athletes historically had a visible presence and were considered leaders during the Civil Rights movement. The term community comes from the Latin word *communitat*. This definition means a unified body of individuals with a stated commonwealth. This includes interacting within a population of various kinds of individuals in a common location. This manuscript will explore the conflicts of black athletes that grow up in predominately black communities and are recruited from them to play at predominately white institutions. The reallocation of their resources critical to the perseverance of black communities will be explored. Future implications and recommendations will be offered to offset the stated crisis.

In the Trenches: Historical Issues in College Sport Reform

B. David Ridpath
Ohio University

This panel will discuss issues related to college athletics and historical issues related to college-sport reform. The panel is uniquely qualified to discuss these issues given its breadth and depth of experience. Specifically, this panel will focus on past problems related to recruiting, eligibility, and financial aid, examine the current climate of NCAA Division-I athletics. In addition the panel will discuss various reform agendas by various groups including the Drake Group, COIA, the NCAA, and the Knight Commission on Intercollegiate Athletics, to name a few.

Invited Panelists:

Dr. James Gundlach - Professor of Sociology, Auburn University. 2008 recipient of the RMH Award given annually by the Drake Group

Ms. Amy Perko - Executive Director Knight Commission on Intercollegiate Athletics; former NCAA national office staff member, Membership Services; member Wake Forest University Sports Hall of Fame in the sport of Women's Basketball

Ms. Julie Cromer - Director of Membership Services, NCAA National Office; Former SWA Wright State University

Mr. Paul Finebaum - Sports Talk show host, Birmingham Alabama. Show rated as one of the top 12 sports talk shows in the nation by Sports Illustrated

Dr. John Kilbourne - Professor, Department of Movement Sciences, Grand Valley State University; former Strength and Conditioning Coach UCLA basketball and Philadelphia 76ers

Desired Values of NCAA Director of Athletics: The Presidential Perspective

Matthew J. Robinson
University of Delaware

Travis Feezel
Macalester College

Nathan Measley
University of Delaware

Trail and Chelladurai (2000) reported that the modern intercollegiate director of athletics has multiple goals to achieve and constituents to please. Because of this, the position of director of athletics has evolved into a complex, demanding and stressful position (Robinson & Peterson, 2005). Although the director of athletics has direct oversight of the athletic department, the university president has ultimate control and ultimately is held responsible for the behavior and actions of the entity.

The “presidential control” view is supported by The Knight Commission Report (1991) which proposed what it called the “one-plus-three” model — in which the “one,” control by the college president, is directed toward the “three” goals of academic integrity, financial integrity and independent certification. In 2001 the Knight Commission revised its model with the “one,” a Coalition of Presidents, directed toward an agenda of academic reform, de-escalation of the athletics arms race, and de-emphasis of the commercialization of intercollegiate athletics. It would assume in that control, the president plays a prominent role in the hiring and evaluation of the director of athletics.

Research has focused on control and accountability of intercollegiate athletics from several theoretical bases including stakeholder (Putler & Wolfe, 1999), distributive justice (Hums & Chelladurai, 1994; Mahony & Pastore, 1998), role (Claussen, Cuneen, Gaskins & Lengfelder, 1999; Frey, 1982), and organizational goal theory (Chelladurai & Danylchuk, 1984; Trail & Chelladurai, 2000). The purpose of this study is to expand the literature by utilizing value theory and focusing on the values presidents’ desire in a director of athletics and if differences vary based on Division. The researchers consider this inquiry important for values play an important role as antecedents of behaviors (Braithwaite & Law, 1985; Rokeach, 1973; Schwartz, 1992).

The researchers administered the Values Typology Scale developed by (Lee 2006) to NCAA Division I and III presidents. The values measured by the instrument include aesthetics, ambition, benevolence, commitment, conservatism, freedom, hedonism, moderate, openness, patriotism, pragmatism, self-control, self-direction, spiritual, stimulation, tolerance and work ethic. Descriptive Results will be presented and ANOVA will be utilized to determine if difference exist across divisions. Discussion and implications of the results for presidents and current and aspiring director of athletics will be discussed.

*Data was being collected at time of abstract being written.

Job Satisfaction and Stress of NCAA Directors of Athletics

Matthew J. Robinson and Michael Peterson
University of Delaware

Published research on job satisfaction and stress among intercollegiate directors of athletics is sparse. Robinson, Tedrick & Carpenter (2001) and Robinson, Peterson, Tedrick and Carpenter (2003) investigated job satisfaction of National Collegiate Athletic Association (NCAA) Division III Directors of Athletics. This study constitutes the first comprehensive evaluation of job satisfaction, stress and work and family balance among directors of athletics across all three Division levels of the NCAA and the first to examine if differences exist among the three Divisions.

Two-hundred and forty-eight NCAA Directors of Athletics completed an online survey emailed to their office email address. The survey consisted of demographic questions, the Job Descriptive Index (JDI) and the Job in General (JIG) instrument. Stress measures were measured with the Stress, Satisfaction and Health Survey (SSHS) and the Stress Satisfaction Offset Scale (SSOS).

Results indicated that Directors of Athletics as a total population are satisfied in the facets of work, supervision, co-workers and the job in general, but dissatisfied with the facets of pay and promotion. ANOVA determine there were no differences across divisions in regards to the facets of satisfaction. Although satisfied in their positions, based on SSOS results, one out of three NCAA directors of athletics have levels of stress that place him or her at a heightened risk for cardiovascular disease. Regression analysis indicated that 42% of the work stress levels can be attributed to perceived lack of fairness, the job in general, work and home conflict and life stress. There were also strong correlations between job stress and life stress and subjects associated overall conflict with work conflict. Again, ANOVA indicated there were no differences across NCAA Divisions.

ANOVA indicated that there was significant difference across NCAA Divisions over what was viewed as being most stressful in the job. NCAA Division I and II directors of athletics viewed fundraising as being more stressful than Division III directors of athletics. NCAA Division III athletics directors viewed handling multiple responsibilities as being more stressful than NCAA Division I and II directors of athletics and NCAA Division I directors of athletics viewed meeting expectations of Booster/Alumni as being more stressful than NCAA Division II and III directors of athletics.

Implications for job design of the position and coping strategies are discussed. Also implications for individuals interested in pursuing a career as an intercollegiate director of athletics are presented.

“Fixing” the College Game: Gambling by College Student-Athletes

Donald L. Rockey Jr.
Coastal Carolina University

Chris King
University of Alabama

The purpose of this presentation is to discuss wagering on college athletics and sports wagering by college student-athletes. The discussion will include the findings from the author’s research study of student-athletes who attended member universities of the Southeastern Conference. In this study, the pathological and problem gambling rates were compared between college students and college student-athletes. Additionally, the participation rates of sports wagering based on monetary expenditures, the impact of the Internet on sports wagering, and the rates of sports wagering participation by college student-athletes will also be covered in this presentation. The presenters will introduce the policies implemented by prominent college organizations and a specific university to assist college students and student-athletes avoid the pitfalls of gambling. Finally, research implications will be described.

History has shown that gambling does infiltrate college athletics. While Davies and Abram (2001) suggested that the fixing of basketball games was occurring in the 1930’s, the nation did not really take notice to the problem until the point shaving scandal of 1951 which implicated sixty-seven student-athletes and sixteen colleges including powerhouses such as the University of Kentucky and the City College of New York. Since then there have been point shaving scandals involving football or basketball at such well-respected institutions as Arizona State University, Northwestern University, and Boston College. In addition to the point shaving scandals, there have been several well documented cases in which student-athletes and at least one coach who ran into trouble because of gambling.

College athletics, particularly football and basketball, are popular venues on which to gamble for both the college student and the general population. Of the \$3 billion taken in by the legal sports books in Nevada in 2000, it was estimated that \$1.2 billion was bet on college football and basketball (Davies and Abram, 2001). Similarly, according to Blaudschun (2000), 30 to 40 percent of the \$2.3 billion wagered on sports by Americans were wagered on college football and basketball. In fact, the National Collegiate Athletic Association (NCAA) Division I basketball tournament which brings in more than \$80 million to the legal Nevada sports books is only surpassed by the Super Bowl, which brings in \$90.8 million, as the most popular sporting event on which to wager (Session, 2005).

From previous research, it is clear that sports wagering by college student-athletes takes place at significant rates. One of the first studies (Cullen and Latessa, 1996) to measure the prevalence rates of student-athlete gambling participation on sports found that 25% of NCAA Division I football and basketball players wagered on college sporting events. In addition, they found that 4% of the student-athletes surveyed wagered on games in which they played and that 0.5% received money from a gambler for not playing well. Cross and Vollano (1999) surveyed 765 NCAA Division I football and basketball players and found that 45% of these student-athletes gambled on sports. Both of these two studies only measured sports wagering in male athletes. In a study of student-athletes in the NCAA’s Southeastern Conference, Rockey, Beason, and Gilbert (2002) found that overall 22.4% of the student-athletes wagered on any sports with 30.4% of males and 11.3% females wagering on sports. LaBrie, Shaffer, LaPlante, and Wechsler (2003) found that the prevalence rates for male and female college student-athletes wagering on any sport to be 33% and 10% respectively. In addition, they found the prevalence rates dropped slightly for male and female college student-athletes wagering on college sports to 26% and 6.0%. According to a recent NCAA study (NCAA, 2004), 35% of male student-athletes and 10% of female student-athletes engaged in sports wagering in the past year. Similar to the finding of LaBrie and others (2003), the prevalence rates also diminished for male and female college student-athletes who gambled on college sports (21% and 6.0%; NCAA, 2004). Approximately 1.0% of the football players and 0.5% of basketball players surveyed by the NCAA (2004) reported accepting money to play poorly. According to the NCAA study (2004), based on their prevalence rates approximately 80,000 NCAA student-athletes per year risk their eligibility by gambling on sport.

These findings lead to the question “are student-athletes susceptible to gambling-related problems?” While the rates of probable problem and pathological gambling are higher for student-athletes, the research did not suggest that athletes are more susceptible to gambling problems. Rockey, Beason, and Gilbert (2002) found that student-athletes had higher prevalence rates of both probable pathological (6.2%) and problem gambling (6.2%) than college non-athletes (3.3% and 3.4%), but the associations were not significant. The only significant association was found between female student-athletes and problem gambling. According to the NCAA (2004) study, no more than five percent of males and less than 0.5% of females within any division of the NCAA were found to be problem or pathological gamblers.

NCAA Rule Enforcement after *U.S. Department of Education vs. National Collegiate Athletic Association*: Will there be a Chilling Effect on the Self-Reporting of Violations?

Ryan M. Rodenberg
Indiana University

This presentation is based on a two-fold research purpose. First, this presentation will analyze the recent decision in *U.S. Department of Education v. National Collegiate Athletic Association*, 481 F.3d 936 (7th Cir. 2007). In the case, the Department of Education (DOE) sued the NCAA after the governing body of college sports refused to comply with a DOE subpoena mandating disclosure of documents pertaining to the NCAA's investigation of the University of the District of Columbia (UDC). At the time of the lawsuit, both the DOE and the NCAA were investigating UDC in connection with UDC's abrupt cancellation of its men's basketball program. Treatment will be given to the issue of whether the NCAA is entitled to any type of qualified privilege in response to a government subpoena. In addition, the NCAA's power to attach a protective order to any documents turned over to the government in connection with an on-going NCAA investigation will be explored. Second, this presentation will examine whether the court's decision will have a chilling effect on the self-reporting of violations by member schools, some of which may be fearful that their disclosures could be viewed by non-NCAA parties at a later date. Accordingly, with self-reporting a key component of the NCAA's enforcement mechanism, a related assessment will be made as to whether such a chilling effect would impact the NCAA's enforcement of its own rules. Drawing on the historical development of chilling effect doctrine in the context of tort law, evidentiary rules, and First Amendment jurisprudence, an explanation will be offered as to how this doctrine could extend to whistleblowers in college sports.

College Basketball's Virtual Three Point Play: Officially Licensed Video Games, NCAA Rules, and Student-Athlete's Statutory and Common Law Right of Publicity

Ryan M. Rodenberg and Antonio S. Williams
Indiana University

This presentation will analyze the presence of student-athlete images in officially licensed college basketball video games vis-à-vis a student-athlete's statutory and common law right of publicity. In addition, this presentation will specifically treat the potential impact of the NCAA's proposed rule change on the use of player images in commercialized ventures, with a particular emphasis on college basketball-themed video games. After detailing the scope of student-athlete likenesses being used in the current college basketball video games for Sony Playstation 3 and Microsoft Xbox 360, this presentation will provide an overview of both the current NCAA regulations pertaining to commercialized player images and the proposed rule revisions being contemplated. Further, the presentation will summarize the key terms of the athletic scholarship agreement, which is the primary document relied upon by the NCAA in its licensing of player images to video game producers without compensating the student-athletes featured in such video games. The presentation will conclude by setting forth the legal framework as it concerns statutory and common law rights of publicity.

Power and Focus: Self-Representation of Female College Athletes

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Bowling Green State University

Female athletes may struggle with the social expectations surrounding femininity juxtaposed with the physical demands of their sport (Krane, Choi, Baird, Aimar, & Kauer, 2004; Ross, 2007). This conflict can be perpetuated by mediated images of female athletes that often highlight beauty and sexuality. In marketing college sport, this trend has been found on media guides covers for NCAA Division I women's teams (Bussye & Embser-Herbert, 2004). In the current climate of elite sport, authentic and credible role models are especially important. Thus, we cannot help but question the purpose of sexualized images of college female athletes and to whom these images are targeted. Based on the need to provide young children positive role models of healthy physical activity and sport participation, we are interested in how current female athletes prefer to be represented and their intended message of the image. To this end, we invited female, NCAA Division I athletes to participate in a photo shoot. The athletes were told that the photographs would be included in a photo essay entitled "This is a Female Athlete," that would be used in subsequent research with young athletes. The twenty participants were given the freedom to decide how they would be portrayed (e.g., attire, location, pose). Advanced photography students conducted the photo shoots. The athletes also participated in a short interview in which they reviewed photographs of themselves, selected their favorite, provided a caption for it, and explained why they selected that particular image. A rich variety of photographs emerged. Athletes fashioned images that were creative, sophisticated, and complex and that visually marked a convergence of multiple identities. They were clear in what they wanted to communicate; some images depicted the focus and determination of female athletes, some contrasted their femininity with athleticism, and others represented the sheer power of an athlete. Analysis of the interview data, grounded in our cultural studies framework, revealed four primary themes describing the messages the athletes wanted to convey through their images: (a) their social identities as athletes and/or females, (b) the physical embodiment of being an athlete, (c) the psychological attributes of athletes, and (d) a redefined or progressive interpretation of femininity. These findings will be discussed as they relate to the need to bring the voices and perspectives of women college athletes into the research, and to allow them to serve as agents and collaborators in decisions regarding their representations.

Perceived Gender Differences for Work-Family Conflict in College Coaches

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Aaron W. Clopton
Marshall University

Within diversity and coaching research, various reasons are given for decreasing percentages of women coaches since the implementation of Title IX, including differences in job satisfaction, intentions to be head coach (Sagas & Cunningham, 2004), and work-family (WF) issues (Dixon & Bruening, 2007; Sagas & Cunningham, 2005). The current study expanded on this inquiry by comparing coaches on various measures of WF fit, including WF conflict (work conflicting with family life), FW conflict (family conflicting with work responsibilities), WF enrichment (work role enriching family life), and FW enrichment (family life enhancing performance at work). Additional comparisons among coaches were undertaken which included those living with a mate, and then again with those living with children.

A total of 1408 NAIA coaches were sent the link to the online survey with retained surveys gathered from 601 (43%) coaches. For males, 391 coaches responded, with 311 (80%) reported living with a mate, and 21 (62%) coaches reported living with children. For females, 210 coaches responded, with 115 (55%) reported living with a mate, and 61 (29%) coaches reported living with children. ANOVA was used to explore differences.

In examining the four WF measures, no significant differences were found between male and female coaches for perceived FW conflict or WF enrichment. However, females perceived higher WF conflict, $F(1,599) = 9.38, p < .01$, and higher FW enrichment $F(1,599) = 4.62, p < .05$. Nearly identical results were found when comparing those coaches having mates. Additionally, similar differences were found when comparing coaches with children with no significant differences found between male and female for perceived FW conflict or FW enrichment, but female coaches reporting higher WF conflict, $F(1,301) = 4.75, p < .05$, and higher WF enrichment $F(1,301) = 4.87, p < .05$.

Additionally, a comparison was done comparing female coaches with children to females without children. No differences were found for WF conflict, or FW enrichment, however coaches with families reported higher WF conflict, $F(1,207) = 8.52, p < .01$, and WF enrichment, $F(1,207) = 5.77, p < .05$ than those females without families.

Finally, a comparison was done for spouse career involvement. For both married coaches and coaches with children, females reported spouses more involved with their own career $F(1,423) = 25.62, p < .001$.

Besides the lower percentage of mothers remaining in coaching, those who remain are more likely to have spouses involved in a career. These findings suggest that conflict may play a meaningful role in women leaving the coaching profession.

Work-Family Fit: A More Complete Picture of Work-Family Nexus

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The University of Memphis

Michael Sagas
Texas A&M University

Past research on the effects of work interfering with family life, and vice-versa, has been conducted within organizational sciences for the past 30 years. Building on these studies, researchers and practitioners within sport have examined how this conflict affects coaching job satisfaction and intentions to leave coaching, or delay the start of having a family (Sagas & Cunningham, 2005). However, emerging research suggests that to focus on the negative aspects of multiple role participation does not allow for a complete analysis of the effects of one role on the other as skills and privileges earned from one role may benefit participation in the other role (Greenhaus & Powell, 2006). Therefore, a more complete picture of the effects that work may have on a coach's family should include the positive benefits as well (Ryan, 2007). Furthermore, in the same way that one's overall health may be described with multiple indicators (mental well-being, lack of illness, physical fitness, etc.), it is suggested that the fit between work and family for a coach may be comprised of the beneficial aspects of enrichment and the negative effects of interference. It was hypothesized that for coaches, work-family (WF) fit would be a better indicator of coaching, family, and life satisfaction than the individual WF constructs.

In this exploratory study, 137 (out of 286) NAIA coaches responded to an online-survey. Summing the scores for WF enrichment to family-work (FW) enrichment and subtracting the scores for WF conflict and FW conflict calculated the WF fit measure. Each WF scale was based on previous measures, and ranged from 1-5. Therefore, the potential range for WF fit would be from -8 to 8, with negative scores indicating more overall conflict than enrichment. Finally, correlations with the facets of satisfaction with the WF indicators were used for comparisons.

Results indicate that WF fit was significantly correlated with coaching satisfaction ($r=.41$, $p<.001$), family satisfaction ($r=.20$, $p<.05$), and life satisfaction ($r=.38$, $p<.001$). Moreover, with the exception of the FW enrichment correlation with family satisfaction ($r=.26$, $p<.01$), the work-family fit variable had a higher estimated correlation with the measures of satisfaction, than any other individual work-family construct.

Results suggest that an overall work-family measure may be of some benefit to understanding the work-family interaction, and further investigation is needed. Additionally, it is suggested to practitioners that addressing a coaches WF fit may be beneficial in meaningfully improving satisfaction.

A Model for Assessing Organizational Culture in Intercollegiate Athletics

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University of the Pacific

Hannah and Beyer (2000) have suggested that a major barrier to change in intercollegiate athletics (ICA) is its cultural significance in higher education. Furthermore, leaders have acknowledged the need to change the culture of ICA (Brand, 2000; Dempsey, 2001). However, few empirical studies have addressed the manner in which ICA cultures can be changed. This gap may be due to the lack of a framework with which to analyze ICA departments as organizational cultures. Schein's (2003) model of organizational culture is the most frequently cited perspective in the literature, but it applies primarily to corporate cultures. More applicably, Kuh and Whitt (1988) identified five elements necessary for assessing college and university cultures: history, internal environment, external environment, leadership, and subcultures. To further narrow this lens, I modified this model to best assess ICA cultures.

The model emerged from two qualitative studies of athletic department cultures and seven years of consulting with athletic departments. Data came from 29 formal interviews with athletes, coaches, athletic directors, and administrators. Additional data arose from my role as the facilitator of a monthly coaches roundtable, hosting lectures of athletic directors, and informal conversations with people in the above roles. One NAIA and 13 NCAA Division I institutions across the funding spectrum were represented. These schools were members of eight conferences throughout the country.

Based on this data, I propose a five-item model superficially similar to Kuh and Whitt's (1988), but marked by important differences within each element. The *university culture* combines with the *history and traditions of ICA* to inform the status and objectives of ICA at a particular university. However, the tensions between these cultural elements and the growing role of the *external environment* are central to understanding ICA cultures. Athletic departments interact with a unique array of external stakeholders in manners more intense than the rest of their host institutions. This tension also affects *leadership*. Externalities like media and boosters alter internal leadership and can guide entire department philosophies. This ultimately impacts the athletic department's *internal environment*. Although subcultures within the athletic department are more clearly defined than those in other institutional departments, the external environment again shapes the relationships between those subcultures.

The above model will provide researchers with a contemporary, dynamic model with which to assess ICA issues. It may also enable ICA leaders to better grapple with the barriers of administering in such a dynamic environment.

Flame This! College Sports Fans and Online Aggression

Brad Schultz
University of Mississippi

Mary Lou Sheffer
Texas Tech University

The study seeks to examine how college sports fans are using online message boards. Studies have shown that highly identified fans often engage in aggressive physical behavior. However, little is known whether this aggression includes non-physical Internet communication. The theoretical basis for the study is the application of Wann's (1993) self-esteem maintenance model to online communication to college sports message boards. Wann's theory says that highly identified fans (and therefore, those who choose to go online for discussion) are more likely to engage in hostile, aggressive behavior. This was examined within the context of message board discussions in the days before and after the national championship college football game between Ohio State and LSU. The discussion threads of three different message boards (one neutral, one LSU and one Ohio State) were analyzed for aggressive content. The analysis started the week before the championship game and ended the day after. Results indicate that overall content of all messages ($N = 2,785$) was hostile/aggressive ($p < .001$), with the most aggressive communication taking place immediately before, during and after the game. Interestingly, the most aggressive communication occurred on the neutral board. Implications include a possible reduction in real violence through the cathartic effect of online aggression.

The Interaction of Sociological Theory and Management Science: Trends and Issues in College Sports Affecting the Future of Sport Marketing

Eric C. Schwarz
Daniel Webster College

Utilizing previous research and contemporary trends and issues, this roundtable will address topics that articulate an awareness of the need to integrate sociology and business management concepts in collegiate sport marketing. More specifically, this session will discuss topics that articulate how such integration can act as a catalyst for change in the overall sport industry related to connecting the sociological benefits of sport programming to the financial considerations.

While the panel and audience will most certainly drive the discussion in this session, the following trends and issues in collegiate sport marketing will serve as a basis for this roundtable: (1) the relationship between intangible and tangible forms of capital, including financial and social capital; (2) the intellectual conflict and resulting academic divide created by the divergent views of sociological theory and marketing theory; (3) the connection between building a sense of community and building brand equity; (4) the association between traditional marketing and lifestyle marketing; and (5) the correlation between customer relationship management and customer experience management.

This roundtable of academicians and college sports administrators will strive to bridge the present-day sport-marketing intellectual gap between sport-marketing practitioners and sport sociologists. With the continued fragmentation of the sport industry, there needs to be a concerted effort toward the development of cross-disciplinary, intra-university, collaborative research connecting the importance of sociology and business management in collegiate sport marketing. As a result, the overall goals of this roundtable are: (1) to show there is a need for further analysis of theoretical research and application methods related to the interaction of sociological theory and management sciences; and (2) that college sports, because of its simultaneous placement in the academic and business environments, can serve as the catalyst for addressing issues that will affect the larger sphere of sport marketing.

Punching a Ticket to the Big Dance: Determinants and Financial Implications of At-Large Selection to the NCAA Division I Men's Basketball Tournament

Stephen L. Shapiro
University of Northern Colorado

Joris Drayer
University of Memphis

Brendan Dwyer and Alan L. Morse
University of Northern Colorado

The NCAA Division I basketball tournament selection process has been a highly scrutinized system. Selection committee members are asked to choose teams based on a set of criteria set forth by the NCAA. However, committee members also indicate that a variety of other quantitative and qualitative data are considered. Due to the subjective nature of the selection process, it is important to examine the committee's behavior in previous selections to understand the attributes that help predict at-large selection, especially given the significant financial benefits to institutions (\$190,000 per round appearance) and conferences (\$1 million per victory) that are selected. The scholarly literature in terms of seeding and selection is limited. Coleman and Lynch (2001) found six statistically significant variables that affected the at-large bid selection process from 1994 to 1999. However, recent selection data and indirect variables such as geographic location, population, and income were not analyzed. These omissions, along with recent changes in the structure of the tournament, necessitate further examination.

The purpose of this study was to examine specific attributes of teams in the RPI top 100 (excluding teams that received automatic bids) between 1999 and 2007 to understand selection decisions. A logistic regression model was developed to examine the factors that affect tournament selection. A total of 695 observations were used for the subsequent analysis. The regression model was found to be significant $X^2(47, N = 695) = 825.87, p < .001$, explaining approximately 69.5% of the variance in at-large selection (Cox & Snell R Square). According to the Wald criterion, the significant variables in the model were Winning Percentage, RPI Rank, Conference, Significant Wins, and Conference Regular Season Finish. In addition, there were specific misclassifications in each year of the study except 2002. The number of misclassifications has increased in more recent years, with four in 2005 and 2007, and five in 2006.

In conclusion, the results suggest that most of the criticism towards the selection committee is unwarranted. Overall, selections match the criteria set forth by the NCAA. None of the indirect variables examined were found to be significant. However, several issues arose from this investigation. Most notably, regular season finish and conference were strong predictors of selection. This may provide evidence of a conference bias which is supported by specific misclassifications over the nine year period. The results of this study can be utilized by the NCAA to monitor and adjust the selection process. In addition, schools can use this information to focus on specific success attributes to improve their likelihood of selection.

Legal Considerations in Coaching Contracts

Linda A. Sharp
University of Northern Colorado

It comes as no surprise that contracts for college coaches, especially in the sports of football and men's basketball, are complex business transactions with very large compensation packages. The average earnings of the major college football coach have reached \$1million per annum (Wieberg & Upton, 2007). Five football coaches currently exceed the \$3 million mark on an annual basis (Wieberg & Upton, 2007). Pay-for-performance incentives continue to escalate as well (McCarthy & Bohn, 2007). With such high economic stakes, the sophistication of the contractual language continues to increase.

This presentation will address two critical issues in college coaching contracts using case law and current practice in the drafting of coaching contracts. The first focal point will be the use of the termination clause exemplified by the case of *O'Brien v. Ohio State University*. This section of the presentation will analyze O'Brien's claim for wrongful termination by Ohio State and the latter's claim that his conduct constituted a material breach of contract (*O'Brien v Ohio State*, 2006, pp. 11-26). In August, 2006, the Ohio Court of Claims held in favor of O'Brien as it found that the university did not follow the conditions of the contract in dismissing him. The Ohio Court of Appeals affirmed this decision in September, 2007 as it upheld damages of approximately \$2.4 million. The focus of this discussion will be on wrongful termination clauses generally and what Ohio State could have done better in drafting and/or enforcing the termination clauses in the O'Brien case.

Another critical issue is the use of the liquidated damages or buyout clause when a coach has breached a contract by leaving during the term of the current contract. The recent controversy surrounding the departure of Rich Rodriguez ,who breached his contract as head football coach at West Virginia University to accept the coaching position at the University of Michigan, is a case in point. Rodriguez's contract with WVU contained a \$4 million buyout clause and WVU intends to pursue its legal remedies in this situation ("WVU recriminations go on over Rodriguez", 2007). The pros and cons of the buyout clause and the likelihood of success by WVU will be discussed.

Sportsmanship Perceptions and Behavior of Student-Athletes

Sandra Slabik and John Wong
Neumann College

There has always been concern and discussion about the ethical behavior of athletes on and off the playing field. Recently, there has been an emphasis of concern with fan behavior, as evidenced by some sport groups sponsoring conferences on this issue such as the NCAA Sportsmanship and Fan Behavior Summit in 2003, and their Post-Game Crowd Control Summit in April, 2006. However, with continued evidence of less than acceptable student-athlete behavior (Miami vs. Florida International, Dartmouth vs. Holy Cross, etc.), and what is thought to be a general decline in moral behavior in society, (Marrella, 2005), the need for continued focus on student-athlete's behavior during contests is warranted.

Most assumptions of what athletes believe are sportsman-like behaviors are made by observing their behavior. The fact is, many athletes believe they are acting in an acceptable manner, even when their actions demonstrate otherwise. This research sought to identify specific areas of sportsmanship that may be problematic, not only how athletes behave in certain situations during games, but also, what they perceive to be acceptable actions. The most credible method to obtain this information was to ask the athletes themselves.

A survey with 34 Likert Scale questions was developed with the assistance of a focus group of student-athletes. The first 16 questions were developed to measure student-athletes' perceptions of what constitutes sportsman-like behavior. The remaining 18 questions were developed for the student-athletes to indicate their actual behavior, relative to sportsmanship, during competition. Demographic variables such as sport, gender and years of participation were also included in the survey so that comparison of perception and behavior can be analyzed between different sports and genders, and specific problem areas could be identified.

Data for the study was collected from nearly 500 collegiate student-athletes.

Descriptive statistics and ANOVA analysis of the survey results indicated that there were significant differences in responses by athletes according to sport, gender, and different years of participation. These differences were noted on both the questions on actual sport behavior, and the questions on perceptions of sportsmanship.

The results of this study provides more accurate information regarding the perceptions of sportsmanship held by collegiate student-athletes, by sport, gender and other demographic variables. Both coaches and administrators can utilize these results to more effectively develop education programs aimed at reducing unacceptable behavior during intercollegiate athletic contests.

Legal and Ethical Issues Associated with the Administration of the National Letter of Intent (NLI) Program

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University of New York at Cortland

Richard M. Southall
The University of Memphis

National Letters of Intent (NLI), now utilized by over 500 colleges and universities (Need citation) are administered by the Collegiate Commissioners Association (CCA), with the NCAA Eligibility Center staff providing day-to-day management (Collegiate Commissioners Association, 2008; Phillips, 2002). Signing a NLI obligates a prospective college athlete to participate in intercollegiate athletics at a particular college or university in exchange for a specified grant-in-aid award (Davis, 2007; Riella, 2002)

This presentation examines legal and ethical issues surrounding the National Letter of Intent's use in intercollegiate athletics. Specifically, the presentation will involve reconciling NLI language and common practices associated with NLI's implementation with identified legal and ethical concerns. Throughout the presentation, an effort will be made to examine specific legal and ethical issues associated with the NLI program within the context and framework of college sports today. Specifically, this presentation will present a detailed argument that a NLI is legally unenforceable as an unconscionable contract of adhesion (Riella, 2002). In addition, since most prospective college athletes who sign an NLI are minors, the issue of capacity to enter into a legally enforceable agreement will be addressed (Cozzilla, 1989). Finally, potential antitrust implications in a system that offers no meaningful alternative for prospective athletes will also be examined.

In addition to these legal considerations, an ethical analysis of the NLI program utilizing both deontological and consequentialist frameworks will be provided. Particular attention will be paid to factors surrounding NLI program's administration: including analyses of ethical concerns of both parties to a NLI agreement.

“*The Most Wonderful Time of the Year:*” Institutional Logics and 2006-2007 NCAA Division I - Football Bowl Subdivision (FBS) Football Bowl Games

Richard M. Southall, The University of Memphis

Mark S. Nagel, University of South Carolina

From December to January each year, National Collegiate Athletic Association (NCAA) Division I - Football Bowl Subdivision (FBS) football bowl games dominate the televised sport schedule. These bowl games vary in generated television ratings, but still attract significant viewership levels and advertising spending (ESPN.com, 2007). In light of the limited analysis of organizational conditions that frame college football bowl-game’s broadcast production (Silk & Amis, 2001; Southall, Nagel, Amis, & Southall, in press), this study examines the impact of influential actors on the media *representation* process. Using a mixed-method approach, this pilot study investigated production conditions and processes (Silk & Amis; Southall et al.) involved in producing sampled ($n = 5$) NCAA college football bowl-game broadcasts, examined the extent to which *nonprogram* content in sampled broadcasts is consistent with the NCAA’s educational mission, and considered the dominant *institutional logic* that underpins their reproduction (Friedland & Alford, 1991; Southall et al.). In so doing, this analysis provides a critical examination of 2006-2007 NCAA Division-I Football Bowl Subdivision (FBS) football bowl games, and discusses how such broadcasts constitute, and are constituted by, choices in television production structures and practices.

Faculty Sentinels Guarding the Mythic Line between College Sport Amateurism and Professionalism

Ellen J. Staurowsky
Ithaca College

A broad examination of scholarship on American college sport spanning nearly a century reveals much about the evolution of higher education in the United States. As Derek Bok (2003), in his book, *Universities in the Marketplace: The Commercialization of Higher Education*, points out, the roots of burgeoning intersections between the academy and commercial enterprises emanate from athletic departments and have since branched out across campuses. Whereas Bok (2003) cautions that part of the balancing act to be achieved in forging relationships with corporations is the protection of academic freedom, legal scholar, Risa Lieberwitz (2004) points out that the principles that typically define corporate entities conflict with the essence of what higher education is all about.

The tensions outlined by the contrasting positions taken by Bok (2003) and Lieberwitz (2004; 2005), which have most recently been expressed in and about the controversial report from the Secretary of Education's Commission on the Future of Higher Education (Lederman, 2006) are similar to those that have shaped discussions about college sport reform over the span of the last one hundred years. In his state of the association address delivered to the NCAA in January of 2006, president Myles Brand attempted to offer an assurance that commercialism by itself need not be avoided but warrants regulation. He said, "Instances in which advertising is offensive, in which it is crass or overwhelming, are incompatible with these [higher education] values. But commercialism per se is not" (n.p.).

The question, however, is who serves as guardians of those higher education values and the mission of the academy? Whereas an argument can be made that it is the faculty's responsibility to serve as the sentinels who walk what the NCAA in its publications refers to as the "clear line of demarcation" between amateurism and professionalism, that line, if it ever existed, has become more and more porous as the revenue generating capacity of athletic departments has increased. At the same time, the faculty role in shared governance has been "under siege" over the past two decades, "threatened by overreaching trustees, ineffectual presidents, and professors themselves" (Leatherman, 1998). This paper will test the assertion that faculty across the nation play a role in college sport governance and will examine impediments to effective faculty engagement and influence on matters pertaining to college sport.

The Critical Success Factors of the Atlantic Coast Conference: A Case Study from the Perspective of the Conference Leadership

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Critical success factor investigations have been used by managers in various industries. This strategic planning method was applied successfully in the management of information systems, governmental agencies, and Catholic schools. The increasing focus on athletics and profitability requires an increase in organizational compliance and governance to ensure successful business operations. This concern for excellence in intercollegiate athletics warrants organizational leadership tools to identify those critical success factors. The purpose of this research was to provide the platform whereby this analysis is applied for the leadership of the Atlantic Coast Conference (ACC) to operate an effective organization.

The ACC, an intercollegiate athletic league representing 12 universities, has been successful as an organization purposed to "maximize the educational and athletic opportunities of its student-athletes" (Atlantic Coast Conference, 2006, p. 3). The leadership of the ACC requires management tools to sustain an effective administration and delivery of sporting programs and to comply with the regulations of the National Collegiate Athletic Association. This case study introduced Stroman's critical success factor category (CSFC) analysis to identify the critical success factors in the planning areas of Global or Industry Related, External Influences, Internal Influences, Temporal and Enduring, Risk Abatement, Performance, Cultural Influences, and Market Influences, as defined by the ACC leadership. The literature has used the labels of *category* and *factors* interchangeably and also introduced additional labels, which is problematic and has caused confusion. To provide a measure of clarity, Stroman's CSFC analysis used only *categories* and *factors*, which are separated and defined.

A structured interview guide with 18 leaders (i.e., athletic directors, faculty athletic representatives, and conference commissioners) was used to discover 479 factors and that the *ACC leadership*, *ACC culture*, *marketing and promotions*, *quality of institutions*, and *ACC governance* were the most critical success factors for the conference. Each interview was transcribed verbatim and reviewed for accuracy. This data was coded by category and analyzed. The technique for this analysis was (a) noting patterns and themes, (b) clustering and (c) counting. The research results suggested that the essential factors to success in the conference are dependent on the leadership or personnel. Despite the diversity within the institutions, performance is driven by the ability of people to understand, communicate, and do their jobs effectively. The high response rate and thorough comments reflected the leadership's interest in identifying the critical factors to assist in the continued success of the league.

Examining Website Attitudes in Intercollegiate Athletics: An Analysis of the Service Quality, Fan Identification, and Customer Satisfaction in College Sports on the Internet

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The Internet has become a key role of communication tool for sports marketing (Hur, Ko, & Valacich, 2007). As the Internet has become an established medium, sport marketers often use aspects of the medium's technologies to enhance more personalized services and interactive communication (Brown, 2003). Most sports websites associated with intercollegiate athletics are used to provide news and information as well as ticket sales, online shopping, and various services to sports fans (Carlson, Rosenberger, & Murphy, 2003). Sports marketers also need to understand customer's needs and wants toward their websites because they have different interests and satisfaction (Davenport & Beck, 2001). Thus, service quality is defined as meeting the expectations of customers (Falzon, 1990) and it can be one of the crucial factors to attract sports fans and keep them on sports websites (Brown 2003; Evans & Smith, 2004). Cox and Dale (2001) noted the importance of service quality because it builds customers satisfaction and loyalty. Because of the importance of service quality in attracting and sustaining sports enthusiasts, there is a need to determine how the sports fans evaluate service quality on sports websites. That is, there is a need to evaluate if the level of fan identification has a different effect on perceived service quality. Also, studying the perceived service quality is needed to explain why sports fans revisit certain websites. Therefore, the purpose of this study was (1) to measure perceived quality of intercollegiate athletic website service, (2) to examine college sports fans' attitudes toward visiting the website, and (3) to identify the relationship between service quality and fan identification. Based on the traditional service quality literature review, the proposed research model provides seven factors of service quality: usability/performance, interactivity, trust/security, reliability, content, multi-functional website, and satisfaction. The Sport Spectator Identification Scale (SSIS) developed by Wann and Branscombe (1993) is used to measure the level of fan identification. The SSIS – which has been used in numerous studies (i.e., Wann, 2004; Pierce & Wann, 2005) – has seven Likert-scale items assessing identification with a sport team. A convenience sample of students at a large Midwest university in the Football Bowl Subdivision (formerly known as Division I-A) was selected for this pilot study. The study provides an introductory step in the understanding of the main attributes of service quality on sports websites, their effect on revisiting websites by sports fans, and the relationship between service quality and fan identification. In addition, the results illuminate future Internet research and marketing opportunities for intercollegiate athletic scholars and sport industry professionals.

Collegiate Sport Chaplaincy: Problems and Promise

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Sectarian and non-sectarian colleges and universities in the United States have increasingly utilized the services of “sport chaplains.” Generally, these men and women are responsible for the spiritual care of athletes. Thus far, little is known about the role and functions of sport chaplains in intercollegiate sports. Despite the importance of providing spiritual care for athletes and coaches, several critical questions surround the use of sport chaplains in intercollegiate athletics.

Sport chaplains operate within or tangentially to the leadership structure of athletic departments. Generally, chaplains are also affiliated with organizations such as the Fellowship of Christian Athletes (FCA) and Athletes in Action. The majority of sport chaplains are volunteers appointed by the athletic director or the coach. Only a small number of sport chaplains are paid.

The authors explore (1) how sport chaplains fit into the leadership structure of athletic departments and their major duties and responsibilities; (2) ethical issues surrounding the utilization of sport chaplains at public and private institutions; and (3) the provision of spiritual care services facilitated through athletic departments in the context of “separation of church and state” at public institutions.

The study found that the role of the chaplain with the team is unclear. A chaplain may serve as a spiritual leader, a counselor, a mentor or any combination of the three. There is concern that sport chaplains are not properly trained to fill all of these roles.

Major concerns regard the training and credentialing of sports chaplains. Chaplains serving other populations have traditionally been required to meet certain standards of training. The current requirements of the Association of Professional Chaplains include: (1) bachelor’s degree from an accredited member of the Council for Higher Education Accreditation (CHEA); (2) theological education at the graduate professional level involving a minimum of three years from a CHEA accredited institution; (3) ordination by an appropriate religious authority; (4) endorsement by a recognized religious faith group for ministry as a chaplain; (5) 1600 hours of accredited clinical education; and (6) a minimum of one year’s full-time experience as a chaplain apart from clinical training or residency. This study found no record of a sanctioned training program or credentialing organization for collegiate sport chaplains in the United States. FCA offers an on-line training program and Neumann College and Auburn University conduct workshops for individuals desiring to serve as sport chaplains.

College Basketball's Virtual Three Point Play: Officially Licensed Video Games, NCAA Rules, and Student-Athlete's Statutory and Common Law Right of Publicity

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This presentation will analyze the presence of student-athlete images in officially licensed college basketball video games vis-à-vis a student-athlete's statutory and common law right of publicity. In addition, this presentation will specifically treat the potential impact of the NCAA's proposed rule change on the use of player images in commercialized ventures, with a particular emphasis on college basketball-themed video games. After detailing the scope of student-athlete likenesses being used in the current college basketball video games for Sony Playstation 3 and Microsoft Xbox 360, this presentation will provide an overview of both the current NCAA regulations pertaining to commercialized player images and the proposed rule revisions being contemplated. Further, the presentation will summarize the key terms of the athletic scholarship agreement, the primary document relied upon by the NCAA in its licensing of player images to video game producers without compensating the student-athletes featured in such video games. The presentation will conclude by setting forth the legal framework as it concerns statutory and common law rights of publicity.

Compensating College Athletes: NCAA Division I-A Athletic Directors' and University Presidents' Perceptions

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There has been a movement to compensate college athletes beyond the NCAA permitted limits. Some state lawmakers have initiated legislative action that could substantially impact the operations of college institutions and their athletic departments. The purpose of the study was to determine whether or not, NCAA Division I-A athletic directors and university presidents, support legislative measures to provide compensation (beyond the permitted limits of NCAA bylaws) to college athletes. Additionally, the study explored issues related to compensating athletes such as compensation structures, employee status, and possible measures/actions a university may choose to implement.

The sample population ($N = 231$) consisted of NCAA Division I-A athletic directors ($n = 117$) and university presidents ($n = 114$). Three universities had two athletic directors, hence the additional three participants in the athletic director population. A total of 63 surveys were returned, which equated to a response rate of 27.27%.

Data revealed that 96.8% of study participants felt that college athletes should receive the traditional athletic grant-in-aid (tuition, room, board, and books), while 63.5% indicated that athletes should receive the cost of attendance. Athletic directors and university presidents overwhelmingly did not support and were uncomfortable with actions of some state lawmakers' that would require compensation of college athletes.

Participants indicated that compensated athletes would misalign with the missions of the athletic department and the university. Data showed that respondents felt that compensated athletes do not belong in the university environment.

Athletic directors agreed that compensated athletes would be classified as university employees. All participants perceived unionized athletes as a threat to college sports. Many participants recognized that they would be unable to finance such an initiative. If compensation was required by law, at least 53.6% of respondents would recommend the reduction or elimination of sports at their university.

Participants' perceptions on nine different compensation structures that an institution could possibly implement were assessed. Analysis of data revealed that no definitive compensation structure was favored amongst study participants.

