

JUNIOR COLLEGE AND COMMUNITY COLLEGE ATHLETIC CAPITALISM AND
THE WORK OF ATHLETIC TRAINERS

by

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To my parents Miles and Marlene Diede, your son can be called doctor now.

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ABSTRACT

This study reviewed the funding, budgeting, revenue generating practices of community college athletics. Several theories informed the research including institutional theory (isomorphism) academic capitalism, resource dependency, and role/work conflict.

The design of the study was to interview an athletic administrator or athletic director, a coach, and an athletic trainer from each of the community colleges in a western state. These interviews occurred on the community college campus to allow for observation of the facilities. In addition, a national sample of athletic trainers from community colleges was interviewed.

The study indicates that community college athletics is philosophically resisting the pressure to look and behave like larger collegiate athletic departments. Resistance is not universal however; some community college athletics personnel consider the move toward budget driven decisions and marketing similar to Division I (one) institutions as coming and inevitable.

Isomorphism is alive and well among community college institutions. The decisions for spending and growth are not always the decisions, which are best for the institution and its athletes. At times these decisions are made because of mimetic isomorphism.

The study indicates that athletic personnel can base decisions in the context of the budget and fund raising practices. These decisions are not yet raised to a critical state where untoward influence on the institution is felt at the community college level.

Overall, community college athletic personnel are individuals who care about the student athlete model and believe the role of collegiate athletic is to contribute to the community and the college. I found the athletic personnel to be professional and supportive of athletics from the president to the departments, through the athletic directors, coaches and athletic trainers.

CHAPTER 1

INTRODUCTION

The Nature and Purpose of the Study

The mere utterance of the words collegiate athletics elicits a wide range of discussions and emotions. From simple origins, college versus college intramural teams to multimillion-dollar contracts, collegiate athletics has certainly changed over the years. The most disputed changes in collegiate athletic are related to the financial structure and the student athlete model. Collegiate athletics has exploded into a for profit enterprise, through the proliferation of contracts. The student athlete model may no longer exist because of the institutions financial obligations and collegiate athletes pursuing professional status. Clearly, college athletics lives in the market place.

This chapter provides an overview of this dissertation research. The research project completed for this dissertation addresses athletic personnel at community colleges. I begin by identifying the problems and purposes to be addressed. Next, I speak to the significance of the study to higher education, to intercollegiate athletics and especially to athletic personnel including the profession of athletic training. In addition, I summarize the historical, conceptual and theoretical foundations that guided the research. Finally, I speak to the organization of the dissertation chapters.

By way of introduction, several terms need to be identified and defined as they are used in this dissertation. This study uses the terms Community College and Junior College (JUCO) interchangeably. Cohen and Brawer (1996) indicate that most

institutions refer to themselves and are classified as community colleges (p. 4). This does not appear to be true in the athletic ranks. The National Collegiate Athletics Association (NCAA) member directory lists junior colleges and community colleges using the term junior college (NCAA Bluebook, 2000). In any event, the term junior college is dominant in the athletic realm, as evidenced in the continuation of the use of National Junior College Athletics Association (NJCAA) (Blue Book, 2002).

The name may be indicative of the role of such colleges partly as a training ground for student athletes, some of whom are recruited by and move into or transfer to compete in college athletics at four-year institutions. This perceived role of JUCO athletics makes the continued use of the term junior college more meaningful. The National Junior College Athletics Association (NJCAA) is the member-school governing body for community/ junior college athletics. In general institutions that refer to themselves as community colleges academically also indicate they are junior colleges in relation to their athletics endeavors.

Problem

The lack of literature specific to the connections between community college and Division I athletic personnel is the problem addressed in this dissertation. The research on higher education and intercollegiate athletics including the three athletic personnel categories have individual and separated research applications. This study seeks to collaborate with the existing research to address the community college athletic system.

Three categories of athletic personnel were interviewed as part of this study; athletic directors (AD), coaches and athletic trainers (ATC). Athletic directors are referred to as the athletic department manager or the president of athletics. Coaches traditionally have backgrounds in physical education and coaching and are usually focused on a single sport. The athletic trainers' role is specific to the prevention and care of athletic injuries.

The athletic director (AD) at many institutions especially Division I (DI), might be best defined as the Chief Executive Officer (CEO) of athletics. Or, in the higher education and the institutional settings, the athletic director is considered to be a vice president, a vice chancellor or a dean of athletics.

The Division IA coach in men's basketball and football are the highest paid public (state) employees in most if not every one of the states (Thelin, 1990). Both the athletic directors and coaching positions have become distinctly different and separate from academics. Over time college athletics has become more business like. The athletic directors' role has become associated with development and the coach has become an entrepreneur (Sperber, 1990).

Athletic trainers, if the Board of Certification (BOC) has certified them, are certified athletic trainers and are members of the National Athletic Trainers Association (NATA). Athletic trainers are allied health care practitioners who practice by preventing, treating, evaluating and rehabilitating injuries in the physically active, specifically athletes.

Literature on "big time", NCAA Division I college athletics is substantial. Big time refers to the institutions that sponsor revenue generating sports teams. The institutions program may also sponsor non-revenue generating sports as well. Writing and research

concerning the NCAA Division III and JUCO levels of collegiate athletics is minimal to non-existent. Big time (DI) sports research literature often assumes the issues relevant to that level of sport are also the issues relevant to lower division athletics. Often, there is only a passing reference in the intercollegiate athletics research to the community college (JUCO) level athletics. That is both interesting and puzzling because the general higher education literature clearly differentiates these sectors of higher education.

Some scholarly work has been done to illuminate the role of the institution (Frey, 1988) and the athletic director and the coach in big time athletics (Duderstadt, 2000; Knight, 2000). The processes related to fund raising have also been reviewed in the literature (Atwell, 1980; Thelin, 1990). Again, these processes are specific to the large DI institutions. This literature is lacking in addressing the role and responsibilities specific to community college or junior college athletic personnel. Research and writing related to athletic fund raising and budgeting specifically addressing the community college is almost non-existent with the work of Roger Raeppe and Don Perry (1980) as a noted exception.

Some of the conclusions of the literature and research regarding collegiate athletic personnel, work roles, and responsibilities include:

- Academic management in athletics includes enrollment, aid, and eligibility verification.

This level of academic assistance is not available to the general student body.

- Legal affairs; athletics require compliance officers to assure NCAA rules compliance.
- Budgetary affairs: Athletics often employ their own, business management and CFOs
- Revenue generation, fund raising or development is unquestionably part of athletics.

- Event management, scheduling and media coverage consider revenue first.
- Job assessment, evaluations of athletic personnel is weighted toward revenue.
- Alumni relations, boosters, and clubs, have become national sources of revenue.

The process of academic management is clearly related to athletic management through student enrollment, aid, eligibility and the scandal that accompany these. Compliance to the rules has been explored through evaluation of NCAA violation. Most universities have a compliance office to keep students, coaches and staff in line with the rules. The NCAA helps athletic personnel deal with the budgetary, management, assessment and revenue generation practices.

The literature specific to the community college reviews the organization and administration of the institution. The studies on organization often relates the utility of the structure to the institutions students. This literature focuses on the issue of form versus function (Cohen, 1996). The functions attributed to the community college include transfer to four-year institutions, vocational, job and community training, work force reeducation, continuing education and technical workforce education.

Burton Clark concluded that one of the functions of the community college is the “cooling out” of students (Clark; 1961, 1980). Brint and Karabel (1989) conclude that the “vocationalization” of the community college leads to a “diverted dream” for many students. Authors agree that the students served by the community colleges are disproportionately minority, female and working class students (Brint & Karabel, 1989; Dougherty, 1994; Cohen, 1996).

The literature considers the organization and administration of community colleges. Some of the research focuses on the administrative background of personnel including the socio-economic status (SES) and educational attainment of college presidents (Cummings, 1991). Authors conclude that community college presidents had more humble beginning compared to their four year institution counterpart's. Presidents may direct the community college in both positive and negative ways (Levin, 1995). The research also concludes that there are large numbers of adjunct or part-time faculty at the community college level (Flanigan, 1994; Dougherty, 1995).

The body of literature on community colleges does not include many references to athletics. Cohen and Brawer offer a one-paragraph explanation of the role of community college athletics (Cohen, 1996; p. 202). And this explanation was largely focused on the intramural and recreational activities of students. The problems addressed by this dissertation are to address the issues relevant to community college athletics and personnel.

The Purpose

The purpose of this study is to identify and to shed light on the roles of athletic personnel in American (US) community colleges. First, I examine the budgeting and revenue generating practices of community colleges (NJCAA level) athletics. Second, I explore the relationships, roles, and actions of athletic employees related to "development" within the community college sector of higher education. I am particularly interested in the influences of budget and fund-raising practices on the

working conditions of athletic directors, athletic trainers and coaches.

This study attempts to tell the stories offered by community college athletic personnel. The study does so by reporting the results of individual interviews from all of the community colleges in a single western state. An additional and wider perspective was sought by interviewing a sample of athletic trainers' from the national population of community colleges.

The stories informants or subjects told about the working conditions and responsibilities of athletic personnel are categorized and analyzed through the theoretical framework, in addition to the philosophical lenses and the background of the researcher. The purpose of this research is to determine the origins, settings and influences relevant to community college athletic policies while constantly keeping the researcher's background as a point of reference.

Drawing on my background in the field and the applicable research, I hypothesize that many of the community college athletic department policies may come through the sharing of ideas and strategies among collegiate athletic personnel from all levels. The purpose, nature and content of the policies and activities reported by the athletics personnel provided evidence of regional and national practices that are pursued through common jobs, roles, work practices, philosophies and budgetary constraints.

My focus on the work, roles, behaviors, philosophies and agendas of individual community college athletic personnel was designed to explore:

- The nature of the professional relationships among community college athletic personnel with other institutions regardless of size or geographic location.

- The athletic department policies, practices, initiatives, and directions pursued, employed, and demanded at their institutions related to budget and development.
- The administrative structure and nature of the athletic department and its organizational relationship with the college.
- The nature of the work roles and expectations among personnel in the athletic department.
- A description of the decision-making processes and influences both external and internal to the colleges and athletic department.
- The influences budget and revenue sources had on decisions.
- The extent to which the community college participates in; capitalism, commercialization, commoditization, corporatization and entrepreneurialism.

Questions

The general question driving this research is to what extent and how has the movement toward capitalistic and corporate athletics in “big time” NCAA Division I athletic programs been mirrored in other levels of collegiate athletics, specifically in National Junior College Athletics Association (NJCAA) or community college level athletics? Several authors and texts (Atwell, 1991; Frey, 1987; Duderstadt, 2000; Bok, 2003) make the assumption that the lower-level programs follow the large ones. This study will explore this assumption. I am interested in the processes by which the

corporatization, commercialization and capitalization of Division I athletics is being effected and promoted in less prestigious higher education settings.

This study asks a number of fundamental questions:

- What are the work practices, specifically fund raising practices, of athletic personnel at the community college level? Specific athletic personnel include athletic directors, coaches and athletic trainers’.
- Which college personnel have fund raising or revenue generation as part of their responsibilities and for those who have fund raising responsibility, what is the time commitment related to work, athletic roles and responsibilities?
- What influences do the state versus private institutional support, budget, revenue generation and other financial considerations have on the managerial, coaching and medical decisions of athletic directors, coaches and athletic trainers’?
- If the institution and athletics fund raise, what are their methods?
- Whom do the athletic departments obtain funds from?

Significance of the Study

This research was a valuable first step in understanding NJCAA athletics. Limited financial data is currently available for the 530 institutions in the NJCAA or the California junior colleges. This research was a step toward understanding the work, practices, and pressures on athletic administration and personnel. The influences of budget and fund raising on professional practice at the community college level were also

explored. It can also be seen as a step toward the evaluation of the work and the revenue generating practices at all levels of collegiate sport.

This study contributes to the scholarship relating to athletic organizations and higher education in several ways. First, this study expands the literature regarding athletics and higher education by examining a group of athletic personnel within community colleges. Second, the study extends the research and writing on athletic administration and management by focusing on personnel that has received almost no scholarly research attention. Third, this research identifies the activities and philosophies of athletic personnel at the community college. In addition, the theoretical framework used for this research has been used in higher education research including community colleges and athletics but not together. The athletic personnel in this study include athletic administrators, coaches and athletic trainers.

This research explores the actions and philosophies of athletic personnel at the community college level. The study clarifies emerging working conditions at this level of collegiate athletics. The changing landscape of work requirements including special knowledge, distinct skill sets and evolving job requirements used by athletic personnel are explored. This study provides insight into the value systems and philosophies that guide the actions of community college athletic personnel.

This study contributes particularly to the field of athletic training and the work and roles of the medical staff in intercollegiate athletics at the community college. The findings of this study relative to the effects on the work and care provided by athletic trainers at community colleges may also apply to their larger institution colleagues.

Theoretical Frameworks

A deep look at the role and work of athletic personnel requires a variety of perspectives. The analytical framework of this study is derived from several conceptual and theoretical traditions. The areas of literature review include: higher education-community colleges, college athletics or sports and athletic personnel; athletic directors, coaches, and athletic trainers. The study draws upon the research and the theoretical foundations associated with academic capitalism, including resource dependency, institutional theory, including normative or theories of professionals. The theoretical framework is reviewed below and described in detail in chapter two.

Academic Capitalism

This study attempts to explore and expand upon the influence of “academic capitalism” (Mortimer and Tierney, 1979; Keller, 1983; Slaughter and Leslie, 1997) in the area of community college athletics. One of the premises of academic capitalism is that higher education seeks dollars from outside of the institution to fill the void left by insufficient governmental revenue. Higher education is not only seeking funds to advance research and teaching but seeks to capitalize on the income for the benefit of the institution. In the realm of intercollegiate sports, that means gaining money for athletics department and for the institution. Perhaps the term athletic capitalism is a more appropriate term when academic capitalism is applied specifically to collegiate athletics.

The perspective of academic capitalism focuses not only on the behavior of institutions but also the choices and behavior of higher education personnel. This

perspective allows for an examination of the ways personnel make decisions, the ways that revenue considerations come into play in those decisions, and the impact of those decisions on community colleges. The consequences of these decisions have impacted the directions of the community college athletic programs. This study identifies athletic personnel as both being affected and effecting patterns of academic capitalism through their actions.

Clearly associated with the theory of academic capitalism is the concept of resource dependency. Resource dependency theory emphasizes the political and strategic choices of managers by linking organizational structures to the organization's economic dependence on internal and external entities (Pfeffer and Salancik, 1978; Leslie and Rhoades, 1995). Additionally, resource dependence theory suggests that organizations deprived of critical revenues will seek new resources (Slaughter and Leslie, 1997). Slaughter and Rhoades (2004) apply this theory to the changes within the current structure of higher education and the new economy.

Baxter and Lambert (1990) used resource dependency theory in relation to athletics and determined that it provided a "powerful" tool for examining intercollegiate athletics. The dependence upon resources is top down from two sources, the athletic organization and the institution. In the case of the athletic organization or association such as the NCAA, a cartel analysis has been cited by Sperber (1990). Dependence on the institution has also been explored. The sponsoring institution provides revenue to the athletics department through student fees, transfer payments and free services and facilities (Cross, 1999).

The question remains however, do the community college athletic departments have the same type of relationships with the sponsoring institutions as their larger counterparts?

Institutional Theory

The study extends the institutional theory work of DiMaggio and Powell (1983) to community college athletics by revealing patterns of normative, mimetic and coercive isomorphism resulting from the collective actions of community college athletic personnel. The collective actions in this case may be within the community college ranks but the influences affecting change may also be external to the college in terms of gaining legitimacy. The influence for structural and organizational change procedures may be brought to bear from more prestigious institutions of higher education and from other community colleges as well as from the private sector market place.

The work of DiMaggio and Powell (1983) and their conceptualizations of mimetic, normative, and coercive isomorphism identify and address the “startling homogeneity in organizational forms and practices within organizational fields” (DiMaggio, 1983). First, mimetic isomorphism is the tendency of organizations to model themselves after organizations or fields that face similar problems. Second, normative isomorphism is the tendency of professionals to exhibit similarity to their professional counterparts in other organizations. And coercive isomorphism is the tendency of organizations to be regulated by the same governmental or regulatory agencies.

The existence of normative and mimetic isomorphism from higher levels of collegiate athletics to the community college is the focus of this research. Coercive isomorphism is addressed by determining the organizations and agencies, which regulate community college athletics. Once identified, the study seeks to find the coercive mechanisms of control used by the agencies. The influences of each of these isomorphic mechanisms on athletic personnel are repeated premises throughout this study.

The framework for describing the actions of athletic personnel in the college setting also draws upon institutional theory. “This theory holds that changes in formal organizational structures are explained as responses to changes in the institutional environment” (Rhoades, 1991). Meyer and Rowan (1978) for example argue that the formal structure of educational organizations responds more to environmental or societal categories and less to problems of instruction. They argue further that organizations must have the confidence and legitimacy of their environment to receive the social resources that provide for success and stability. This aspect of institutional theory informs the analysis of the study directed toward the athletic department personnel. In particular, it connects the actions of athletic personnel with external suppliers of resources and legitimacy (Lucido, 2003).

Institutional theorists hold that formal organizational structures are in some measure myths, i.e. they are adaptations to external expectations that may or may not have an effect on the work performed in the organization. This conceptualization relies on institutional theory and organizational culture, as opposed to formal coordination, as a powerful force that integrates the activities of the organization (Rhoades, 1991). This

study is mindful of the culture of collegiate athletics and the culture of community colleges and personnel as they operate within the organizational setting of higher education.

Institutional theory designates the concept of illegitimate organizational change (Weick, 1976). A modification or a change in an organizational structure is considered illegitimate if it does not have a set and specific purpose within the individual organizations goals and objectives. Institutional theory assists the theoretical framework by explaining why change, specifically of the illegitimate nature, occurs in organizations.

Many cultural theorists see organizational culture as a variable that can be produced and manipulated; others focus on the relationship between the organization and the environment. DiMaggio and Powell (1983) for example are theorists in the latter tradition; considering environment, they examine the characteristics of organizations within organizational fields. Leslie and Rhoades (1995) use institutional theory and the concept of isomorphism to describe the roles and behaviors of higher education administrators.

Clark (1982) sought to be inclusive of both concepts and identifies four cultural groups that define and affect academic life (Masland, 1985). They include the cultures of specific academic disciplines, the culture of the academic profession, institutional cultures, and the cultures of national systems of higher education. This study adopts Clark's ideas and adds a fifth area of classification, the culture of collegiate athletics. The culture of athletics is a combination of cultures, which will be defined as an integration of academic, institutional and competitive sport cultures. "An institutional

perspective suggests that cultural norms and economic relations account for the structure of relations within the intercollegiate athletic network” (Baxter and Lambert, 1990; p. 406).

Professionals

The study adopts Brint’s view of expert professionalism that emphasizes the technical and methodological aspects of professional work (Brint, 1994). This study also draws heavily upon the work of Rhoades (Rhoades, 1998) that identifies faculty as managed professionals and non-faculty support professions as managerial professionals. I relate this framework, originally applied to academic unit faculty and staff in the higher education literature, to collegiate athletic department personnel.

Beyond the identification of the work roles and decision-making processes, an investigation of the role of athletic personnel could be placed in the spectrum of managers and professionals who lead institutions and engage in academic and athletic labor. In this respect, sociological studies of professions and professionalization inform this work.

“Traditional studies of professions identify professionals as functionaries who draw upon areas of expertise and codes of ethics to serve clients and society” (Lucido, 2000), (Metzger, 1987; Fumer, 1975; Bledstein, 1976; Haskell, 1977; Durkheim in Rhoades, 1997). I apply this framework to determine to what extent athletic department personnel express the ideologies of expertise and of institutional and public good that these theorists see as characteristic of professions and professionals. I also draw upon critical theorists

who see professionals as groups who seek to establish and maintain monopolies of knowledge. The athletic personnel may attempt to make connections with powerful interests (Silva and Slaughter, 1980; Larson, 1984).

Additionally, I adopt Brint's (1994) viewpoint that professionals are now defined by their position in the organization and by their relationship to the marketplace. Finally, Rhoades (1998) identifies and addresses the changing social structure between professions and society. For example, he saw professionals and professional managers engaged in a struggle over conditions of labor in which professional autonomy and managerial discretion are the fundamental terms of negotiation. The study draws substantially from Rhoades & Slaughter, (1997) and Slaughter & Rhoades, (2004) as it examines the organizational relationship between the athletic personnel, faculty, students and the administration. This work is expanded in this study by focusing on the relationships between and inner workings of collegiate athletic personnel.

Stratification

This study relies on the framework or stratification presented by Trow (1984) in *Analysis of Status*. The forms of stratification listed by Trow (1984) include; "the stratification of sectors of higher education; the stratification of institutions within sectors; the stratification of units and departments within institutions".

The stratification of higher education is also clearly connected to resources as presented by Trow as the Mathew effect. "St. Mathew put it this way, for unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be

taken away even that which he hath” (Trow, 1984). Trow reported that Merton roughly translated this as; “them that has gets” or the rich get richer, the virtuous circle, advantage begets advantage. In athletics those that play, get better.

The study of stratification is important to this research because of the two distinct levels of higher education institutions dealt with, the large institutions with NCAA Division I athletics and the community colleges. The idea of stratification also deals with the stratification that exists within an apparent field or level of organization. For example there may be stratification within the community colleges. This stratification may be based on several factors.

Theoretical Traditions: A Synthesis

Numerous theoretical traditions are introduced above and applied to this study. Each theory has had an influence on this dissertation study in meaningful ways. No single viewpoint is adopted exclusively. The study was conducted in a way that allowed the athletic personnel to speak for themselves (Lincoln and Guba, 1985; Rhoades, 1991).

I sought the experiences of the subjects that have permitted a greater understanding of the culture, traditions and directions of higher education, community colleges and collegiate athletics. The theories were used to create questions and direct the interviews but informants were allowed to speak freely. I applied the theories to the informants’ interviews questions. I also coded each informant’s set of answers based upon the theoretical framework.

Assumptions and Limitations

A number of fundamental assumptions were made upon the onset of this study. The first assumption was that American institutions of higher education are in the process of change. The foundations for this assumption are rooted in the functional literature of management and administrative science in higher education (Birnbaum, 2000; Cohen and March, 1986; Weick, 1976). This literature documents fundamental changes in the environmental conditions in which higher education must operate. A brief synopsis of these conditions include: a lower proportion of the total cost directed to higher education coming from state and national funding (Hovey, 1999), the restructuring of American corporations in response to global economic conditions, and increased public scrutiny of activities of the academy (Leslie and Fretwell, 1996; Slaughter and Leslie, 1997). Scholars addressing the directions of higher education have documented trends that suggest that the leaders of higher education are reshaping their institutions in response to market conditions (Slaughter and Leslie, 1997; Rhoades and Slaughter, 1997).

The second assumption is that the position of the athletic director and president or administrator over athletics is critical in the construction and implementation of the change agenda in collegiate athletics. This assumption is grounded in the research addressing the evolving roles higher education personnel including deans, provosts and presidents (Lucido, 2000). This assumption is also revealed in the literature on the roles of athletic directors (Steitz, 1971; Andre and Joseph, 1991). And has been studies and recommended made (Friday, 1991; Knight, 2000; Duderstadt, 2000; Bok 2003).

A third assumption is the relationship of athletics to the institution. The organization

and administration of higher education suggests a loose coupling throughout the field. This loose coupling I assume is even more profound between athletics and the institution. The organizational relationship between athletics at the four year and two year institutions is a loose coupling at best (Weick, 1976). The assumption is that with such loose coupling the athletic departments are left to administrate and possibly fund themselves. The institution may be connected to the athletics department in name only.

The institution president and academic administration should be more involved according to the literature informing assumption one. The conclusion of the research also suggest that perhaps presidents are not engaged in athletics to the extent necessary to affect change because of the loose coupling suggested in assumption two. One example of this is that the institution and academic units may be restricted from seeking funds in certain areas because of the negative impact it might have on athletic revenue generation.

Organization of the Dissertation

This dissertation consists of seven chapters. The first chapter defines the study by identifying the problem, the purpose, the nature of the study, the research questions and the significance of the research to higher education and to collegiate athletics personnel. The athletic personnel included in this study are coaches, athletic directors and athletic trainers. Chapter one also presents an overview of the conceptual and theoretical frameworks, which inform the research. Several assumptions are made in connection to the theoretical framework. The framework and assumptions were used to develop the methods employed in the study. The assumptions are addressed later in Chapter one.

Chapter one also presents an overview of and connection between the conceptual and theoretical frameworks to the design and methods used in this study. The qualitative methods utilized include primarily data collection by onsite interviews, which were transcribed, coded and analyzed.

Chapter two is a review of the related literature. The research and writings addressed covers four broad areas: higher education organization and administration, community colleges, collegiate athletics and collegiate athletic personnel. Chapter three presents the research methods including, qualitative design, data collection techniques, interview schedules, site visits, pattern coding and data analysis.

Chapters four and five present the results of the study. The data is presented by state and national samples, by research questions and by the category of athletic employee. Categorizations and themes are identified in the data and quotations directly from informants are used to demonstrate the themes and results. Also, a few relevant minority views and interesting answers, which are outliers or diverge from the standard categories and themes, are presented.

Chapter six provides conclusions emanating from the studies data and results. The results and conclusions lead to a discussion based upon the theoretical framework to explain the results. Chapter seven is the discussion, critically addressing the conclusions and addressing the areas in which further study might be continued in this area.

CHAPTER 2

LITERATURE REVIEW

Introduction

With there being a relative lack of literature specific to athletic personnel in community colleges, this literature review seeks to examine studies the most closely related to the problem. The literature review will address six areas of interrelated research. The six areas are collegiate athletics, higher education structure and finance, community colleges, community college athletics, role and work-studies associated with athletic employees and the research on the theoretical frameworks used in this study. I begin with a description of the state of collegiate athletics then develop the interrelated literature to explain current practice and set the stage for this research project linked to community college athletics. This literature review contains two sections one for the higher education and intercollegiate athletics literature and another section on the theoretical and conceptual frameworks used in this study.

Collegiate Athletics

Major or big-time college athletics in four-year institutions has progressed from a place for amateurism and the student-athlete model, to a business, corporate, commercial and entrepreneurial enterprise. Athletics has come to be disconnected from academics both philosophically and structurally. This de-coupling has taken place over several decades. Some view the system of major college athletics and its relationship to

academics as broken but repairable (Knight Foundation; 2001; Friday, 1991). Others view the changes in collegiate athletics as inevitable, overwhelming and irreparable (Hart, 1986; Helen, 1989; Duderstadt, 2000).

One area, which has not been explored in the research and debate in relation to college athletics, is the finances, structures, work, and culture of community college athletic departments. The research literature has not explored whether, and the extent to which community college athletics is de-coupled from academics while becoming more coupled to business.

There seems to be little doubt that money is at the root of academic and athletic conflicts in large Division I university athletics. Several authors' address the relative percentages of funds supplied to athletics from state sources compared to fund raising and to gate receipts at Division I institutions (Chu, 1995; Sperber, 2000; 1988; Thelin, 1990; Zimbalist, 1999). The justification for financially competitive athletics is based on the belief that there is a direct correlation between financing and winning (Thelin, 1990). Big time athletics justifies increasing efforts to supplement revenue as the institutional contributions to athletics decrease. Athletic departmental market related, fund raising and development practices increase in scope and breadth as institutional income decreases and as costs increase.

Division I institutions' athletic departments spend extraordinary amounts of money on self-promotion and marketing. In an effort to gain publicity for their school, the University of Oregon purchased a thirty-story poster of their quarterback/ Heisman trophy candidate for display in Times Square, New York. The cost was \$250,000. Their

man did not win the Heisman (NY Times, 2000). There seems to be no limit on the money spent for marketing and development by Division I intercollegiate athletic programs.

Other schools have developed professional quality videos, DVDs or CDROMs promoting their teams and players. This level of self-promotion and advertisement in collegiate athletics is a recent change and increasingly mirrors the behaviors of businesses, investing enormous sums of money in marketing and advertising. These marketing behaviors in athletics are difficult to separate from the marketing done by many large institutions. Foundation fund raising often includes references to athletics and utilizes many of the self-promotion techniques mentioned above.

Large, major, big time intercollegiate athletics have been called contractual sports (Chu, 1985), an ancillary program (Atwell, 1980), and big business (Giley and Hickey, 1986; Padilla and Bouner, 1994; Sperber, 1990). Collegiate sport finances have been referred to as, the arms race (Thelin, 1987), commercialization, corporate athletics (Hart-Nibbrig, 1986), the fund raising game (Andre, 1991; Atwell, 1980), and the game of life (Shulman and Bowen, 2001; Sperber 1990, 2000). Thelin says to intercollegiate athletics is “higher education’s peculiar institution” (1994). This literature reports the status of collegiate athletics almost exclusively related to large institutions (Thelin, 1983).

The debate continues as to whether intercollegiate athletics are part of the educational mission of higher education or separate from the institutions the teams purport to represent (Cross, 1999; Phillips, 1997; Thelin and Wiseman, 1990; Duderstadt, 2000; Shulman, 2001). The literature has failed to relate athletics at the community

college level to such stereotypes. These types of comparisons are rarely given for NCAA Division II and III institutions and even less for NJCAA athletics. Thus far, public and scholarly attention has concentrated almost exclusively on major college athletics, specifically on National Collegiate Athletics Association (NCAA) Division I programs (Fulks, 1994; Phillips, 1997). The game of life (Shulman, 2001) and dissertations (Plinske, 1999; Cross, 1999) are noted exceptions, reporting data from NCAA Division I, II, and III institutions. Scholars and commentators alike have largely overlooked college athletics in other types of institutions, particularly community colleges.

Community colleges may be overlooked in most research because of the minimal size of the budgets involved compared to those of large universities (Atwell, 1980). The budgets of Division II and Division III schools are approximately 20 times less than the budgets of Division I schools (Shulman, 2001). It can be made that community college athletic budgets are similar to the NCAA Division III schools (NJCAA). Nevertheless, the budgets and practices within community college athletics warrant careful research.

Several authors and texts (Atwell, 1991; Frey, 1987; Duderstadt, 2000) make the assumption that the small athletic programs follow the big ones. While the raw dollar budgets are far apart, the literature indicated that the structure and functions of athletics departments are the same at all levels. Similarities include both the positive as well as the negative aspects of collegiate athletics.

The question is what is the structural and financial environment community college athletics finds itself in? How does higher education contribute to the structure of

collegiate athletics? I will focus on literature regarding the large schools revenue generating processes and follow that discussion in relation to the smaller schools.

Directions of Higher Education

There is a great deal and growing literature addressing both the structure and finances of higher education. Approaches to the educational directions and financial problems in higher education are varied and substantial (Slaughter, 1998). For example, scholars address program reduction, retrenchment and reallocations affecting higher education. Researchers also investigate questions of ideology and values; they assess rising costs and resource dependence on external sources (Leslie and Rhoades, 1995; Hovey, 1999).

“The basic myth is that each college is close to an Athenian democracy of professional scholars who know each other and share a bundle of values and aspirations which they practice in their institutional lives; retrenchment, constricting finances, new competition, marketing, and rapid changes in the academic and demographic areas all spell the end of the traditional, unobtrusive style of organizational leadership on campuses” (Keller in Ruscio, 1987; pp. 334, 335).

Researchers attempt to illuminate the rising tide of academic capitalism and they address the impact of the management revolution on the academic profession, specifically faculty conditions of labor (Gumport, 1993; Slaughter, 1990; Rhoades and Leslie, 1995; Slaughter and Leslie, 1997; Rhoades, 1998; Slaughter and Rhoades, 2004). Researchers explore the nature and purposes of higher education; they ask who will be served and what knowledge will be pursued? What is the role of athletics in this pursuit?

Many additional studies and approaches illuminate the directions of higher education

(Rhoades, 2004). For example, Slaughter (1991) examined ideological patterns in the congressional testimony of Research University presidents related to specific directions pursued by higher education administrators. She finds that an “official ideology” emerges as follows:

“Graduate education was the most important component of higher education; higher education was central to human capital formation; equal opportunity was appropriate at the undergraduate level, merit at the graduate; federal support for basic research, graduate education, student choice, and institutional diversity should be continued and accompanied by respect for institutional autonomy” (Slaughter, 1991; p. 81).

Slaughter (1993) and Gumport (1993) have studied program closures and the institutional processes that lead to them. Slaughter finds that cuts in higher education result in the strengthening of programs associated with corporate and market interests and the weakening of programs dedicated to social service and traditionally populated by women and minorities. Gumport concludes that higher education leaders adopt as their own the corporate ideologies of efficiency and accountability because of tight finances (p. 289).

Higher education administrators adopt corporate ideologies and business philosophies for several possible reasons. First, the state of the US and world economies dictate conformity. Second, governments continue to contribute less revenue relative to institutional expenditures. Third, governing boards or regents require cost increase containment and financial stability (Hovey, 1994). Fourth, administrators sit on company boards, leading to an exchange of ideas that surround and connect business practices to higher education.

Economy

The United States has undergone and continues to experience a period of economic and organizational change. Institutional restructuring has developed in response to national and global economic conditions. Big business in America now advances this change and the restructuring of its fundamental production, administrative and service functions to meet the challenges of a growing marketplace and increasing global competition (Johnson, Rush, Coopers and Lybrand, 1995; Massy and Meyerson, 1994; Leslie and Fretwell, 1996). As a result, the current economy places a greater emphasis on product and service quality; and effectiveness is measured continuously based upon customer approval. Elected officials demand accountability from government programs and agencies by mandating measurements of efficiency and effectiveness (Thompson, Tyler and Ho in Johnson, Rush, Coopers and Lybrand, 1995). Efficiency and effectiveness seem to be the catchphrases of managers in all sectors of the American economy.

The environment of economic change that has become the focus of big business surrounds institutions of higher education in the United States. Leslie and Fretwell (1996) for example document that the fiscal crisis of the early 1990s began to reshape higher education.

The April 1994 issue of Policy Perspectives, a publication of the Pew Higher Education Roundtable sponsored by the Pew Charitable Trusts, implored higher education leaders to “dance with change” (Hovey, 1999; p. 12A). The publication warned against complacency: “The changes most important to higher education are those

that are external to it. What is new is the use of societal demand to reshape the academy. Societal demand in the US business lexicon is market forces. The danger is that colleges and universities have become less relevant to society precisely because they have yet to understand the new demands being placed on them” (Pew, 1994).

The Pew report warned against isolationism and urged higher education leaders to respond to the market forces and societal demand. Colleges and universities are responding with a variety of initiatives. The tenets of total quality management (Zbarachi, 1998) and reengineering became standard fare in the lexicon of university administrators in the early and mid-1990s (Balderston, 1995). More recently, the language of strategy, strategic planning and selective investment has been used in higher education.

Normal practice for many campuses is to review academic and service units on the bases of their productivity, efficiency, and contribution to institutional mission (Leslie and Fret, 1996, Rhoades, 1998, 2000). Colleges and universities regularly announce program closures and the consolidation of academic units often citing efficiency or productivity. “Governing boards and state commissions on higher education are issuing reports calling for higher education to rededicate itself to the education and service of the citizenry” (Association of Governing Boards, 1999; 2020 Commission on the Future of Post-Secondary Education, 1998).

Institutions of higher education find themselves in a difficult and changing economic or financial environment. “In the aggregate, the responses of colleges and universities to their environment will, in some measure, change the fabric of American higher

education. The contemporary question is not whether higher education can continue business as usual given increased environmental turmoil; rather, the question is what sort of universities will emerge from adaptation to these inevitable demands” (p. 455). Where will these demands leave higher education and their athletics departments?

Research has indicated that resource allocation decisions in higher education are driven by market forces (Slaughter and Leslie, 1997). These authors argue; “exogenous forces drive the evolution of the university. And they identify institutional, administrative and faculty based efforts to pursue and secure market-driven external resources as “academic capitalism.” They also identify the trend of competition between faculty and research staff for external dollars that are linked to market-related research.

The research dollar is sought in order to maintain or expand resources. This practice was referred to as applied, commercial, strategic and targeted research in the research. Research and grant moneys were obtained in the form of research grants and contracts, service contracts, partnerships with industry and government, technology transfer, or the recruitment of more and higher fee-paying students (Slaughter and Leslie, 1997; p. 8).

In their analysis of administrative costs, “Rising Administrative Costs,” Leslie and Rhoades (1995) identify a trend of shifting resources from instruction to administration. They call for more attention to the ways that choices are made with a particular focus on the budgetary authority structure in institutions of higher education. Rhoades (1998) observed the restructuring of academic labor through an analysis of collective bargaining agreements and contracts. He concluded that faculty are members of an increasingly

managed profession. The management is based on the financial rather than on the educational or the academic freedom aspects of the faculty.

Faculty-Professionalization

Faculty as well as administrators in the higher education setting has become professionalized. “The days of amateur administration when faculty temporarily assumed administrative positions and then returned to the classroom are long since over at most institutions” (Birnbaum, 1988; pp. 6, 7). Authors also identify categories of academic professionals including; administration, faculty, staff and others. These authors and texts refer to the fact that faculty and administrators adopt the behaviors of professionals (Birnbaum, 1988; Clark, 1983; in Balderston, 1995). These authors conclude higher education personnel develop ways of promoting themselves through professionalization and greater recognition. Personnel professionalize by developing their own reference groups and organizations that include annual meetings, memberships and associations.

Clark 1983, in Balderston, 1995 and Ruscio 1987, address the relative isolation of faculty members and administrators and note that separate outlooks or cultures that this brings about. To the faculty, administration become prominently associated with growing “outside” pressures and decreased professional autonomy (Lunsford, 1970; Slaughter and Rhoades, 1990). Faculty see that the administrators focus on market ability rather than academic affairs including academic freedom.

Faculty on the other hand have come to be seen by administrators as self-interested, unconcerned with controlling costs or unwilling to respond to calls for accountability (Birnbaum, 1988). More recently, scholars note the increasingly activist role of administration in directing institutional activities including the conditions of faculty labor (Rhoades, 1997; Gumport, 1993; Rhoades and Slaughter, 1991).

Community College Literature

The environment of economic change that has become the focus of big business and the financial structure of institutions of higher education in the United States includes the community colleges. The community college finances are influenced by the same factors affecting other levels of higher education. These factors include state budgets, tuition rates, increased administrative costs and external support. While the basis of support is the same, the vision, mission, and structure of the community college is significantly different from larger colleges and universities.

There is a large volume of research on the students, staff, faculty and administrators in community colleges. The purpose of the community college in higher education has been explored by several authors (Cohen and Brawer, 1996; Dougherty, 1983, 1994). The only consensus seems to be that there is no single mission adhered to by community colleges. Rather, community colleges attempt to be everything to everyone. The literature reports that the community colleges take on the educational needs of all students; traditional, nontraditional, remedial, continuing, community and work force training. The only role not taken on by community colleges is the research function.

Community colleges have been referred to generally as a place for less prepared students or 13th grade and a place for “cooling out” to occur (Clark, 1961, 1980). The literature on students at the community college address academic preparation, SAT/ACT scores, socio-economic status (SES), diversity (minority, female), and non-traditional status (Dougherty, 1992; Brint and Karabel, 1989; Cohen and Brawer, 1996). Dougherty (1994) and Cohen and Brawer (1996) and related research address the various academic missions of an institution attempting to serve a diversity of students. Continuing or community education, vocational, skill or labor force training, and the transfer function are missions addressed in the community college literature (Dougherty, 1992, 1994; Cohen, 1972, 1996; Clark, 1961, 1980). The authors conclude that the mission of the community college appears to be different from larger and more prestigious institutions. Particularly those hosting Division I athletics see the comparative data offered by Phillips (1997).

Community College Student Athlete

Community college athletes are also different from Division I athletes in both academic and athletic skills and prowess? The SES, educational preparation (SAT/ACT) and high school grades are also different for community college student athletes than for those in four-year colleges. I have not found specific reference to the term “athletic” cooling out. But the term may be applicable to athletic as well as educational pursuits. Athletes may use the community college to test their athleticism. And the results of the test may be the self-determination or survival of the fittest or fastest by the student-athlete

that their skills are not at the collegiate level. The converse may also be true; the community college may contribute to the athletic and educational advancement of student athletes. Students may use the community college as both an academic and an athletic “farm team” for Division I schools.

Athletics and Higher Education

The purpose of this section of the literature review is to examine the research that informs the issue of whether and why collegiate athletics is becoming more commercialized, corporate, entrepreneurial and business like. The history of intercollegiate athletics is well documented (NCAA Blue book, 2001; Chu, 1985; Hart, 1986; Sperber, 1990; Duderstadt, 2000; Bok, 2004). The current structure of National Collegiate Athletic Association (NCAA) Division I fund raising was more difficult to summarize because of constant change. I review the theories, which help explain the budgeting and fund raising structure in intercollegiate athletics.

A. Bartlett Giamatti, a former president of Yale, who went on to become commissioner of major league baseball, said “that failure of nerve, principle and purpose were threatening to engulf higher education in ways unfair and dangerous.” He argued that what had been allowed to become “a circus, college sports threatens to become the means whereby the public believes the whole enterprise is a sideshow” (Knight, 2000).

The most glaring elements of the problems outlined in the Knight Commission report referenced academic transgressions, the financial arms race, and commercialization in collegiate sport. “Each of these is evidence of the widening chasm between higher

educations ideals and big-time college sports” (Knight, Report, 2001, the price of winning- Philadelphia Inquirer, 2000).

James Duderstadt, president emeritus of the University of Michigan, put it this way before the Knight commission in late 2000: Major college sports “do far more damage to the university, to its students and faculty, its leadership, its reputation and credibility than most realize, or at least are willing to admit.” The public perception of intercollegiate athletics is based on the media reports of recruiting abuses, disciplinary incidents, and outrageous academic fraud. In addition dismal graduation rates and uncontrolled expenditures surrounding college sports, specifically men’s football and basketball, reflect what Duderstadt and others have rightly characterized as “an entertainment industry that is not only the antithesis of academic values but is corrosive and corruptive to the academic enterprise” (Duderstadt, 2000; Knight, 2000).

The Knight commission also attempted to get at the core of the problem. “The core of the problem is prevailing money madness. These sports programs have created a universe parallel to but not outside the effective control of the institutions that house them.” Collegiate athletics, the commission concludes, answer not to the traditional standards of higher education but to the whims and pressures of the marketplace (Knight, 2000). According to the Knight report, there is no question about who is winning this open, ever-escalating war between the academic and athletic cultures. “In too many places, the tail already wags the dog” (Friday, 1991; Knight, 2000).

The Knight report does not merely focus on the problems in collegiate athletics. A few suggestions for improvement and change are presented, thus the title, “A Call to

Action.” The first suggestion is increased involvement from all levels of administration. “The acceleration of this development is a prospect that demands the engagement of presidents, trustees, faculties, and higher education associations” (Knight Commission, 2001).

Community College Athletic Literature

Research studies specific to athletics at the community college level is minimal. Thelin (1990) includes the junior colleges in his writings concerning the over-all picture of collegiate athletics. He concluded that JUCO athletics is caught in the same organization and governance structure as their larger counterparts.

Raepple and Peery (1980; Frey, 1982) present the history and structure of the community/ junior college athletic association (NJCAA). They also consider the financial sources of athletics institutional control, governance structure and Title IX. The conclusion on governance and financial structure are the most relevant to this dissertation (Raepple and Peery, 1980, Frey 1982). I did not find a more recent study specific to community college athletics

Cohen and Brawer address athletics as part of student services and extracurricular activities. “Studies of athletic activities have found wide variance. Athletic programs are presumptively planned so that student athletes can enjoy the benefits of extracurricular activity along with their academic programs. Most institutions offer intramural sports for interested students, but as the colleges have increased their percentages of older, part-time students, these activities have declined” (Cohen, 1996).

Plinske (1999) studied fund raising at NCAA Division III institutions. Based on the similar financial structure of Division III and NJCAA institutions, Plinske's findings are a good starting point for this research. Plinske finds that Division III institutions have a budget that is more in line with the student first model. This means that money goes to students not administrators, faculty, coaches or things. The Division III athletic department budgets were significantly less than the top two divisions of the NCAA.

It may be that the pure student-athlete model has been maintained in community colleges. The truly amateur, student athlete model without scholarships and big money may exist only at NCAA III institutions and community colleges (Nardone, 1986). Alternatively, athletic managers at the community college may have similar stresses and strains in regards to budget and a similar orientation to revenue generation (development), as do their large institution counterparts. Are all college athletic departments focused on revenue generation the way many, most or all in Division I programs are? Has the focus on finances influenced the work and operations of community college athletic programs and professionals? What are the causes of this focus and pressure? Possible origins of this pressure are state decreases in funding, institutional support decreases, cost variability, revenue disparity, title IX and others.

Work Roles of Athletic Personnel

As college athletics in large universities have become more capitalistic, more commercialized, and more business like, the roles and behaviors of the employees and students within the athletic department and institution have possibly changed and become

entrepreneurial. The relationships of higher education employers, employees and students with outside businesses, foundations, alumni and sponsors have potentially changed into sponsorships almost always governed by contracts and foundation governance. The relationship changes in athletics have possibly occurred in the same way faculty and staff have adapted to economic turmoil.

One indication of adaptations made to financial strain is the addition of financially oriented athletic personnel. For example, in a large D I university athletic department directory, the titles of many professionals in athletics are comparable to those used in business, specifically professional athletics. There are now offices of media relations, corporate partnerships, alumni giving, advertising, marketing and travel. Athletic department personnel with these titles are a relatively recent addition to the structure of collegiate athletics. Athletic departments without the luxury of such specialists, who seek additional revenue, must divide the work among existing staff, thereby increasing their workload and changing the distribution of their work activities (NCAA/ NJCAA blue book(s), 2001-2004).

Specific examples from a university athletic department staff directory include; director of athletics, associate director, sports programs and operations, recruiting, director of business affairs, alumni development and community services, director of business operations, accounting, academic counselor, medical services, compliance officers, equipment, facilities- capital projects, events coordinator, fund development, marketing, media relations, sports information director (SID), community relations, ticket office, trademarks and licensing, videography, weight room (personal trainer) and athletic

training. Division I coaches performed many of these duties in the past but not today.

Without the staffing mentioned above, who does this work mentioned above at the community colleges? Athletic directors, coaches and athletic trainers possibly share responsibilities. The athletic personnel may also be required to change work roles depending on marketing and fund raising decisions.

Athletic Wear, Gear and Shoes

The work of many athletic Division I institution professionals has changed because of fund-raising campaigns and a focus on finding sources of income. Athletic gear, particularly shoe contracts are one example of this change for athletic directors, coaches, athletic trainers, and equipment managers. While Nike may be the shoe the school is contracted with, a Nike shoe may not be the best for all feet. At one university, Nike was upset that the athletic trainers taped the shoes on some of the players because the tape covered the logo. The shoes did not fit correctly so they were taped. The Nike logo was then hand drawn on the tape. The athletic trainers were not in the habit of taping shoes nor drawing swooshes on tape, their work and the budget was affected. Nike objected to the tape and the hand drawn logo so they forced the university by contract to discontinue taping the shoes (King and Slaughter, 2004).

Athletic Personnel and Governance

The college athletic literature above is a backdrop of the theories and research needed to study governance. The literature discusses the structure, organization and

governance of collegiate athletics. The potential role conflict of personnel associated with collegiate athletics is not clearly delineated in the structural analysis. Therefore, the discussion now turns to address trends associated with athletic department personnel including the athletic director, the athletic trainer, and the coach.

Intercollegiate athletic personnel research focuses on the large institutions and on the athletic director. Authors conclude that the athletic directors' roles and responsibilities have changed and evolved with mirroring the changed in college sport. Athletic directors have access to some of these texts, written in a how to format (Fink, 1979) other authors are university presidents (Bok, 2003; Duderstadt, 2000), economists (Zimbalist, 1999) and higher education scholars (Slaughter, 2004, King, Chapter 3).

The position of athletic director has developed and changed into a full time professional position. Previously the physical education chair or retired coach would function as the athletic director (Frey, 1988).

Coaches Teaching

Most Division I coaches have absolutely no tie to academics while maintaining a significant role in fund raising. They have no tie to academics because the athletic department is separate in both form and function from any academic department in the institution including health and physical education. The idea of professionalized coach is not completely new. Smith recognized the professionalization of coach as an ongoing development (Smith, 1988).

In the past, large Division I university coaches and athletic directors performed

teaching and administrative duties in addition to coaching. In the past, athletic directors were often coaches who were taking their turn at administration (Smith, 1988). Now, athletic directors, coaches, and other staff seem to do less of their traditional educational work and more fund raising, corporate sponsoring, advertising, development and entrepreneurialism. The current educational focus on business including a focus in management and marketing requires the coach to seek these educational avenues. The coach acting as an entrepreneur may place more time and allow revenues to come before coaching and teaching (Frey, 1988; Cross, 1999).

The Athletic Director Role

The functions of the athletic director in large intercollegiate athletic programs seem to be changing rapidly toward development. These changes are taking the form of an increased need by the athletic director to be skillful in the functions of promotions, fund raising public relations (Sperber, 2000). Recent job descriptions advertising for athletic directors include fund raising, public relations and promotions experience (NCAA, Web). Meetings of the National Association of Collegiate Directors of Athletics have included sessions fund-raising and promotions. Books and a number of periodical articles devote space to recipes of how to raise funds. Sports management conferences devoted to promotions and fund raising in athletics have recently been conducted (NCAA, Dallas, 2002).

One dissertation studied the fund raising practices of NCAA athletic directors' (Nardone, 1986). This study concluded that fund raising was a significant role in

collegiate athletics at all levels. There was little variation in the techniques employed by athletic directors at the same NCAA level.

The traditional education of athletic directors includes P.E., business, education administration or any combination of these three areas (Youngsberg, 1971; Smith, 1988). The focus of the athletic directors' job now requires an educational background heavily in the arena of business, development and revenue generation. Authors are concerned that the focus on revenue places the athletic department in a position counter to the educational needs of the student athletes (Sperber, 2000).

The Certified Athletic Trainer (ATC)

One of the most interesting historical references to the work of athletic trainers came from the chapter on medical coverage, The Trainer, in one of the earliest books describing and studying intercollegiate athletics (Savage, 1929).

“At most of the colleges visited, the position of the trainer lacks definition. At some, the value of his work is questionable. As regards football, it is rare indeed that his functions include the conditioning of the team or squad, the coach confining his own efforts to the specialized technical instruction of his players. The result is that, sometimes gradually, sometimes abruptly, the trainers' duties have developed into supervising the equipment and its care, rendering first aid when the team physician is not available, and, under the team physician's direction, applying massage, baking, and other forms of physiotherapy. Although among trainers experience of twenty years is not uncommon, yet in few instances has this experience been preceded by any scientific training. As a not infrequent result, tradition, superstition, and prejudice have usurped the place that should be filled by scientific reason and knowledge; the trainers' locker has become a quack cabinet overflowing with proprietary ointments, liniments, and washes, and his quarters a museum of old and new appliances for applying heat, water, light, massage, and electricity. The trainer who, having acquired a foundation of anatomical knowledge, realized the functions of his calling and knows its boundaries with reference to the work of the team physician, is rare indeed” (Savage, 1929).

The athletic trainer has certainly come a long way from the quote above. The NATA was formed in 1950 (Bailey, 1972). Significant educational and professional improvements have been made to the profession of athletic training including a national certification exam (BOC). Now the educational programs have accreditation to maintain consistency and quality of education (Craig, 2003). Athletic trainers are qualified medical providers who prevent and treat injuries to a wide variety of people through protective taping and bracing, recognition and emergency treatment, the use of modalities and through the application of conditioning and rehabilitation techniques.

Formal research studies on the college athletic trainer and specifically medical coverage is very limited. The NCAA, Committee on Competitive Safeguards and Medical Aspects of Sports (CSMAS) recommended in 2003 “that NCAA institutions examine the adequateness of their sports medicine coverage” (NCAA, Web, 2003). One study, (Shultz and Rudd, 2000) determined the appropriate medical coverage for collegiate athletics. This study was subsequently adopted by the NATA and referred to in the NCAA memo as the (AMCIA). The NATA agreed with Shultz and Rudd and concluded that increased coverage is needed across the spectrum of collegiate athletics. This research has been controversial and has sent financial concerns through the collegiate athletic administrative community.

Athletic trainers in many universities and colleges are working in conditions they would not prefer or in conditions they believe are not medically adequate (Schultz and Rudd, 2000). Athletic trainer work conditions relates to the issue of staffing or medical

coverage for all athletes. In an effort to save money, athletic trainers are usually asked to work long hours year round. Hiring more staff is considered financially difficult but the lack of adequate medical coverage could be a liability. Some athletic trainers are asked to fully fund positions through clinics or doctors offices.

Athletic training education programs with matriculating students are often required to raise funds for supplies, clothing and educational symposia. Many work condition stories exist in and around Division I college athletics. The ongoing supervision of students adds to the athletic trainers work load (Weidner, 2002). Such stories may also come from lower divisions of the NCAA and from community college athletics.

One survey has been done on the financial and sponsorship behavior of athletic trainers (Sanderson, 1996). Sanderson reported that 70% of Division I and IAA athletic trainers reported involved in sponsorships. Over half (58%) of the athletic trainers reported that their sponsorship was with only one source. The author concludes “that athletic trainers do not utilize sponsorships to their fullest advantage.”

The NJCAA

The history of community college athletics parallels the history of the national junior college athletic association. The idea for the NJCAA was conceived in 1937 in Fresno, California. A handful of junior college representatives met to organize an association that would promote and supervise a national program of junior college sports and activities consistent with the educational objectives of junior colleges. “The purpose of this corporation (NJCAA) shall be to promote and foster junior college athletics on

intersectional and national levels so that results will be consistent with the total educational program of its members” (NJCAA web, 2004).

The constitution presented at the charter meeting in Fresno on May 14, 1938, was accepted and the NJCAA became a functioning organization. The initial activity sponsored by the NJCAA was track and field. Sacramento played host to the first National Junior College Track and Field Meet in 1939. While the first meet drew only California schools, the second, in Modesto, in 1940, assumed a wider scope with participants from Phoenix, Arizona and Trinidad, Colorado, in addition to the Californians.

The NJCAA, which now has 530 member schools in 42 states, is the national governing body of 15 men's and 12 women's sports over three divisions. Approximately 45,300 athletes compete in one of 24 regions. Every year the NJCAA hosts 50 national championships.

NJCAA Divisions

The number of institutions per NJCAA region is dependant on the sports offered. For example, not every institution has a football team, while almost every institution participates in basketball and has both a men and women’s team. The regions are based on geography. Larger numbers of community colleges in a small geographic area leads to larger number of institutions per region. Natural dividing lines between different community colleges exist according to geography.

These financial and geographic differences must be addressed to make fair comparisons. Other comparisons include enrollment, number of athletes, the size of the community, the states higher education funding structure and external funding sources.

The authors of intercollegiate athletics literature use various techniques to divide institutions into categories. Most authors start with the established NCAA division system, then divide by public versus private, by university and state school, by student body size, by stadium capacity, by conference, by geographic region, and by the size of budget both total and athletics (Atwell, 1980; Grimes, 1994; Shulman, 2001). The NJCAA has established regions/conferences and divisions. The three divisions of the NJCAA, I, II, and III are based on the size of the institution but institutions may select to play up or down. Complicating the division and institution structure is the practice of a single institution participating in different divisions for different sports.

NJCAA institutions are both private and public and vary on location and community size (NCAA Blue Books, 2001-2004). Disaggregating the institutions by size and funding sources is necessary to establish viable comparisons. Even within divisions and conferences individual institutions commitment and focus on athletic goals may be different (Gerdy, 2000; Shulman, 2001). The categories or divisions were considered when the research questions and conclusions were developed. For example, football has a huge impact on expenses and revenue. A college that obtains a large funding grant or has a large student body size or community size will also be valuable to categorize. Large communities with larger student bodies are potentially a better exposure for the corporate advertising dollar. The larger community gives the college a larger business

and therefore, sponsorship base. Big differences in fund raising (revenue generation) practices and resultant success are attributed to these and other factors (Shulman, 2001).

Theoretical Frameworks

The key question is who or what is the cause of the pressure toward practices common to larger institutions including revenue generation practices? Many theories provide concepts for studying these issues, and provide some predictions and explanations about why corporatization and athletic capitalism is happening. I have selected a number of theories as the framework I used in the development of specific research, interview and survey questions.

The review of this theoretical literature leads to a discussion of how college athletics finds itself in the current state of affairs. Some authors argue the mechanisms used in modern fund raising practices have become inseparable from the business/corporate structure (Duderstadt, 2000). Others have held to the separation of professional sports and college amateurs (Thelin, 1990). Still others have thrown in the proverbial towel, stating that college athletics are not amateuristic in the slightest (Sperber, 2000; Shulman, 2001).

I have selected three theories as the framework for this literature review. The first theory is institutional theory and specifically concepts of isomorphism and homogeneity. I utilize professionalization theory to assist in the explanation of normative isomorphism. The second theory is a derivation of academic capitalism I term athletic capitalism which is related to and explained by resource dependency theory.

Academic Capitalism

The second theoretical approach I have incorporated is based on the concept of academic capitalism (Slaughter and Leslie, 1997). Academic capitalism suggests that universities have become focused on revenue generation as part of a more general corporatization of higher education.

Academic capitalism theory and new economy contains some helpful changes or additions to the theory (Slaughter and Rhoades, 2004). For the purposes of this study, the term interstitial used by Slaughter is very important. Interstitial, in the medical lexicon, is a term for in and around the tissues, usually at the cellular level. The connection of this theory to the practice of academic capitalism is that interstitial is deeper than ingrained (Slaughter and Rhoades, 2004).

The theory of academic capitalism transferred to athletics, which could be called “athletic capitalism”, would suggest that college athletics functions as a revenue generating subunit of institutions. As with academic capitalism generally, capitalism in athletic departments may derive in part from business enterprises trying to capitalize on possible markets in higher education. Academic capitalism also suggests that the faculty change their behaviors when there are no real or perceived increases in funding. In athletics, decreases in funding from the institution or state lead to increases in external funding not in decreased spending.

Theorists in the area of academic capitalism suggest that academic leaders attempting to influence national science policy form alignments with external resource providers to ensure a predictable flow of resources while striving to preserve institutional

autonomy (Silva and Slaughter, 1980; Dickson, 1984). This study examines the role of athletic personnel with these constructs in mind.

The hypotheses and questions for this study are the following. Community colleges use athletics as a broad fund raising (revenue generating) tool. In addition to the fund raising tool, the college uses athletics to promote and advertise the institution and its educational goals. What are the pros and cons of this system from the athletic personnel perspective? Budget issues are critical to understanding and identifying where academic or athletic capitalism is taking place. How much is spent by athletics relative to costs? How much does the college support athletics relative to the athletics budget and the college budget? How much does athletics gain for the college? Who does the fund raising, athletics for college, college for athletics or a combination of both?

One mechanism associated with academic capitalism is the theory of resource dependency (Pfeffer and Salancik, 1978). The NCAA rules govern the structure and patterns of funding and spending allowed in intercollegiate sport (Fleisher, 1992; Sperber, 2000). Resource dependency theory suggests that institutions become and remain members of an organization only because of the financial benefits (Baxter, 1990). Institutions can be coerced by financial rules and contracts (Fleisher, 1992).

According to resource dependency theory, organizational behavior is best understood in reference to actions of the capital bearing external agents (Pfeffer and Salancik, 1978). Organizations that are dependent on their environment for resources use great influence on those organizations that provide resources. Organizations continuously strive to gain control of their resources and ultimately reduce their dependency on external providers

(Leslie, 1995; Pfeffer and Salancik, 1978; Slaughter and Leslie, 1997). In assessing the relationship between higher education and the state, neither academic institutions nor legislators, as taxpayer representatives, enjoy significant substitutability (Pfeffer & Salancik, 1978) for the financial resources and human capital they provide to each other.

Uncertainty about the amount of the appropriation creates resource instability for public higher education institutions. Higher education experiences various degrees of success in attempts to reduce reliance on resource suppliers to establish stability and independence. Economic forces have contributed to faculty shifting efforts from instruction-related activities to market-related activities, to the dismay of legislators (Leslie, 1995; Slaughter and Leslie, 1997). Most individuals and groups external to the academy assume instruction as the core faculty function, so instruction-related activities are closely monitored, and any reduction in this metric causes concern and subsequent calls for accountability.

“Over the last few decades, the higher education resource environment has changed significantly” (Slaughter and Leslie, 1997) noted that Congress has gradually developed legislation that encouraged academic capitalism, conceived as a political economy for higher education that forces institutions to adopt market-like behaviors to obtain critical resources. They further stated that higher education is a critical resource in our postindustrial society because universities possess the resources to train the increasingly technological workforce in the new economy.

As government moves toward supply-side economics and the political motive toward debt-reduction and entitlement programs grow, less new money is available for higher

education. Funds available were used for wealth creation to the relative neglect of undergraduate education (Slaughter and Leslie, 1997). Higher education researchers (Hackman, 1985; Slaughter and Leslie, 1997; Slaughter and Rhoades, 1996) have shown that faculty and discipline that position themselves close to the market and are seen as central to organizational mission are the relative winners in the perpetual quest for resources (Lopez, 2001).

The implications for academic (athletic) capitalism and athletic resource dependency related specifically to intercollegiate athletics are the behaviors produced and affected by the shrinking higher education dollar. As institutional support through the state and federal government continue to bail out the cost of athletics, behaviors of athletics will not change relative to spending. In Division I athletics the increasing cost of coaches, salary disparity, revenue sports versus non-revenue sports, gate receipts are all attributed to capitalistic and resource dependency practices (Atwell, 1980; Sperber 2000).

Institutional Theory

Scholars addressing higher education have utilized and influenced and utilized institutional theory (Rhoades, 1991; Leslie and Rhoades, 1995). Organizational theorists have studied and addressed how organizations in the same fields respond to their environments. The environment in this conception is the set of beliefs, values, and understandings that are attached to a field or organizations (DiMaggio, 1983). The field in this case is that of collegiate athletics.

Institutional theory is based on the work of (DiMaggio and Powell, 1983; DiMaggio 1991), *The Iron Cage Revisited: Isomorphism and Collective Rationality*, is the basis of my investigative approach. In this paper, the authors outline assumptions and hypotheses in describing three types of institutional isomorphism including, mimetic, normative and coercive. The first type of isomorphism is called “mimetic” and speaks to an imitation process of keeping up with the “Jones”. This theory addresses the pressure to mimic or copy what others do. The mimicking of others is based solely on keeping up, no individual need or justification is necessary or cited. The second type of isomorphism “normative”, addresses common policies and practices among institutions perhaps caused by the circulation of professionals between various institutions. The third type “coercive” isomorphism refers to control by government agencies and professional associations over the organizations. These rules or laws cause or even force professionals and institutions to look and act in a homogeneous manner.

I start with the institutional theory work of DiMaggio and Powell in *The Iron Cage Revisited: Isomorphism and Collective Rationality* (1983). The authors outline hypotheses and make assumptions in describing three types of institutional isomorphism, coercive, mimetic and normative.

DiMaggio and Powell (1983) observed significant homogeneity in the responses of fields of organizations to their environments (in this case higher education). DiMaggio and Powell identified three mechanisms in order to explain how organizations become increasingly similar in form. The three mechanisms for increasing homogeneity are coercive, mimetic and normative isomorphism. Coercive isomorphism stems from

political influence and the problem of legitimacy. Mimetic isomorphism results from organizational responses to uncertainty. Normative isomorphism stems predominantly from professionalization. Coercive isomorphism comes from governmental or controlling agency mandate. Drawing on institutional theory and DiMaggio and Powell specifically, the actions and agendas of organizations (athletic personnel), as a group, are expected to be isomorphic with one another, i.e. the external conditions confronting research institutions, and the interconnections of (athletic personnel), through contests, meetings, and other means are expected to result in the pursuit of similar agendas and institutional directions by athletic personnel.

Isomorphism

Post graduation education and professional associations could also perpetuate normative isomorphism both formally and informally. Understanding of the organizations and associations which athletic administrators, coaches and athletic trainers belong is critical to determine influences and behaviors. I will seek to find connections between athletic administrators at all levels of athletics and across various athletic organizations. I will make these connections from the NJCAA staff point of view. The identification of professional associations will be a valuable cross-athletic level comparison. This comparison should uncover whether and how the university and community college administrators share ideas.

The specific questions related to the work of athletic trainers will focus on two areas. First, the general budget concerns including the ability to buy supplies and adequately

prevent, treat and rehabilitate injuries. The second question will cover the work activity of fund raising or generating revenue. The athletic trainer will be questioned about selling items from the training room, operating snack bars and other activities. Then the justification and the reasons behind the need for such fund raising will be explored. The funds may be justified for general budget, saving for a major purpose or providing money for supplies such as gear, clothes and education for students.

Coercive isomorphism is based in the idea that organizations at times are forced by rule or law to behave in certain ways. Coercive isomorphism generally means forced compliance. Usually, the governing agency is the government. The governing agency is likely the source of coercive mechanisms. In the case of collegiate athletics, organizations like the NCAA or NJCAA can be viewed as coercive (Frey, 1982; Fleisher, 1992; Sperber 2000).

What are the origins of coercive pressures? Does the NJCAA financially coerce members? Do advertising corporations, businesses and/or individuals coerce athletic institutions? Do the NJCAA rules cause homogenization among the member institutions? Are institutions or the athletics departments pushed into compliance for fear of punishment by the institution and the association (Fleisher, 1992)?

Stratification (Trow, 1984; Rhoades, 1991a) documents that the research universities sit atop the hierarchy of prestige among American Universities. Indeed, the influence of research universities is noted by Rhoades (1991) who observes a pattern of “institutional drift” that is characterized by a tendency for less prestigious higher education organizations to aspire to be more like those in the more prestigious sector. Research

universities then comprise and heavily influence a sizable portion of American higher education. The question is does this influence also play a part in aspirations of athletic departments.

The combination of the two previous theories may come together in the form of one explanation of the source of power, academic drift or the head follows tail (Riesman, 1958). Drift or normalizations combined with mimetic or normative isomorphism, institutions, may explain why professionals follow blindly or follow by choice, whichever the case they are “forced” to follow because the head (powerful institutions) are moving them. Academic capitalism is influenced here because institutions may follow this practice regardless of the results. Development practices may not only break even but may lose money. Institutions may continue to fund raise because of isomorphism or because of the hypothesized capitalistic gains.

Institutional Theory and Athletics

Institutional theory is strong among particular fields and can be applied to organizations in the field of college athletics. The mimetic isomorphism theory addresses the movement of an organization to be like other organizations in its field (homogeneous) because of similar practices and beliefs. Each athletic organization attempts to keep up with the other organizations in its field, sector or division. The belief among athletic administrators is that athletic competition is sustained by financially keeping up with competitors. This belief of competitive pressure might also originate from the educational training and associations of the athletic administrators, coaches, and athletic

trainers (normative isomorphism). The education, background and the interaction among athletic directors may lead them to model their departments after other institutions (fields). The coercive mechanism in athletics operates through associations. The NCAA and the NJCAA are member institution organizations. Rules, regulations, by-laws and policies and procedures are developed to keep member institutions homogeneous.

Organizations are seen to respond structurally to the normative environment. The discussion of professionalization illustrates that beliefs are environmental and influenced and defined, in part, through professional organizations. Additionally, governments, foundations and the corporate community influence environmental belief systems through their regulatory and policy setting functions and through the establishment of commissions designed to address societal and economic issues, and other mechanisms. Given the wide pattern of influence on the organizational environment, institutions face uncertainty and changing conditions. Institutional theory suggests that organizations in response to uncertainty seek conformity with their understanding of environmental normative belief systems. Indeed, in order to maintain legitimacy and the flow of resources, organizations must reflect and adapt to the normative order (Meyer and Rowan, 1978; DiMaggio and Powell, 1983; Rhoades, 1991).

Institutional theory holds that individual behaviors (technical activities) remain basically the same while the formal structures may change. The behaviors of community college athletic personnel may stay the same despite changes in formal structures. Or personnel may be the impetus for change. Is the impetus at the NJCAA institutions too not only look but also to act more like Division I institutions?

Several additional questions can be derived from institutional theory. Who do community college athletics model their general business practices after? General business practices include, fund raising, advertising and revenue generation activities. Who do they view as their "peer" institutions (US, conference, state, division, region, and sport types)? Do NJCAA member athletic departments implement the same revenue-generating techniques used by the richest institutions? Do community college athletics feel pressure to increase their external dollars? If so, where does the pressure originate? Where do external dollars come from?

The concept of normative isomorphism leads to questions about the training, education and professional relationships of athletic administrators and personnel. Do the athletic administrators and managerial professionals have the same types of education and come from sports management programs, business or similar fields? Normative isomorphism suggests that institutions become like other institutions because they hire employees from the same disciplines and programs of study.

Questions addressing normative isomorphism include: where are athletic directors and athletic administrators from; what programs, what degrees, what specialties? Do athletic directors and administrators at community colleges come from the same types of fields, programs and backgrounds as other community college athletic administrators? Is the educational background for community college administrators the same as big time sport administrators? Is the NJCAA institution a stop on the road to the top in Division I athletics for athletic department personnel? Are athletic administrators now required to have a business and management background, while in the past physical education and

coaching were the prerequisites? How are moneymaking ideas passed around or handed down between universities and community colleges? What are the common professional organizations athletic administrators, coaches and athletic trainers belong to? What do job advertisements for athletic administrators say? What are the major and experience requirements? Who are money making/ revenue generating/ fund raising specialists and are they moving around?

Professionalization and Normative Isomorphism

The groundwork of this study is the view that the professionalization of athletic and administrative professions provides a vital backdrop for what can be learned and hypothesized regarding the role of the athletic personnel. In this regard, a review of literature tracking the divergent or parallel paths of athletics and higher education is necessary. The professionalization of faculty presented earlier in this chapter as well as higher education administrators provides a solid framework for athletic isomorphism.

Theory to Questions

My general research interest is the extent to which lower division institutions, including NJCAA member schools, feel pressure from multiple avenues to follow revenue-generating practices of Division I schools. The pressure to keep up with the “Jones” might come from peers, from Division I schools, from the community, from boards of trustees and/or from business. The competition to keep up may exist among the small schools and between them and their larger counterparts. Community colleges may feel pressure from institutions in the state or region regardless of size (Shulman, 2001).

Community college athletics, on a smaller scale, may experience the same pressure toward athletic department isomorphism (homogeneity) as big time universities. I hypothesize that the pressure is experienced particularly within the same state, region, division, or sport participation classification. The pressure then influences the work and decisions of employees at all levels both within athletics and around the higher education institutions. The competition to keep up with other institutions for Division I schools is focused on recruits, training, and facilities (Hart, 1986). Do community colleges grapple with the same issues on a smaller scale?

Conclusion

In conclusion this review has addressed the theories, academic capitalism including resource dependence, institutional (isomorphism) and professionalization and stratification to give a broad picture of the rise and perpetuation of fund raising and revenue generating efforts of intercollegiate athletics at the community college level. The theories used here are only some of the possible explanations of why budgets continue to grow, deficits continue, abuses perpetuate and athletic departments look and act in the same ways. Is intercollegiate athletics a special case of large, not really for profit, business? I am seeking to find evidence of isomorphism and academic capitalism at work in collegiate athletics. This study examines the roles and practices of this group of athletic and academic managers; to what extent do their activities align them with each other, with individuals and organizations external to the campus, and with the professionals they supervise, i.e. coaches, trainers.

CHAPTER 3

METHODS

Introduction

The conceptual framework used for this study is based on three theories, academic capitalism of which resource dependency is a part, institutional theory specifically isomorphism or homogeneity and the conceptualizations of professionalization and institutional stratification. Academic capitalism and resource dependency are applied specifically to intercollegiate athletics at the community college. This research applies these analytical tools to examine the practices of athletic personnel in NJCAA level or community colleges athletics.

Questions

The theoretical constructs were used to inform and develop the research and interview questions used in this study. The general and encompassing questions for this research were what are the budgetary, revenue generating, fund raising or development practices in community college athletics? The specific inquiry was to determine the relationships, roles and actions of community college athletic personnel in relation to budget and revenue. Specifically, I am interested in the influences budget and fund-raising practices have on athletic trainers, coaches and athletic directors. I sought to reveal the influences, relationships, roles and responsibilities athletic personnel have with regard to each other.

Questions specific to each personnel category are addressed in the following paragraphs. Each of the research questions were used to in the interview process but not asked verbatim. The research questions may have been asked in a number of different opportunities throughout the interview process.

The following questions were specific to athletic directors: What are the budgetary concerns, justifications and issues surrounding community college level athletics? What are the budgetary and fund raising issues on the national level and specific to each institution and each conference? Who sets or determines budgets and fund raising practices? Is isomorphism (in any form) driving decisions? How do athletic administrators in junior colleges characterize and philosophically view their roles as fund-raisers? What are the origins of the funding practices in community college athletics? What similarities and differences exist in the responses given by athletic directors' across the western state? What similarities and differences exist in the responses given by athletic directors', athletic trainers' and coaches from the same institution concerning institutionalism, professionalization and isomorphism?

The following questions were specific to community college coaches: What are the general working conditions of the community college coach? What is the coaches' philosophy and role in departmental and institutional fund raising? How do budget and fund raising issues influence a coaches' work (ability to effectively coach)? What similarities and differences exist in the responses given by coaches from different institutions within the state? What similarities and differences exist in the responses

given by coaches', athletic directors' and athletic trainers', from the same institution concerning general working conditions in athletics at the community college?

The following questions were specific to certified athletic trainers: What are the general working conditions of the community college athletic trainer? What is the athletic trainers' role in budget and funding issues? How are athletic trainers' work and medical decisions influenced by institutional, departmental, and their own fund raising practices? What are the Acts' general budgetary concerns including the ability to buy supplies and adequately prevent, treat and rehabilitate injuries? What similarities and differences exist in the responses given by athletic trainers' from different institutions within the state and between the western state and the national sample? What similarities and differences exist in the responses given by athletic trainers', athletic directors' and coaches' from the same institution concerning the medical care given community college student athletes?

Design

The research design was multiple case studies based in qualitative data gathering procedures. The method used was on-site, face-to-face interviews. The variables measured were the coded interview containing the responses from each informant or subject. The coded responses were compared across subject categories and institutions to develop themes, findings and conclusions. These findings are included in the results section, chapters four and five of this dissertation and the summary and conclusions are offered in chapter six.

I used a four-sample design in this research. The first three samples were informants or subjects from three categories of athletic department personnel within the junior colleges of a state in the western U.S. The categories of individuals interviewed were athletic directors, coaches and athletic trainers. Subjects from each category were grouped together by institution. The interviews in the western state occurred on each campus. In order to gain a national perspective, another (a fourth) sample of athletic trainers from across the country was interviewed. The national sample of athletic trainers was drawn from (National Junior College Athletic Association) NJCAA level institutions. The interviews occurred during the National Athletic Trainers' Association (NATA) annual meeting, held in Dallas, Texas, June 2002.

The interviews were transcribed and I coded the content of all of the interviews. I examined the content of the interviews first based upon each interview question asked. Then I focused the analysis on the answers to the research questions regardless of which interview question prompted the response.

I looked for descriptive (yes/no) answers where applicable to determine the existence of a phenomenon, first order concept. For example, I determined the existence of fund-raising practices. I also used the research question matrix to identify second order themes (Appendix C). The themes were then used to identify explanations and justifications (Appendix B). I conducted cross-case data analysis as explained by Miles & Huberman (1994). Cross case analysis allows for comparisons to be made based upon themes and statements made by informants. One informant for example may define fund raising as development while another may use revenue generation.

I used the research/ interview question matrix (Appendix C) in the interviews to assure I asked all of the pertinent questions in each category. The question matrix lists the theoretical framework down the first column and lists the athletic personnel types across the first row. The boxes of the matrix then list the questions for each theory and each athletic personnel category. I used this matrix as a guide and was always available to refer to during the coding and analysis processes

Sample

I used two samples of institutions and three categories of athletic workers in this research. One sample was 11 of the 14 institutions in a single state. The second sample was junior college athletic trainers from across the country. The first sample included the athletic directors, coaches and athletic trainers from each junior college in the western state (11/14). The interviews from the western state were intended to gain information from three or more individuals at the same institution. Three different perspectives on the same research questions were gathered in the hope of obtaining valuable insights into the philosophies and dynamics at each institution.

The second sample was the athletic trainers from a national sample of Junior Colleges. The national sample of athletic trainers was done in an effort to compare the western state themes, especially the athletic trainer themes, with the themes of athletic workers nationwide. The athletic trainers were chosen as the national sample adding an additional triangulation of sorts to the state data.

Western State

For the purposes of this research I have limited the divisions of community colleges to rural or metropolitan, total enrollment and sports offered by NJCAA division. There are currently 14 NJCAA member institutions in the western state. The community colleges in the western state have teams participating in each of the three NJCAA divisions. The states institutions include both rural (n=5) and metropolitan (n=9) institutions. These divisions are identified to determine common practices and beliefs amongst the colleges.

All institutions in the western state were contacted based upon the regents' list of community/ junior colleges in the state. The intent was to interview personnel from every institution. The goal was not to interview all personnel but at least one athletic director, a coach and an athletic trainer from each institution. All coaches were contacted through the athletic director in order to get a variation in the sports and genders included in this study.

Most of the institutions in the state participated in well-established athletic programs. Each institution participated in 12-15 sports with some associated club sports as well. Two additional institutions, not included in the sample were new or just added athletics or new programs in the past two years. One institution in the state was brand new to collegiate athletics. They were not represented in this study.

The community colleges in the state were both in the metropolitan areas (10) and in the rural areas (4). The rural campuses were generally traditional colleges with dorms and student campus life. The metropolitan campuses were commuter colleges without

dorms on campus. The campuses also had a wide range in enrollment. The large well established metropolitan colleges had as many as 18,000 and 26,000 full time students. This is in contrast to the relatively few students enrolled at some of the rural institutions. The smallest total enrollment was 1600.

The western states higher education structure included the 14 main community college campuses with two other satellite (rural) campuses without athletics and three state sponsored universities. Several private institutions delivered higher education of various programs from associate programs to specialized medical programs.

The Selection Process

First, letters were sent to all athletic directors explaining the study and asking permission to visit campus and interview other employees (Appendix A, IRB form). Letters and e-mails were then sent to all athletic directors and athletic trainers asking for subjects (Appendix A). The response was very good, 32 out of 42 potential informants (76%) replied. Many of the subjects made a return call directly to me and/or returned the letter to schedule an interview. I contacted seven of the remaining 10 subjects. Some were willing to participate; others referred me to other athletic personnel at the institution. Five of these contacts resulted in new informants in the pool and interviews. I initiated follow-up calls and e-mails to arrange the interviews, meetings locations and travel arrangements.

The total number of subjects from the state was 42; three athletics personnel from 14 community colleges. The informant pool or total number of community college athletic

personnel in the state was difficult to get an exact count on. By looking at the directories I saw 15-20 per institution. But there are many off campus coaches probably 5 coaches, (10) for football and the rest for other sports to each of the 14 institutions. The calculation of sample rates was done with the assumption of at least 20 athletic personnel at each institution, $14 \times 20 = 280$. I interviewed (25) approximately 9 percent of the total athletic personnel of the western state.

The goal of the study was to obtain an interview from each athletic personnel category from each of the community college or 14 each for a total of 42. Eleven institutions were represented with interviews. This goal was not achieved partially due to the fact that the research was delayed into the summer. Some of the personnel were attending or just returning from play-offs. Most of the athletic personnel were not on campus on a regular basis during the summer, making scheduling difficult. I did however interview more than three individuals at two institutions and two athletic trainers' at two institutions. Adding some complication to the statistics, some of the personnel in the states community colleges had more than one job title. The coach assistant athletic director was the most common but many coaches had teaching responsibilities other coaches were academic advisors.

Response

The response rate for my letter, e-mail and phone inquires was $32/42 = 76\%$. A total of 25 interviews were completed in the state. The interview rate was $25/42 = 60\%$. The difference in the numbers between the response rate and the interview rate occurred

because of conflicting schedules and time constraints. Only one community college with established athletic programs in the state was not represented. All other institutions had at least one of the athletic personnel interviewed. The personnel from the state were very willing to help with the scheduling of the interviews. The athletic directors all signed the IRB site visit permission form. Only one athletic trainer refused to be interviewed citing confidentiality and privacy issues as the main concerns. Twenty-three of the interviews were conducted on the community college campus. The interview was always conducted in the informants' office or conference room. Two other interviews were performed in off campus sites, restaurants.

Throughout the course of the interviews, the process was mobile. I made several cell phone contacts and confirmation calls from the car and hotel. Calling on the road and interviewing on the same day made several appointments possible. The athletic trainers and coaches were more likely to do this on the fly right now or same day style. The athletic directors did not prefer this method. In fact, I was introduced to some of them by the athletic trainers' as I was on tour of the facilities. They were not willing to chat "while I was there" but preferred to wait until our scheduled appointment.

National Sample

The sample of athletic trainers from across the nation was sought in a couple of ways. The NJCAA blue book (NCAA, 2002), which includes data on athletic trainers, was used to form a list. The list was divided into five geographic regions (East, South, North, West, and Mid-West) and then subjects were randomly selected and contacted via

phone and e-mail, if an address was provided. I also used two national list serves to recruit subjects. The athletic trainers' list serve and the college athletic trainers' lists were used. I gained subjects from both methods.

The total number of NJCAA institutions listed in the directory was 503. The percentage interviewed was $503/25 = 5\%$. The actual percentage of athletic trainers interviewed could be higher because not all institutions have an athletic trainer. I learned this fact through the NJCAA directory and through the interviews. The NJCAA list is inaccurate because the line designated for athletic trainer was often blank and at other times a doctor was listed as the athletic trainer.

One-hundred-ten calls and e-mails were made. The national response rate from phone contacts and e-mail was 50%. That is half of the calls and e-mails made either answered or responded with a return call or e-mail. The first question after verifying contact information and explaining the purpose for the call was to determine if the athletic trainer was planning on attending the National Athletic Trainers' Association (NATA) meeting in Dallas. Only 10% of the respondents indicated they would be attending the meeting. These respondents were from the mid-west and western U.S. Of the six respondents, I interviewed five informants of them in Dallas.

The community college athletic trainers I contacted were all very interested in the study. Several if not most of them responded and indicated that the reason they were not attending the national meeting was due to financial constraints. Some offered to be interviewed on the phone and others were willing to complete a written survey if necessary.

The e-mail list serve mailings were effective in obtaining 40 responses. The e-mail lists keep track of total membership but do not differentiate in work setting. (Athrn-list: LISTPROC@LISTS.INDSTATE.EDU, athletic trainer educators; athletic_training_education-subscribe@yahoogroups.com). So, the response rate of community college personnel from the lists could not be determined. Again, the responses to the e-list request were largely from the mid-west and western U.S.

Letters were sent to a random sample of all NJCAA institutions athletic trainers. And an e-mail was sent to the Athletic Trainers List serves. After several responses of interest a list including states was made. Geographical considerations were made after the first round of letters and e-mails were sent. A second set of letters was then sent to areas that were not geographically represented in the first response. The second letter, e-mail and follow-up phone call yielded 10 subjects out of 70 contact attempts. Following the second letter, a confirmation e-mail and letter was sent to the subjects starting the mechanism to schedule the interviews. Those who responded to the informational inquires were listed and follow-up contacts were made to arrange interviews at the national meeting. There were 33 subjects to possibly meet in Dallas (Appendix F). Twenty-three interviews were completed in six days. Two more interviews completed via phone after the Dallas NATA convention.

The mechanics of many of the interviews including hotel rooms and lobbies were not ideal but worked in the end. About half of the informants indicated a time and a place for the interview in Dallas. Frustratingly, I allowed the other half to give me their hotel information with the instruction to contact them in Dallas. In the end, it worked out, I

completed all but two of the interviews, but it was a bit of a contacting, scheduling and a site selection nightmare. While not ideal, the scheduling allowed for all but two of the interviews to be completed on site.

NJCAA Institutions

The institutions participating in the study all competed in NJCAA classification athletics. All institutions competed in NJCAA conferences based upon geographic regions but not all institutions participated in the same level (division) of sport: Each college or district decides on the classification of each sport. For example an institution may have football competing as Division I and basketball as Division III.

The NJCAA is organized into a three-tiered system of athletic classification. The system allows for individual colleges to specify their level of competition. The biggest difference in the three levels is the allowance of scholarships and financial aid to those participating in the NCAA Division I level. The following quote was taken from the information/ frequently asked question (FAQ) and answer page from NJCAA web site.

“FAQ: One NJCAA School can offer me a full scholarship, and one school can't offer me anything. Why? A: Each institution belonging to the NJCAA can choose to compete on the Division I, II or III level in designated sports. Division I colleges may offer full athletic scholarships, Division II colleges are limited to awarding tuition, fees and books, and Division III institutions may provide no athletically related financial assistance. However, NJCAA colleges that do not offer athletic aid may choose to participate at the Division I or II level if they so desire.”
<http://www.njcaa.org> (2004)

Validity and Reliability

I developed the interview questions based on the theoretical frameworks and the research questions. I attempted to validate and review the interview questions by performing “mock” pilot interviews with colleagues in athletics. These professional colleagues were able to critique the questions, review my interview techniques and identify potential dead end questions and or answers. Important insights were gained from this process and modifications to the process were made.

In order to maintain reliability, I endeavored to perform interviews consistently, in my delivery of the questions, for each informant. I also attempted to apply consistent coding using the scoring matrix (Appendix, F). The scoring matrix is based upon the theoretical frameworks.

Validity is a consistent concern in qualitative research. In order to address the validity of the research interviews, I used and defined the native language used by community college athletic department personnel. I used this same language or set of terms to compare, contrast and define the codes to assure accurate data analysis. I attempted to make sure the codes were both exhaustive and exclusive (Gillman, 2000).

Data Gathering Western State

Entree to the subjects in the western state was not difficult because I was able to contact each subject individually and in person via phone and or e-mail. I was made aware of a meeting of the conference athletic personnel as my research was beginning. I mailed a list too one of the athletic trainers, he delivered the sign-up list to the meeting. Following the meeting the athletic trainer returned the list to me. All but one of the

athletic trainers' at the meeting signed the list. One athletic trainer subject refused to be interviewed citing concern over what might be revealed and confidentiality. I contacted each school via phone or e-mail to arrange the interviews with the athletic trainers, coaches and athletic directors. Each interview occurred on the community college campuses. The interview sites in the western state were all in personal offices with limited interruptions. During two of the interviews my cell phone rang and I answered because other subjects were calling to set-up interviews.

Data Gathering National

National (Dallas) data gathering and interview production presented some unique issues. Many athletic trainers from across the country volunteered to help me with my research. The logistics of meeting with subjects at hotel rooms, lobbies and restraints was not ideal. Noise and distractions (other people one of us knew often interrupted). Noise in the recording was an issue during transcription: Notes and calls in Dallas to verify interview time was problematic. Many of the subjects were too non-committal on time and place but it worked out. Perhaps I should have avoided these scheduling headaches by sticking to a strict schedule. Despite these issues, I was able to complete 25 interviews and transcribe all of them into useful data.

Qualitative Techniques

Miles (1979) observes that qualitative data are rich, holistic, and real and offer ways to assess causality in organizational affairs. Qualitative research techniques specifically

interviews and qualitative analysis techniques are implemented to address the questions of this study (Miles and Huberman, 1994). The research questions in this study allowed the interviewer to directly interrogate and question the informants through interviews. There is a fairly well established tradition of interview research in this manner (Kirk, 1986; Lincoln and Guba, 1985; Rhoades, 1991).

This study employs techniques of naturalistic inquiry outlined by Lincoln and Guba (1985). This study attempts to ethically apply natural inquiry by considering the status and implication to all informants. In this way I attempt to not hurt the ones I love and follow the counsel of Rhoades (1991).

Each of the following is a characteristic of the study.

- The portion of the study conducted in the western state was conducted in the natural setting. The athletic directors, coaches and athletic trainers were visited on their campuses and in their offices.
- The researcher and interview is the data-gathering instrument as opposed to a formal survey instrument.
- Grounded theory (Glaser and Strauss, 1967), the theories that guide the analysis are permitted to emerge from the data since no single theoretical framework can encompass the range of activities and realities represented in the research questions.
- A qualitative case reporting method is utilized; Interviews (Spradley, 1979).
- The investigation is governed by the research questions and by informant language and context. The respondents were permitted to “define multiple realities” pertaining to the questions (Lincoln and Guba, 1985).

The study draws its data from a sample within the sphere of community college athletics. The research design and data analyses make use of theoretical constructs that have assisted in the examination of organizations of higher education and collegiate athletics as presented in the literature review chapter two.

The study does permit the athletic personnel to tell their story in their own words. The data is analyzed in terms of the particular situation each respondent and campus presented. The analyses and conclusions do not shy away from generalizations that Lincoln and Guba would label “law-like” (Lincoln and Guba, 1985; p. 42).

Examples include evidence, through informants’ language, that points directly to isomorphic behaviors and structures emanating from athletic personnel professionalization. In addition the informants were asked to present the settings and evidences of decision-making that was clearly suggestive of academic (athletic) capitalism including the concept of resource dependency in its classic form.

I attempted to follow the instructions of outlined in (Rhoades, 1991). He cautions researchers using naturalistic techniques not to get so close to their subjects that they lose their identity as careful observers. Researchers, he notes, “must find ways of conducting research that enable us to empathize with our subjects as complicated, contradictory, and complete human beings, yet let us avoid over-identifying with them” (p. 247).

This study attempts to avoid these pitfalls through the utilization of an interview protocol that allows for free responses yet provides structure and ensures that difficult questions are asked. Further, the analysis in the study draws from a range of theoretical constructs and is underpinned by related scholarly work from a variety of perspectives.

I was careful not to let my background as an athletic trainer led me to over-identify or sympathize with the athletic trainer subjects. At times this was difficult especially when poor working conditions and labor relations existed.

Interviews

All interviews were conducted in a semi-structured, ethnographic style. The interview technique followed grounded theory (Galser, 1967; Strauss, 1987), the naturalistic approach (Lincoln and Guba, 1985), and the specific interview techniques introduced by Spradley (1979). The interview style in general, allowed enough open conversation to set the subject at ease. The interviews also contained a certain amount of formality as specific questions, concepts and themes were asked of each subject. Specific questions were asked during different times in each conversation depending on how the interview progressed. I used the formal questions to direct the flow of the interview.

James Spradley (1979) developed concepts in ethnographic interviewing based roughly on the idea of a “friendly conversation” (p. 55). While there are noted differences in a friendly conversation and a research interview, the tone and processes were employed in the interviews. The Spradley method incorporates a 12-step process (p.67). The two main categories specified by Spradley were for the researcher to give explanations and to ask ethnographic questions. The steps referring to multiple interview designs were not included during the interviews because each informant was interviewed just once.

Explanations were used to inform the subjects concerning the project, the questions asked, the recording methods used and the definition of the native community (college

athletics) language. Questions were asked in the descriptive, the structural and the contrast forms. Descriptive questions allow informants to express, in their language, their practices and philosophies. Structural questions allow the informant to describe the flow, processes, hierarchies and organization. The contrast questions explain differences and similarities to internal and external comparisons (Spradley, 1979).

The other elements of the ethnographic interview include; asymmetrical turn taking, expressing interest, expressing cultural ignorance, repeating, restating the informants terms, incorporating informants terms, creating hypothetical situations, asking friendly questions and taking leave (Spradley, 1979; Rhoades, 1991).

Process

The interviews were started with a brief explanation of my background and the purposes of the dissertation research project (explanations). I attempted to withhold from the athletic trainer informants the fact that I was also an athletic trainer. I intentionally withheld from the athletic director or coach, my athletic trainer status so they would not be biased regarding the goals of my research. In some interviews, my athletic trainer status was revealed. I continued the explanation process by informing the subjects as to the general purposes of the study without revealing specifics. I also confirmed the subjects' willingness to participate in the interview by reading and signing the IRB approved consent form and visitation permission form (Appendix A and B). Usually while signing the consent form, I asked for permission to record the interview to preserve the accuracy and integrity of their comments and responses. I assured each informant of

complete anonymity throughout the process. I reiterated that I would transcribe and report the data in a completely anonymous way. I would not reveal the state in which the interviews occurred. I also confirmed that specific institutional or individual data would not be reported. All informants indicated understanding and agreed with the need to record the interviews. I usually set the recorder close to me in an inconspicuous location. All interviews were recorded.

The focus of this study was on the descriptive, structural and the contrast questions (Spradley, 1979; Johnson and Patten, 2000). I used the same general interview schedule for all athletic director and coach informants with slight modifications specific to each job category, (Appendix D). The athletic trainer interview questions were slightly modified relevant to the specific subject queried. The questions were not always asked in the same order. The questions were descriptive and specific at first with explanatory follow-ups (repeating) and open-ended probes (Gillman, 2000). I also incorporated expressions of ignorance and offered hypothetical situations as clarifications to questions (Spradley, 1979). These techniques allow the informants freedom to express their views and perceptions. I was hoping to yield rich text.

The overall process I incorporated for the both the state and national interviews was to ask the questions, say as little as possible, and interrupt only as necessary to keep informants focused on issues related to the study or to respond to their questions. Most informants were very willing and open to talk about the state of affairs in collegiate athletics and their institutions specifically. In most interviews, I merely had to say; tell me about yourself and your job here as it relates to budget and fund raising, and most

informants headed directly toward many of the specific research questions I was seeking. There were a few informants who needed prompting and examples to questions in both samples.

All subjects were familiar with the concepts of athletic budget and fund raising and the terms I used in the questions to describe the revenue generation processes. Informants did not all have exposure to either the terms academic (athletic) capitalism and resource dependency or institutional theory and isomorphism especially in relation to professionalization in athletics. While possibly not sure of my conceptions of stratification, all personnel clearly understood it. I formed questions that addressed these theories without the need to define them specifically for each informant. In this way, I used the native language technique.

I also had occasion to add to my vocabulary some of the “native language” during the interview processes. I had to learn some of their language specific to; development, revenue generation personnel categories. There were several personnel terms used by the athletic administrators, coaches and athletic trainers (one in particular-specialist). I learned these terms in some of the earliest interviews then used them in future interviews. I added the new terms to the question matrix to assure the interviews were coded in the same way (Appendix E).

Data Analysis

In qualitative analyses, the researcher and the informants are variables in the research (Lincoln, 1979; Gillman, 2000). My experience as a practicing athletic trainer clearly

affected my research questions and evaluation techniques in this study. The dilemma for me was to develop strategies to identify and monitor my biases throughout the entire research process. I made every effort to be honest and consistent with my interview questions and with my interpretation of the data. I refrained from using the interview process to intervene in or affect policy or practices. I reviewed my interpretations of the data with the scoring matrix to assure correct coding.

Research Questions, Coding

One of the difficulties in coding these responses proved to be in defining what I meant by revenue generation specific to capitalism compared to how the subjects perceived it. The athletic personnel identified fund raising practices consistent with institutions attempting to pay for athletics.

The most general and encompassing question for this research is what are the budgetary and revenue generating (fund raising) practices in community college athletics? The following questions were asked of all informants:

Do the institution and or athletic department fundraise? What is your philosophical response for or against budget issues and fund raising? Why is this philosophy held and where does it come from?

Athletic capitalism was determined by responses indicating the need for athletics to support themselves and other institutional interests. Athletic capitalism was also designated by coding if the institution used athletics to increase revenue or if institutions

used athletics in a business, recruiting or “show-off” way to affect the institution regardless of whether the revenue gain was positive or not.

Resource dependency coding was included with academic capitalism as a sub category. An institution could be participating in academic capitalism because of the scarcity of resources at either the institution, or in athletics or both? The depth of coding resource dependency was complicated at times. For example, the athletic department does not depend on one source of funds rather revenue may come from students through fees, financial aid, scholarships and grants. Revenue for operations may come from the institution through the state and federal government as well as the district athletics budget. And finally, revenue from sources external to the institution and district could also be coded as causing dependency because of regularity or quantity.

I categorized responses to the fund raising philosophy through institutional theory. I coded informants’ responses as isomorphic by dividing isomorphism into three categories; mimetic, normative including professionalization and coercive.

Responses were mimetic if the informant spoke about the comparisons with other institutions or athletic personnel that were acted upon. Normative isomorphism was indicated by informants representing how their education and professional associations with other athletic personnel affected their philosophy and actions related to fund raising. Coercive isomorphism philosophy was coded when subjects spoke of federal, state, district or institutional pressures related to budget and funding issues in athletics.

The responses were not coded in theoretical isolation. The responses were used to code the data in one theory or several in a way that was fair to each. For example,

isomorphic behaviors toward development could be implemented by capitalistic behavior. Capitalism and institutionalism were coded when behaviors indicated both.

The influences of budget and fund-raising practices on athletic trainers, coaches and athletic directors were coded. I used the theoretical framework as the basis for coding the responses given by each personnel category. I then used the codes to make comparisons. Specific coding is listed in each of the following paragraphs.

The Questions Specific to the Athletic Director

The following coding is specific to athletic directors: How do athletic administrators in junior colleges characterize and philosophically view their roles as fund-raisers? What is the effect on their work? The athletic director responses were categorized both by what they said they were doing compared to the conflicts with what they heard and saw others were doing. Others were coded at Division I institutions or other community colleges.

The athletic administrators (athletic directors) were asked to identify their role in budget decisions and fund raising (development). Administrators were asked to identify their roles both within and outside athletics. Athletic directors were asked to speak about the athletic funding paradigm at their institution. The athletic directors were also asked to compare their institutions funding structure to others in the district and state.

After identifying their role in athletic fund raising, the athletic directors were asked to identify their philosophy regarding their role. The philosophy of the athletic director was coded as either in line with the practices of the institution or in opposition to the

institutional practices. Both the practices of the administrator and the philosophy of the institution were based on the administrators' perceptions.

Similarities and differences in the responses given by athletic directors were coded and compared across the western state. The responses given by athletic directors, athletic trainers and coaches from the same institution were also compared. The explanations of their philosophy helped to reveal the details of their job and some of the changes that have occurred over time.

The following questions are specific to coaches: What is the coaches' philosophy and role in departmental and institutional fund raising. How does fund raising affect the job, roles and work of coaching?

The coaches were asked to identify their roles and work related to fund raising. I categorized coaches' responses in terms of isomorphic or capitalist issues addressed. Respondents' answers were considered isomorphic if the coach described pressure from others internal or external to the institution as responsible for the fund raising situation. Coaches' responses were considered capitalistic if the coach indicated the funds he or she raised were used to supplement the athletic or college budget.

The coaches were asked to identify how the work as a coach has been influenced, changed and affected by fund raising. Coaches identified time issues or financial/budgetary issues in describing the influences.

Certified Athletic Trainer

The following questions lead to the coding specific to certified athletic trainers (ATCs): How is an athletic trainers work and medical decisions influenced by institutional, departmental, and their own fund raising practices? The athletic trainers' were asked specifically to name an instance where they had a decision compromised because of revenue decisions.

Themes in this area were coded if the athletic trainer discussed a specific instance of not providing a treatment, modality or equipment they thought was necessary. The reasons for the decision was discussed and coded according to the reason given. Possible reasons included: lack of budget, lack of time, coach governed decision, administrator governed decision or other. When possible the reasons were delineated further into the mechanism behind the decision such as isomorphism, capitalism or institutional philosophy.

Overall Processes

I interviewed five informants' including athletic trainers' in the state at several institutions prior to the National sample interviews. At this point I had not interviewed all personnel categories from each institution. Then I went to Dallas and performed (23) interviews. I then returned to the western state to complete the interviews (20) returning to some institutions and visiting new institutions.

I reviewed the interviews by listening to them while reading the transcript. I did this after each phase of the study. I did not have them transcribed at this point. I used this

review process to help clarify interview questions, improve the interview processes and start the development of coding matrices or tables.

I conducted brief analyses after reviewing each of the first three interviews in order to organize data and to avoid categorization/ coding errors and confusion in the remaining interviews of the study. The steps that constituted the analysis included preparing write-ups, performing first-level coding, identifying pattern codes and completing contact summary sheets (Miles and Huberman, 1994).

The first step in producing data was to convert field notes and transcribe the digital recordings into word documents. Initially, I transcribed many of the tapes myself (15), which was tedious and time-consuming but beneficial because I repeatedly listened to the recordings, which helped me to get a sense of the informants philosophy as well as to analyze the data. The work of transcribing was overwhelming so I hired professional secretarial help. I listened to the recordings of the interviews, but I did not transcribe myself. The recordings were transcribed over a one-year time period.

After the transcriptions were completed, I noted the most important themes and made comparisons from my field notes to the themes identified from the digital recordings. The field notes, audio playback notes and transcribed recordings served as the primary data for the study. I completed coding and analysis of the transcribed text as soon as possible after each recording was transcribed. In most cases this did not exceed a few weeks. A few of the reviews of the transcripts were separate by months. I listened to the audio while rereading and analyzing these interviews.

Codes and Coding

I created codes from my theoretical framework, and research design, theories, hypotheses and research questions (Appendix E). Miles and Huberman (1994) state that codes are; “tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study (p. 56).” I agree with fellow doctoral candidate Emile Lopez concerning the work associated with coding, “I soon discovered that coding labeled incidents and events, is analogous to putting pieces of a puzzle together, and uncovered many leads and themes to pursue. I found it a challenge to avoid data overload yet being thorough enough to facilitate data retrieval. At times, the process was overwhelming, most appropriately explained by Lincoln and Guba’s (1985) and Strauss’ (1987) suggestions of saturation points of phenomena into categories” (Lopez, 2001).

I applied the inductive analytical approach proposed by Strauss and Corbin (1990) to my data. This approach advocates following data collection and transcription with a line-by-line review within paragraphs with appropriate coding produces labels and categories. The labels and categories are reviewed and re-categorized repeatedly at a higher level of abstraction to compress several incidents and observations into themes. This approach is similar to Glaser and Strauss’ (1987) grounded theory approach.

I set coding rules as a guide. I used logical codes to avoid confusion and to stay consistent with the criteria to code and the hypotheses (Appendix B and C). I used descriptive codes (clear identification of an issue or practice) by underlining the word or phrase and drawing a line to the margin then writing the description/code. The interpretive codes descriptive (D) structural (S) contrast (C), (Spradley, 1979) were used

along with the category or theory represented. I used hand written marks on the transcribed data including; Isomorphism, N, M, C; Academic Capitalism, AC; Resource Dependency, RD and Professionalization, P and Both, B for combinations of theories).

Pattern Coding

Inferential and explanatory statement were more difficult to identify and code but were coded by placing an “I/E” next to the sentence or phrase in the right margin (Miles and Huberman, 1994). The category of each I/E code also specified next to each code. I revisited the hypotheses and coding scheme as necessary to verify proper analysis. I tried to avoid forcing phenomena into the hypothesized codes. If necessary I developed new categories to house additional explanations grounded theory, (Glaser, 1967). I attempted to identify regularly occurring phrases to confirm hypotheses. I also searched for atypical and out of the ordinary information because of their value in potentially disconfirming hypotheses.

I used the transcribed electronic (word) documents to conduct the first coding (Fridena, 1998). I used my computer for this process by using the find function in Microsoft word. During this first find/ replace reading, I completed first-level coding by immediately coding words and phrases for which I had created a code. Although I had identified a list of codes prior to conducting the first interview, I did make slight changes to the scheme after coding the write-ups from the first interviews from each category (after athletic director, coach, athletic trainer).

What I found to be most effective was to assign codes to words or phrases that were succinct, direct responses to interview or research questions. For example, fund raising was a main focus of this research, using the find function for this phrase was productive. Several other terms matching the research hypotheses were used including: development, revenue, cash scholarships, athletic trainer: medical, treatment, taping, coaches, space, coach, team fund raisers, giving alumni, foundation, boosters clubs, and fund raising goals.

The subject/ informant interviews and notes was the primary data used to code this research. But other observations added to the data and context of each interview. I observed the state colleges' facilities, brochures and catalogs. Field notes included general observations and feelings concerning the subjects' disposition, informant conduct the pace of the interview, and various other influences and dynamics that affected informant responses. I included these perceptions and interpretations of the interview in my field notes.

Prior to assigning pattern codes, I reread the research questions to focus my rereading of coded material on the elements most relevant to the interview schedule and research questions. I also kept the list of questions out on the desk as a reference. During the second reading, I again referred to a copy of the research questions. I reviewed previously coded segments that provided insight to information that might have accounted for perceptions or behaviors. I assigned codes indicative of themes, characterizations, explanations, or emergent constructs (Miles & Huberman, 1994) and

generated pattern codes by searching for common threads that tied the data together. The pattern codes are derived from both interpretive and explanatory statements.

After completing the initial, word search, coding to identify words and phrases that directly responded to research and interview questions, I moved to pattern coding within each interview. Pattern coding was done in an effort to identify general, interpretive and explanatory information in the context of the entire interview. Pattern coding allows the researcher to group previously identified first-level codes into a smaller set of themes or constructs (Miles and Huberman, 1994).

Pattern coding is generally used to reduce the data into smaller analytic units allowing for the evaluation of response during different interviews. I used this technique after all of the interviews were complete. The coding verified the consistency of the subjects' responses. The codes were then used to interpret the data and laid the groundwork for cross case analysis by identifying common themes (Miles & Huberman, 1994).

I then used transcribed interviews to complete contact summary forms (Appendix G) to summarize and capture the key points of each interview. The information on the summary sheet represented condensed responses to specific questions extracted from the write-up for each interview. I found it useful to select the most direct, succinct responses to the interview schedule or research questions. Contact summary forms were useful in planning for the next contact; re-evaluating coding schemes; and focusing on primary concepts, questions, and issues.

During the coding and analysis, particularly while conducting pattern coding, I wrote many notes in the margins as reminders of insights or comparisons that I wanted to make with other interviews that came to mind (memoing). This was particularly helpful in making comparisons of the interviews from two-four different individuals from the same institution. I wrote memos that helped me make sense conceptually of what was occurring by at each institution by combining pattern codes of data and illustrating relationships the general hypotheses (Miles and Huberman, 1994). As the study analysis proceeded, I cross referenced those notes and found that they often helped me focus on the recognized, hypothesized way of thinking about and explaining the interview data.

I coded the transcriptions and completed the summary sheets (Appendix C). I then created the data display matrices (Appendix D), conducted the cross-case analysis and illustrated the progression of the categorical analysis (Appendices E-H). I attempted to identify gaps in the analysis, summarize what I had learned, and consider necessary methodological or analytical modifications for the remainder of the study. The data tables and matrices allowed me to view a condensed data set arranged systematically to address the study's research questions (Miles and Huberman, 1984).

After collecting all of the data by searching for specific words and phrases and completing the first review of each interview, the pattern coding and categorization of themes was completed based on each research question. This analysis technique was proposed by Miles and Huberman (1994). The technique of identifying descriptive codes, allows for conceptually ordered themes. I used those themes to perform cross-case analyses. "The conceptually clustered matrix is designed to aggregate items related to

one another” Miles and Huberman (1994). This technique clusters multiple research questions from multiple respondents to extract meaning from the data more easily. Consequently, using the previously described word search analysis as the basis for creating the data display, I clustered all informant responses to the research questions to facilitate data comparison (Appendix E).

Once the matrices were complete, it was time to move forward with the analysis. The first step was to identify terms and concepts that related directly to the research questions (Van Maanen, 1979). First-order concepts are those reported by the informant as the “facts” as they perceive them from their position and experience. During the interviews, it was necessary to probe further or follow-up on a response to obtain more information that would allow me to categorize and code informant responses. Descriptive properties and informants’ interpretations of underlying factors constitute first-order concepts.

Next, I examined the data focusing on convergent concepts used to derive first-order concepts. During the process, some categories were merged with others. The result of this analysis was the assignment of second-order themes, which Van Maanen (1979) described as “statements about relationships between certain properties observed to co vary in the setting and may occasionally converge with first-order interpretations” (p. 541). Simply stated, second-order themes were the labels I used to explain how first-order data were categorized or patterned (Miles and Huberman, 1994). Those labels, then, represent general terms that consider the first-order concepts.

Because second-order themes originate from a researchers lens as applied to first-order (informant) concepts, my eight year experience as a certified athletic trainer formed

the background and informed my assignment of second-order themes. To increase the likelihood of objectivity and impartiality in deriving second-order themes, I focused on multiple readings of write-ups and other materials. I also listened to the interview recordings while reading the transcripts.

In addition to the more traditional method of researchers using prior theory to guide data gathering, this grounded theoretical approach is an accepted means of conducting research. What adds to the uniqueness and legitimacy of this study is that the data are the product of personal interaction with community college athletic personnel rather than contact and communication through surveys.

Limitations

The limitation to this research is the use of only one states' set of community colleges. The state provided the only cross-case (athletic personnel) comparisons. The total of 14 state institutions is a small slice of the 503 NJCAA institutions. The addition of the national sample of athletic trainers provided a small sample of community colleges from across the United States.

The self-reporting nature of the interviews was also a limitation of the study. The interviews present the data on community college athletics. The data from a national database of the institutions was not compared to the data provided by the interviews.

The amount of interaction between the three categories of athletic personnel and me at each of the junior colleges was obviously minimal. One interview was performed with

each informant. This one contact with and lack of interaction with subjects helps to explain some of the limitations in cross case analysis in this study.

Generalizability

This study examined only one state with very different profiles and dynamics from different areas, rural and metropolitan, small and large institutions. From this single state I focused on a moderate sample of the population of athletic personal and administrators. Most of the institutions in the state were represented by at least one interview.

The national sample was an even smaller percentage of the national population of junior college athletic trainers. The total number of athletic trainers is not specified by the NJCAA. I assumed at least one per institution 20/503, four percent. All of the geographic regions of the United States were represented by the national sample.

Institutional Data

Although conditions specific to the state informants and the national sample influenced the results and findings, I provided only limited descriptive information on the samples and individual subjects/ informants to ensure the anonymity I promised the study participants (Appendix B).

Personal Interest (stake) in Results

I spent eight years as an athletic trainer prior to this study. I was not employed in a NJCAA institution. My graduate academic preparation in the area of higher education allowed for a broad conceptual framework. I have no material interest in the outcome of this study that advantages or disadvantages the administrators, coaches or athletic trainers. I further have no interest associated with the advancement or decline in junior college athletics. I have come to gain more knowledge about the practices and behaviors, strengths and weaknesses, and philosophies of each category of athletic personnel. I have discovered and learned the issues related to NJCAA institutions, and the complexities of the educational, athletic and funding goals they attempt to achieve. My personal interest throughout the study was to be a neutral observer. I was careful not to affect change at the institutions or consult the athletic personnel in any way.

CHAPTER 4

STATE DATA

Data Introduction

The data for this study are presented in two chapters. This chapter addresses the data gained from the interviews with community college athletics personnel in a “western” state. The western state interviews are divided into three categories of athletic personnel, athletic directors (ADs), coaches and athletic trainers (ATCs). The state data is organized first by the data set (western state), then by the category of employee and finally by the research and interview questions and themes. The theoretical framework informs the results throughout the chapter. The three storylines collected from this data were; the academic capitalism in community colleges is small time, stratification of resources occurs among state colleges on the basis of rural versus metropolitan location, variation in the perceptions and practices relative to development exist between the three athletic personnel categories.

Descriptive data for each informant and institution is presented in Appendix F. The descriptive data gives an indication of the variety of institutions present in the sample. This information helps determine the budgetary and revenue generating (fund raising) practices in community college athletics in a single state. I report the majority views as well as some of the prevalent and interesting minority views throughout the data.

All institutions (N = 11) and informants (N = 25) included in the state sample indicated that fund raising occurred in one form or another in community college athletics. All institutions in the state designated that both the institution and the athletic

department attempted to increase revenues through fund raising and marketing.

According to the sample of state athletic personnel, all community colleges participated in athletic specific fund raising or development at some level. The variation in commitment, involvement, philosophical agreement with, and methods employed toward fund raising or development was considerable however.

While differences in methods and techniques existed among the community college personnel, the state informants verified many of the theoretical explanations hypothesized in this study. The theories verified included: the existence of academic or athletic capitalism, with associated resource dependency and institutionalism, in all three types of isomorphism. The contributions of normative isomorphism on professionalization in the field of intercollegiate athletics are a particular theoretical focus. And the concept of institutional and individual stratification was explored. Other frameworks were not as clearly verified, including isomorphism related to coercive mechanisms and the influences of budget and development on medical decisions.

The purpose of this data chapter is to define and demonstrate the financial pressures by reporting the interview findings. I report the findings in the informants own words when ever possible. The interview findings are used to develop the themes defining the condition of community college athletics in the western state. The community college personnel addressed the pressures both internal and external which lead to the decisions and practices currently employed in their athletic departments.

State of the Budget in Community College Athletics

The informants concluded that the general state of the budget and fund raising processes in junior college athletics was a mixture of good and bad news. All of the informants believed fund raising was part of the way of life in athletics at all levels of athletics and sport, including high school and summer little leagues. Most individuals justified fund raising at the junior college level with a philosophically rational view of the state budgets. Most of the informants indicated the use of state dollars for athletics was diminishing as a percentage of the total cost.

The state budget decreases was a consistent philosophical theme with the actions of the athletic personnel from across higher education in the state. Athletic personnel reported that the practice of decreasing state support was not likely to change because; “the state argues that they are giving us more money each year. And frankly in their (Regents) view the state is giving us, the community colleges, too much money” (South, AD).

A majority of the athletic personnel, particularly athletic directors and coaches, pointed out that they personally participated in institutional as well as athletics fund raising activities. Athletic personnel also indicated that they participated in fund raising but it was not necessarily by choice; “this is the college athletics environment we live in these days...if you want something, you find a way to fund it” (West, AD). Few personnel, however, went on to say that they believed development practices were philosophically in line with their roles as community college athletic directors, coaches and athletic trainers.

The pressures to modify their roles in order to financially support athletics were repeatedly framed by athletic personnel as beneficial and necessary for the student athlete. The student athletes' educational, financial and athletic abilities and aspirations were consistent themes addressed by all informants. Themes related to the student athlete included, academic and athletic skills, Full Time Equivalent (FTE) and the cost of competing and winning.

The athletic department personnel were hesitant to identify fund raising practices as beneficial to the community college as a whole. The community college personnel identified the specific pressures associated with fund raising and marketing related to athletics. The pressure to finance the athletic department came from the department, institution and the district. Generally the benefits of the fund raising stayed within the individual athletic departments and most often within the teams performing the development.

The Student-Athlete

Athletic directors verified that community college students were a mix of academic as well as socio-economic-status (SES) levels. Nearly all administrators revealed that at the junior college the purpose of athletics is different than larger institutions including Division I. An athletic director said, "we are realistic about who our athletes are and understand that most of them are not going to the big leagues (Division I institutions or professional ranks)...so it is our philosophy that we help them use their athletic abilities to gain the education they need for the rest of their lives" (West, AD). This athletic

director perceived the scholarships received by his institution as key to academic progression of the student. The athletic directors concurred with this philosophy.

“I think the amateur student-athlete model is still in place here at the community college level” (City, AD). “For most of our athletes, the scholarship and financial assistance they receive from us is minimal, many take loans and work in order to make it. So, if it is not the money... either they have Division I aspirations or they really love the sport” (Metra, AD).

Generally, community college athletic personnel indicated that decisions, specifically financial, were made in order to enhance the support available for the student athletes. The justification community college administration need to help the students and the institution is through correctly predicting and calculating the Full Time Equivalent (FTE) attributed to intercollegiate athletics. For example one athletic director mentioned that their baseball coach allowed as many as 75-80 players to try out for the team. All of the players trying out must be enrolled in classes. “So this really helps us out with our spring FTE. We just don’t know how many of the athletes we cut from the team end-up staying at the college taking classes” (City, AD).

FTE

While the production of FTE can be positive for the budgetary justification in the athletic department, the use of student enrollment can also be used against the department. Athletic personnel, specifically the athletic directors and some coaches, said that there was pressure by institutional and district administration on the athletic

department to produce FTE students. “It seems like it is a competition based in FTE. The more students you can recruit the more FTE you produce” (Metra, AD).

Some athletic directors at the request of the institutional personnel have attempted to look at and quantify the “come along value.” Come along value is the belief that a student athlete’s relatives or friends may attend the community college because of an athlete’s attendance. For example, one community college made the unusually bold step of adding football to its athletics program. The athletic director had no hard numbers or empirical data but the administrator’s assumption based on some student conversations indicated that the addition of football increased FTE by more than the football players alone.

“Each of them (football players) has friends and girl friends, brothers and sisters that might come here with them rather than another institution in the state. This (come along value) is hard to disaggregate out of course because we don’t know if the student would have attended here anyway.” (South, AD).

Another administrator addressed the difficulty in measurement of increasing enrollment (FTE) through athletics. I asked, “Is that (support for athletics by administration) because it brings a lot of students in terms of FTE?”

“It is; they (administration) say they have data to support that, but I don’t know how you would research that. Unless there is some question that they answer (on admission forms) by saying, I came here because, you know... Johnny is playing football” (Metro, AD).

I confirmed, through my conversations with athletic personnel, that sports were being added to the two new community colleges in the state. Three existing colleges were also considering additions to their athletics programs. The philosophy behind these

additions was clearly FTE driven. “In our district, we continue to add athletic programs at newer colleges and one of the reasons is that it brings students and that is the business we are in here, and we are in a competitive business” (City, Coach).

Winning

The goal in competitive athletics at all levels including the community college is to produce wins. While I was focused on external pressures influencing budget and fund raising, the athletic personnel justified expenditures as directly effecting quality of their program. The athletic personnel generally conceptualized quality as the win/loss records and the play-off performances of their athletic teams and individuals.

Athletic directors did not attribute equipment and facilities as the main impediment to success on the athletic field while coaches saw them as significant factors related to winning. The athletic personnel agreed that the key to winning at the community college level is the same as at the Division I level; it is all about the student athlete.

The variation in the athlete at the community college level was significant. The recruitment and attendance of foreign students was one of the variables in athletic abilities. Two of the colleges had recurring recruitment success with foreign countries particularly. “We’ve got 10.1 sprinters from Africa” and basketball players from Brazil at a couple of the community colleges in this state” (City, AD). Colleges who did not recruit such athletes were crying foul on two levels. First from a competitive standpoint it was not “fair.” And secondly the athletic personnel said that these students are contradictory to the mission of the community college. “The taxpayers (in this area) are paying for this college and expects for their kids to go here and for the community to use

it...I just don't know how we justify paying for some of these kids that aren't even from the country let alone this state" (Center, Coach).

Winning was important but colleges approached the limits of recruiting differently. Some welcomed the foreign and out of state students who would give them the competitive edge. Other informants said they were philosophically opposed to this practice.

"When a school like (Metro) community college has kids from Africa on their cross country and track teams you really wonder how that happened How do they find there way here of all places? Unless he just happened to move to (Metro) and now he is a resident how did they get him in here? And he just happens to be a 10.1 sprinter. So I don't know how they can get around a lot of the things that they do" (Middle, Coach)?

"I think there is another factor too, which I did not realize before I got here, and that is that the some foreign students cannot go to the big universities because they did not to graduate from high school and they do not have SAT or ACT scores. So they can come to a community college, get a degree and bypass the whole SAT and other entry requirements. As long as you have a degree from the community college, you can apply to the university...

So, we help and the fifteen or whatever Jamaicans start at the community college go through and finish a degree at the university and go on to do good things. What is wrong with that? Is that a bad thing? You can help with those Jamaican coaches, call up and say, I have a kid, he moves top notch and we will pay for part of his education. That happens! I do not see is a problem person but it is probably just a matter of the jealousy factor between schools. Just a matter of winning they (other colleges in the state) don't care until they start winning" (Northwest, Coach).

The Price of Winning

Several of the state athletic personnel addressed the financial costs incurred by winning or the "cost of winning." Several of the athletic directors expressed concern over the cost of regional and national playoffs. Participation costs such as travel, lodging and per diem were taxing many of the athletic department budgets as they went deeper into

the playoffs. This issue was fresh on the minds of the athletic personal because many had just completed or were currently at nationals or playoffs at the time of their interviews. “We just had our softball and baseball teams both get hot at the end of the season and make it all the way to the JUCO finals. We don’t budget specifically for this so now we are going way over our budget for the year... so the district has to fill it in from somewhere” (City, AD).

The conclusion in this area of post season play or playoffs, as a budget buster is the first of a few counterintuitive results found in this study. In opposition to the revenue generating sports in larger and especially Division I sports such as football and basketball, the community college teams did not make money by going deep in the playoffs. At the community college level athletic success was harmful to the bottom line.

Athletic Director Results

I often began the interviews with athletic directors by asking; tell me how you do it; manage the budget and maintain a top quality program? This question was a valuable opening inquiry. I was attempting to provide an indication to the subject that I understood and appreciated their situation in community college athletics. This strategy was valuable in starting the conversation with the athletic directors.

The athletic director took one of two avenues to answers this initial request. The first was to agree with my assumption and indicate that they were managing both the budget and maintaining a high quality program. The second avenue of response was to indicate they did not buy into my assumption and responded that they were not doing

both well. Regardless of the reply both answers provided a nice opening to the interview. And the responses were used as the basis for framing questions during the remainder of the interview. Regardless of the initial response, I asked the athletic personnel to compare themselves to other programs in the state.

The athletic directors appreciated my apparent understanding of and interest in their financial structure and processes. All of the athletic directors (N=10) were proud of the fact that they made do or did the most they could with what they had. This philosophy was revealed when they were speaking about the institution, the budget, the student athletes, the coaches or the athletic trainers.

Work Roles; Community College Athletic Directors Compared to Division I

Athletic directors and coaches were all involved with the competitive structure of athletics but were also grounded by the understanding the level of athletics and the type on institution they were associated with. The community college athletic directors spoke about the huge differences in Division I athletic directors' and coaches' salaries. Athletic directors compared the management requirements associated with the big time money in marketing and development. Others focused on enrollment differences because some of the institutions had huge differences. Some of the community colleges in the state had enrollment comparable to many large Division I schools (Appendix H). And another group of personnel compared the salaries, enrollment, as well as the personnel and facilities.

Many of the states administrators (8/10) and coaches (4/5) had difficulty at first making comparisons with their Division I counterparts based on the apparent work roles. As the interview progressed, several areas of common roles, responsibilities and financial issues surfaced. The most significant difference noted by community college personnel was the requirement to work both as administrators and faculty.

“The community college athletic director does not have the number of support staff performing the administrative work of the athletic department.... The Division I athletic director rarely has more than one job” (Western, AD). The athletic director completed athletics tasks while maintaining at least two jobs. Compounding the workload, the community college athletic director rarely delegated departmental duties choosing to perform independently. The athletic director below speaks to this common workload theme.

“You rarely find in larger institutions people doing the combination of jobs we do here. We just know we have things to accomplish and we divide up the work and get it done. We look around at each other and say who is good at it (a certain job) and who has experience from the past around here. It doesn’t matter if you are faculty, coach or administrator” (Metro, AD).

Speaking of their work and roles as athletic directors at the community college compared to their Division I counterparts, one athletic director informant said, “It is just different on this level, the money is different the athletes are different and the coaches are different ... we have part time people running a full time athletic department. We don’t (count on) gate receipts for funding, they depend on it” (Western, AD). “Community colleges are generally open and do not have academic standards like the universities do, so there is a little different reason for playing at the community college in contrast to a

the (XYU), Division I school in the western state” (Mountain, AD).

Fund Raising Comparison

When asked directly about the comparisons of the fund raising at NJCAA institutions compared to Division I institutions, most administrators said there was no comparison. “We are talking about night and day differences; we are not about seeking the funds to pay million dollar coaching salaries, we raise funds to supplement our programs” (Metro, AD).

I did not know prior to the interviews that two of the administrators could speak directly to the differences in community college versus big time athletics because they had previously held Division I athletic director positions.

“I was at two large institutions prior to taking this job (at the community college). While the general structure is the same in all levels of athletics, the pressure and rules and money are completely different. This job is so much lower key here compared to my jobs at the Division I level. All the other (Division I) jobs were decisions I made for personal and financial reasons ... and prestige. I then found out that’s really what matters. So any way I found out there was a job here and I decided to take it” (Northwest, AD).

Academic Capitalism and Resource Dependency

The athletic directors’ specific organizational relationship, with the state and higher education funding structure was mediated through the conference, district and institution.

So, when I asked the athletic directors about the funding structure the conversation quickly turned to the district or institutional personnel who were not letting enough money trickle-down to the athletic department.

The variation in how individual schools and athletic departments dealt with the lack of money finding its way for their use was significant. Some of the institutions personnel indicated they were very good at “playing or working the system.” “One thing I have learned from the guys who have been in this (district) for a long time is to be creative with the budget, make it work for you ... the district will pay for play-offs even though it was not budgeted originally” (City, AD). Others spelled out the instances where they felt they were not able to manipulate or “work” the system to benefit the athletic department.

“We needed to re-sod our football field; it was getting to be really bad and probably dangerous.... So we waited for the district to come in and fix it because of multiple uses (physical education classes, intramurals, community, etc). The district grounds folks got all upset, said we overused the main field. They took some of the repair costs out of the athletics and PE budgets.... The problem is (City College) just got all new sod paid for by the district” (Metro, AD).

Athletic Directors Budget

The athletic directors in the state offered a general financial picture of the athletic department including an estimate of the total budget. Others said they didn't know exactly what the total budget was and were hesitant to offer a ballpark figure. The athletic directors were hesitant because of the complicated, multi-layered processes at their institutions. “There are several line items included in our budget but really are not under our control ... tuition, fees, some scholarships ... for example the committee

decides these” (Metra, AD).

One rural athletic director presented the budget committee structure used by community college athletics in the state.

“I prepare a budget every year, athletics is part of student services and so my budget is given to the dean of students and the dean of students has developed a campus committee that reviews all student services budgets and makes recommendations. So the president doesn’t even get involved in that. There are students that serve on it, there are people from all work employee groups, there are faculty, student government and administrators so it is a broad picture of who makes the decision on the athletic budget” (Northeast, AD).

A few of the athletic directors stated that they knew exactly how much money they budgeted total but were not sure exactly how each program spent the money nor exactly how much they supplemented the budget through fund raising efforts. These athletic directors required the individual coaches and programs to take responsibility for all aspects of the program including finances.

“I require my staff to take responsibility for themselves and their individual programs. I cover the essential operations of the department first then divide out the rest of the budget. The individual programs then have control of their budgets. They can fund-raise if they want to supplement the scholarships, equipment. Financial aid handles that entire process so I stay out of it if I can” (East Rural, AD).

The athletic directors’ in one of the large metropolitan districts indicated that the athletic budget approved and was set by two levels, the district athletic administrators and the institution presidents. The budget also specified in line item the amount of money expected to be added to the budget through fund raising.

Most athletic directors revealed that it would be nice to help some individual programs with some specific equipment, usually uniforms and supply issues. And all athletic directors said more student assistance is needed. But other than these specific

instances they overwhelmingly felt the budget was manageable and offered enough money to adequately fund the basic needs to run the programs they offered.

“It would be nice to have new uniforms for all of our teams every year but we can’t, so we end up buying a few each year, until they stop making that style then we buy another set” (South, AD).

“Everybody always seems to complain about budgets no matter where you go. I haven’t met many athletic directors or coaches who don’t complain about their budget. I think the biggest difference is that you have to figure out how to juggle things. For example, we need a new scoreboard in the gym... so we have to figure out what we need to shuffle around this year to take care of it” (North, AD).

Athletic Directors Fund Raising Actions and Philosophy

Athletic department personnel were hesitant to identify fund raising practices as beneficial to the community college as a whole. Athletic directors were not united in their actions toward fund raising even if they were in broad agreement that revenue generation was part of the collegiate athletic environment at the community college level. Some athletic directors were heavily involved in fund raising while others did not participate directly.

Athletic directors’ involvement in the fund raising processes occurred at various levels at each institution. Some of the athletic directors were very hands on while not involved in the mechanics of the fund raising activities. A few of the athletic directors participated directly in departmental as well as individual teams fund raising efforts. The

majority of athletic directors participated in a managerial or supervisory role by requiring approval of all fund raising activities prior to their implementation.

Many athletic director informants made the argument for the need to keep a tight rein on the fund raising practices of their staff. This philosophically based practice sometime came from unfortunate experience. One rural athletic director described the reasons for his philosophy related to maintaining a tight rein on athletic personnel.

“We have had some issues in the past...I mean some coaches starting going out on their own to fund raise without recognizing the bigger picture. They got themselves into some trouble with contracts and promises made at the college that didn’t match what they were promising other donors. This happened before I got here but I just think it is good practice to require both planning and accountability from the coaches. They approve everything through me hopefully, before they go out asking for money. And I generally don’t say no unless I see a conflict somewhere” (Center, AD).

Athletic directors also related interdepartmental and historical reasons why they kept a tight rein on their athletics staff. Another athletic director from one of the metropolitan community colleges related a story about how a booster club member and softball coach worked together to build a concession stand without asking permission prior to construction.

“I told them the concept was good but the exact details needed to be worked out. They (booster and coach) thought that meant they needed to work it out and let me know when it was done! So, they build this concession stand. I saw it one day and went out there to see what was going on. I said, I thought it (concession stand) was nice but in the wrong place and we would have some issues with who did the work (union/labor). What happened to checking with me first? The president and the facilities manager got involved and there were a lot of fingers pointing” (Metro, AD).

The athletic directors, who had fund management issues with coaches and staff like the concession stand construction situation, attributed their actions to trying to keep up

with other (competing) programs. The coaches were attempting to increase the level of fund raising through concession sales. “The coaches and boosters saw school Xs’ concessions and decided to make the program better and decided to do something about it. The problem was they didn’t go through the proper channels” (Metro, AD).

“This year we did a fundraiser for baseball. We had a major one for this place. We only made 15K. They had never done anything before. We do little kinds of things throughout the year. But not much (is done) because if I raise money they will take it away. You know how that works...? I think that the college needs to participate as far as funding athletics. There should be a joint relationship, when there isn’t that’s when they have problems. You become your own, raise your own money and grow on your own. Often times when you are on your own you don’t march to the same beat as the campus. You have people doing things that aren’t right. You developed your own mindset. When we say, go raise your own money. The backlash to that is you raise your own, you spend it how you want, and I’ll do my own thing regardless of what the rules are. You have two organizations doing different things.... its big time money” (East, AD).

The administrators were sympathetic to the frustrations of navigating the bureaucracy. And some administrators indicated there had been “discussions” about departments within academe “interfering” with athletic fund raising. Some of the interfering departments included the academic units suffering cuts in funding, the college foundation, individual sport boosters, student clubs and sometimes alumni.

This philosophy was directly related to the athletic directors’ role as middle management. The athletic directors were asked to keep their personnel in line and away from interfering with fund raising and development at the district and institutional level.

Athletics and Academics

Over half (6/10, 60%) of the athletic directors in the state sample expressed disappointment in the current and changing environment in community college athletics. One of the major concerns articulated by the athletic directors was the apparent bifurcation of academic (faculty) and athletic (staff) missions. The athletic directors presented the apparent changing dichotomy in the mission of community colleges in regard to athletics and student-athletes. “In academics we are open to everyone but in athletics we try to be as competitive as possible; to me those two ideas don’t really fit too neatly together” (Western, AD).

Because of the combinations of roles with faculty and athletic directors, the frustration of all budgetary issues framed the discussion offered by many of the informants. The athletic personnel who taught courses and were involved in the academic department were often philosophically split when it came to budgets. Several made comparisons like, “When you have football running around on a new \$100,000 track and we can’t buy enough books, something is wrong with this picture” (Metra, AD).

A minority (3) of the athletic directors expressed a stronger view and disappointment that the current philosophy in athletics was directly related to financial pressures, including fund raising. They conceded that the institution and or athletics did fund raise but they were philosophically opposed to this practice. Or more particularly, they were opposed to and disappointed with the current status of junior college fund raising. One athletic director like most had a clear understanding of the purpose and

mission of community college athletics. “Money issues are the dividing line between Division I and community college athletics. If our institution or district can’t afford certain athletics programs, then we shouldn’t offer them” (South, AD).

Interestingly, the athletic directors and coaches who held this philosophy were also joint appointment as faculty or academic advisors. The dual appointment athletic directors (N=5) indicated their philosophy concerning fund raising came from the effects of cuts or lack of budget in their academic areas. The perception of the athletic directors was that while cuts were being made in academics, athletics flourished or at least did not have the same cuts associated with their budgets.

AD Philosophical Worth of Community College Athletics

Despite the concerns expressed about the budget and financial structure in community college athletics, the majority of athletic directors remained positive about the utility and goals related to students. Many of the athletic directors spoke strongly and passionately about the need to stay together and to stay focused on the mission and goals of community college athletics.

“I think we are very fortunate what we have and we just need to keep that in the back of our mind. Not get greedy. Be respectful of people within our district/ conference and just be happy about what we have because having less we might complain about it, but we have something real valuable for the kids and we should do everything we can to protect it” (Northwest, AD).

Fund Raising Techniques

I asked the athletic personnel to identify the specific development techniques they currently use or have used in the past, and which techniques they plan on using in the future. I followed this line of questioning by asking informants to indicate the sources of these techniques (community college or Division I). This is where there was a small divergence in the data. While most admitted that the “playing field” was completely different for the two levels of athletics, many athletic directors (7/10) responded that they used ideas from larger (NCAA) institutions. Athletic directors spoke about opportunities to consult on a few occasions with their counterparts in the states large Division I institutions.

Western state community college athletic directors have the opportunity to meet with athletic directors from NCAA Division I, II and III institutions as well as their community college counter parts from across the country. These meetings are on the national level during the annual NCAA meeting. The state community college personnel meet as regions, districts and conferences. These meeting generally occur annually and may be face to face or via conference call.

Based on the framework of institutional theory, I sought to understand the levels and types of interactions between the athletic directors in the state. I asked about connections between community college and NCAA personnel including attendance at national meetings. I asked, “So is the NCAA meeting one of the main places you go to get

ideas? Is that where community college personnel go to get ideas about how to do their own marketing?"

One athletic director responded: "Get ideas and network... meet different people and see how people go about things. But what you quickly figure out is that there is such a huge difference between the ways that Division I approaches things than what we do. It doesn't mean that they are doing things wrong, it is just really different" (Metro 2, AD).

While the athletic personnel shared ideas the quote above shows how the community college personnel had difficulty using and applying them because of budget, time and staff.

Institutionalism Among State Community Colleges

The athletic directors perceived of the comparative (isomorphic) interaction among the states community colleges in one of three ways. The most prevalent view was to frame the interaction between the community colleges in the state as collegial or isomorphic rather than competitive. A second view was to recognize that some of the administrative colleagues in the state were very concerned about the competition but they did not join the fray of worrying about others. And the third perception was to recognize and attribute actions of athletic directors to their competitive nature and compare their institutions to others. The athletic directors' perceptions of isomorphism were also categorized by his or her own philosophy and by their perceptions of the actions of their colleagues. Each of these athletic directors' perceptions is considered below.

The western state athletic directors were surprisingly open about the amount of information they received and used regarding fund raising by meetings and

communications with each other. Many of the athletic directors presented these communications as collegial rather than competitive, especially when they were referring to another institution in their district. I pressed the athletic directors to speak about the need to compete financially, for supplies, equipment and facility improvements with other institutions. The athletic directors easily made comparison to other community colleges but also compared themselves to the larger institutions in the state.

Most of the athletic directors presented the view of their roles as collaborative with other institutions in the state rather than competitive or comparative. Again the focus of the athletic director roles most often turned to the concerns for the student athlete. The response below is typical of the “collegial” athletic directors in the western state.

“We have a pretty congenial group of athletic directors in the district and we meet every month, there are times when our football lights were out here, new 7 or 8 years maybe, the money was taken out of what we call major maintenance budget, which isn’t very much, and then that budget is divided up amongst the whole college, so in other words that buildings that have leaky roofs and things like that, major maintenance dollars. So they took some of those major maintenance dollars and put into our football lights. The rest of the schools that needed football lights got them on another fund from the district. And they didn’t have to use any of their campus dollars. And that was because they needed them too, but once (college A) got it, it is like it started the ball rolling for other schools to get it. Which benefits all of us anyway, and there is no sense getting upset about it, because we play at X, Y, and Z College under new lights. So, the better their facilities, the better for all of the kids participating in our district, theirs and ours. So, within a district, it doesn’t really matter to me where the money comes from, but when we need something, if we need it, if I need a track, it shouldn’t be based on everybody else’s needs, it should be based on our needs” (City, AD).

A few athletic directors (3) and other personnel (4) indicated they do not have time to keep-up with their competing institutions. They said they could determine their own fund raising strategies and techniques without comparing themselves to others in the state.

The athletic directors in one of the large districts also disagreed with the need to compete or argue with their colleagues for funds. They had the, “you get what you get so don’t throw a fit,” attitude. As the athletic director conveyed below competition for resources was not worth the trouble.

“I have always been... I don’t point the finger at anybody. I expect the same in return. I have enough to do with this program, let alone thinking about what somebody else is doing in someone else’s program. If they want to do that, that is their prerogative. Not me, I am not going to call them on it (budget and spending) or whatever, because that is really... that causes problems within the district because soon as you make an issue out of anything, athletically speaking, it becomes an issue with the community, your board representatives and administration. And pretty soon, you’re going to ask the question, is it worth it. And so we are better off... do what you have to do, play by the rules, stay on the bubble if you want and keep issues to ourselves” (Center, AD).

Athletic Director Competition

Respondents all addressed the competition and financial structure within and between community colleges. But a minority of the state colleagues disagreed with staying completely neutral or always collegial with their competing community colleges. This was especially evident when the institutions relied on the same funding sources and district administrative structure (large metropolitan districts). The athletic personnel were willing to point out inconsistencies when appropriate and use them to their advantage where possible. “We are in competition and a competitive business here... if we are going to compete on the same level we need to be treated the same when it comes to financial matters” (West, AD).

The competitive nature of many of the administrators was uncovered even though I had the sense that most of them were trying to keep it in check during the interview.

Discussions about particular “rival” institutions usually lead to an interesting and sometimes passionate dialogue concerning the inaccuracies in budget and finances between colleges. The athletic directors did not take broad sweeps and make assumptions about a wide selection of the institutions they competed against. The inconsistencies in funding they took issue with were directed toward one or two specific institutions. Examples of funding inconsistencies were made based on specific information, personal knowledge, through the grape vine or by rumor.

“One school started us on this issue of getting a new track... Problem is when do not need a new track and can’t justify it with our participation numbers. We do, however, need bleachers in the gym; another school needs them too. But we can’t talk about it because this one institution has everyone talking about tracks” (North West Rural, AD).

There were a few less than collegial, annoying for lack of a better word, athletic directors who were really extremely competitive. These athletic directors were vocal and not above making a big deal about pointing out budgetary inconsistencies. These athletic personnel would use conversations and meetings against others in a very coercive manner. Most of the comments on the aggressive athletic directors came from their colleagues and other athletic personnel rather than them. The sod and track items mentioned above are examples.

National Meetings

The relationships were also on the national level through athletic director meetings with all NCAA institutions regardless of size or athletics level. The meetings are where networking is done and relationships with colleagues are built. There are seminars on all

aspects of development. “The difference is when we go to these meeting we are representing several different jobs or people that the big guys have. They may send a Sports Information Director (SID) or development coordinator; we don’t have those separated out that way so I’m trying to learn as much as I can.” (State, AD)

The community college athletic personnel and specifically the athletic director attended national meetings with their large institution colleagues. Also in attendance at the national meetings are other types of Division I staff. This staff includes SIDs, marketing personnel, development, travel, alumni relations, compliance officers and other. The community college personnel were overloaded in trying to learn all of their jobs. The community college personnel would then take the new found knowledge back and try to do all of the jobs even though it did not fit with their institution or district mechanisms structure and philosophy.

State Meetings

The athletic personnel from different institutions participate in state meetings. The state meetings, however, are not the place where personnel, coaches especially, indicated they receive most of their information. Athletic directors were most likely to pick-up the phone and call a fellow athletic director to talk about issues. Coaches revealed that they learned of the practices of other institutions personnel when they had occasion to recruit the same athlete. Some of the coaches mentioned they attended conferences and educational symposia with others in the state. Coaches were not likely to communicate on the phone and did not meet regularly at the district or state levels.

The conversations with the athletic directors almost always moved into a good discussion about the mission of the institution, the philosophy of the institutions administration and the district administrative structure. The institution administration or campus president was a key contributor to the philosophy and actions of the athletic personnel. I did not ask the informants specifically about the district or institutions administrators' role in athletics. But I had a sense based upon the conversations with athletic directors and coaches that the administrators in two of the colleges and one of the districts had an "us against them" mentality.

President Involvement

The athletic directors usually started the discussion on fund raising by speaking to the college structure relative to "development." The president of each institution determined the college development structure. The presidents' level of involvement ranged from micro-managers, with daily contact with athletic directors and coaches to presidents "not knowing if we have or participate in certain sports or how to even get to an athletic event" (SW, AD).

The president of the institution regardless of managerial style determined many of the practices of the athletic director through the college foundation and the athletic booster club or alumni supporters. This structure was welcomed by some and distained by others. Some athletic directors wanted liked the structure and processes to be set because it allowed for minimal and relatively easy management techniques. Others were

less willing to give autonomy to entities outside the direct college structure. Some of the hesitation was based upon stories or situations, which had occurred to the athletic director themselves.

Three Divisive Issues, Stratification

The focus for most of these athletic administrators and coaches was to assure that they were receiving their fair share of the financial pie. The issue of fairness was categorized into three themes all related to NJCAA division rules. The first issue was the inequality of student scholarships, second, the rural versus metropolitan budgets and third, the designation of certain personnel as “dedicated athletic only.”

The overwhelming point of contention and competition among the states’ community college personnel was the division structure of the NJCAA with the associated recruitment benefits for students because of scholarship totals.

The institutions (rural) that could pay for tuition, and room and/or board for students had a distinct advantage according to the metropolitan districts. The personnel from rural institutions that could “scholarship” students argued that students would not attend their institutions if the financial structure were purely equal to the metropolitan schools.

Scholarships

Most community college athletic directors in the state spoke about the “un-level playing field” between the community colleges in student athlete scholarships. The issues included in the scholarship and financial assistance discussions concerning

leveling were the metropolitan verses rural schools and NJCAA division designation. The leveling or fair practices the community college athletic personnel were addressing are the difference in scholarship rules between community colleges. The metropolitan colleges generally could not provide “athletic” scholarships for athletes and the rural colleges did offer scholarships, books and room and board. The metropolitan colleges presented this as unfair. The rural athletic directors argued that the scholarships are the only way to get student athletes to their institutions.

One athletic director explained how the community college is different from the NCAA Division I schools in assuring “fairness” related to scholarships.

The district’s rural schools, and there are a lot of them in our league, offer tuition scholarships the others including us don’t. And yet we all play each other in the same league. You would never find that in the ‘BIG Conference’. If they have 11.7 baseball scholarships authorized by the NCAA for Division I, ‘O State, University and Private College’ all have the same. But in this league in the junior colleges in this state, there is a real dichotomy on how we spend. I can live with that, because I can see that we will have 300 or more athletes involved, at least initially... They all can’t go play at this level, but at least they have a chance” (Northwest, AD).

This informant and others shared the philosophy that community colleges should become more like Division I athletics. The similarity with Division I was only on this one issue, consistency of rules governing scholarships.

Dedicated Athletic Personnel

The second issues causing some division among many of the large districts personnel were the special designation given to certain athletic personnel as “dedicated” to athletics. This dedicated position seemed to cause some of this tension among the college athletic directors and coaches and with the district administration.

Athletic directors to move athletic personnel away from academic advising or faculty roles so they could work full time in the athletic department used this dedicated personnel position description. The problem for the administrator was determining who received the position. The athletic directors spoke about the need to use the district policies to properly categorize their own positions and staff into better paying positions. The district administration, however, used this “dedicated” position as a major bargaining chip when it came to personnel budgets. The position was renewable on a yearly basis.

“They get paid for coaching a team and other responsibilities that the college can assign wherever they think they might be needed. They might help out in Advisement or as a manager or taking care of the equipment. He has other assignments besides just being the women’s basketball coach. Wherever there is a need they can put that person in that position. We had a baseball coach who helped out in advisement 20 hours a week. He was a dedicated to athletics. Since then we have him in a full time position as a program advisor where he just advises all the athletes” (South, AD).

If one college had two newly dedicated positions, the others also wanted two. On the institutional level this was a clear indication of mimetic and normative isomorphism occurring in a relatively small field of institutions in a college district or perhaps in the state. From the district level this practice may be seen as coercive.

“The ‘dedicated athletics’ designation changes everything for us. We are full time athletics and the pay scale is much better. Basically, I am performing the same job for the athletic department and only doing half or less of the advising I was doing” (South, Coach and AD).

The Athletic Director Results

The athletic directors indicated that they are fighting a battle not to let community college athletics go down the same road as their large institution colleagues. The battle

is being fought on several fronts including the state the district the institution and the community. Most of the Athletic directors think they are winning the battle for time spent in fund raising even though it does influence their job. “It does affect what we do but I don’t think we are always hit with it in the same way my counterpart at (X) institution do. I think we have really the best of both worlds if we can find the right balance here” (Rich, Community College, AD).

“I did it that way; I don’t think that I could do it again. That’s the old way. When a guy was a coach and he got real old, he retired and we made him the athletic director. Today presidents and boards are looking for people who have strong business background, law maybe. It’s changed from taking care of athletics make sure you provide them with the right things so that they can be successful. It’s changed to a management task of raising money and all public relations, competing. I have people ask me how to be an athletic director like me and I always tell them, well take as many business classes, or major in business. Have that in your resume. Be an apprentice. Have that background.

Is it still the old way for community colleges today?

“No, I think it is more the old way, coaches becoming athletic director. We don’t do the things here that we did in my last job. We are more laid back. It goes back to the funding issue. Most of us are funded by the institution so we don’t have to go out there and hammer on people’s door to make sure we make the next paycheck. So as a result I can be an athletic director here and look after the athletes. Look after the coaches. Walk down the hall put my arm around someone and ask him or her, what I can do to make there job better. How can we make this a better place? You can’t be that when you are in a black suit in an office, trying to get someone to buy a sign. I have been the other one and I don’t want to do that. Been there, done that. I don’t want to go back”

Do you see the community collages heading more toward the business, Lawyers? “I don’t think so. I don’t feel pressure to move that way. Now that might change. If the state withdrawals any funding that you have for athletic that could complicate things and we would have to make a decision whether we would go support athletics and raise money or frankly drop them. Just have your PE program and just let these little old men and women work out. Just become a little community college and don’t have sports. I think that there are some real down sides to that. I think as I said before that athletics is the window of how people see the college. We get a piece in the paper everyday”.

Some athletic directors were concerned that there might be some “creative practices” of finding money for certain student athletes at their competing community colleges. I had opportunity to ask some of the athletic directors and coaches who were accused of these practices about this perception. The personnel were never hesitant to spell out how they did things at their institutions. They also had a keen understanding of how things were being done at some of their “rival” institutions.

State Fund Raising Conclusions

Overall, all of the colleges fund raise and the reasons fit nicely into one of the theory areas: isomorphism, resource dependency or capitalism. Isomorphism is in existence in all three forms, mimetic, normative and coercive. Mimetic isomorphism occurred across all levels of athletics. Not only did the community college athletic personnel look to the other community colleges in the state and across the country and the NCAA large Division I institutions for fund raising ideas, they also compared notes with local high schools.

The normative isomorphism employed in this case was lateral or in the same level of institution. The institutions compared themselves to other community colleges rather than upward toward Division I schools nor downward to smaller community colleges or colleges of technology. My definition of the field of athletics was inclusive of all levels of athletics. Normative isomorphism was evident in the narrow field of community college athletics in this study.

Isomorphism and Professionalization

The athletic director was very likely to share information about fund raising with colleagues across the state but also had a connection to larger institutions. The connection was both local and national. The local connection many athletic directors suggested was really a one-way street from the large institutions and everyone understood that. The large institution told the community college some of what they were doing and whom they were going after to make sure they had the exclusive. The community college personnel did not want conflicts and knew they needed to stay out of the way.

Leveling concepts were not mentioned as much as a means to compare community colleges and NCAA Division I institutions. Most (4) administrators were hesitant to say community college athletics is currently functioning in the same way as large programs.

I asked: Do you see people (community colleges) heading in that way?

“Sometimes, but winning is not everything. Striving to win is okay and at the same time losing is not everything either. But we all want to be successful and it seems that winning is some point of success, not losing. You can’t tell a kid that he has accomplished something by losing. I can’t tell a kid that flunked the class that it is OK, they gained something from it” (Metra 1, AD).

Many (9) of these same informants presented the feeling that they believed a change was occurring, however. The tide seems to be turning... “More of my JC colleagues are required to be involved in development than I ever remember in the past” (Rich, AD).

Others indicated that development is not just in community college athletics but also in other academic and student services areas as well (verifying academic capitalism at the community college level).

Academic Capitalism and Resource Dependency

Athletic directors indicated that a trend toward changing the financial picture in all levels of athletics had been going on for years, including collegiate athletics and the community college specifically. The athletics personnel were often quick to add that the practice of athletic capitalism is continued even when it is fairly or even completely unproductive. At the community college athletic capitalism is tried but probably not in the sense of actually making big money. In the end, it is not about actually making but trying to make money. Institutional-isomorphism and professionalization theory may explain why these practices are continued.

“At the junior college level the capital that comes in merely covers the cost of athletics” (Metra 1, AD). The lack of large gate revenue is probably the key difference from Division I programs and smaller Division III or community college level programs.

Conclusions: Small-Time Capitalism and Resource Dependency

The conclusions from the state athletic director interviews clearly indicated that academic capitalism and resource dependency exist in the community college but in a very small time manner. The goal of the community college involvement is to be active and is explained in part by the tendency toward isomorphism. The capitalism at the community college level is significantly less of a financial impact. The connection and contracts are local rather than national. The capital raised largely stays within the team who raised the money rather than supporting the department as a whole or marketing the institutions academic endeavors. Another explanation of this small time capitalistic

behavior is the expansion of the economy, therefore, increased opportunity for marketing and development.

Neo Academic Capitalism (New Economy)

There are more opportunities; more businesses are looking for advertisement, and marketing opportunities and community involvement. Community colleges seem to be a nice fit for many of the local small businesses. I took the opportunity to look around the athletic facilities of the states community colleges prior to the scheduled interviews. The signage in the gym was especially helpful when asking about the practices and marketing associations the colleges were involved in.

Both the metropolitan and rural community college personnel perceived that there were more opportunities to develop their budgets through fund raising. “We have had several franchises (Burger etc.) move in our immediate area and they are all looking to spend their advertising dollar... we give them the opportunity to support us, if we can get one than it seems like most of the others follow” (North, AD).

Today there are more opportunities. Maybe, change in franchises and economy of metropolitan, certainly. The population growth in the metropolitan area is one of the top in the nation. The case for the rural schools would be a little more difficult to make, however.

The academic (athletic) capitalism presented at the western states community colleges is not the same as the case made by Slaughter and Rhoades, (2004). Slaughter and King present in chapter four, academic capitalism related to athletics through

contracts at large institutions specific to athletic wear. This level of contractual relationships has not yet appeared in the states community colleges. Again what we are dealing with at the community college is more about the local not national or international companies.

Athletic Directors and Athletic Personnel

The athletic directors believed there was “a duty or part of the job” for the coaches when speaking of fund raising. In many cases this was literally because part of the coaches contracted job was to market, fund raise or develop financial assistance not just for his/ her program but for all of athletics and the college. I spoke to some of the coaches about this potential conflict. They indicated that they sometimes were conflicted by wanting to coach as in traditional coaching of a team instead of fund raising. The conflict became stronger when they believed they were raising funds for programs besides their own. I asked if other coaches called them on the issues based on the perception that they were seeking to pad the funds of their programs first. All of the coaches replied that it was at times a perception problem. But when the books were revealed there were no complaints.

The athletic directors were also aware of the conflict some coaches had in fund raising for the department instead of for their sport. They admitted it was not an ideal situation but with the lack of personnel it is the best we can do. The athletic director took a different stance in relation to the athletic trainer. Clearly the athletic director perceived the athletic trainer as too busy to fund raise. Some conceded that the athletic trainer

could and maybe should participate in the department campaigns i.e. phone calls and raffle/ dinner tickets and so forth. But as far as on site or directly through the athletic training room the expectation to fund raise did not exist.

The athletic directors were generally more interested in the whole organization and the funding and development by the institution as a whole compared to the coaches. The athletic directors were more certain and able to talk about the fund raising practices of the department compared to coaches.

Coaches Budget Issues

The coaches were much more vocal about the inadequacies of the budget and financial structure of the institution than were the athletic directors or trainers. The frustration also seemed to be sport specific. Arguments were less apparent in football and men's basketball, and more evident among coaches in female sports. Title IX was not a focus of this study, but was mentioned as a budgetary issue that had been solved in form but not in function.

The community college coaches in the state also addressed the three divisive issues mentioned previously. In addition, the frustration with the budget focused on two issues. First, coaches were frustrated with the lack of individual input into the decisions on equipment and facilities. Second the coaches were frustrated with the inconsistencies in recruitment and financial packages offered by their own and other institutions in the same district.

Budget Comparisons, Coaches

The coaches conversed about the budget by listing the equipment and supplies they did not have but wished they did. Often coaches made comparisons to other programs that did not have the same restrictions. The comparisons were made between other programs at the same institution, the same sport (program) at other institutions in the state and nationally.

When coaches were asked to justify their comparisons they often cited the actions of another program, which negatively impacted theirs. These comparisons were made with other sports within the college as well as at other colleges.

“Some programs just go out and buy things and turn in the bill. This hurts those of us that follow the rules. I mean, more restrictions come down on all of us when someone successfully bypasses the system. And what we end up with are more rules and paperwork and having to pass every little decision by our athletic director first” (Center, Coach).

Community College Personnel Roles, Coaches

The community colleges presented a wide range of job combinations and personnel involved in development practices. Many of the coaches were also faculty or academic advisors. Others were coaches and fund raising personnel, some with the title of assistant athletic director. Most of the athletic directors held faculty lines. Several of the athletic directors were academic advisors for the athletes.

The effects of the job or combinations of jobs on the performance of “development” or fund raising was highly dependant on and correlated to the institutions level of fund raising and on the persons position or combination of appointments. For example, those

who were assigned as athletic directors as their only or primary job were much more involved in fund raising compared to those who were faculty or off campus employees. Half (3) (N = 6) of the coaches I interviewed were designated with title and responsibility as an assistant athletic director.

Most (eleven) institutions had one athletic director and two assistant athletic directors who were also coaches or faculty or performed another athletic department job duties. Examples of additional duties included; sports information director (SID), event management, development and marketing.

Coach

The coaches usually perceived of the athletic directors as fair; “they are doing the best they can with what they are given” (Northwest, Coach). The coaches were generally in line with the athletic director and institutional philosophy when it came to fund raising.

The types of fund raising activities done by the coaches included on campus and off-campus events. Some of the fund raising activities included the teams or the student athletes’ direct involvement. Other fund raising activities involved off-campus sponsors and businesses. Sports camps, coaches’ clinics, recreational leagues, concessions and raffles were common on campus fund raising techniques. These events were focused on the faculty, staff and students.

“We host a three on three basketball shoot-out every year here in the parking lot. We get the local schools involved as well as our own college students. It is a pretty amazing fundraiser, low overhead and people really don’t blink at paying the entry fee. We get our

players and the high school coaches to monitor and referee games if needed and it works great for us” (City, Coach). “We use our main concession stand all day for all students to use. The concession stand is in an ideal location as students come and go from campus we make a good bit of money there over the course of a year even after we have paid a student-athlete worker at the stand” (Center College, Coach).

Off campus fund raising usually involved direct donation but sometimes involved a dinner/ auction, fun run or other pay for service event such as a golf tournament. The golf tournaments were popular choices because of the ability to not only make money on the event itself but also to make connections. The ability of athletics personnel to communicate with prospective donors in a non-threatening way was a major advantage to this type of event.

“The big thing around here is golf tournaments. Everyone in the district area seems to be sponsoring one now ... well the high schools do it too... So, it is hard to get people excited about another golf sponsorship. But they are a fairly easy way to make money. Especially when our golf coach helps set it up and already has the contacts at the golf course.... We usually get the hospital and (local businesses) involved and they come back and support us every year.... With entry fees and donations we clear about \$5000” (Metro, AD).

The Coach Techniques and Methods of Fund Raising

The coaches mentioned several ways in which they did fund raising. The top methods used were dinners or banquets with many opportunities to raise money. The banquet itself raised money; then after the meal there may have been a raffle and an open and silent auction. Also student athletes may be auctioned to perform some work. Another common fundraiser was golf tournaments. Direct donation seeking and selling

of “cards” was another popular fund raising technique.

Coaches Who Wanted to do More Fund Raising

Some coaches specified some of the frustrations with the administration and system because they were not allowed to do more fund raising than they were currently. Others were frustrated with having to do any at this level of athletics. Some said it was more like high school others said more like Division I. “I really think we are in competition with the high school market rather than (XYU)” (Center, AD).

Another, athletic director said, “We have to watch the high schools and get out in the community ahead of them” (Western, AD). These comments add further to the conclusion given by the athletic directors that the community colleges are really working in a small time capitalistic, and resource dependency manner. And community college personnel include all levels of external athletic personnel as possible sources of development ideas.

Ideas for fund raising came from many sources including other coaches in the state at both the Division I and community college levels. The coaches shared ideas across levels but also used the larger institutions in the state to develop fund raising practices. The coaches also used contacts from out of state institutions both large and small. The contacts were through classmates or personnel at their alma mater(s).

All of the coaches portrayed the typical high-strung extremely energetic coach. All six (6) coaches expressed a level of frustration at the budgetary and funding structure at their institution. Three of the coaches were frustrated with the lack of funds and the lack

of fund raising at their institution. They indicated that they would be willing to do more than the athletic director or college administration allowed in the area of fund raising.

Media

Institutions were physically close enough to each other where media coverage (TV and Newspaper) would be shared by several colleges. So competitors could view announcements of events and programs including fund raising events. Several coaches revealed that they learned of other institutions fund raising events through the media.

Coaches Opinion of Athletic Director and ATC Fund Raising

The coaches interpreted the actions of their laid back or hand-off athletic directors as a lack of support for them and their programs. The coaches perceived little support from the athletic administration in their current level of fund raising. Therefore, they were not willing to increase their work in the area of fund raising. Coaches performed development duties because they wanted to be like and are seeking to join the ranks of Division I coaches. Some of them seemed willing to do it by whatever mean possible causing fights between coaches and administrators.

I think it is more a matter of certain coaches fund raise better than others. The ones that don't fund rates are probably jealous of the money the others have in their club account. Some of the coaching staff has been there 25 years. And they have their regular people that they hit up. And certain coaches usually pass down their lists to the new coaches. Now we have coaches that are greedy. They are calling anyone at any time. They do not care whose list your on if they were called by the track coach for twenty years they will give them a call because they're on the list. They are saying I am going to try to get the money before you do and they don't care. They are fighting over money is in the scholarship fund. They are really starting this back biting saying in the area of raising money" (Eastern, Coach).

Athletic Capitalism, Coaches

Most athletic administrators did not want money raised by athletics to go to the institution “to waste or spend wherever they wanted to.” Some saw this as a necessary evil in order to get what they wanted they had to see the big picture and scratch athletics’ or the institutions’ back. Coaches had a difficult time categorizing their efforts as fundraisers attributing to the greater good of the institution. But by fund raising they were indirectly saving money for the institution or the district.

“Let me tell you about tuition and the balance of the whole thing what is going on. The thing with tuition is this... I really believe that every year we have gone up two dollars every year. As far as the coaches knew it was \$37 a credit hour, now it is up to \$47-46 so it went up \$10. And you think about that and say well \$10? But it is per credit hour so when it used to be where you could get 12 credit hours for \$400 now it is going to cost you almost \$800 dollars. Is it really that feasible to come to school here when the scholarship we give them doesn’t even cover the books! That is a problem and I have a big issue with that. Because... the scholarship budget will not change as tuition changes to compensate. And we are going to start losing kids because of that. And that brings up another thing, fund raising. We can only fund raise at this level for scholarships. We can’t supplement the initial budget for equipment or things like that, you can’t do it. All you’re fund raising has to go into scholarship dollars” (City, coach/ assistant AD).

This coach knew the rules and the processes of the league he did not know that others found creative ways around such restrictions. One coach at another institution believed that everyone was fund raising supplemental to student scholarships.

“A lot of what these coaches have to do money wise they have to go out and fund raise. If they are going to pay an average state scholarship or something they have to go raise all of that money. So the (our county) schools say (we can’t supplement students) but they have coaches who want to go out and do it. They want to go out and raise some money. According to conference rules you cannot you can’t put kids up in dorms or apartments. So how can they have an apartment? So they are giving them money some way, almost everyone is doing it” (Metro, Coach).

Isomorphism, Coaches

The state samples of coaches were willing to talk about real and perceived comparisons to other institutions in the state. The coaches were very willing to make comparisons to their community college counterparts. Like the athletic directors, the coaches were less willing to make comparisons to the large institutions in the state. The following quotes are representative of the initial reaction to my attempts to make community college and Division I comparisons.

“Division I schools are on a whole different plane than us, they have the backing of the state and their focus is to win” (South, AD). This was a common feeling among the coaches.

Many of the coaches commented on the relative money involved in the Division I school compared to the community college. “The big boys get so many things we don’t even think about. They have a significant gate, TV revenue, sponsors and incredibly rich alumni” (Metra, coach). The coaches verified more particularly than the athletic directors the nature of the small time athletic capitalism currently in place at the states community colleges. The coaches had a tendency to make more critical comparisons, especially, as they sought to do more development, therefore, act more like their larger institution colleagues.

Besides the obvious comparisons of scholarship money, star athletes and incredible revenue from the gate and TV; the community college coach is performing a variety of tasks the Division I coach does not even consider. Just logistical concerns for

instance are the job of the coaches at the community college level. The division coach has a professional travel agent making, confirming and traveling with teams if necessary.

The community college coaches also perceive the fund raising portion of the job for the Division I coach is relatively easy compared to what they are required to do. The Division I coach just has to appear in an ad (newspaper) or sign (billboard) or sign an item or read for a radio ad. This is not the same as the community college coach going out there and “hitting the street” to drum-up support for the program.

In addition to the student athlete benefits of the rural institution the coaches also generally had a better situation pay and work wise than the metropolitan colleges. The quote below speaks to this interesting perspective:

Well, that’s because again, I’ll go back in brief experience here, most of the community colleges in the state their compensation for coaching are not very good. So one has to in the community to make a reasonable wage or one has to work on the campus, one has to work in the weight room or dorm councilor, advisor to students, they have all these little things they hang on to them to build their compensation up so they can afford to do the job. Now here, we are fortunate, very fortunate, that our compensation, is not great, but comparably speaking is better then anyone else, I think in the whole state. So our coaches for what their compensation is allows them to coach full time, not have to go out do these extra things. Someone from Rural colleges X, Y, and Z their compensation is such that they would have to do other jobs in order to get what our level is. How are you able to do that? I don’t know it was that way when I got here. Sometime along the line, they determined that athletics, coaching, were good reasonable, properate things to do and they chose to fund it” (Northwest, AD).

”We won three nationalship in volleyball three years ago and championships in soccer, so we have had some national success. That success spills over into the community, and that feels good. Everyone likes sports. It’s the window through which how people actually see the college. We are in the paper everyday. Not everything else is chemistry isn’t, so we are the window through which people see the collage, one window anyway, we bring some honor and recognition, hopefully that translate into someone coming over and take a course or two. That’s money in their pocket. My sense is because of success nationally, some achievement, recognitions, feeling is that we need to fund those things to continue to thrive in that

kind of success world” (Northwest, AD).

The coaches also presented a unified and consistently strong belief that their jobs were becoming more difficult as the pressures to supplement the budget with fund raising were added. Many indicated their plates were already full with recruiting, coaching, travel and management of logistics as well as some fund raising. The athletic trainers generally agreed with the heavy workload on the coaches.

“I think if it is the fund raising foundation (club) staff that wants the money than they should go out into the community and raise it. I don’t think the coaching staff should do that on top of their coaching jobs and on top of trying to have a family. I think central is in (rural town or small city college) there is a problem with only a limited amount of dollars in this area? In the area of fund raising when they knock on doors there are only so many in the area that will give to central that would give to (Center College). Sometimes they make repeat contacts due to lack of coordination” (South, Coach).

State Athletic Trainers

I interviewed 10 certified athletic trainers from the state. I interviewed athletic trainers from 8 of the 14 community colleges in the state. The athletic trainer informants possessed a range of experience in the field as well as variation of time spent at the community college level. Some of the athletic trainers had been employed at their college for 15-20 years. Others had been employed for less than five years (Appendix F).

ATC Perceptions of the Budget

The athletic trainers’ were split down the middle on the issue of budget. Half indicated that they needed more budget and had a difficult time explaining why to the administration. Others felt the budget was adequate and that the administration was very

supportive of the work they were doing. Several things potentially played a role in the split data on this issue. First the years of experience or employment of the athletic trainer at the institution may have played into the variation in treatment. The longer (over 5 years) the individual was employed generally the better consideration and arguments were given when determining the budget including equipment and supplies. The gender of the athletic trainer did not seem to have an effect. Another factor playing a role in the budget process was status. Four of the athletic trainers' were also assistant or associate athletic directors. Status did seem to be a determining factor in relation to the satisfaction of the athletic trainer toward the budgetary process.

The Athletic Trainer Budget

The athletic trainers' all offered the "base" figure given to them for supplies each year. This is the tape and band-aid budget. This budget figure was fairly consistent across the state with a couple of noted exceptions;

"They don't get it... I have to break each line item down for them... it doesn't make sense either because the athletic director and coaches have been athletes, have been hurt, and some of them have played at big time schools..." (Lupe, ATC).

The coaches' philosophy about taping and bracing sometimes influenced the budget more than the certified athletic trainer.

"Do they try to govern what you do on another level? Like a coach will say I want all of my kids taped, I don't care... Ya, our basketball coach did that a few years ago and it was like I told him, Kip I can't take tape everybody. It is ridiculous for me to think about doing that every single day. Half of these kids are going to come in show you they go take it off which is a waste of my resources. So I will tape the people who need to be taped. Or I will try to talk them into braces, if they are

adamant about having something on so I will talk them into braces. And Kip is pretty good about that he made them have tape or brace so I would give them a brace. The same thing happened; they went in showed coach then took them off...” (Center College, ATC).

“Do coaches put pressure on you though, to treat their athletes, devote time to them? Like you have football here right, yes, so the classic one is the basketball coach says oh, football is getting everything from you. Not just the equipment but they are using all the tape they are using the entire budget? I’ll hope they get everything. Well they don’t get everything but they have about 10 times the number of people as we do so that’s why it looks like they get more. So yes, we hear that from everybody. Its not so much coaches that give me grief, it is players that give me grief. I would love to tape everybody if they wanted it. Nobody can really afford that unless you have an incredibly outrageous budget. So we tell people it is up to us whether they get taped or not. And I’m pretty. They will say I sprained my ankle in the past this week, and I will usually let them do it. I won’t spat I charge them to spat; If they want spat I charge them \$5 a spat. Or they can bring their own tape in. That is why there is red mark all over the tape. If they bring a roll with red a mark on the side I say no way. And, some of the coaches say stuff but I really don’t have pressure. I just try to explain to them the numbers is really what it boils down to” (Metro, ATC).

The Athletic Trainer Fund Raising

Only two of the athletic trainers spoke about their current direct involvement with fund raising practices related to their institution. Two others told of previous involvement with the department fund raising events. Two reasons were given for discontinuing involvement with fund raising. First the athletic trainer felt they finally wised-up to the time commitment it was taking. Also, most of the athletic trainers indicated frustration with the process of fund raising. The process includes proposal of fund raising, budget, invoices and receipts processed through the business office, the permission paperwork and the reports to complete after the event. These long and arduous processes made the direct increase in revenue to the athletic training program seem insignificant. “The number of restrictions and paperwork around this place is

enough to make anyone want to give up. Well for us, we are dealing with such a small dollar amount; it was just not worth it” (City, ATC).

The athletic trainers’ from the western state were split when asked if they should be involved with fund raising efforts at any level. The split was due to a range of ideas about how the fund raising would occur and what the money would then be used for. Most subjects used this time to bounce around some thoughts about their concerns with fund raising. Some time was spent on how the fund raising would take place. But much more time was exhausted on how the money would be spent.

This was telling to me and indicated that the athletic trainers’ were largely insulated from the day-to-day operations of the athletic department including the fund raising events going on all around them. The athletic trainers’ knew what was going on around them but they chose to stay out of the fray. The athletic trainers were focused on the care of athletes. The care of athletes extended to helping their athletic training students when they could make the connection back to medical care.

The athletic trainers’ were generally against the idea that they should raise funds for any other program or athletic team or the athletics departments in general. “We are too busy to sell snow cones out of here, I guess they think we already have the ice so why not... the care we provide is for all athletes equally we shouldn’t let ourselves get wrapped up with one team over the other” (City, ATC).

Some athletic trainers’ had participated in development in the past. And others were currently raising funds to support student who were working in the athletic training room. Usually these funds were used to buy clothing items (shirts generally) or tuition to off-

campus seminars and educational sessions to state, district or national meetings. This was one of the only justified reasons for an athletic trainer to do fund raising “to help-out the athletic training students, who work really hard” (South, AD).

The only other expenditure that was offered a couple of times was for a “newer” piece of expensive equipment. Athletic trainers’ offered the idea that new equipment might never be bought if not for seeking outside sources. The athletic trainers generally use their professional contacts and local health care providers to supplement the budget in this way.

The athletic trainers’ involvement in fund raising was approximately 33 percent (3/10). None of the athletic trainers’ had assignments requiring them to participate in athletic department or college fund raising efforts. The athletic trainers were willing to help with the athletic department efforts toward development if asked. It was not, however, a regular part of their job activities.

“I see, 35 to 45 athletes a day as it is, if I had to start selling snow cones and other concession type of items, and other juicy stuff like that I think the training room would turn into a lounge. I am seeing too many people as it is... I’m a full time athletic trainer working 40 hours a week! I do not think it is appropriate at all” (Country, ATC).

Those that did it named a specific purpose for the funds relating to athletic training students. Specific purposes included: student clothing, student education/ symposia, new machines, new office supplies and student travel.

Two of the athletic trainers had been asked to assist but had refused citing job description and time issues.

“They asked me to start selling Gatorade and Powerbars and candy out of here (athletic training room)... I said there is no way I can do it; I’m by myself doing treatments most of the time. I told them to provide me a GA and I would think about it, they didn’t so I guess it was dropped” (Metro, ATC).

“I just feel like I do too much time wise and work wise all the time for all of the team’s; for all of the teams all the time. I used to feel I needed to make phone calls for five hours three or four times a month. I am not doing that any more because I fear that if I start it and I’m successful than I will have to continue doing it more and more. So I just don’t start it” (City, ATC).

ATCs spoke about the lack of communication stating that they often learned of athletic department fund raising through the students first, as they were trying to get money or “a sale”. The athletic trainers were generally supportive of student efforts. Athletic trainers were also made aware of development efforts from the coaches in personal communication or from athletic department meetings.

Athletic trainers felt like they were part of the athletic team through association with the athletic department. Many of the athletic trainers said that they made suggestions about fund raising in departmental meetings.

“I try my best to get involved and participate in our (department) meetings. I don’t have much to talk about, ATC stuff, so I contribute where I can...sometimes I think it is just the matter of a fresh perspective...they were trying to figure out how to set up part of the golf tournament, I just stated the obvious, things I had seen done other places, and they thought it was great. I mean it was like it had never occurred to them” (City, ATC).

Certified Athletic Trainer Working Conditions

The athletic trainers’ responses to working situation can be categorized in four areas, salary, time, space, equipment and supplies. The issue of time was significant and obviously related to salary. The biggest issue with time was the perception that when the coaches were working, the athletic trainer should be willing to work. This issue related

to two areas, first, practices could be covered at any time of day or night. Second, the coaches' insist on the lack of a traditional season as in the past. "Coaches tend to go year around and athletic trainers are expected to treat athletes and hold office hours year-round" (Rich, ATC). The problem from the athletic trainers' viewpoint is that their salaries have not increased proportionally to the time demand. Athletic trainers often said one thing and did another concerning budgets. One athletic trainer below demonstrates this:

I asked, "What effect the year around sports had on working conditions?" The answer is interesting because the athletic trainer restricts the type of treatment that is allowed in the "off-season" because of budget.

"Not really. Everything is considered out of season right now. Because of my budget restraints I can't do anything out of season. In the spring and the fall I have football, men and women's soccer, men and women's cross country, and volleyball. I do treatments on them year round, but I tape those people only. Softball, baseball, track and basketball at that time, I don't tape unless they bring their own tape. Now they all want to come in and that is not really why I am here. I am here to get things organized. But I can't say no I am not going to look at them if it is something that needs treatments or physical therapy because my time is just so sporadic. But I end up treating them anyway hopefully so I can save myself some time and effort when the season comes around" (South, ATC).

This athletic trainers' dilemma was frequently addressed among the community college personnel. The philosophy among the athletic trainers is generally that they will not spend extra time and do more work but in the end, they can't say no.

Another athletic trainer reported the influences on his working conditions due to his perceptions of the coaches' contact and isomorphism from large, Division I schools.

"Well, it is just that we kind of get on auto pilot and just kind of assume some things. So I am glad this is coming out to where we will provide a quality service and we

will most likely under-manned. Well, I know we are under-manned at the community college level, because it is just like high school; you got one, typically one person for the whole athletic program. And yet, they want these coaches see this, Division I model. And a perfect example, we have got a new men's basketball coach and we just hired a new one, the other one is moving on. And this guy has spent the last 5 years at M State and before that he was in the NBA. So he has got a certain attitude, certain experience level, and it is like okay buddy. So it is going to be kind of interesting to see where that is going. He thinks there should be a basketball (only) trainer because everywhere he has been there has been one. I am a one-man show! And so it is going to be interesting to say; well, guess what. So we will have to see. He is a great guy and we have not had any discussions in that vein, but it is going to be interesting to see how things play out in the next six months" (NW, ATC).

Space and Facilities

Space or facility use was by far the biggest concern for athletic trainers. All of the community college athletic trainers' in the state sample mentioned one or more issues related to space. Inadequacy of training room space was the main issue athletic trainers' consistently used to compare themselves to other community colleges. Athletic trainers were also willing to admit that space concerns have become treatment and medical issues at times.

I asked, "Do you do that? Compare notes among the JC athletic trainers' in (the western state) when you meet together as a district, like you did a couple weeks ago?"

The athletic trainer replied:

"The big thing is still facilities... getting people into adequate facilities. The big thing is the differences in facilities some are not adequate. Last year we made this room bigger. We took out a wall that was right here. I wanted a little more but you take what you can get. I followed-up by asking, did you have to justify it? Athletic trainer: I came in with a plan for more space and had a plan to take the wall out so it worked out well. I did not have to justify it too much. I think that is the best thing... to show your athletic director just how busy and packed the room can get. If they don't know much about athletic training the best thing for them to do is to come

down and spend an hour or so when it is busy. So they can see what athletic trainers' do and how busy you are and what is going on in your room" (South, ATC).

Staffing

The athletic trainers consistently addressed the issue of staffing. The community colleges had one full time staff athletic trainer. Two of the colleges had hired part time assistant athletic trainers. Others colleges (four) had undergraduate students, two had graduate students and one had both.

Two of the community colleges had athletic department structure that affected the budget, work-time of the athletic trainers. These athletic departments had separate men and women's athletic department with a separate athletic trainer. This division had been tradition and was functioning well for the administration and the coaches. Two departments were frustrating for the two athletic trainers. One athletic trainer related the story of a women's coach who was frustrated with the perception that the men were using all of her budgeted athletic training supplies specifically tape. She attempted to solve the issue by marking the side of the tape for women only. Tape involved is approximately one dollar per roll and it takes about one roll to tape an ankle. The marking of the tape carried over into the work of the athletic trainers by requiring them to manage two inventories of tape. This influenced time spent on other things like rehabilitation and treatment time.

"We have women's athletics budget, and men's athletics budget. (I noted the signs on the doors) Well, the trainer, if it was women's basketball, had to get the tape out of the women's training budget and the AD, the women's AD, would mark the tape, each role of tape, and said this should only be used on women, not men. Because she (women's AD) didn't want football using it and she didn't want baseball. If it came out of her budget, she wanted it used on women. ... For me (ATC), I am

saying, you give me the budget and I will administer it the way I deem necessary. I am not going to have you (AD/coach) looking over my shoulder on how I use my tape” (Urban, ATC).

I followed up by asking: “So, was it just the budget-to-budget issue or was the perception that the (athletic) trainer would treat women athletes differently?”

“I don’t think so, I think the athletic director had a chip on her shoulder about men’s athletics always got more than women’s athletics. And so she wanted to make sure that women’s athletics was taken care of and fair. And that was her way of doing it” (Metro, ATC).

Appropriate Medical Coverage

NCAA guidelines for appropriate medical coverage, (Shultz and Rudd, 2000) indicates an appropriate number of athletic trainers per sport participant. This staffing guideline is based on data indicating the number of injuries and treatments occurring in collegiate sports. This staffing guideline can be applied to community college athletics. The staffing of full time athletic trainers at most of the community colleges was below the recommended appropriate medical coverage (NCAA/ NATA, Appropriate Medical Coverage).

The formula for determining appropriate medical coverage includes number of sports and total number of athletes. The variation in the number of sports is directly related to adequate medial coverage by the athletic trainer. The number of sports participated in by the community colleges in the western state varied from four to twenty-two (Appendix H). One athletic trainer satisfies the recommendation with 4 sports especially when

football is not one of the sports. One athletic trainer is inadequate when the athletic trainer is covering twenty-two sports including football.

Of the six community colleges in the state with more than nine sports only one of them had more than one athletic trainer. This one institution had two athletic trainers. The remaining eight institutions had a variation in the number of sports they participate in and in the total number of athletes. Seven of them had one athletic trainer and one (with seven sports including football) has two athletic trainers employed. The athletic trainers reported that they were certainly could use another athletic trainer to help them provide medical coverage.

Time

Time was also a significant work role conflict issue in my state sample of athletic trainers. The athletic trainers gave descriptions of the workload they dealt with daily. Administrators offered work study or interns to relieve the load but the athletic trainers indicated that this didn't really help and sometimes caused more work on the part of the only certified athletic trainer. One of the most common tasks, taping ankles can require a large time commitment.

“The only problem with taping them (athletes) all is making sure I have enough people here to tape them. Then there might be some interns who are brand new who know how to tape but it is not perfect yet. Then some of them don't want to be taped by that person. They all want me to do it or one other person and I can't tape them all in time to get them to practice on time. That is mainly the only problem is the time to do it” (West, ATC).

Another issue the athletic trainers brought up relative to their work time was the way the coaches “conditioned” their athletes. Often the opinion of the coaches toward conditioning and their perceived knowledge of exercise physiology by the athletic trainer

caused contention. For example, the coaches' insistence on playing year round and conditioning without allowing for acclimation and rest contributed to some of the injuries treated by the athletic trainer. So, the work and time involvement by the athletic trainer with some athletes was increased because of the coaches techniques.

I asked, "Do certain coaches break down athletes too much and seem to cause injury? If so does this make your job as an athletic trainer harder? For example, does no off season equal more injuries?"

"Yes, I think so. We have a lot more nagging overuse type stuff. We had a lot of baseball players, the shoulder stuff we generally expect to happen in April or May. I am seeing in February, because they are worn out from fall because they never really take any time off from fall and the spring season. Do you ever talk to coaches about that and say hey the kid needs a rest? And what do they say? They say that if they do that they are losing the edge that they had. Because, Metro is doing it and South is doing it. So because everyone else is doing it they have to do it. My softball coach is starting to cut back because he is starting to realize that we weren't just making this stuff up but that it was really true. He could cut back more but he did a better job by giving them more time off between fall and spring. I suppose everyone made a little effort but there is still a long way to go" (City, ATC).

I asked the athletic trainers if they knew how they were perceived by the coaches through direct communication with coaches or others. The athletic trainers were aware of the coaches' perceptions. The coaches were focused on their sport and players and had a difficult time perceiving of the overall medical care provided by the athletic trainer.

"Is their argument among the coaches that you spend too much money on say a rodeo as compared to the other sports? S: I would say there is more in terms of why does baseball gets this number of dollars in scholarships and other teams do not. There are more of those questions than anything among coaches more than anything else. When I travel with baseball and I hear what he says. And I travel with women's basketball and I hear what she says... and then I travel with rodeo and I hear what he says. You know what I am saying I kind of get the perspective from all of the coaches" (Country, ATC).

Budget and Medical Decisions

Athletic trainers for the most part had a hard time indicating a lack in medical practice or medical judgment related to the budget and fund raising practices of the institution. Athletic trainers' answers typically show a philosophy of; "if you don't have it, you make it, or you borrow it or steal it if you have to on behalf of the athlete."

The effect of the budget and fund raising on athletic trainer medical decisions was difficult to obtain both from an interview and a coding perspective. Athletic trainers, as any allied health care/ medical practitioners, were hesitant to say they were not properly doing their jobs or would allow interference in their jobs for any reason let alone money. One way around this personal or practice question for the athletic trainers was to attribute the problems with medical care to budget, equipment, space, or time concerns. The athletic trainers were very willing to talk about each of these areas.

Athletic trainers indicated deficiencies in medical care in common areas, equipment, space and time, with slight differences in emphasis. One certified athletic trainer presented a terrible lack of supplies and equipment to treat several athletes in the way she had been educated. Some did mention instances of medical decisions being made by coaches or administrators when they should not have been.

"...And I have had instances on the other campuses where I have needed someplace to take athletes. I had an athlete who was a soccer player who was injured in practice. With the combination of the injury trauma and the heat I was a little bit afraid that she was showing some of the early signs of shock and I needed somewhere to take her fast and I had no place to take her. The only place I had to take her was Athletic directors' office. And I laid her down on the floor. Later when her mom arrived to take her to the hospital, she was not too happy to see her child lying on the floor. I used that situation to say these are the issues that I am talking about. We do not have sufficient facilities. For my efforts I was reamed a new butt

hole, so to speak and nothing was done. So they keep saying there is not money, but all of the sudden from somewhere along the lines we find (a large sum of money) for a baseball facility. But they don't include a training facility with it. I am like hello, are we missing something here. So it has been difficult" (East, ATC).

Other athletic trainers simply have it good; budgets are adequate if not exceptional and they know it. They try not to advertise this fact much because they do not want to be the target of college, district/ region or state administrator angst.

"I have been fortunate that I have a big enough budget. I was just talking to some body, a former graduate student, who is a trainer in, Connecticut. We have bigger budget at (my college) than they do there for their athletic training budget. So, like I say I think I am pretty fortunate. I know our administration is very good about that stuff. If I needed something or we were running out of something and I told them we needed it, they would give it to me. So medically speaking we don't do without" (Central, ATC).

Medical Assistance

Sometimes doctors or other medical professionals would offer medical assistance or financial assistance for the medical care of athletes. Physical therapists and orthopedic medical doctors were the likely contributors. The athletic trainers almost never saw this as fund raising-development for their athletes. Most of these occurrences were rare but some were regular:

For example, Dr. Franson at Southside, donating time and money for physicals and office visits. Some argue there is a capitalistic or entrepreneurial endeavor by the doctor because they end up treating the injuries and billing insurance. The athletic trainers, however, clarified this misconception; the community college was not lucrative for the doctor. In fact most indicated it was probably a loss or break-even situation at best.

Athletic Trainers; Community College Compared to Division I

The athletic trainers were generally unwilling to venture a guess as to how the Division I athletic trainers did business especially fund raising. Most of them had been into at least one of the large institutions athletic training facility in the past or during an education program in a larger institution, had seen such facilities.

The athletic trainers were much more willing to compare budget and the facilities and equipment of their large institution counter-parts. The community college athletic trainers' envy the range and type of equipment at the large schools.

The answer most commonly given to address the state of community college athletic training was not the particulars of the job but the combination of little inadequacies here and there. The community college athletic trainers believe that their jobs are very much like the Division I athletic trainers. "The issue to me is one of scale and specificity, the big time guys run an athletic department, so do we... we just don't have the large number of employees and the huge dollars they are dealing with. In some ways that makes our job hard we don't have employees to perform specific duties, at this level you have to be more hands on" (Midwest, ATC).

The results of the line of questioning concerning the associations and connections between athletic directors at all levels yielded two branches of thought. First, most ADs said they at least intended on making connections with a wide variety of colleagues. These associations were fostered both for personal and institutional reasons. Second, many expressed the pure need for making connections. There are many logistical and planning issues that athletic directors must deal with on an ongoing basis. The comments

from a rural athletic director below show the common theme among athletic trainers' to forge their own path.

“Do you think it's that you have to be in the club for employment? It helps to make connections, but I don't think you have to belong to the clubs. I think you make your own connections. I think you make your connections outside those clubs. I think the associations are made through mutual opportunities when you have to get together to solve something. How have you found your colleges' athletic directors are also looking out for better employment? No, surprisingly it seems that as I have got to know them more, lots of them have no attention in leaving. They have been there for 20-25 years. In the twelve schools that are in the league maybe two or three are motivated to look out. From your perceptions, do the Division I athletic directors come from the community college ranks? No, not really they come from inside the university ranks” (Northwest, AD).

ATC Conclusions

The work of the athletic trainer was influenced by several factors described above. These factors included equipment, supplies, space, time, assistance, coaching techniques and athletic department philosophy. The athletic trainers' jobs in the western state sample were not influenced much by fund raising practices. The overall working conditions for athletic trainers in the state were adequate with only a couple of exceptions.

For the athletic trainer, budget does not affect treatment because they clearly stated that they would not allow it to. The athletic trainers' badge of honor was in their ability to make do, be creative and just get by. Several of the athletic trainers showed me how they “rigged-up” a device or machine instead of buying the over priced “cheap” one from the catalog. This practice of creating and inventing was time consuming at times and “worth-it because the athletic trainer did not count his or her time.

While the adequacy of medical coverage was only a significant concern for two of

the athletic trainers in the state, the athletic trainers were generally nervous and concerned about mistreatment related to space, supplies and equipment and work time. Clearly the most addressed issues was time with long hours for regular practices and events but also the expectation that scheduling practices in the morning and afternoon. Complicating and accompanying the lack of communication between coaches was often the necessity to practice at very late or early hours because of facilities. The problem was instead of hiring assistants the athletic trainers were expected to cover all events. This was work and financially possible because of hourly exempt status.

The younger athletic trainers two of who were just starting families were less tolerant of “excessive” work hours. Many of them had supporting athletic directors. These athletic trainers said they had support but it was the “athletics mind set that needs to be changed.”

The conclusion that I find the most helpful for athletic trainers is the fact that the state athletic trainers at all levels and especially those in the community colleges seemed to work well together. In working together they shared ideas and issues and worked toward a common solution. In this way, yes the athletic trainers were becoming professionalized and isomorphic. The frustrations of work time space and equipment however were not often solved to the satisfaction of the group.

Respect for the profession of athletic training exists at the community college and was certainly evident among athletic directors and coaches. Behaviors of athletic trainers who let themselves be abused continues to be a concern for athletic trainers. Many athletic trainers see a positive shift in respect starting with athletic trainers themselves.

CHAPTER 5

NATIONAL DATA

Introduction

This chapter is a review of the results based upon the interviews with a national sample of community college level athletic trainers. The interviews from this national sample were transcribed, coded and analyzed following the pattern and theme recognition procedures used with the western state sample. The interviews were coded and analyzed based on some of the themes gained from completed interview with athletic personnel from the western state. These theories included; academic (athletic) capitalism including resource dependency, institutional theory (isomorphism, professionalization) and institutional stratification.

The focus of the interview with the national sample of athletic trainers was to gain insights into the budget issues and work life of community college athletic personnel. In order to accomplish this goal, I asked the athletic trainers to give an overview of the budget and finances and development climate at their institution. The fund raising and revenue generating practices of the national sample of community colleges was articulated through the voices of the athletic trainers.

I followed the interview format I used with the state athletic trainers with the national sample of athletic trainers. I introduced myself and gave a short synopsis of the purpose of the interview. Often the informant started to speak to the points I brought up in the introduction. When this occurred I tried to let it go but usually needed to back-up

and ask some descriptive questions. The first question was “tell me about yourself, where you work and what you do there, how many different hats you wear?”

The opening question set a nice foundation for the rest of the interview. The certified athletic trainers’ stated their institution type, conference affiliation, sport divisions and how many sports their institution participated in and the levels of each. The subjects also indicated the number of years they have been a certified athletic trainer and how long they had been employed at the community college.

National Sample of Athletic Trainers

The descriptive data from the national sample of athletic trainers is presented in (Appendix F). I interviewed 25 athletic trainers from 16 states and 23 colleges. Most of the athletic trainers were the only medical provider at their college. Five of the informants had assistant athletic trainers working with them.

The national sample of junior colleges represented schools of various sizes, missions and funding. The national sample included 20 public institutions as well as five private institutions. The national sample of NJCAA athletic trainers represented the four general geographic regions of the United States. The sample was limited to those who were in attendance at the NATA, NCAA or NJCAA meetings in Dallas (2002).

The national sample was clearly stratified according to job title and institutional type, (private or public). There was a clear division of athletic director and athletic trainer duties in the western state sample. This did not seem to be the case on the national level based upon my sample. Most athletic trainers at the five private institutions were titled

and performing some athletic director duties. Three of the athletic trainer informants were now working full time as athletic directors at the same institutions they were previously employed as athletic trainers. Four of the athletic directors/ athletic trainers were in Dallas for dual meeting attendance, NATA and NCAA or NJCAA.

California

I interviewed four community college athletic trainers from the state of California. There are specific structures to the organization and administration of community colleges (junior colleges) as they are identified in the state of California, I should address. First, California junior colleges had their own athletics association; they do not compete on the national level with NJCAA teams. Second, California junior colleges participated in their own athletic director, coach and athletic trainer associations in the state. In the past, the budget has not been a problem for athletics in Californian junior colleges because enrollment and state budgets provided tolerable funding.

Mission and Stratification

I asked the informants to describe the budgetary processes of their colleges. This led to a discussion of the college mission. A divergence in the missions of the athletic programs was observed relative to the institution type, private or public. The informants varied responses relative to mission of the institution revealed a clear stratification in the data. The informants indicated that the private institutions seemed to have a distinct mission and objective relative to collegiate athletics. The mission of athletics at the

private colleges was part of the educational experience, included in the educational mission of the institution. Athletic trainers from the public institutions did not categorize the mission of their athletics programs in the same way. Two of the private institutions required full participation in sports and activities; every student was required to participate in at least one sport during the academic year. In addition to the required participation, many athletes participated in more than one sport. None of the public institutions missions included full participation in the athletics. The informants' description of their college mission was offered as the explanation for budgetary and fund raising practices.

Budget

The general budgets and financial structure represented by the national sample filled the entire spectrum, from relatively "rich" endowed and directly funded private institutions to fairly "poor;" comparatively lower funded, state sponsored institutions. While the private institutions seemed to have more money the informants indicated that they were also well aware of the money they were spending. There was a sense of stewardship over the dollars that they were "honored to receive." This sense of accountability was directly related to budgetary issues and was not specific to athletics.

"The school has an endowment, (free education) for the students that go there. They pay no tuition, they have to meet a certain criteria, and their parents can't exceed a certain income to be able to go there. They are self-contained within the community a lot of the staff and faculty live on the campus.... The thing is, it is self-contained. The operating budget for the school is based on the interest of the endowment. My operating budget is limited and it is around \$2000 per year. I just got my new budget accepted at \$2700 worth of stuff.... I have to account for every dollar of it to the administration" (Northeast State, ATC).

The athletic trainers reported a sense of community and teamwork based on the institutional mission. This teamwork made athletic trainers feel pressure to tow the line. The athletic trainers were expected to do their part to save money for the good of everyone in the athletics department. The pressure to act for the good of the department was also used to justify in some cases, expenditures to advance the needs of the athletic trainers. “The president wants a quality experience for the students including the athletes. So all I do is properly explain that I need something, explain what it is for and he signs off on it” (South State, ATC).

Half of the athletic trainers’ admitted that their budgets were within the range of what they perceived as acceptable. “I think we can always use more and do better, this is why I come here... to conventions, to learn and see what is new at the exhibits and in the profession. But when I go back and see what I have and what I am doing, I am OK with it” (Midwest State, ATC).

When I pressed the individual athletic trainers to name what was “good” about their athletic training practice (budget), I was approached the interview question thinking hardware or facilities, space, equipment and budget. Many of the athletic trainers did not see the issue the same way. They quantified quality in the form of time commitment, “being there” and in the number of athletes served in a short period of time. Many athletic trainers mentioned a specific piece of equipment or facility size only if it was new and they were excited about it or if I asked specifically.

The other half of the athletic trainer informants did not have adequate facilities or equipment. Some athletic trainers indicated that they had tried unsuccessfully to argue for more based on their perception of inadequate supplies and equipment. Some of the athletic directors did not care or cited a lack of budget availability and the minimal chances of being sewed by anyone. Other athletic directors were concerned but said there was just no room in the budget. The athletic trainers' argued with the administration that budget expenditures were a matter of priority. And the priority was clearly not for athletic training in their view. Many had a specific expenditure in mind.

“I tried for years to get a new (therapeutic) ultrasound machine and was continuously denied because of budget crunches. Then the next thing I know the basketball team has this new rebounder machine, you know one of those that throws the ball back to a player, and I was frustrated as hell with that one” (Western State, ATC).

The athletic trainer above had a specific expenditure in mind that went unfilled.

Other athletic trainers had the renovation of space as a key budgetary issue.

“Next to my training room is a huge storage area with old PT-aid equipment in it, I mean really old World War Two, vintage stuff... So, I suggested getting rid of that stuff and creating access from my office. They said there was no budget for that... meanwhile the Baseball coaches' offices were retiled... I just said how did this happen” (North State, ATC).

Budget Decisions and Managerial Style (Governance)

I asked the informants; how are budget decisions and concerns communicated with you? Is it a case of here is what we have so deal with it, how do you get along with administration? The focus of this line of questioning was to avoid the lengthy discussion concerning how much the budget is and why. The question sought to determine how the

issues relative to an inadequate budget were presented to and dealt with by athletic personnel. The subjects were asked to tell stories about how their administrators functioned relative to the monetary issues of the department. And specifically for the athletic trainer, how the athletic director made decisions and communicated those decisions. I was attempting to get at the relative adequacy of the budget to the athletic trainer and their medical decisions.

The informants told of a wide range of techniques employed by the athletic directors. Usually these techniques matched the personality and managerial philosophy of the athletic director. The most common of the managerial styles was the “co-manager.” By co-managers most athletic trainer were attempting to describe a collegial relationship in the department and by the athletic director in particular. The complaint about the co-manager was that he/she did not step forth and lead like some expected them too. The athletic director would often ask the coaches and staff to decide on important issues. This was a source of contention for the athletic trainer when coaches would stick together on issues and in essence out-vote the athletic trainer. The use and abuse of ankle braces or ankle taping was a consistent theme among the athletic trainers.

“The coaches, led by the men’s basketball coach, decided we needed to have our players all wear ankle braces... I argued it wasn’t necessary and that the athletes wouldn’t wear them, and I was going to end-up taping them anyway... so they didn’t listen and basically forced me to buy braces out of my budget. I look at it as a waste because I still tape a lot and the kids don’t wear the braces. Meanwhile, there are plenty of other things I would have liked to spent that money on” (Western State, ATC).

Other managers (athletic directors) were “Type A” personalities or very strong leaders. These athletic directors presented the philosophy; “My way or the

highway...Ok, the athletic trainer would reply, then I guess I will do it your way” (Central State, ATC). These athletic directors took the lead role in athletic department meetings and decisions. The athletic trainers appreciated the direct and honest answers from their athletic directors even if the answer was not in their favor. “My athletic director has been at (Acme College) for 25 years. He just tells it straight, like it is... He told me a couple of years ago; I couldn’t buy my new electrical stimulation machine because there were other needs in the department. I tried to argue but he said the decision was final... then he came through with a new machine, two years later” (West State, ATC).

The informants’ description of the athletic director and management issues almost always progressed and changed slightly as the interview progressed. The athletic trainer informants started out saying their athletic director was ok. As the interview progressed, the informants started telling stories of conflict and issues including particular decisions that were not made on behalf of the athletic trainer. Several factors contributed to the variation in perceptions of decisions by the athletic directors.

One factor the athletic trainers used to evaluate the athletic director was the educational and professional background. Faculty oriented administrators were generally not as understanding of athletic trainer role and budgetary issues. Coaching and athletic administration oriented personnel; individuals with a background in PE or athletics were more apt to make decisions favorable to the athletic trainer. Second the athletic trainer perceived the philosophical commitment. Third the athletic directors appeared to have varied professional aspirations. Those attempting to go to the “big leagues” were more

interested in keeping the institutions and district administrators happy rather than their own department's staff.

National Athletic Trainers Comparisons to Division I

I asked the athletic trainer informants, how do you think these issues compare to your Division I counterparts (ATCs)? Most of the responses to my requests for comparisons between the informants and the large institutions athletic trainers were greeted with a snicker or a laugh. Most athletic trainers laughed as they said, "there is really no comparison is there?" But as we continued to talk and compare the job or at least the perceptions of the job, the informants started to make some very valuable and interesting comments and comparisons.

The basis of a lack of comparison between the community college and Division I athletic training was in the perception of huge almost unlimited budget and supplies at the large institutions. This was the often the comparison made rather than looking at the work, roles, techniques and number of athletes treated at each setting. It was difficult to turn the conversation to work and duties rather than comparing "stuff."

Many of the athletic trainers spoke about the rampant, keeping up with the "Jones" or mimetic isomorphism they observed among their large institution colleagues.

For example one southern athletic trainer said; "a swim-ex is the big thing now why does every athletic training room in the country need one? Well, because every one else in the NCAA Division I conferences has one. Justification is made that it will help with rehabilitation as though that will be the only way rehabilitation can be done these days" (Southern State, ATC).

These same informants were not likely to identify the same isomorphic behaviors and conclusions among their colleagues in the community college ranks.

Respect

One of the observations was that regardless of level, athletic trainers have an overall respect problem. “It is a totem or level of work issue. Time and working hard used to be what it is all about. But now...just common respect is it” (Midwest State, ATC). The respect issue was both internal and external to the institutions and athletic departments. For example it was the contention of some informants that the reason more institutions did not hire athletic trainers was simply a lack of respect for what they could do for them.

Justify Medical Spending

Another issue in common is to fight for budget and supplies or at least the need to justify every expenditure. Many of the informants speculated their Division I colleagues were under even a finer microscope than at the community college level. “This is probably due to the total dollar amount we are dealing with here. Compared to the big Division I who are spending money hand over fist and going into debt over it” (Northeast State, ATC).

Some athletic trainers thought they knew and others speculated about the relative percentages of the athletic training budget to the athletics budget at the community college compared to the Division I schools. “I talk with the (XYU) universities in this state; they have almost 10 times the budget for almost the same number of athletes” (South State, ATC).

Development

The discussions on development among the national sample of community colleges depended on the type of institution and the current funding model they followed. This was again a clear indication of the stratification between public and private institutions in the national sample. The private institutions were constantly in the fund raising mode. The fund raising started at the institutional level and included athletics. The state institutions participated in the same processes but in a different way. The state institutions were fighting for their share of the federal, state, local and tuition dollar first. Then, they were looking at ways to fill in the gaps, especially for athletics.

The informants' stories regarding institutional and departmental strategies to increase revenue were varied from successful to unsuccessful and from implemented and perpetuating to drawing board and introductory. Informants analyzing their own institutions revenue and fund raising efforts easily addressed three perspectives, the past, the present and the future. The informants described the institutions involvement with fund raising by offering examples. The three time frame perspectives were valuable in gaining an understanding of the practices of each institution or athletic department.

A comprehensive perspective as well as a specific and individualized perspective was reviewed to give a wide view of the factors contributing to fund raising efforts. The fund raising efforts of the state and district were related to the individual athletic department and the individual athletic trainer. These perspectives were based on the perceptions of the athletic trainer and were not verified through another source.

The revenue generation, fund raising or development practices of community college athletics was verified by the national sample of certified athletic trainers. The athletic trainers clearly believed that their athletic departments and specific personnel were engaged in isomorphism. They are doing what everyone else was doing in both a mimetic and isomorphic way. The development techniques are applied by community colleges, up to Division I and down to high schools. Also what were the types of isomorphism employed? This result was verified in two ways; first three of the athletic trainers were now working as athletic directors. Second, the athletic trainers verified the behaviors of their athletic directors by assisting them in their duties.

Funding regardless of source and amount was constantly on the minds of the institutional and athletic department personnel according to the national sample of athletic trainer informants. The athletic personnel were constantly being asked to do more with less. They were also being asked to fund a growing proportion on the athletics budget. The institutions were all asking the athletics programs to pay for themselves. In this way athletic departments at the NJCAA level seemed likely to follow their larger counterparts in operating almost completely separately from academics (loose coupling). “It’s gotten to the point now where my athletic director is spending most of his time on fund raising. We just can’t count on the college and foundation to come through with things like they used to... there are just so many things to fund and the costs keep going up and up” (Western State, ATC).

The revenue generating (development) practices were common among all of the athletic personnel. While the athletic trainers were not personally involved with the

process of planning and implementing development practices, they said their athletic directors were involved. The athletic directors were attending local regional and national athletic directors meetings. The NJCAA level institutions were meeting with the large NCAA schools. The athletic trainers observed the behaviors of the athletic directors, as they would return from national meetings. The athletic directors were always excited to try new things they had learned at the meeting. They often became disappointed and discouraged when they realized the process or technique used by the large institutions were not as easy and effective as they were taught during the meeting.

“...Its kind of the running joke around our place, how long will it take for (Jim) our AD to apply one of the ideas he hears about at the NCAA meeting to us?... Usually what happens is we brace for the first department meeting of the year. By that time (Jim) has had time to think about the new ideas he has learned and get all worked-up over how great it will be for us. Then we end-up finding the problems with it and it usually dies and (Jim) gets really frustrated about it... the problem is most of that Division I stuff just doesn't work for us” (Southern State, ATC).

Revenue generation techniques and revenue development processes included the use of institutional resources and marketing to carry the message of the athletics department. The institution and athletic departments would often combine efforts. They combined efforts especially when it came to techniques such as golf tournaments, fun-runs and drawings at an athletic event, banquets, radio, TV and newspaper coverage.

Decisions Influenced by Budget

The national sample more clearly than the state sample of athletic trainers indicated the fact that wealth matters when it comes to budgetary decisions. As with the athletic trainer informants from the state, the national sample of athletic trainers also presented

difficulty in connecting the budget to medical decisions. Two divergent stratifications were in play here. First, five of the community college athletic trainers had budgets and supplies that truly rivaled athletic trainers at any size institution. So, for these few select athletic trainers, there truly was not an issue caused by the budget or fund raising issues.

While the budget was adequate for five of the athletic trainers, they may have had deficiencies in other areas related to the treatment of athletes including; coaches and athletic director pressures and the focus on competition at their institution. They may have had space and or time commitment issues as well.

Other athletic trainers were not as fortunate and had serious budget concerns and areas of deficiency included above. These athletic trainers were also very hesitant to make the “leap” to medical inadequacy. The prominent response from the athletic trainers was; they were doing the best they could do for their athletes with the recourses they were given. This response verifies that wealth matters. Those with resources are able to do more and justify their behaviors in a manner that helps perpetuate development and expenditures.

Medical Decisions

The quotes above were typical of the competitive environment athletic trainers found themselves in within their own athletic departments. While expenditures were often supplied to athletics teams rather than the athletic trainers, the athletic trainers were hesitant to blame the existing budget for inadequate medical care. The athletic trainers from the national sample of junior colleges had a very difficult time indicating a specific

time when fund raising or budget issues specifically interfered with the practice of athletic training. The athletic trainers indicated an ability to “make do.” And at the same time not get caught-up with the community college or departmental budgetary issues.

The stories of (Bill), who emotionally explained that “the only thing that should matter to the athletic trainer is really having a concern for the student athlete and doing the best they possibly could for them” (Northern, ATC). Several athletic trainers explained this was by far the over-arching factor for why the athletic trainer sacrificed their time and money.

While most of the athletic trainers (N = 20) said they would like to be able to do more, they felt they did the best they could with what they had. The best they could do by making do with the equipment and supplies they were given was medically adequate to them. Budget and fund raising didn’t interfere directly with patient care, most of the time. Rehabilitation was mentioned as a possible area of inadequacy:

Do you find that in terms of medical that it is inadequate? Do you change a medical decision because you don't have the supplies? Yes, I do. In terms of rehabilitation, if we do have a person that really needs therapy (long term), I can’t do it myself, I take them over to the hospital” (Northeast State, ATC).

Other athletic trainers revealed some frustrations in specific cases concerning the lack of space equipment or supplies. Other athletic trainers expressed frustrations with other athletic department personnel, usually coaches. A few athletic trainer informants considered the athletic director a part of the problem. The athletic directors were blamed for the whole plight for medical equipment and supplies. The athletic trainers

consistently framed the budgetary concerns as a combination of coach and athletic director issues.

Work, Time, Medical Decision or Treatments

I asked the informants to talk about their work roles, time commitment and medical decisions at their institutions. I also asked the informants to report knowledge of inadequate work and medical treatment at other community colleges. The common theme among the national set of athletic trainers was the lack of consistency in athletic training coverage from institution to institution across their state, district or conference.

This inconsistency put the athletic trainers in good and bad situations. It was good because their college realized what they had. It also made the job difficult at times especially when they were asked to treat athletes from other schools. The athletic trainers found themselves asking why their competing schools did not have athletic trainers and attempts were made to promote the profession. “They usually came up with one or two of a thousand excuses”, said one athletic trainer concerning administrators’ reasons for not employing or contracting with an athletic trainer for medical services. (Southwest, ATC)

The only medical inadequacy the athletic trainers agreed upon was the concern with community colleges that did not provide athletic training or medical services at all. The athletic trainers felt guilty sending teams away not able to attend to their needs because of other events occurring on site.

“But on the athletic training side you feel guilty sending your teams away without any coverage. It is tough when you know there’s not going to be any one there. My coach has said they have probably gotten three or four more wins because I was there. Because normally if they just twisted an ankle he just sits them down until

they get home. If I can look at them and ice them down and get them back after half time. Then he might have one of his subs back so he really likes having me there and I went to every game even though I didn't have to. So the personal sacrifice thing was in play" (West, ATC).

The national sample of athletic trainers like their state counterparts found it difficult to report an instance of "medical inadequacy." I attempted to get them to compare the treatment they saw at Division I institutions as students or in previous jobs with the treatment they were currently giving their community college level athletes. The common answer to this inquiry was there are always more options for treatment at the larger Division I schools. But they were often quick to add, "I have the basics and I just have to be creative and make it by with what I've got" (Southern State, ATC).

Space and Time

One area of inadequacy given by 4-5 athletic trainers was the issue of physical space or facility usually referring to the athletic training room or clinic. Limitations on space cause concern for quality treatment and time. The quality of treatment was limited because the inability to use and monitor the activities of more than two or three athletes at a time. The space limitations required the athletic trainers to treat athletes as quickly as possible so they can all be seen. Follow-up and reevaluation was often too short to be as effective as it should be. Adequate space and equipment also related to time. Time was an issue because treatment often requires tables, whirlpools and equipment. If there is only enough room for one piece of equipment, then only one treatment is performed over the given amount of time.

“I think athletic trainers in general do a nice job of making the small space they have work for them but I want to be watching the basketball player doing rehab in the gym and make sure the other player is doing electrical stimulation in the training room.... I just can't see everything going on because it's just me and my room is so small” (East State, ATC).

Employer: College vs. Clinic

In the western state 10/11 institutions had hired a full time college sponsored athletic trainer. So employment setting was not really an issue for the western state. The issue of working at a clinic, hospital or medical center versus full time employment at the institution or community college was a work roles and funding issue that caused concern among the national informants. The doctor or physical therapist owned clinic wanted to have a valuable employee. This means that the athletic trainer will work at the clinic as well as bring in athletes from the college. The critical issue associated with split jobs for the athletic trainer is the adequacy of time in each setting. The clinic wants the athletic trainer around to help and the community college also wants an athletic trainer around to care for the athletes. “The bottom line is that it comes down to money” (Midwest State, ATC).

The inadequacies in medical care were not given in relation to the athletic trainer. The athletic trainers were not apt to speak about another athletic trainer and the medical care or treatment techniques or inadequacies observed. They did compare working situations clinic versus full time employees. They also often shared their impressions of

the facility size and utility of the space. The athletic trainers were more interested in the schools that were truly providing inferior medical coverage by having a very short time clinical athletic trainer or having no athletic trainer at all. The problem from the athletic trainers' perspective was that others were doing job of an athletic trainer. Some institutions had an EMT or paramedic at games others had only first-aid CPR trained individuals including coaches.

“The college district in (X) city does not provide any athletic training services at all...I have gone over there when I get a chance, I talk to some of the administrators and coaches... they just say we can't afford it and it's not a priority of the district, they say they get by with requiring coaches to be first-aid certified... and the coaches tape and stuff. They just send every injury to the hospital” (Southern State, ATC).

Influence of external athletic gear contracts at the community college athletic department was minimal. Individual cases were presented but no consistent team sport or institutional directed or mandatory gear contracts influenced medical decisions and opinion.

The teams doctor and EMT or paramedic budget has influenced the athletic training budget but in a mix of positive and negative ways. Services cost more but the medical community encourages the institution through the athletic department to make a financial commitment to medical care of athletes.

Adequate Medical Coverage

The national sample of athletic trainers was aware of the NATA- NCAA adequate medical coverage guidelines. Most of the athletic trainers' indicated an increase in the number of teams, number of athletes and number of responsibilities without increases in

athletic trainer staffing GA-ships or student work-study. In addition, the national sample confirmed the findings from the state community college personnel. The increase in year around practices in all sports is a significant addition to the workload of the medical staff specifically athletic trainer.

Institutional Theory; Isomorphism

Some form of isomorphism did exist in every institution in the national sample. Also, all three types of isomorphism seemed to play a role. The inclusion of normative and mimetic isomorphism seemed to be consistent with the Western State sample. The use of coercive isomorphism was minimal. The institutions represented by the national sample of athletic trainers did appear to have differences in the types of and influences of isomorphism on each of their athletic departments.

Mimetic isomorphism occurred most commonly among the conferences; districts or states the colleges were competing in. One athletic trainer understood that mimetic isomorphism is selective, “We follow the districts lead in everything we do for the teams including equipment... well in everything but hiring more athletic trainers. I am the only certified athletic trainer in this conference and the administration keeps telling me they are going to do something about it but nothing ever changes.” (Central State, ATC)

Normative isomorphism occurred because of the meetings and associations the community college athletic directors had with athletic directors at higher levels. The NCAA meeting in Dallas, 2002 was a prime example of this occurrence. I took this joint meeting occasion to obtain an NCAA meeting brochure and review some of the

meeting materials and signage. The meeting topics attended by community college personnel included, alumni relations, development practices and corporate contracts. The meeting brochure was a specific example of normative isomorphism at work.

Two of the athletic trainers I interviewed were also employed as athletic directors at their institutions. They were in Dallas to attend both the NCAA and NATA professional meetings. They attended meetings on market, development and resource allocation and advertising, side-by-side with the athletic directors from Division I schools from across the country. They also had meetings on these issues directed specifically at NJCAA institutions.

Coercive isomorphism was only addressed by a few athletic trainers in the national sample (n=2). Athletic trainers indicated that coercive isomorphism was a factor at their institutions related to compliance. Coercive isomorphism was not included in the budget issues or fund raising specifically.

Isomorphism Utility

An interesting and consistent comment given by the national sample of athletic trainers' was that stratification and isomorphism was used both as a positive and a negative. The positive was to compare other facilities, budgets and equipment with another college for the purposes of showing quality and need. Many of the athletic trainers cited the appropriate medical coverage guidelines as an example of a potentially positive use of isomorphism for athletic trainers.

The negative side of isomorphism occurred when the work situation of the athletic trainer as defined by the athletic director was considered adequate or superior to those at competing institutions. This allowed the athletic director to “keep the athletic trainer in line.” The use of comparisons to others was most often not followed by the administration. “The (States) athletic trainers would show the need and then the athletic director takes the suggestion and says go ahead if you want it fund raise for it” (Southwest State, ATC).

I asked the athletic trainers if they consistently or continually compared themselves to others. Everyone said they did that to a certain extent. I was surprised at the number of athletic trainers’ (n = 5) who admitted that they were probably the institution that others were using to compare against. “Well, when you say compared to others...I guess we are probably the place everyone else in our conference is looking at... We have an excellent budget, it rivals many Division I places.... In fact, I have a buddy at (D I, Institution), he said we’ve got a bigger budget than him” (Midwest State, ATC).

One athletic trainer indicted that he was the only truly full time athletic trainer paid by the institution in his athletic conference. “This is hard on communication and consistency of coverage when you have to send teams to an institution who has no medical personnel while I am at home with another team” (Central State, ATC).

National Sample Conclusions

The interviews with the national sample of athletic trainers contributed significantly to this research study. The data offered a wide perspective on several of the institutional

and professional stratification levels relative to higher education from across the country. The variation in the type of institution public and private, rich and poor, small and large was considered a significant variable in this study. In the end, wealth matters in the application athletic training practices at community colleges.

The national sample provided some interesting comparisons that were different from the sample of institutions from the western state. The rich institutions were advantaged when it came to expenditures for athletic training in the national sample. This stratification was not true for the state, where the rural institutions had the budgetary advantage.

The national sample further verifies the responses for the western state athletic trainer informants. The athletic trainers were oriented to the medical care of student-athletes and were willing to fight for key budgetary issues. However, if the budget was inadequate, the athletic trainers took great pride in creating, or inventing a solution to “make do” and provide quality health care and medical treatment on a shoestring budget if necessary.

CHAPTER 6:
SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This study explored the influences of budget and fund raising practices on the roles, responsibilities, and practices of athletic directors, coaches and athletic trainers at the community college level. The research was undertaken in an effort to understand the general budgetary structure, the fund raising practices and the professional interactions of community college athletics personnel. I interviewed and observed the facilities of athletic personnel in 11 of the 14 community colleges of a single western state (Appendix H). I also interviewed 25 athletic trainers from across the United States to add a national comparison group to the data (Appendix I). This chapter is a summary of the dissertation research, including a summary of the findings, a discussion of implication for research and implications for practice and provides recommendations for future research.

I analyzed the data, the interview transcripts, by identifying the themes and the consistent answers and messages presented from the informants' transcribed interviews. This study identified themes related to the role of academic (athletic) capitalism on the work, roles, budgetary practices and fund raising practices of the community college athletic personnel. The personnel in this study included the athletic director, the coach and the certified athletic trainer.

The themes presented by the community college athletic personal relative to their work and budget included involvement in fund raising and development by all

institutions. The institutions as well as the athletic personnel presented various levels of involvement in development. The diverse levels of contribution to and work in development reported by the community college athletic personnel were attributed to the best-practices offered from the NJCAA and NCAA. The informants clearly indicated the existence of role conflicts and decision interference. The conflicts and interference was caused in part by association with other community college personnel and larger institution counterparts.

Summary of Findings

A table listing the research questions in this study is presented in Appendix E. The table with general answers to the research questions is in Appendix J. The comparisons and coding of the informants' answers relative to the general answers in Appendix J contributes to the themes and conclusions offered in this summary. Below, I describe the themes I consider the most interesting and relevant to the working practitioner or athletic personnel. I also provide those findings that were surprising or in opposition to my original hypotheses.

In one of few articles written on community college athletics, *Community College Athletics: The Road Less Traveled* (Fink and Kirk, 1979) the authors say, "Athletics programs of America's community colleges have followed the pattern in four-year colleges and universities far too closely." The authors then go on to warn against the continuation of this trend by suggesting, "Community colleges must break away from the

path that has seduced most four-year institutions.” The summary and conclusions of this dissertation study arrives at nearly the same point.

In general, the core of community college athletic philosophy and actions remains in the amateur, student-first (academics) student-athlete model. The community colleges have largely avoided the large money pitfalls of their large NCAA counterparts. The community colleges are not immune from economic flux and student demands. They too have budgetary and development difficulties. But the pressures on community college personnel to market, to develop and capture external funding is not systemic and significant.

The informants in this study were clearly hard working, dedicated, professionals within their fields in community college athletics. While the informants were dedicated to community college athletics, there were significant differences in their perceived vision of the future. The mission of the institution and philosophy of the community college athletic personnel, in relation to student-athletes was one level of stratification in the results. The data was also stratified based on several additional factors. These factors included the roles and responsibilities of personnel relative to athletics and academics. Academic duties included faculty service, teaching and advising. Athletic responsibilities were coaching, marketing, development, scheduling, equipment management and facilities maintenance. Both the state and national samples were clearly stratified on an individual basis by personnel type, past educational and work experience, professional aspirations and athletic ability. The results were institutionally stratified by private or

public, rich or poor (wealthy or not), physical location; rural or metropolitan, community population and college size.

Chapter four presented the state athletic personnel data based in three storylines; first the community colleges are involved in academic capitalism but at a small time level. The capitalism at community colleges is not like the large research institutions, marketing through education and the athletic department. Second, the state colleges were clearly stratified by physical location. The rural setting seemed to be advantage by their location and rules relative to athletics. Third, the three types of athletic personnel: athletic director, coach and athletic trainer presented an interesting variation in their commitment and philosophy relative to their professions work in community college athletics.

Chapter five presented the national data from interviews with 25 community college athletic trainers. The national data focused on the stratification in the types of institutions, relative wealth of the colleges and the employment status of the certified athletic trainer. This chapter concluded that the athletic trainers were committed to the student athlete and the community college model.

The following general conclusions are drawn from analysis of the two data sets:

- Community college athletic personnel roles were consistent in the state sample.
- Professional organizations, the NJCAA, the NATA and the NCAA contribute to roles and professional expectation among community college athletic personnel.
- Each group of professionals meets together to establish policies and procedures including best practices.

- The professionals use the organizational fields or groups policies to leverage their superiors or managers in the department and at the institution.
- Development or fund raising practices were not consistent among the community colleges in the state or between the state and the national sample. Development practices were dependant on the relative wealth of each institution.
- Decisions made by athletic directors and coaches were influenced by the budget and fund raising practices. Budgets did not change practices in the community colleges in the same way as institutions on the Large NCAA level.
- Medical decisions were rarely directly influenced by budget, and fund raising. But there were some problematic cases presented.
- Time and facilities contributed to situations where medical care was less than ideal.

Discussion: Similarities and Differences

A comparison of the informants' responses and the theories of academic capitalism including the concept of resource dependency, institutionalism, isomorphism and professionalism and institutional stratification were done in each of the data chapters, four and five. Each of these comparisons is summarized through the rest of this chapter.

The athletic personnel were hopeful and concluded that community college athletics had not yet reached the status spoken of by (Slaughter and Rhoades, 2004). Speaking of shoe contracts in their sample of colleges, King and Slaughter explain micromanagement, related to medical decisions and athletic trainers.

“...In addition, athletes who must wear other products due to a bona fide medical condition require physicians’ note and must cover up competing logos “so as to completely obscure such manufacturer’s identification” (UK, 2001). Injured athletes are also prohibited from wearing tape or bandages that hide a logo. These stipulations of course, prevent small acts of resistance among athletes who do not want to act as walking billboards for corporations, but they also reshape athletic training practices. For instance, in most cases athletes are required to obtain medical certification before they can tape over (“spat”) a logo and some contracts prohibit spatting, without any mention of medical exceptions. The Kentucky agreement, for instance reads: “University acknowledges that “spatting” or otherwise taping, so as to cover any portion of the Nike logo, the Nike athletic shoes worn by members of the Teams...is inconsistent with the purpose of this agreement and the benefits to be derived by it by Nike and is a material breach of this agreement” (King and Slaughter, 2004, p. 264).

Unlike the quote, most of the community colleges do not have contracts for gear. If they do get gear support, the athletic directors indicated the contracts were for sales only and not restrictive on behaviors of coaches or athletes. The quote above is not the case of the contracts in community college athletics. In my view, the results of this study indicate that the community college intercollegiate athletic departments have not gone this far yet. The pressure to join this type of marketing agreement is mounting both internally and externally to the community college, however.

Themes and Conclusions

The informants’ coded data was presented in chapter four and five. The themes I present below are presented by general community college athletic structure and personnel category; athletic director, coach and athletic trainer. The themes and conclusions were gathered from the informants in each of these data sets in this study. I report each conclusion as my accumulation of the data formed in relation to the general

theoretical constructs. The themes presented below are inclusive of the overall categories or storylines. The conclusions given after each theme offers the explanations and the clarifications for each theme.

The first theme is based on the theory of academic capitalism and its association with the concept of resources dependency. Academic capitalism or my concept and application of athletic capitalism are in use amongst community college athletic personnel including athletic department resource dependency. As resources and costs continue to move in opposite directions the pressure to market and develop in community college athletes increases. The application of capitalism, commercialization and the entrepreneurial way has not yet matched the Division I level.

The small-time capitalism presented by the community college personnel is not even really college against college rather it is the athletic department raising money to help itself and students. The large scale development practices are not employed by the community college athletic personnel. The isomorphic behaviors in this case, community colleges acting to keep up with other community college, reminds all that larger Division I development practices just don't work for them. With modifications, some of the shared budgetary and development practices do come from larger institutions and are successfully implemented at the community college level.

The second theme is based on the stratification of people and institutions. There is an interesting and counterintuitive stratification between the metropolitan and rural community colleges. The rural colleges seem to have the advantage when it comes to rules, especially the ability to give scholarships. The rural institutions also appear to have

the advantage in fund raising through a small but tight knit business community. This niche is interesting and was not expected (AAJCA, 1988). This result also appears to be in opposition to the literature on athletic fund raising (Sperber, 2000), community college structure (Cohen, 1996) and organizational behavior in general (Morgan, 1997).

The third theme is based in institutional theory, isomorphism and professionalization. These theories indicate that organizations become similar-institutional isomorphism as they develop in the field (DiMaggio, 1991; Rhoades, 1991). The influence of normative standards and belief systems as well as professionalization effects the money in community college athletics in two ways:

1. Professionals and professionalization through professional organizations (NATA, NJCAA; NCAA, Coaches Assn). Education, program similarity, on the job training
2. Providing influence through professional meetings on the decision makers, as well as other decision-making bodies “acting collectively, they influence each other and other personnel both horizontally and vertically (DiMaggio and Powell, 1983; Rhoades, 1990).

Isomorphism is evident but community college athletics is also a competitive environment even (or perhaps especially) between institutions in the same district or state. The informants in this study provided numerous examples of meeting and sharing ideas through formal meeting and sideline chats during competitions. The athletic directors and the athletic trainers were most willing to meet and share with their colleagues from the district and state. The a few athletic directors and most coaches

however were functioning in an isomorphic manner but were not collegial about it. The coaches were distracted by building their resumes in preparation for the larger institution.

This is in contrast to the literature on community college faculty members. The community college research describes community college faculty as high school teachers looking for part time or adjunct work. The results of this research indicate that personnel in community college athletics are professionalized.

Theme four utilizes a combination of the theories in the previous themes including the professionalization of community college athletic personnel. There is an interesting variation among the different types of personnel interviewed in this study. The athletic directors were committed to the student athlete model. The coaches were much more committed to applying Division I practices to the community college. The coaches tended to be more committed to being like Division I institution coaches and thought the athletics department and the institution needed to be more aggressive and progressive in fund raising practices. And the athletic trainers were trying to stay out of the way of development but they felt the only differences in their jobs compared to Division I athletic trainers was the huge budget for supplies and large ticket equipment items.

Contributions to the Literature

The literature relative to collegiate athletics has specified the commercialization and corporatization of sports (King and Slaughter, 2004). The literature largely focuses on the abuses in collegiate athletics and the harm to individuals and higher education as a whole. The research also highlights the large institutions with their incredibly large

budgets based upon, coaches' salaries, TV contracts, fund raising/ development, licensing and sponsorships. I add to the literature dealing with money relative to education and NCAA rules abuses in two ways. First, by including athletic personnel, the change in the structure and work of athletic personnel has not been studied. Second, institution type, I study the community college. Isomorphism has been assumed at the largest NCAA Division I level institutions.

The study makes contributions to the research and literature in higher education, community colleges, collegiate athletics and sports marketing and management. This study attempts to contribute to this body of knowledge in several ways:

- By applying the theories of isomorphism and academic capitalism to the collegiate athletics arena.
- By inspecting through interviews the work of community college athletic personnel.
- By identifying the beliefs and philosophies governing the work, decisions and fund raising practices of community college athletic personnel.
- Determine the systemic or interstitial as well as the institutional, district, state, regional and national influences on specific budgetary decisions relative to fund raising.
- By exploring the professional relationships between the community college athletic personnel.

The contributions to the literature listed above are grounded in the theories used in this research, isomorphism and the use of the institutions connections with the market

through personal, professional and capital development of external monies, (academic capitalism) (Slaughter and Leslie, 1997; Slaughter and Rhoades, 2004).

Implications for Practice

This dissertation research project has been directed and informed by the combination of several assumptions, theories and frameworks. The applications of the theoretical frameworks have offered the opportunity to view intercollegiate athletics, specifically in the community colleges, with a new lens. This perspective has allowed for increased understanding and appreciation of the culture, philosophy, traditions and directions of higher education overall, in the community colleges sector, and specifically in the field of intercollegiate athletics. This research sought both a description of and explanations to the structure and practices of athletic professionals. Interesting stories and themes emerged from the data with some important implications for practice. I will present the implications by speaking to higher education, community colleges and athletics in general. I will then address implications specific to each category of athletic personnel.

This research verified that community colleges are living in the American higher education system with all of the structural and interstitial processes both educationally and athletically. This research implies that these structures and processes do influence the way business is done in community colleges relative to athletics. The research additionally implies that institutional stratification aids in explaining the ability of the community college to resist processes employed by the larger and more prestigious strata of higher education.

I am encouraged by the extent to which community colleges have been able to avoid many of the pitfalls of their larger higher education counterparts. The colleges have largely resisted the pressure to change the philosophy and actions relative to intercollegiate athletics. This research did see a clear verification and recognition from all personnel, of the existence and nature of the pressure to change and progress with the NCAA.

The research implies that the community college athletic director is caught in an interesting dichotomy of roles and responsibilities. The athletic director should continue to stay firmly based in the educational mission and structure of the college. This perspective seems lost on many of their Division I colleagues. I am not suggesting that the athletic director hold this position while at the same time maintaining a full time faculty load. Reduction in instruction and academic administration must be maintained and protected.

The athletic director should resist the strong urge to employ the processes employed by larger institutions. One of the key roles and responsibilities of the athletic director is to mediate and protect the integrity of community college athletics. The informants in this sample took this responsibility seriously. They did consistently express concern with the ability to continue the opposition to mounting pressure. For assistance with this resistance the college and district administration should be involved and engaged.

I am not suggesting that community college athletics or the athletic directors immediately desist all activities related to development. The community college is in the community and needs to be supportive in partnering with local businesses in a mutually

beneficial manner. This research implies that it may be productive for the athletic director as mediator with administration, to examine development and fund raising practices at their institution. The examination of these development processes should be based in the mission, vision and philosophy of each individual institution. The athletic directors' ability to focus on the mission and goals of the institution and athletics should offer support for their resistance to pressures both internally and externally.

The community college coach is in an interesting predicament relative budget and development. Coaches are self interested relative to their team and student athletes as well as their career goals. The career goals of the coaches in this study were to eventually seek a position in a larger institution. Many community college coaches spoke of the big money and perks (fringe benefits) obtained by many Division I coaches. The athletic directors verified this.

Coaches presented the argument that they need to learn to fund raise at the community college level so they will be prepared for the situations at the larger institutions. The problem is that the larger institutions are already going away from the coach as independent fundraiser and entrepreneur in favor of a development and fund raising office. So, community college coaches' knowledge in these areas are probably not significant factors in determining job advancement.

The coaches believed it was their duty to fight, argue, push and communicate with the administration on behalf of their team. Many of the coaches felt that their hands were tied by the administrations rules and regulations.

The coaches should have or continue the college and department specified role related to efforts to be a community liaison. The coaches' primary role is education through athletic activity and competitive sports. Focusing time and energy in non-educational areas including development undermines the primary role of coaches. If this occurs, the focus on the student athlete model is at risk. The coaches should be assisted by the athletic directors in their administrative duties related to budget and development. The community college athletic departments may pursue the connections and involvement with institutional marketing personnel or hire their own marketing person.

There was variety in the backgrounds of the coaches. Most had not attended a community or junior college themselves. Some had worked at the other community colleges before taking the current coaching position. Others were educated and coached as students or assistants at large Division I schools prior to the current coaching position.

Analysis of the work of the athletic trainer was guided by my history through the educational processes, certification and work experience in athletic training. The focus of this research analysis was the informants' statements. But my experience was important and applied as one lens from which the data was summarized. The two issues most significant to athletic trainers were working conditions and the care of athletes. The community college athletic trainers like many of their university and high school counterparts were often willing to sacrifice working conditions for the care of the athlete. The suggestions from the NCAA below are all good suggestions for the athletic trainers at the community colleges.

In the NCAA memo of August 14, 2003 following a meeting of the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports, member institutions were encouraged to assess their medical coverage.

“At its June meeting, the CSMAS reviewed the National Athletic Trainers’ Association (NATA) revised document “Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics,” (AMCIA), available online at www.nata.org. The CSMAS encourages NCAA institutions to reference the NATA AMCIA in their assessment of the adequateness of their sports medicine coverage.

The addition of sport teams, non-traditional seasons, scrimmages outside of the regular season, skill instruction sessions, junior varsity teams and host coverage for championship events have added significant hours that are driving professionals away from the practice of athletic training. In addition, the highly competitive nature of today’s athletics in all divisions requires athletic trainers to spend more time in treatment and rehabilitation of injuries rather than merely event coverage. Consequently, additional administrative duties are required in conjunction to these tasks, including educational programming, drug testing, and medical record keeping and filing insurance claims.

The latest trends imply that certified athletic trainers are leaving the college setting or the profession as a whole due to the stress of the job from long hours, low pay, consecutive days without time off and high travel demands. Stress within the job setting can lead to fatigue, short tempers, impatience and is linked to depression, anxiety, weight gain, and cardiovascular disease; all of which can adversely effect the adequacy and quality of sports medicine care provided to NCAA student-athletes.

All persons participating in, or associated with, NCAA intercollegiate athletics share the responsibility to protect student-athlete health and safety through appropriate medical coverage of its sports and supporting activities” (Mitten, 2003).

The simple argument would be to make a case for the overworked and underpaid athletic trainer. Plenty of this argument was made during the athletic trainer interviews but the pay was not poor enough to cause consistent turn over. The implications go beyond the individual athletic trainer and include all athletic personnel. The findings

through this study include important consequences for athletic personnel and student athletes at the community college.

Community college athletic personnel in this study had great respect for the work and dedication of the athletic trainers. The athletic trainers were not aware of the appreciation a feeling of other staff particularly the athletic director. This study shows the need for increased communication and delineation of duties relative to athletic trainers working conditions. The athletic trainers should not allow themselves to be abused relative to their time including working hours, space, equipment and supplies. The athletic directors and coaches need to work to assure the athletic trainers will be successful. And protect the athletic trainers from the concerns expressed by CSMAS.

While rare, the athletic trainers who become aware of colleagues at their own or other institutions that are not being treated fairly should take steps to intervene if necessary. The athletic trainers who have not been provided with adequate facilities and equipment or are being taken advantage of in any way should seek higher administration action including documentation if necessary.

The athletic trainers should continue to resist any suggestions or urges to join in the marketing and development processes. This does not mean that their ideas and suggestion relative to this process should be disregarded. The athletic trainers ought to be engaged in and valued as a member of the athletic department. The athletic trainers must continue to focus on their primary role as medical care providers for student athletes. The athletic trainers, as allied health care professionals, should continue to provide the highest standards of care for their athletes and expect respect in return.

Suggestions for Further Research

This research assumed the theoretical framework specifically academic “athletic” capitalism is already in full force and practice among NCAA Division I institutions. Research specifying the corporatization, commercialization and athletic capitalism used by the top athletic departments are necessary. Role and work-studies among the various athletic personnel at the top athletic departments would certainly yield some interesting insight relative to the ongoing entrepreneurial behaviors of athletic personnel. A review of contracts specific to the Division I coach, as entrepreneur would add much to the work in place. An additional study to (King and Slaughter, 2004) verifying the language used in collegiate contracts of all types would be a significant undertaking. But, this would add to the writing and research on the roles of athletic personnel. Research specific to the practice of athletic training at the NCAA level correlated to the specifics of the contracts at their institutions should also be pursued.

I would also suggest that researchers attend athletic director meetings to observe and note discussion items and proposed solutions. Observe the practice of athletic directors at all levels of athletics. Observations and or a time budget analysis the practice of coaching at all athletic levels could be done. Observe and document the practice of athletic training and perform a time budget analysis and a budget survey specific to each level of athletics and athletic trainer.

Appendix A: IRB Form, Subject Consent Forms

Human Subjects Protection Program
http://vpr2.admin.arizona.edu/human_subjects

11 June 2002

THE UNIVERSITY OF
ARIZONA
 TUCSON ARIZONA

1350 N. Vine Avenue
 P.O. Box 245137
 Tucson, AZ 85724-5137
 (520) 626-6721

Mike Diede, Ph.D. Candidate
 Department of Higher Education
 PO Box 210069

RE: **BSC B02.122 ATHLETIC DEPARTMENT ACADEMIC CAPTIALISM IN JUNIOR/COMMUNITY COLLEGES**

Dear Mr. Diede:

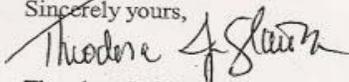
We received your research proposal as cited above. The procedures to be followed in this study pose no more than minimal risk to participating subjects. Regulations issued by the U.S. Department of Health and Human Services [45 CFR Part 46.110(b)] authorize approval of this type project through the expedited review procedures, with the condition(s) that subjects' anonymity be maintained. Although full Committee review is not required, a brief summary of the project procedures is submitted to the Committee for their endorsement and/or comment, if any, after administrative approval is granted. This project is approved effective **11 June 2002** for a period of one year. **Note: Interviews of NATA conference attendees is approved. Site authorization must be obtained from each community college site and submitted prior to conduct of study at that site.**

The Human Subjects Committee (Institutional Review Board) of the University of Arizona has a current assurance of compliance, number M-1233, which is on file with the Department of Health and Human Services and covers this activity.

Approval is granted with the understanding that no further changes or additions will be made either to the procedures followed or to the consent form(s) used (copies of which we have on file) without the knowledge and approval of the Human Subjects Committee and your College or Departmental Review Committee. Any research related physical or psychological harm to any subject must also be reported to each committee.

A university policy requires that all signed subject consent forms be kept in a permanent file in an area designated for that purpose by the Department Head or comparable authority. This will assure their accessibility in the event that university officials require the information and the principal investigator is unavailable for some reason.

Sincerely yours,



Theodore J. Glattke, Ph.D.
 Chair
 Social and Behavioral Sciences Human Subjects Committee

TJG:tl

cc: Departmental/College Review Committee

Appendix A: Continued

SUBJECT'S CONSENT FORM

Athletic Department Academic Capitalism in Junior/ Community Colleges
Community College Athletics Interviews: Mike Diede

APPROVED BY UNIVERSITY OF AZ IRB
 THIS STAMP MUST APPEAR ON ALL
 DOCUMENTS USED TO CONSENT SUBJECTS.
 DATE: 6/11/02 EXPIRATION: 6/11/03

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT. FEDERAL REGULATIONS REQUIRE WRITTEN INFORMED CONSENT PRIOR TO PARTICIPATION IN THIS RESEARCH STUDY SO THAT I CAN KNOW THE NATURE AND RISKS OF MY PARTICIPATION AND CAN DECIDE TO PARTICIPATE OR NOT PARTICIPATE IN A FREE AND INFORMED MANNER.

PURPOSE

I am being invited to participate voluntarily in the above-titled research project. The purpose of this project is to investigate the athletic funding practices at community colleges.

SELECTION CRITERIA

I am being invited to participate because I am an athletic trainer, athletic director or vice president or vice chancellor. Approximately 60 subjects will be enrolled in this study.

PROCEDURE (S)

If I agree to participate, I will be asked to consent to the following: participate in one interview for 30-60 minutes. The interview will be recorded and transcribed.

RISKS: There are no known risks to this interview.

BENEFITS: There are no guaranteed direct benefits, but this study may provide a better understanding of policies, procedures, and working conditions in community college athletics.

CONFIDENTIALITY

Confidentiality will be maintained. If a quote or direct data is used to reference you or your institution a pseudonym will be used. Only the principle investigator, Mike Diede Ph.D. Candidate, will have access to the name and ID of the subjects. Shelia Slaughter Ph.D, his advisor, will have access to the interviews and scoring data without knowing the names of each. My name will not be used in publication or presentation of this study.

PARTICIPATION COSTS AND SUBJECT COMPENSATION: No form of compensation is provided. There are no costs associated with participation in this study except 30-60 minutes of my time and no compensation.

CONTACTS

I can obtain further information from the principal investigator Mike Diede, Ph.D. Candidate at (520) 750-8509. If I have questions concerning my rights as a research subject, I may call the Human Subjects Committee office at (520) 626-6721.

AUTHORIZATION

BEFORE GIVING MY CONSENT BY SIGNING THIS FORM, THE METHODS, INCONVENIENCES, RISKS, AND BENEFITS HAVE BEEN EXPLAINED TO ME AND MY QUESTIONS HAVE BEEN ANSWERED. I MAY ASK QUESTIONS AT ANY TIME AND I AM FREE TO WITHDRAW FROM THE PROJECT AT ANY TIME WITHOUT CAUSING BAD FEELINGS. MY PARTICIPATION IN THIS PROJECT MAY BE ENDED BY THE INVESTIGATOR FOR REASONS THAT WOULD BE EXPLAINED. NEW INFORMATION DEVELOPED DURING THE COURSE OF THIS STUDY, WHICH MAY AFFECT MY WILLINGNESS TO CONTINUE IN THIS RESEARCH PROJECT, WILL BE GIVEN TO ME AS IT BECOMES AVAILABLE. THIS CONSENT FORM WILL BE FILED IN AN AREA DESIGNATED BY THE HUMAN SUBJECTS COMMITTEE WITH ACCESS RESTRICTED TO THE PRINCIPAL INVESTIGATOR, Mike Diede, Ph.D. Candidate at (520) 750-8509 OR AUTHORIZED REPRESENTATIVE OF THE HIGHER EDUCATION DEPARTMENT. I DO NOT GIVE UP ANY OF MY LEGAL RIGHTS BY SIGNING THIS FORM. A COPY OF THIS SIGNED CONSENT FORM WILL BE GIVEN TO ME.

 Subject's Signature

 Date

INVESTIGATOR'S AFFIDAVIT

I have carefully explained to the subject the nature of the above project. I hereby certify that to the best of my knowledge the person who is signing this consent, form understands clearly the nature, demands, benefits, and risks involved in his/her participation and his/her signature is legally valid. A medical problem or language or educational barrier has not precluded this understanding.

 Signature of Investigator

 Date

Appendix B: Interview Cover Letter

June 1, 2002

Dear Athletics Director,

I am a doctoral student at the University of Arizona and am writing to ask for your assistance. As the financial aspects of intercollegiate athletics become more complex and funding becomes more restricted, the budgeting, accounting and revenue generating procedures become increasingly important.

Attached is a questionnaire, which investigates the budgets and practices of community college athletics. My research will study the processes and pressures placed on NJCAA athletics in regards to budgeting. **One-hour interview/ observation:**

Sincerely,

Mike Diede
7012 E. 42nd St.
Tucson, AZ 85730
(520) 750-8509

E-mail: diede@dakotacom.net

Appendix C: Human Subjects/ Informed Consent

The Center for the Study of Higher Education at the University of Arizona supports the practice of human subjects participating in research. The following information is provided to you to inform you decision regarding participation in this study.

This study will examine the current budgeting and revenue generating practices at NJCAA institutions. Your participation will be limited to a thirty minute to one-hour interview. **Your participation will be limited to the completing the interview.** The estimated time for completion is fifteen 30-60 **minutes**. Through your participation, information gained will provide a base line understanding of NJCAA athletics financial picture.

Your participation is solicited and is strictly voluntary. You should be aware that even if you agree to participate in this study you are free to withdraw at any time. You are assured that your name or the name of your institution will not be associated in any way with the research findings. To assure confidentiality in this study you are not asked to sign the consent form. Rather, by choosing to complete and return the questionnaire in the mail, informed consent is implied.

Thank you for your participation in this study. If you would like additional information concerning this study, please feel free to contact me by mail, telephone or e-mail.

Mike Diede
7012 E. 42nd St.
Tucson, AZ 85730
(520) 750-8509

E-mail: diede@dakotacom.net

Appendix D: Permission Form: Administrator

Center for the Study of Higher Education, University of Arizona

Mike Diede
7012 E. 42nd St.
Tucson, AZ 85730

Date

Name
Institution Athletic Director

This letter is a site visit permission form. I must obtain your permission to visit your campus. As part of my dissertation research, I will interview you, and/or coaches, athletic trainers, and other athletic department staff. In addition, I will observe the campus athletic facilities. I can make a general look on my own or you can give me a tour of the facilities. Finally by signing this form and returning it you are giving me permission to obtain documents and information pertaining to your athletic department. All documents from your office and department will be given at your discretion. Please sign and return this form using the enclosed envelope.

Thank you,

Mike Diede Graduate Student,
PhD Candidate, University of Arizona

I give permission for Mike Diede to visit campus, interview, and observe our facilities.

Signature

College

Date

Appendix E: Research Questions/ Hypothesis Matrix

	Athletic Director or VP (Development)	COACH	Athletic Trainer
Institutionalism/ Isomorphism			
Mimetic	Who do you imitate? WHY Budget, Facilities, Equipment, Admin. Style	Who do you imitate? WHY Budget, Equipment, Coaching Techniques	Who do you imitate? WHY Budget, Equipment, Facility (training rm), Rehab techniques
Normative	Where were you educated? What assns' do you belong?	Where were you educated? What assns' do you belong?	Where were you educated? What assns' do you belong?
Coercive	Who regulates you? Assns', local, state, federal. Do you have compliance person (staff) If it is you how much of your time is compliance?	Who regulates you? Assns', local, state, federal.	Who regulates you? Assns', local, state (license), federal. OSHA, Health Dept. Hospital, Team Doctor(s) other Health cares professionals?
Academic Capitalism	% of budget from state vs. business? Trend over time? Change in time spent with "revenue generation" (development)?	% of budget from state vs. business? Trend over time? Change in time spent with "revenue generation" (development) ?	% of budget from state vs. business? Trend over time? Change in time spent with "revenue generation" (development)?

Appendix E: Matrix Continued

	Athletic Director or VP (Development)	COACH	Athletic Trainer
NEO academic capitalism	Are there more opportunities for revenue generation compared to the past?	Are there more opportunities for revenue generation compared to the past?	Are there more opportunities for revenue generation compared to the past?
Resource Dependency (Cartel analysis)	Who do you need to “motivate to increase your budget? Who holds the purse? Why how much input do you have?	Who do you need to “motivate to increase your budget? Who holds the purse? Why how much input do you have?	Who do you need to “motivate to increase your budget? Who holds the purse? Why how much input do you have?
Time famine	How much time is spent on revenue issues? What work is left out? Work you would rather do?	How much time is spent on revenue issues? What work is left out? Work you would rather do? Does it influence coaching?	How much time is spent on revenue issues? What work is left out? Work you would rather do? Does it influence training?
Boundary Control	Who controls your work? At work time vs. work at home, lunch, receptions, on the field or in the gym?	Who controls your work? At work time vs. work at home, lunch, receptions, on the field or in the gym? Coaching time?	Who controls your work? At work time: Training room vs. on the field or in the gym? “Just watching games?”

Appendix E: Continued

Additional Questions:

- Academic/ athletic capitalism questions:
- Perception of the college/ system focus of revenue generation (RG)?
- Does RG change what you do (work)?
- Where do directives for increased RG come from?
- Does everyone pull his or her own weight?
- (STORIES)
- See QUESTIONNAIRE for personal/ descriptive data questions:

Mimetic:

- Who do you model your fund raising and advertising activities after?
- Who do you view as your "peer" institutions? (Conference, state, region, US)
- Who has the most money in the conference etc?
- How did they get the funds?
- Are you implementing some of those same techniques, For example...?
- Do you feel pressure to increase your external dollars? If so from where?

Normative:

- Are “money making” specialists moving around? Do they move down, from University to community colleges?
- Where are Athletic directors and VP’s from; what programs, what degrees, what specialties?
- How are money making ideas passed around to other universities then from universities to community colleges?

Observations:

Document a Time Budget Analysis (TBA) I will be watching for modifications in behavior based on the attempt generate money or the effects of a contractual agreement.

Appendix F: Interview Schedules

The interview outline questions for vice presidents or vice chancellor over athletics, athletic directors (AD), athletic trainers (ATC) and coaches. Introduction and formalities, explain the purpose of the study and interview. Gain permission through consent and human subjects' forms to take notes, use a tape recorder, and assurance of anonymity.

The interview structure will be an open discussion of issues. The idea is to get the subject to relay stories and experiences, which have affected their philosophy and ideology.

1. Verification of this institutions athletic programs, conference division, and current standing in regulatory organization NJCAA or NCAA. (Descriptive data)
Where were you educated? (Mimetic/ Normative isomorphism)
What are your professional goals? (Are you on the move up)? Corporate athletics, business model of moving up.
2. Is there a plan in place to move up or down the division(s), to change conference, to add or delete sports? Follow-up: Why or why not? If yes, what type of plan and what action are currently being taken?
3. Tell me how you do it; manage the budget and maintain a top quality program?
What is your budget range?
4. Where does your budget come from? (Percentages of each?) What restrictions do you have?
5. How do you plan to increase your budget?
6. What are the most cost-effective ways to increase your budget?
7. What are your fund raising/ revenue generating practices, preferences, and duties?
WHERE do you get fund raising ideas? Does or has fund raising and budget concerns changed what you do (work)?
8. What are the differences and similarities between your job and the job of your "big university" counterparts concerning fund raising? (Isomorphism through professionalization.
9. What are the differences in the issues or concerns between the universities and the JC? (I'm looking for an overall picture of the Athletic directors' job.) Example prompts: recruiting, scholarships, and costs of stadiums, tickets, food, travel, and salaries?
10. What is your institutions' relationship with state and institution funding? What is your relationship with other institutions within your state or conference

Appendix F: Continued

Athletic Trainer Questions: In Dallas (National Sample) and Western State ATCs

1. Introduction and formalities:
2. Confirmation of conference and division standing.
3. How are budget decisions and concerns communicated with you? Is it a case of here is what we have so deal with it? Or, how do you get along with administration on budget issues?
4. How do you think these issues compare to your Division I counterparts (ATCs)? How does athletic capitalism change your work and your working environment? (This is the key question)
5. Tell me about efforts to increase revenues at your institution? What types of decisions are influenced by budget changes? (List the top 5?)
6. What types of decisions are influenced by budget changes? (List top 5?)
7. Can you name a specific occasion when a budget decision influenced your TIME or ability to do you job? (A medical decision or treatment) At this institution or others? BRING out this question in conversation:
8. Have you heard of the occurrence #7 in another institution in your conference or division?
9. Did your education adequately prepare you to deal with the budget issues you have been faced with? (Normative Isomorphism)
10. Do you have contracts with athletic gear, shoes, clothes, and equipment, doctors, PT's, or others? If so has the contracted gear been used against your medical opinion? Has the contracts with other medical services (EMT/paramedics, doctors, pharmacists, etc. been influenced by budget changes?
11. Has the number of athletic trainers on staff been reduced or increased based on budget projections. Number of students? Has the contracts with other medical services (EMT/ Paramedics, doctors, pharmacists etc. been influenced by budget changes?
12. Are there any other concerns you have in regards to time and budget at this college? What would you change about your job here if you could (top 2-3)?

APPENDIX G: Contact Summary Form

- NOTE: This summary form has been edited for confidentiality reasons.
- Name: _____ Gender: Male Type: Site/Recorded
- Title: Athletic Director Race: Caucasian Date: Sept. 29th, 8:45
- Inst.: Time: Approx. 45 minutes.
- IRB Form:
- Honesty regarding research practices/principles
- Institution Notes:
- Interview Field Notes:

Transcript name/ number

First Order Concepts:

- Descriptions and processes
- Appropriate resource allocation
- Fund raising
- Development

Second Order Concepts:

- Beliefs, philosophy and practices
- Effects of development on work
- Effects of fund raising on JC athletics

APPENDIX H: State Demographics Table

Profile of Informants,	State/	gender	job title	education	student body #	sport level	Total-institution
Name	Inst.	gender	geo/ rural	FR inst		sport	yrs exp,
ATC	p	M	m	Y	3300	7,1/2	15-15
AD	p	M	m	Y			21-5
Coach	p	M	m	Y			5-5
Coach	p	M	m	Y			12-7
ATC	w	F	r	n/y	7800	8,1	22-20
ATC	w	M	r	Y			1-1
AD	w	M	r	Y			10-3
AD	g	M	m	y/n			15-10
ATC	s	M	m	Y	19000	17,1	20-18
AD	s	M	m	N			7-6
ATC	m	M	m	N	28000	22,1	12-12
AD	m	M	m	y			20-15
AD	m	F	m	y/n			7-7
Coach	m	M	m	y			4-4
ATC	x	F	m	n	7800	13,1/2	8-8
AD	x	M	m	y			11-7
AD	x	M	M	y			20-20
ATC	t	M	M	y	8000	16,1/2	5-5
AD	t	F	M	y			3-2
AD	t	M	M	y			3-2
ATC	y	M	R	Y	16400	19,1/2	17-17
AD	y	M	R	Y			25/10/3
ATC	c	M	R	y/n	4700	16,1/2	10-2
AD	pe	F	M	Y			20-20
AD	g	M	R	y			20-12
ATC	g	F	R	Y	1653	9,2	17-17

APPENDIX H: Continued

Institution	Sports	Count	Enrollment
West College	MBS, MBB, MFB, MSC, WBB, WSB, WVVB	7	3300
Center College	MBS, MBB, MCC, MTF, WBB, WCC, WSB, WTF	8	2752
County CC	MBS, MBB, MSC, WBB, WSB, WSC, WVVB	7	7800
Country College	MBS, MBB, WBB, WSC	4	2001
East College	MBS, MBB, MFB, MGF, WBB, WSB, WTN, WVVB	8	2844
Opengate Community College	MCC, MGF, WCC, WSB, WGF, WTN	6	3046
Metro1 Community College	MBS, MBB, MCC, MFB, MGF, MOTF, MITF, MSC, MTN, WBB, WCC, WSB, WITF, WOTF, WSC, WTN, WVVB	17	19,000
Metro Community College	MBS, MBB, MBW, MCC, MFB, MGF, MHM, MITR, MOTF, MSC, MTN, WBB, WBW, WCC, WSB, WGF, WHM, WITF, WOTF, WSC, WTN, WVVB	22	28,000
Valley Community College	MCC, MGF, MITF, MOTF, MSC, MTN, WCC, SSB, WGF, WITF, WOTF, WSC, WTN	13	7800
City College	MBS, MBB, MCC, MFB, MGF, MITR, MOTR, MSC, WBB, WCC, WSB, WGF, WITF, WOTF, WSC, WVVB	16	8000
South Community College	MBS, MBB, MCC, MFB, MGF, MITR, MOTF, MSC, MTN, MWR, WBB, WCC, WSB, WGF, WITF, WOTR, WSC, WTN, WVVB	19	16,341
Rich Community College	MBS, MBB, MCC, MFB, MGF, MOTF, MSC, MTN, WBB, WCC, WSB, WGF, WOTF, WSC, WTN, WVVB	16	4700
South City Community College	MBS, MBB, MGF, MSC, WBB, WSB, WGF, WSC, WVVB	9	1653
Northwest College	MBS, MBB, MSC, WBB, WCC, WBV	6	4480

Appendix I: National Informants Demographics Table

Profile of Informants,	gender	Nation Region	job title	education yrs exp,	sport level	rural/ metro
Public	M	S	Head ATC	12	9	M
Private	M	S	ATC/AD	15	9	R
Public	M	C	Head ATC	25	9	R
Public	M	S	Head ATC	5	11	M
Public	M	S	Head ATC	7	11	M
Public	M	S	Head ATC/ Assit AD	10	5	M
Public	M	W	Head ATC	20	7	M
Private	M	W	Head ATC	17	9	R
Public	M	C	Co-ATC	10	11	R
Public	F	C	ATC	21	11	M
Public	F	W	ATC	14	11	M-cal
Public	M	W	Head ATC	11	11	M-cal
	M	W	Co-ATC	23	11	M-cal
Private	M	C	ATC	19	9	M
Private	M	N	Head ATC	9	11	M
Public	M	S	Head ATC	16	11	M
Public	M	E	Head ATC	8	11	M
Public	M	E	AD/ ATC	22	11	M
Public	M	E	Head ATC	19	9	M
Public	M	C	Head ATC	16	9	R
Public	M	W	Co- ATC	12	11	M-cal
Public	M	W	Co- ATC	12	11	M-cal
Public	M	C	Head ATC	10	11	R
Public	M	E	ATC/AD	10	11	M
Private	F	C	Head ATC	7	9	M-cal

Appendix J: State Results (Themes) by Theoretical Framework

	Athletic Director	Coach	Athletic Trainer
Institutionalism Isomorphism			
Mimetic ?	Yes, Assn with NCAA ADs See what they do and try it. Even though CC is different.	Yes or would like to but things are completely different at CC.	Yes, Practice of athletic training (medical). Work: as per adequate coverage guidelines
Normative	Education: Unclear Yes, Assn meetings with NCAA and other NJCAA ADs	Education PE Yes, NCAA/NJC AA coaches	Yes, Normative education and NATA members College committee/ CATS?
Coercive	CC, governed by Public Private structure(s) as large institutions. District rules- yes	No, coaches not coerced beyond institution requirements	NATA, NCAA sports medicine guidelines, Not really coercive
Academic Capitalism (new economy)	Yes both: market related involvement in CC athletics	YES, many connections to market ? New; more opportunities	No direct involvement, Indirect influences from athletic dept.
NEO academic capitalism	Yes, athletic gear	Yes gear biotech?	Indirect ATC employer and MD connections?
Resource Dependency (Cartel analysis)	CC budget from district or institution Different from NCAA: percentage is much less direct budget from gate, TV, sponsors, etc.	Coach is one step down the food chain: Institution, AD, VP, Provost, president, District AD	AD Medical decisions...some but difficult to measure

Appendix J: State Result, Continued

Time famine	<p>How much time is spent on revenue issues? What work is left out? Work you would rather do?</p> <p>More time spent that most would like. Some wish they could do more.</p>	<p>More time spent that most would like. Some wish they could do more.</p>	<p>ATC time spent with revenue is minimal only a few informants participated.</p> <p>ATCs do not have time!</p>
Boundary Control	<p>Who controls your work? District AD/ Institution VP, Provost President</p>	<p>District AD/ Institution AD</p> <p>Largely self-governed.</p>	<p>District AD/ Institution AD</p>

Additional Questions:

- Academic/ athletic capitalism questions:
- Perception of the college/ system focus of revenue generation (RG)?
- Does RG change what you do (work)?

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