

THE ABSENCE OF COLOR IN ATHLETIC ADMINISTRATION AT DIVISION I
INSTITUTIONS

by

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Submitted to the Graduate Faculty of
The School of Education in partial fulfillment
of the requirements for the degree of
Doctor of Education

University of Pittsburgh

2005

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

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In 2002, the NCAA released the Division I Athletics Administrative Staff Report. One of the most glaring observations of this report was that there was an imbalance in the number of Whites employed in athletic administration compared to Blacks and other minorities. Although Blacks comprise the large majority of student-athletes in the revenue sports of football and basketball, they have not obtained parity in positions within athletic administration. This study explored some of the challenges that stymie Blacks from breaking into athletic administration and rising to decision-making positions in athletic administration. Data from the 2002 NCAA Division I Athletics Administrative Staff Report were used as the basis for this research.

From the literature review, five factors were identified that limited Blacks from entering the profession of athletic administration and advancing in the profession: 1). Stereotypical beliefs, 2). Discriminatory acts, 3). Racist attitudes, 4). Old boys' network, and 5). Positional segregation. A web-based survey as well as personal and telephone interviews were conducted among Black senior-level athletic administrators at Division I

institutions. The survey and interviews measured the current impact of these factors on the careers of Blacks in athletic administration.

The results found that stereotypical beliefs, discriminatory acts, and racist attitudes were no longer primary factors limiting Blacks from entering the athletic administration profession or advancing in the profession. Although these factors were still relevant, they were not deemed applicable to the overall concern of the lack of color in senior-level athletic administration positions in Division I institutions. The old boys' network and positional segregation were two factors that participants perceived had a significant impact in limiting Blacks from entering the athletic administration profession and advancing. Participants also cited the lack of mentoring as a significant factor.

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PREFACE

I first would like to thank God for giving me the mind and the discipline to complete this work. If it had not been for the Lord on my side, where would I be? Jeremiah 29:11 says: *"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."* He already knew I would be at this place at this time; I just had to be obedient. THANK YOU GOD!

I truly thank my loving family: Daddy (Marvin), Momma (Olivia), Keith, Samantha, Jr., Melvin, and Quentez. I know I have made you proud. I could not be blessed with a better family. My special extended family Jason, Kim and Jay Barr.....thanks for your motivation and support. Nancie, Donna, Jason, Skip, Debbie, and Tiffany thanks for keeping me grounded and always praying for me. Ron Brown, thank you for bringing me to the University of Pittsburgh and planting the seed for me think bigger. Dr. Newton Wilkes, I have recalled every inspiring word you ever said to me while I was a grad student at Northwestern State, your words have been a great help. Dr. Sylvia Johnson, thank you for your direction. You were truly sent by God. My committee members for this project were outstanding. Finally, Dr. Glenn Nelson, you bring out the best in me. You were truly my angel through this process.....thank you, thank you, thank you!

I. INTRODUCTION

At higher education institutions around the country the beginning of a new academic year is similar to New Year's Eve and New Year's Day. Campuses everywhere are bustling with new students, new faculty, new staff, new administrators, new programs, new courses, new ideas, new budgets, new challenges, and new solutions. Academic units and departments are generally committed to making the new academic year better than the last year, and are expected to implement the necessary plans to make the department better. No other department in a higher education institution is held to the highest expectations of improvement as the department of intercollegiate athletics.

Intercollegiate athletics at Division I institutions receive a significant amount of positive and negative media attention; touting the great new coach, the new "true" freshmen recruit, the Heisman trophy candidate, or last year's terrible season, legal troubles of student-athletes and coaches, and academic fraud scandals. The commitment to improve the department is generally public knowledge, and not only is the department held to this commitment from the senior officials at the institution, but also from every other National Collegiate Athletic Association (NCAA) member institution. Improvement in intercollegiate athletics is standard because of the nature of the business. The name of the game in intercollegiate athletics is competition, and

competition at every level. Institutions compete with each other on the field as well as off the field, and failure to adhere to a commitment or accepting mediocrity is ammunition for other institutions.

Each new academic year is the beginning of a new year for intercollegiate athletics as well. Each year Division I intercollegiate athletic programs commit to improving some area(s) of their program, i.e. recruitment, retention, graduation rates. For decades it seems that one area that evades these programs is improvement in the diversity of their administrative staff. Eighty-seven percent of athletic administrators at Division I institutions are White, while 8.4% are Black and 4.3% are other minorities (NCAA, 2002). It seems that major improvement is necessary in this area, but little is being done to dismantle this monopoly. It is common knowledge that Blacks are highly recruited as athletes. They are treated to the best of all the institution has to offer for approximately 4 to 5 years of playing time, in hopes their athletic ability will bring the institution a championship or very close to a championship. The number of Blacks on the field far outweighs the number of Blacks off the field (behind the scenes in athletic administration). After these student-athletes complete their athletic careers (hopefully with degree in hand), some of these same student-athletes look to move into a career in athletic administration, but are not met with the same fanfare they received as athletes. They are met with the stark reality that the opportunities for them to break into the field of athletic administration are limited. Some Blacks find it difficult to get into the profession of athletic administration and if they do manage to land a job in the field, the opportunity to advance is even more challenging.

The NCAA has recognized that the opportunities for Blacks to get into athletic administration and advance to top positions are limited. In 2001, the NCAA created the Leadership Institute for Ethnic Minority Males to specifically address the issue of the low number of minorities in senior-level positions in athletic administration. The program was designed to train and educate Black males currently in athletic administration, but seeking to move into senior-level positions. The program is an intensive 12-month leadership training and skills development experience. The goals of the Institute are to enhance job-related competencies in the areas of leadership and administration, human resource management, financing, fundraising and boosters, and public and media relations. Participants are nominated by their respective institutions and selected by the Minority Opportunities and Interests Committee (MOIC) of the NCAA. The MOIC selects no more than twenty-five minority males to participate in the program each year.

The Institute is a good start toward addressing the shortage of Blacks in athletic administration. Currently, there is no information as to the impact the program has had on increasing the number of Blacks in athletic administration, but creation of the Institute was evidence that a problem exists.

STATEMENT OF THE PROBLEM

The framework of this study rests in the topic of race. Race is an extremely sensitive subject in society. Talking, writing, discussing, and thinking about racial issues can be quite emotional. Maintaining political correctness in studying and writing about a racial issue is paramount, but facets of this problem may introduce commentary and concepts

that some readers may struggle to conceive. It is suggested that readers have an open mind about the topic of Blacks in athletic administration and why opportunities to advance and break into athletic administration have been so limited.

Recently, the great college and professional basketball player Larry Bird made a statement that the National Basketball Association (NBA) needed more White stars. He stated that Blacks dominated the game and were better athletes than Whites. This comment sparked much controversy and debate within the sports community, because sports are hallowed as the great equalizer in race relations. Although Bird's statement was solely directed to the NBA, other sports such as golf, hockey, and tennis could conclude that Whites dominate those sports and are better athletes. These are premises that can be justified on both sides of the issue, but one fact that remains evident is that the persons owning, operating, and managing the teams these athletes play for are not people of color.

Intercollegiate athletic departments are similar in make up to front office departments of professional sports teams. The owner/chief executive officer of a professional sports team is equivalent to the president of an institution. The president/general manager of a professional sports team is equivalent to the athletic director at an institution. At Division I institutions (excluding historically Black Division I colleges and universities), 95.3% of athletic directors are White and 2.9% are Black (NCAA, 2002). The 2001 Racial and Gender Report Card cited a total of 11 Blacks as general managers in Major League Baseball (MLB), the National Football League

(NFL), and the NBA (Lapchick, 2001). These numbers show the obvious parallel in the composition of intercollegiate athletic departments and professional sports front office departments. It also shows the disparaging imbalance of Blacks in leadership positions within sports administration as a whole.

As athletes, Blacks are highly regarded and touted for their prowess on the field and on the court. Being the fastest runner, scoring the most baskets, gaining the most yardage are pretty common expectations of Blacks as athletes, but when Blacks seek to become athletic directors or presidents of professional teams, expectations are not met with the same superlatives that are attached to Blacks as athletes. The total percentage of Whites in athletic administration at Division I institutions is 87.3% compared to 8.4% for Blacks (NCAA, 2002). A Black athletic director at a small Northeastern college said that it seemed many of the presidents and athletic administrators at NCAA member institutions have somewhat of a slave mentality, "Blacks can work the ranch, but they cannot run it or own it" (Burdman, 2002). The assumption is that Blacks have the ability to play sports, but do not have the ability to operate or manage sports. As athletes, Blacks have had much success in intercollegiate athletics and professional sports, but as athletic administrators, Blacks have not had many opportunities to succeed. Black college coaches even substantiate their platform based on this fact. Fitzgerald Hill, former head football coach at San Jose State University noted that if the talent pool for Black head coaches is too small, it is because Blacks are not being hired for decision-making athletic administrative positions, but rather positions that have no responsibility for major athletic programs (Duderstadt,

2002). Therefore the lack of Blacks in athletic administration is not only affecting Blacks seeking to advance and aspiring to get into the business, but it is also having an effect on Blacks in other intercollegiate athletic professions.

The nucleus of the problem does not simply reside in the small number of Blacks in athletic administration as a whole, but the minute number of Blacks who actually hold decision-making positions in intercollegiate athletics. Decision-making positions in athletic administration are normally the athletic directors, associate athletic directors, assistant athletic directors and senior woman administrators. Statistics from the 2002 Division I Athletic Administrative Staff Report showed that 95.3% of athletic directors are White while 2.9% are Black; 91.2% of associate athletic directors are White while 6.8% are Black; 89.9% of assistant athletic directors are White while 7.5% are Black; and 90.3% of senior woman administrators are White while 7% are Black (NCAA, 2002) (See Appendices A & B). Persons in these positions typically make major decisions about the athletic program in general, sport specific decisions, decisions about coaches and other administrative staff, decisions concerning and affecting student-athletes, and rules and guidelines governing their particular athletic program. These persons are also the main contact between the institution and the NCAA, and regularly meet with the president of the institution. There are Blacks in these decision-making positions, but the numbers are small and many of them are not progressing from one position to another as fast as their White colleagues. There seems to be a “glass ceiling” that is hindering advancement from one position to another. A Black athletic administrator at a Midwestern university says that despite ten successful years as an associate athletic

director, he has yet to be recruited into an athletic director's position at another school (Burdman, 2002). This is the problem that many of the Blacks in decision-making positions face in trying to advance, and it is even harder for Blacks in lower athletic administrative positions to progress.

Individuals in decision-making positions are the senior management team of the athletic program, and are responsible for the mission and goals of the program, and the success or failure of the program. There is a lot at stake in managing an athletic program, and each program desires to have the best person to make excellent, well-informed decisions, handle delicate situations with care, and be fiscally responsible. However, statistics from the NCAA Athletic Administrative Staff Report show a startling picture, which suggests that Blacks are not getting the opportunity to succeed or fail in decision-making positions; therefore this study investigated the absence of color in athletic administration at Division I institutions.

RESEARCH QUESTIONS

The questions that gird this study are basic, foundational questions. It has been several years since the issue of Blacks in athletic administration has been dissected. These questions were asked to reintroduce some factors that are relative to this issue, and to discover the possibility of new factors related to this issue. These questions are interrelated, and are addressed in conjunction throughout this study. They are not addressed as separate themes of the topic.

- i. What are the factors hindering Blacks from breaking into athletic administration?*

- ii. *What limits the professional advancement of Blacks in athletic administration?*

RATIONALE FOR THE STUDY

A recurring theme throughout higher education is the push for diversity. Academic departments, student affairs departments, internal affairs departments, and other departments at many Division I institutions, display a conscientious effort to attract and recruit Blacks and other minorities to their institutions. Larry Faulkner, President of the University of Texas at Austin, noted that higher education has a major role to play in shaping the nation's future by helping to develop sensitivity to diversity and progressive attitudes on multiculturalism (American Council on Education, 2001). Diversity initiatives have enhanced the complexion of higher education institutions. Many institutions of higher learning exhibit the harmonious, productive, ingenious atmosphere that can be a direct result of a diverse environment. However, the one area of an institution that seems to be exempt from exercising initiatives to promote diversity is intercollegiate athletics administration. It is quite common for intercollegiate athletic departments to recruit and woo Blacks as athletes, but it is quite uncommon to see the department recruit and woo Blacks as athletic administrators. The latter should become as common to intercollegiate athletics as it has become to the academic and administrative communities of higher education institutions.

Because of the limited amount of resources dedicated to this area of intercollegiate athletics, it was necessary that knowledge about this topic be revisited. Blacks in athletic administration and aspiring to get into athletic administration must be

aware of the positive and negative factors relative to this topic and the profession in general. Knowledge is necessary to progress in any area, and in this case understanding the evolution and present day status of the athletic administration profession is extremely important. If Blacks expect to break through the “glass ceiling” and dismantle the monopoly on positions in athletic administration, they must become knowledgeable about the elements of diversity in intercollegiate athletics and the composition of the athletic administration profession. Athletic administration is a viable profession, which has spurred institutions to create undergraduate and graduate programs to supplement the demand for persons with a background in sports/athletic administration. The increase in literature and resources about athletic administration provides insight for institutions seeking to create an academic program and those maintaining a sports/athletic administration program.

Addressing the absence of Blacks in athletic administration at Division I institutions was necessary because it is an issue that has been relatively obscure. Although those associated with intercollegiate athletics know it exists, the issue has only recently gained a voice and a platform in society. Athletic administrators work behind the scenes; therefore it is not commonplace for them to initiate discussions about these issues and concerns. However, it is commonplace for college coaches to bring attention to their concerns, and Black college coaches have been quite vocal about the lack of Blacks in head coaching positions and also athletic administration positions at Division I institutions. This study stands as another voice in documenting some of the

challenges Blacks face in securing positions in athletic administration and advancing in this field.

The next chapter provides the background and history of the athletic administration profession. This chapter tracks the evolution of this profession from its beginnings in colleges' Departments of Physical Education to its current position as a stand-alone department of collegiate administrators.

II. HISTORY OF ATHLETIC ADMINISTRATION

THE BEGINNING

Tracing the origin of the profession of athletic administration begins with the history of sports in American colleges and universities. For years sports was a part of the collegiate culture for students, but it was not recognized as a legitimate entity that needed organization and structure. Prior to the Civil War there were little or no organized college sports, and school officials rarely involved themselves in students' activities unless they got out of hand (Noverr & Zieuacz, 1983). It was normal for students at the Ivy League schools to get together and play games, but it was seen as mere fun and camaraderie. The students would simply get together and contest each other in whatever game or activity suited them that day. One of the favorite activities of the sports-enthused students was rowing. As early as the 1840's, it was recorded that Harvard and Yale participated in rowing, and some of these contests began to draw a crowd.

The first intercollegiate competition on record was in 1852 with a crew race between Harvard and Yale (Noverr & Zieuacz, 1983). That race opened the door for sports to be recognized as a fixture on college campuses, and other intercollegiate sports activities began forming. In an 1890 edition of the *Atlantic Monthly*, Albert Bushell Hart wrote, "Athletics had become so popular in college that the popular

caricature of the college student was no longer the stoop shouldered, long-haired grind, but a person of abnormal biceps and rudimentary brains” (Noverr & Zieucacz, 1983).

Attitudes about sports began to change and become more accepted as an integral part of the college community. At the time, students were the administrators of their sports. Students developed the teams, coached the teams, scheduled competitions, made provisions for travel, and provided the leadership. Usually the team captain handled all of these duties. But in the late 1890’s, colleges and universities began to move away from the volunteer student-run athletic associations to college-controlled administration (Spears & Swanson, 1983). Early on the responsibility of managing the team was left to the students, but as intercollegiate athletics began to grow, college officials began to see the need for control.

Football played the most important role in the development of intercollegiate athletics and the profession of athletic administration. Of all the present day college sports, football stands as an undisputed necessity for the survival of intercollegiate athletics. The sport of football spread to college campuses all over the country and was heralded as the most popular intercollegiate sport. In the first two decades after the Civil War, baseball became the most popular collegiate sport, but it would soon be overshadowed by the game of football. When football became the most popular sport and proved to be a money-maker, college officials took control away from the students (Noverr & Zieaucz, 1983). During the late 1890’s, colleges and universities began to hire coaches and build stadiums. These represented major investments and institutions

saw the need to appoint athletic directors to supervise their interests. When the emphasis of sports in college changed from mere participation to the need to win, administration became necessary. This was the beginning of the profession of athletic administration. Being in its infancy, the profession had little criteria establishing it as a legitimate profession, but with the forming of a national organization to govern intercollegiate athletics, it would become a mainstay within college administration.

In the early 1900's football was a dangerous sport in which to participate. There were no concrete rules regulating the sport and numerous injuries and deaths caught the attention of President Theodore Roosevelt. In 1905, President Roosevelt issued an ultimatum, that either the rough play be controlled or football would be outlawed (Noverr & Zieaucz, 1983). Many colleges discontinued the sport because of the terrible results of students participating in the sport, and the negative media attention. Two meetings occurred in 1905 to initiate changes in football playing rules, and from these meetings the Intercollegiate Athletic Association of the United States was formed (Hawes, 1999). Sixty-two member institutions formed the first association, which later changed its name to the National Collegiate Athletic Association (NCAA), and the profession of athletic administration was created.

DEPARTMENTS OF PHYSICAL EDUCATION

The evolution of physical education departments paralleled the arrival of intercollegiate athletics. The increased need for mere participation, wellness, instruction of physical activity, and competition pushed institutions to develop an academic department and

curriculum devoted to this area. In 1861, Amherst College President William A. Stearns fully committed the college to the concept of physical education in the curriculum and appointed Dr. Edward Hitchcock, a young medical doctor as Professor of Hygiene and Physical Education (Spears & Swanson, 1983). The position became known as the Director of Physical Education, and soon the model developed by Stearns was initiated at other colleges and universities. The purpose of the Director of Physical Education was to improve the physical condition of the mass of students, not just those students participating in intercollegiate athletics (Spears & Swanson, 1983). In 1908, Thomas D. Stoney conducted a survey of the academic status and educational background of directors of physical education in colleges and universities. Of the forty institutions surveyed, 41% of the Directors of Physical Education had medical degrees, 18% had master's degrees and 30% had bachelor's degrees (Edwards, 1973).

Doctors seemed to be the logical choice to head physical education departments. Doctors were trained in the physiology and anatomy of humans and were concerned for the total well-being of individuals. Years later there was an exodus of doctors from physical education departments because of the need to upgrade their medical training (Edwards, 1973). Edwards also notes that the re-emphasis on sports also played a factor in this exodus, so doctors were both pulled and pushed out of positions as Directors of Physical Education (1973). Institutions now had to decide what direction these departments should move toward, and who would be responsible for leading them. The gradual acceptance of physical education as a legitimate department encouraged the employment of Physical Education Directors with an academic degree

(Edwards, 1973). Emphasis on intercollegiate participation seemed to be of utmost importance; therefore college administrators began to seek persons who could handle a three-fold mission: coach, teach, and administer the general physical education program, in that order (Edwards, 1973). It was at this juncture that intercollegiate athletics became a part of the department of physical education.

It is worth mentioning that the programs in intercollegiate athletics for men and intercollegiate athletics for women developed differently and at different paces. For a number of years, women were content with participation in sport only and frowned on competition. Most institutions that had women sports had their own Department of Physical Education. This is where intercollegiate athletics for women was housed until the mid to late 1970's. In contrast, intercollegiate athletics for men was its own entity, and because of its need for collegiate control, the profession of athletic administration was born. It was not until the 1930's that programs of intercollegiate athletics for men came to be placed within the Department of Physical Education (Spears & Swanson, 1983). College and university presidents and faculty had been frustrated with the administration of the men's athletic program, but now the NCAA had finally mandated the shift of responsibility of athletics to faculty and athletic administrators.

The NCAA encouraged the employment of permanent faculty members, with preparation comparable to that of other faculty, by departments of physical education, and it discouraged hiring temporary "professional" coaches (Spears & Swanson, 1983). This move would help solidify intercollegiate athletics in the academic setting. The

Department of Physical Education was already established and was the most logical area to place intercollegiate athletics. The educational justification for the place of sports in higher education was solidified and systematically entrenched in departments of physical education all over the United States (Baker & Carroll, 1981). Arthur Miller said that physical education was the only place athletics could be if it was to be considered a part of the curriculum (Woodbury, 1965), and so it became an integral part of the college community. During the time that intercollegiate athletics was a part of physical education departments, the head of the department was also responsible for athletics. At some institutions the department head was also a coach. Physical Education Directors had many responsibilities. They ran an academic program while also managing an athletic program, and neither could be under emphasized at the expense of the other. Often the more glamorous aspects, like athletics, would dominate the directors' time, to the neglect of basic instruction (Pestolesi & Sinclair, 1978).

Because many of the physical education directors were also coaches, much attention would be given to athletics and little to academics. At institutions where the physical education director was not a coach, and primarily taught, there were complaints from coaches that little attention was being paid to athletics and the athletic program was not being competitive with other athletic programs around the country. Football was the major sport that kept growing and evolving, and it required significant attention. But the cry for more intramurals and instruction was being heard from the greater student population. Proponents of physical fitness for the masses called for an increase in intramural athletics and compulsory physical education, and by 1943 over

300 institutions had eliminated the sport of football (Noverr & Zieauacz, 1983). College football coaches were outraged, and began defending the need for football on college campuses. Coach Lou Little claimed that physical education directors were seeking to eliminate coaches (Noverr & Zieauacz, 1983). The obvious philosophical differences that erupted between those concerned with the physical education of all students and those concerned with the promotion of intercollegiate athletics called for serious changes to be made.

Intercollegiate athletics was housed in departments of physical education all over the country. Because of the common thread between athletics and physical education the marriage worked well for many years, but began to dissolve. Maintaining the educational aspect over the entertainment aspect in intercollegiate athletics became a huge problem for faculty and administrators in physical education. Some faculty members noted the false values portrayed in athletics, such as when the game became more important to the player than other aspects of education (Bucher, 1983). Bucher noted that the challenge to provide sound educational programs in intercollegiate athletics was one that all physical education personnel recognized, but the challenge could have been met and resolved if physical educators aggressively brought to the attention of administrators and the general public the true purpose of athletics in a physical education department (1983). The true purpose of intercollegiate athletics in physical education departments began to diminish when winning took precedent over participation and education.

Intercollegiate athletics had reached a new level in admissions, recruiting, facilities, and competition. Intercollegiate athletics became the “tail wagging the dog.” In 1931, President Thomas S. Gates of the University of Pennsylvania provided colleges with a model of internal governance which clearly established athletics in the academic curriculum (Baker & Carroll, 1981) (See Appendix C). A year later, an article by J.H. Nichols of Oberlin College appeared in the widely read journal, *Research Quarterly*, which reinforced the inter-relationships among physical education, intramurals, and intercollegiate athletics (Baker & Carroll, 1981). Surely these great scholars had the answers to the growing concern of intercollegiate athletics maintaining its place in physical education; however their justification and others after them all failed to keep intercollegiate athletics housed in physical education departments.

Major intercollegiate athletic programs were generating revenue that came to the entire department. Much of the space and equipment used just for physical education activity was underwritten by the intercollegiate athletic program. Some coaches and athletic administrators became frustrated with this fact, and called for changes. There was also philosophical conflict between faculty whose primary job was to teach and those whose primary assignment was coaching (Spears & Swanson, 1983). Discontent ruled the halls of physical education departments across the country. Woodbury found in his study, that departments around the country were constantly having flare-ups between athletics and physical education personnel (1965). The problems were most observed at large institutions with large, successful intercollegiate athletic programs. Woodbury recommended that in colleges and universities of 10,000 or more students

the administrative duties should be separated, but with a close working arrangement between the athletic and physical education departments (1965). Woodbury's study would soon take on a life of its own. By the 1970's, many programs in large institutions were removed from physical education and placed under the control of Student Services or the creation of a stand-alone athletic department. It was certain that intercollegiate athletics was going to be a part of the academic community. David Larimore says that education and athletics are linked and that is the way our society is organized (Slywester & Witosky, 2004). Although there will forever be some academes who believe that intercollegiate athletics is out of place in the academic community, it has stood the test for a number of years, and seems destined to remain a part of the "ivory tower."

DEVELOPING ATHLETIC DEPARTMENTS

The athletic department was a new department on college and university campuses. Because well-trained athletic administrators did not exist at the time, having a separate department for intercollegiate athletics seemed impossible (Steitz, 1971). Doubt set-in among the academic community as to how long the department would last and how it would operate outside of the Department of Physical Education. At different institutions, the role of athletic director was assumed by the physical education director, the head football coach, or a person was appointed athletic administrator. The person assuming the role of athletic director could now concentrate totally on developing the intercollegiate athletic program. Although much of the staff and operational space of the

early athletic departments were shared with the Department of Physical Education, the athletic department maintained independence as a unit (Pestolesi & Sinclair, 1978).

In developing the athletic department, one of the main concerns of the athletic director was the budget. Athletic departments across the country had solely depended on revenue from attendance at football games, but knew that ticket sales alone would not sustain the department or the other sports such as basketball, baseball, and track and field that also needed to be maintained because of their value in competing against other institutions. When intercollegiate athletics became a recognized unit in colleges and universities, it no longer had the pressure of dismissing its entertainment value, rather it relished in this fact. Although athletic departments still had to be educationally centered, it did not have to disassociate itself from other profit seeking entities. Athletics directors were left with conflicting demands: integrate their programs into their schools' educational missions but independently generate the revenue that would enable them to have competitive teams (Slywester & Witosky, 2004).

Athletics and athletic departments introduced corporate America to higher education as early as the 1840's. Corporate America has always had a presence in athletics and has provided a plus in budgeting athletic departments. History records that in the 1800's businessmen sponsored crew races and later organized track and field competitions in which they provided awards to the winners. The business community has always had a great impact on the success of intercollegiate athletics. Some of the revenue generated for the athletic department came from businessmen

and their fundraising efforts. Donations from alumni, the business community, and ticket sales of competitions provided the revenue stream for athletic departments. Soon colleges and universities were aided in funding intercollegiate athletics with state funds. Athletic departments were once major sources of revenue for colleges and universities, but today, many of them are a liability to the institution. Most athletic departments rely on money from the institution, but are spending more than they receive (Slywester & Witosky, 2004). Athletic department budgets today are extremely large, because of the “arms race” between institutions (Knight Report, 2001). Similar to the casino-hotel scene of Las Vegas, athletic departments are competing to out-do, out-build, and out-grow one another. But unlike the hotels of Las Vegas, money for athletic departments is not as plentiful, and a push to curb spending is being supported by government and college officials across the nation.

Winning was the essential ingredient in the success of the newly formed athletic department. The department was charged with creating teams that would win championships and beat rival institutions. Recruiting the best talent was another part of the development of the athletic department. Time and money went into recruiting. No longer were institutions just searching for the best local talent, but also the best talent anywhere in the country. Later, institutions would begin to seek out international talent to help bolster their chance of winning. Athletes and their families that visited an institution on a recruiting trip received the best the institution had to offer in transportation, accommodations, meals, speeches, facilities, and tasteful and vulgar extracurricular activities. Recruiting talent was the ultimate goal of the department, but

it also had to recruit students who would perform well academically. The NCAA coined the word “student-athlete” in 1953 to drive home this point, and to officially encourage coaches and athletic administrators to seek out students first and athletes second. Much of the talent recruited in sports such as football, basketball, and track and field were recruited from Black communities. The integration of these Black students into predominantly White institutions showed the commitment that athletic departments were making to recruiting the best talent in the world and winning. Recruiting was the area in which intercollegiate athletic departments were cited for the highest number of violations. Because of the excessive liberties taken during an athlete’s recruiting visit, the NCAA enforced stricter rules in recruiting. Recruiting is still one of the main areas that athletic departments seek to improve upon, so it will not find itself behind the competition, but it is also this push in development that has caused some athletic departments to become keenly scrutinized or even nonexistent.

Marketing and promotions were other key elements to the development of athletic departments. The larger the fan base and support for intercollegiate athletics became, the more the department established itself as part of the college and university community, and its determination to remain in operation within the “ivory tower.” Athletic departments marketed its teams around the college and university campuses, across the city, state and country via all forms of media. Marketing aided in the financial and recruiting element of the athletic department. Institutions had to make sure that potential student-athletes everywhere knew about their school, and the success of their program. It was not uncommon to find institutions in the north establishing marketing

bases in the south and vice versa. Marketing by the athletic department also helped to reacquaint alumni with their alma mater. Sports such as football and men's basketball have always had a large fan base and support, but it is the other sports such as baseball, volleyball, and soccer that many athletic departments had to actually design a marketing strategy to create a fan base. Promotions are the aspect of marketing that keeps a fan coming or entices a potential fan to attend an athletic event. Creativity is key in promotions. Many times athletic departments will incorporate businesses into a promotion to make it more appealing or even appalling. Exotic trips, celebrity encounters, or free items are some of the things athletic departments use in promoting its events. Athletic departments spend a significant amount of money and time toward marketing and promotions simply because of the impact it has on the other areas of the department.

Strategic use of the media is not just for marketing, but also for informing the public about the general operations of the athletic department and its teams. Sports information is important to the development of athletic departments because of the angle in which information is disclosed. The public relations and appearance of an athletic department is just as important as the wins and losses of the football team; therefore it is important to develop positive relationships with local and national media. The sports information element of the athletic department is the research lab and library of the athletic department. It catalogues sport and individual athlete statistics, stays abreast of record breaking feats around the country and also at the institution, provides updates on sport news around the country, provides athletic competition and event

analyses, and is responsible for how the athletic department is portrayed in the eyes of the public. Since the creation of ESPN, we now view sports information in a new way. Information about sports is so intriguing and exciting that millions tune in daily to ESPN to find out what is happening in the world of sports. Sports information is an integral part of an athletic department.

The growth of intercollegiate athletics made it necessary for athletic departments to build facilities in which to compete. Around the 1940's, the need to build stadiums, arenas, tracks, courts, and fields was a common agenda and budget item for institutions around the country. Managing and maintaining the facilities became a part of the athletic department once it became a stand-alone unit. Athletic departments were responsible for scheduling of events in the facilities, maintenance of the facilities, and daily operations of the facilities. As colleges and universities athletic facilities became larger, more inclusive, with new technology and state of the art designs, it was necessary for athletic departments to include persons who specialized in maintaining and managing athletic facilities. Athletic facilities were a significant investment; therefore the athletic department could not afford to have the facility depreciate rapidly or allow the usage of the facility to be unorganized. In its natural habitat of competition athletic departments are in an "arms race" to build better, larger facilities than other departments. It is encouraging to find athletic departments that provide a facility for each sponsored sport to practice and compete, but this is not the case for some athletic departments. It seems as though some departments are opting to concentrate all of its fundraising efforts strictly to the construction of a new facility for football or basketball,

and neglecting the other sports. This “arms race” to “keep up with the Joneses” is being played out in Division I institutions, and has created a great divide between those institutions that operate from a surplus and those that operate from a deficit.

In the early days, every aspect of the athletic department was managed by the athletic director. Most of the athletic directors were not proficient in all aspects of the department, so they began hiring people for specific duties within the department. Over time, several different jobs were created and added to the athletic department to help increase productivity. Intercollegiate athletics was growing and so was the athletic department. More people were needed to help manage all of the growing trends and needs of intercollegiate athletics.

ORGANIZATION OF ATHLETIC DEPARTMENTS

Careers in athletic administration are exciting, rewarding, and unique. Athletic administration is not a career field with a lot of history like careers in law and medicine, but being almost a century old, it has gained some popularity. In the early 1970's, athletic administrators teetered on the idea if theirs was a profession or an emerging profession, because one criterion for a profession was the required professional preparation, and that had not been totally identified for athletic administrators (Youngberg, 1971). Even today there still remains discussion about the educational and professional preparation for persons in athletic administration. The paths to a career in athletic administration have been different for many, but one criterion that is unequivocally necessary is having a passion for athletics.

Every athletic department at Division I institutions have different positions and organizational structures. The majority of Division I athletic departments have several positions that are common to most athletic departments and are generally recognized by the NCAA. A list of these positions and a brief description of there responsibilities follows. The description of each position was derived from job announcements listed on the NCAA website.

Athletic Director: Direct and manage athletic department operations; provide vision, leadership, and direction for athletic program; understand university, conference and NCAA rules and regulations; hire and manage coaches and coaches' staff; propose and supervise budget; assess teams and functions; assist coaches in scheduling competitions; prepare long-term planning for department; increase external funding.

Associate Athletic Director: This title can be attached to any of the positions listed below. It would entail maintaining the duties of the respective area, but also oversight of a team(s) and coaches, knowledge of all university, conference, and NCAA rules and regulations, and senior-level decision making authority. This person is normally second in command. Usually no more than 3 persons hold this title within an athletic department.

Assistant Athletic Director: This title can be attached to any of the positions listed below. It would entail maintaining the duties of the respected area, but also management of

staff and operation of a particular area. Each area in the athletic department is normally headed by an Assistant Athletic Director.

Senior Woman Administrator: This title can be attached to any of the positions listed below. It would entail maintaining the duties of the respected area, but also oversight of the women's teams and coaches, knowledge of all university, conference, and NCAA rules and regulations, and senior-level decision making authority. This person is the top female athletic administrator.

Business Manager: Manage department and all teams budgets'; coordinate budget process; prepare financial reports; reconcile all expenses; administer department and team travel; prepare annual budget and budget projections; assure all fiscal activity adheres to university policies and procedures; interact with auditors.

Compliance Coordinator: Certify all initial, continuing, and transfer eligibility for athletes; conduct conference and NCAA compliance meetings with athletes, coaches, and administration; maintain records stipulated by the NCAA; prepare and enact procedures for investigations into possible violations; provide answers and explanations of NCAA rules.

Equipment Manager: Purchase, assess, and maintain all athletic equipment for all teams; inventory and reconcile athletic equipment; issue athletic equipment; provide equipment for visiting teams.

Fundraising/Development Manager: Increase giving and donations; coordinate athletic departments' booster club; develop volunteer support base; development and implement campus, student, and alumni support programs; oversee corporate gift-in-kind program.

Facility Manager: Oversee maintenance of facility; manage custodial services and staff; coordinate facility schedule; manage athletic event staff; coordinate event parking; manage security of the facility; inventory facility supplies and furnishing; maintains facility compliance with building codes; manage grounds and grounds crew.

Promotions/Marketing Manager: Plan and implement strategies to maximize marketing and advertising; responsible for athletic event hospitality; gather and analyze sales data; manage consumer based marketing campaigns; increase home athletic event attendance; solicit and maintain corporate sponsorship; manage and fulfill sponsorship agreements; develop and design athletic publications.

Sports Information/Media Relations Director: Manage relationships with local, regional, and national media; implement procedures for fulfilling inquiries and interviews; credential media for events; develop media guides for teams; develop highlight films for department and athletes; provide media training for administrators, coaches, and athletes; maintain historical displays; maintain media connections during athletic events; official spokesperson for athletic department.

Ticket Manager: Manage ticket and guest operations; prepare annual audit reports; manage walk-up and web-related sales; familiarity with different ticket databases and software; financial accounting of all ticket sales; record seat locations of all patrons; prepare ticket sellers' boxes for athletic events; prepare pass lists and complimentary tickets for events; manage will call window; calculate home game attendance.

Other positions such as: Athletic Trainer, Strength & Conditioning Coach, Faculty Athletic Representative, and Academic Counselors, are considered part of the athletic department staff, but do not play a significant role in the actual administration of the department. The NCAA does include these positions and other intern and graduate assistant positions in their Athletic Administrative Staff Report, but the positions described above are crucial to the operation of an athletic department.

As mentioned, every institution has a slightly different organizational structure, but there are some reporting lines that are common throughout Division I institutions. Appendix D portrays an organizational structure derived from a Division I institution on the East Coast. It should be noted that while this organizational structure is quite simplistic, organizational structures of major athletic programs can be more complex. This organizational structure was selected to provide a sense of how the positions in athletic administration are structured, a visual of where the power lies, and an example of how a person could possibly reach the decision-making positions in athletic administration.

The next chapter is a review of literature identifying factors that prevent Blacks from breaking into athletic administration and advancing to decision-making positions in athletic administration. The literature places this topic in a context that some readers may struggle to conceive. Yet this is an issue that must be addressed in the world of intercollegiate athletics.

III. LITERATURE REVIEW

THE FRAMEWORK: A SOCIAL SYSTEM

American society consists of social systems that dictate placement within society. There are many determinants used to assign persons to a particular social system, but some of the most common are: gender, race, education, and occupation. These determinants define the social system, and carry the meaning and value of things that are important to those within the system. Every social system has rules written and unwritten which determine how power, property, social prestige and psychic gratification are allocated and valued (Sage, 1974).

Sports are a social system, and there are several elements that comprise the system. Athletic administration is an element within the social system of sports. This is an area in which many of the theories about social systems can be directly applied to substantiate some of the reasons for the small number of Black athletic administrators at Division I colleges and universities. Social systems are considered to be open or closed, and because sports are revered as the “great equalizer” in reference to race, it is generally considered an open social system. In an open social system, positions are available to be filled by the best qualified (Sage, 1974). In a closed social system, positions of members are fixed for a lifetime because of the possession of hereditary traits of some kind (Sage, 1974). Sports as an open social system are more prevalent

as it relates to athletes and their ability to function in certain positions, but it is a closed system as it relates to persons seeking management and administrative positions in sports. Vivian Fuller, the first Black woman to become an athletic director at a Division I institution, said that athletic administration is a very closed-circuit market where people have a tendency to recycle each other (Burdman, 2002). The athletic function of an athlete is quite open and apparent, but becoming an athletic administrator is not that obvious. The rules to become a coach or athletic administrator are not clear and open. There is not a true sense as to what it takes to become an athletic director (Hernandez, 1999). The closed nature of athletic administration has discouraged many Blacks from pursuing a career in this field. Many former student-athletes find it ironic that athletic departments can track them as athletes from the time they are juniors in high school, but after they leave college the department somehow cannot locate them when it is time to be a coach or administrator (Burdman, 2002). Former Los Angeles Laker, Jamaal Wilkes considered a career in front-office management after he retired, but decided against it at the time because of the small number of Blacks managing NBA front offices. He felt that since he was Black, he would not be taken seriously (Rosellini, 1987). This is one example of the closed system in athletic administration.

Athletic administration can be further broken down to encompass the realm of social stratification within a social system. Sage defines social stratification as the arrangement of any social system into a hierarchy of positions which are unequal with regard to valued characteristics such as power, property, social evaluation, and/or psychic gratification (1974). It is evident in athletic administration that power, social

evaluation, property, and psychic gratification are attached to decision-making positions. These positions are routinely occupied by Whites, and carry high regard, high value, and high status within the social system. Few opportunities have been made available for Blacks in positions in the upper levels of the sport hierarchy (Brooks & Althouse, 1993). Blacks rarely get the opportunity to experience these “highs” because they are normally pigeon-holed into other athletic administrative careers in which power and social evaluation are not measured or valued the same, or they become discouraged by the limited opportunities. Occupants of a position with about the same value will be viewed as equal and occupants of positions of different value will be viewed as higher, lower, superior, or inferior (Sage, 1974). Positions such as athletic director, associate athletic director, and senior woman administrator are conferred with higher evaluation than positions such as compliance coordinator, academic counselor, and facility manager. Statistics reveal that Blacks who enter athletic administration are tracked into jobs like academic advising rather than those that allow greater career advancement (Suggs, 2000).

Values attached to positions in athletic administration are standard, and are unlikely to change. Those who control access to the higher levels tend to employ subtle ways of maintaining discriminatory practices, and so the oppressed group typically has a difficult time penetrating the higher paying, more prestigious, and higher valued positions in athletic administration (Brooks & Althouse, 1993). The value attached to specific positions is also correlated with skills and aptitudes deemed essential to

function in the position. The problem arises in the attachment of these certain skills and aptitudes to a certain group of people.

THE LAWS: TITLE VII AND AFFIRMATIVE ACTION

America has a dark and marred past on the journey toward equality for Blacks. The injustices experienced by Blacks in America are no secret. The fight for equality is remembered as the Civil Rights Movement, and was sparked by several incidents that denied Blacks basic inalienable rights granted by the United States Constitution. During this time, leaders of the movement requested the government make laws that provided relief against discrimination of all kinds, and granted equal access and opportunities to Blacks for things that in essence constituted the “American Dream.” In 1964, President Lyndon B. Johnson signed the Civil Rights Act of 1964 granting the opportunities and privileges that leaders of the Civil Rights Movement requested. The act stated:

An Act to enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that this Act may be cited as the “Civil Rights Act of 1964”
(Civil Rights Act of 1964)

The Civil Rights Act of 1964 covered myriad issues around racial discrimination and inequalities. One of the major components of the act was Title VII which prohibits employment discrimination based on race, color, religion, sex, and national origin. Title VII assisted in changing the outlook for Blacks in securing an opportunity for employment, but still was not strong enough to penetrate the deep threats of

discrimination. Section 703 of Title VII details unlawful employment practices, but unfortunately racial inequalities still existed. Discrimination was embedded in American society despite the civil rights laws. Title VII was the law, but the law itself proved to not be enough. There was a need for an action that attached accountability to the law. The concept of affirmative action provided “teeth” to Title VII. As early as 1961, President John F. Kennedy made reference to “affirmative action” in Executive Order 10925 (Brunner, 2000). This document created the Committee on Equal Employment Opportunity and mandated that projects financed with federal funds “take affirmative action” to ensure that hiring and employment practices were free of racial bias (Brunner, 2000). The assassination of President Kennedy, stymied the effects of this Order, but it was reintroduced after the signing of the Civil Rights Act of 1964.

President Johnson issued Executive Order 11246 in 1965, that required government contractors to “take affirmative action” toward prospective minority employees in all aspects of hiring and employment, take specific measures to ensure equality in hiring, and document these efforts (Brunner, 2000). According to Brunner, President Johnson framed the concept underlying affirmative action by asserting that civil rights laws alone were not enough to remedy discrimination (2000). In a speech defining the concept of affirmative action, President Johnson stated:

“We seek not just freedom but opportunity-not just legal equity but human ability-not just equality as a right and theory, but equality as a fact and as a result.”
(Brunner, 2000)

Affirmative action was supposed to be a temporary remedy that would end once there was a “level playing field” for all Americans (Brunner, 2000), but throughout

society it is evident that the field is still not level. Affirmative action particularly targeted employment and education, but there are still some areas within these entities that have evaded affirmative action policies. Title VII and affirmative action were made law to promote diversity, multiculturalism, pluralism, and tolerance for differences within American culture. For decades, the push for diversity and how to obtain diversity in every aspect of American society has been at the center of controversy and the legal system. Affirmative action has been attacked as a promoter of reverse discrimination and a silver platter for unqualified minorities, but the United States Supreme Court has routinely upheld this law.

Higher education has been at the forefront of this controversy with legal cases such as *Bakke v. University of California* (1978), *Hopwood v. University of Texas Law School* (1996), and most recently *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003) which challenged the University of Michigan's undergraduate and law school admission affirmative action policies. A primary concept behind affirmative action in direct relation to educational institutions is that it furthers a compelling interest by providing educational benefits derived from a diverse student body (Brunner, 2000). Diversity was not meant to extend and end only with students, but it was meant to permeate higher education institutions. Because many colleges and universities receive federal funding they are required to abide by Title VII and affirmative action laws in all aspects of administration, but intercollegiate athletic departments at higher education institutions have not shown full acceptance of these laws based on the composition of athletic departments' staff. Establishment of affirmative action policies

and procedures has not been successful in changing the hiring practices of NCAA member schools (Brooks & Althouse, 1993). Duderstadt stated that the lack of diversity in intercollegiate athletics is appalling and would not be tolerated elsewhere in the university (2002). However, intercollegiate athletic departments particularly at Division I institutions, have routinely sidestepped diversity initiatives instituted throughout many college and university campuses.

A report on diversity found that intercollegiate athletic programs were among the most diverse environments on college campuses within the teams, but the lack of diversity within athletic administration was questioned. Race appeared to be almost a non-issue among student-athletes, but athletic administrations still struggled with the issue of staff diversity (St. John, 2000). The researchers acknowledged that the athletic departments' staff had not achieved the kind of diversity that they had with the teams (St. John, 2000). There is an expectation that intercollegiate athletic departments would have a better racial mix because of the high percentage of minorities it serves (Lapchick, 1996), but it is quite the opposite. Diversity within intercollegiate athletic departments' staffs has not evolved at the same rate as diversity within their sports. Intercollegiate athletic departments are bound by federal law, university regulations, and NCAA regulations to file written affirmative action plans that include goals for recruiting and hiring minorities, but the degree of implementation of these plans is not very high.

Although statistics show that intercollegiate athletic departments at Division I institutions have a dismal track record in recruiting and hiring Blacks and other

minorities, it is not sufficient enough to seek legal action. Section 703 of Title VII explains the unlawful employment practices for which a person may file a complaint citing disparate treatment or disparate impact. Disparate treatment is the legal reference for intentional discrimination against an individual, and disparate impact is the legal reference for an employment practice that has a general negative effect on a particular race or on some other legally protected class (Shropshire, 1996). A complaint citing violation of Title VII must prove an employers' intent to discriminate against an individual or the negative effect an employment practice has on minorities. It is quite difficult to prove either case, because most employers' do not have specific employment practices that can be identified as intentionally discriminatory or of negative effect on minorities. With no unique employment practice to target as discriminatory, it is difficult to bring an action under Title VII, no matter what the statistics show regarding the low representation of Blacks and other minorities (Shropshire, 1996). Many intercollegiate athletic departments' staffs would classify as an area that presents some evidence of discriminatory practices because of their lack of diversity, but it would be difficult to identify what those practices really are.

The laws do extend protection. If an institution does not comply with affirmative action, it could lose federal funding, but legal proceedings take years to come to fruition, and even longer to actually get any results. Legal action may not be the best remedy for this problem; therefore it seems necessary for institutions and the NCAA to continue to promote diversity at all levels through diversity initiatives and education about affirmative action, but specifically target intercollegiate athletic departments. Although

the forces fighting against affirmative action are strong, the intercollegiate athletic community needs to view affirmative action laws as a self-correcting mechanism that helps the entity to resist its own conservatism and biases regarding the employment of minorities, rather than as a process to hire unqualified minorities (Shropshire, 1996). Intercollegiate athletic departments' staffs substantiate the need for affirmative action. Many of these departments' staffs at Division I institutions have dodged scrutiny because the student population it serves is quite diverse, but the staffs themselves show noncompliance with affirmative action laws.

Affirmative action is necessary because appropriate standards of merit have not yet become the sole determinant in society as to who gets jobs (Shropshire, 1996). Affirmative action has at least allowed Blacks to get their foot in doors (such as athletic administration) that have traditionally been closed. Several years ago the historian Roger Wilkins stated: "Blacks have a 375 year history on this continent: 245 involving slavery, 100 involving discrimination, and only 30 involving anything else" (Brunner, 2000). Those 30 years (now 40) are the effects that Title VII and affirmative action have had on the livelihood of Blacks and other minorities in American society. Dr. Martin Luther King was quoted as saying: "For it is obvious that if a man is entered at the starting line in a race 300 years after another man, the latter would have to perform some impossible feat in order to catch up with his fellow runner" (Shropshire, 1996). A recent statement that highlights the meaning of affirmative action in higher education and society as a whole comes from a majority opinion written by Justice Sandra Day O'Connor in the Michigan cases: "In order to cultivate a set of leaders with legitimacy in

the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity” (Brunner, 2003).

Statistically, employment for Blacks in athletic administration does not exemplify Justice O'Connor's statement. Athletic administration does not seem to be a visibly open path for Blacks because of the under-representation evident throughout Division I institutions, but the confirmed implementation of affirmative action plans of intercollegiate athletic departments will widen the path and make it more apparent to those seeking to get into the profession and those seeking to advance within the profession.

THE FACTORS: FEELINGS, ATTITUDES, AND BEHAVIORS

Excerpt from ABC's Nightline with Ted Koppel

Koppel: Why are there no Black managers, general managers or owners? Is there still prejudice in baseball today?

Campanis: No, I don't believe its prejudice. I truly believe that they (Blacks) may not have some of the necessities to be let's say, a field manager or perhaps a general manager.

Koppel: Do you really believe that?

Campanis: Well, I don't say that all of them, but they certainly are short. How many quarterbacks do you have, how many pitchers do you have, that are Black?

Koppel: Yeah, but I got to tell you, that sounds like the same kind of garbage we were hearing 40 years ago about players.

Campanis: No it's not garbage, Mr. Koppel. Because I played on a college team, and the center fielder was Black and in the backfield at NYU with a fullback who was Black. Never knew the difference whether he was Black or White. We were teammates. So it might just be, why are Black men or Black people not good swimmers? Because they don't have the buoyancy.
(Shropshire, 1996).

The above is an excerpt from one of the most notorious public affirmations of the racist attitude that exists in sports. The dialogue was so insidious that the network had to take

a station break. In 1987 Al Campanis (at the time an executive of the Los Angeles Dodgers) was invited to the show that was highlighting the fortieth anniversary of Jackie Robinson's integration of Major League Baseball. America was outraged by Campanis' comments. His comments sent shockwaves throughout the sports world, and shortly after, Marge Schotts, then owner of the Cincinnati Reds baseball team was sued and exposure of her racist attitude toward Blacks and Jews came to light. Although these incidents occurred almost 20 years ago, current statistics verify that not much has changed. Race is still and will be for some time, a major factor in the decision-making process for off-the-field positions in professional and college sports (Shropshire, 1996). Blacks are constantly at a disadvantage in athletic administration because the people of that race are usually viewed as workers not leaders. When it comes down to who coaches, who manages, and who gets the administrative positions, athletics is strictly a White man's game (Greenlee, 1997). The plantation mentality is alive and well. The contemporary situation resembles a plantation in that almost all of the overseers in athletics are White (Hoch, 1972).

The ability to lead and manage athletic programs is a skill generally attributed to Whites. This stereotype has prevented many Blacks from obtaining decision-making positions in athletic administration for years. A stereotype is a fixed feeling that a group lacks individual distinguishable marks or qualities. The belief that Blacks possess inferior leadership skills and thinking capacities causes some managers, executives, and administrators to be reluctant to hire Blacks for top positions (Lapchick, 1996). Leadership is not indigenous to one group of people, but to individuals. Some even

argue that leadership is learned. Therefore it is evident that the stereotypical feelings about Blacks' abilities to lead and manage cannot be warranted. In addition, this myth has been dispelled by many Black leaders inside and outside of athletic administration. The numbers of Blacks in athletic administration seem to reflect America's opinion of Blacks as leaders and managers (Naughton, 1998). Racial stereotypes persist in American sports, barring all but a few Blacks from front-office jobs (Rosellini, 1987). Stereotyping legitimizes discrimination.

Discrimination acts in subtle ways to limit mobility (Nixon, 1976). Discrimination is an action. It is an unjust distinction made against a person or group in favor of another. Those who hold prestigious decision-making positions in athletic administration are overwhelming White. Whether this is coincidental (covert discrimination) or intentional (overt discrimination), it perpetuates the idea of Blacks as great athletes and mediocre to sub par leaders. Lapchick believes that colleges and universities are supposed to be one of the guardians of the nation's moral values, but are also one of the areas where discrimination is allowed to be a part of the hiring system (1989). Therefore Blacks typically have a difficult time penetrating the higher paying and more prestigious positions (Brooks & Althouse, 1993). This is a classic example of stereotyping that leads to discriminatory practices that are a direct result of racism.

The NCAA's poor record of hiring minorities is tied to racism (Brooks & Althouse, 1993). Racism is the main factor that hinders Blacks from breaking into athletic

administration and also limits the professional advancement of Blacks currently in athletic administration. Racism is defined as the systematic and systemic manifestation of discrimination (Patterson, 2004). The literature confirms that other causes for the minimum number of Blacks in athletic administration derive from racism. Title VII and Affirmative Action are in place to assist underrepresented populations, but literally racism itself cannot be outlawed (Shropshire, 1996). This is a real fact that Blacks and other minorities everywhere have to face on a daily basis in all aspects of their lives. There is really nothing that can be done to discount racism, because the majority of the population is not color-blind. As long as there is race, there will be racism. Laws and initiatives such as diversity programs and diversity training help curb discrimination, but racism is an attitude, a mindset that cannot be diffused by a law or training.

Rosellini says that racism today is not like the racism of old (1987). "The new-fashioned racism is like a chill breeze that sneaks through the dugout late in the season, creeping among the stands, nosing into stadium offices, wandering unexpected and unwanted across the field. It is an attitude so subtle, yet systematized" (Rosellini, 1987). Rosellini's description about racism was directed at Major League Baseball, but is applicable to intercollegiate athletics. Lapchick notes that minority hiring in college sports is worse than it is in professional sport (1989). The attitude of racism is felt a little deeper in intercollegiate athletics because of the strong connection and the sincere loyalty alumni and fans have for institutions. At most of the major Division I athletic programs, alumni have a significant stake in the athletic program because of their continued financial support of the program. Because of their financial support, alumni

are often influential in the decisions made in hiring coaches and top level athletic administrators. A great fear of many athletic programs in hiring Blacks as athletic directors, associate athletic directors or other key positions is the fact that alumni may discontinue their support because of the leadership of the program. Fitzgerald Hill, former head football coach at San Jose State University, noted that influential White alumni and fans often hinder the hiring of a Black coach or athletic administrator or threaten to withdraw financial support if a Black is hired for these posts (Duderstadt, 2002). This attitude is quite prevalent throughout major Division I athletic programs. Shropshire suggests that comments such as: "I don't think we should hire "B" as our new athletic director because the alumni will not receive him/her well and that will negatively impact fundraising," is a version of racism (1996).

One of the primary qualifications of an athletic director is the ability to fundraise. Intercollegiate athletic departments greatly depend on donations from alumni, fans, businesses, and other donors. The fundraising skills of Blacks are often viewed negatively. The importance of alumni dollars and financial support provides an excuse for institutions to not hire Blacks in decision-making positions. The playing field is not level for Blacks in athletic administration, and those aspiring to get into the field. What constitutes a qualified candidate for a position in athletic administration is at the discretion of the institution. Many college and university officials say that they have not hired minorities in key athletic administrative positions because there are no qualified minority applicants (Burdman, 2002), but Blacks within athletic administration discount

this excuse. There are written qualifications and criteria of job descriptions for athletic administrative positions, but often the unwritten qualifications and criteria are the real necessities to land the job. Blacks are most likely not aware of the unwritten qualifications and criteria; therefore they are immediately at a disadvantage in landing a position in athletic administration and deemed unqualified.

Hill finds that athletic administrators have shown a tendency to use extremely subjective criteria in evaluating potential coaching candidates (2004). This is often the case in evaluating potential candidates for athletic administrative positions as well. An objective selection process is not the norm in intercollegiate athletics. As mentioned earlier, it seems that intercollegiate athletic departments are exempt from administering the same hiring procedures as the institution. The selection of the right person for a position in athletic administration is extraordinarily subjective; therefore it is impossible to say with certainty that race is a determining factor, but race is almost always a pivotal factor (Shropshire, 1996). Although subjectivity in hiring usually places Blacks at a disadvantage, it does point to the fact that Blacks have to further distinguish themselves from other candidates to even be considered for top positions in athletic administration (Farrell, 1999). This means that Black candidates' credentials have to be tremendously higher than their White colleagues, and their accomplishments far greater. Many institutions seem unwilling to hire a Black athletic director unless that person has succeeded spectacularly in another field first (Naughton, 1998), but sometimes this still is not enough. Subjective hiring criteria are a disguised ploy that eliminates Blacks from

serious consideration for athletic administrative positions (Brooks & Althouse, 1993). This is simply a continuation of the racist attitude that permeates athletic administration.

Another factor found in the literature for the small number of Blacks in athletic administration is the perpetual “old boys’ network.” The “old boys’ network” is a system that has been around for years. It is generally used to describe a faction of people, usually White men, who take extreme measures to deny women, Blacks and other minorities’ entrance into social systems strongly believed to be exclusively for White men. Statistics show that athletic administration seems to be one of those social systems protected by the “old boys’ network.” Because of the slow progress of people of color in management positions, Lapchick believes that institutional racism and an “old boys’ network” attributes to the diversity gap in athletic administration (Hernandez, 1999).

The “old boys’ network” is an invitation only, who you know, and who knows you type of system. Intercollegiate athletics is built on friendships and relationships, and these are formed within the “network”. In athletic administration, those apart of the “network” tend to hire within the “network” only, rarely affording those outside the “network” an opportunity. People in sports more than any other business; tend to hire their friends (Shropshire, 1996). People in intercollegiate athletics have a tendency to recycle each other, thereby dismissing any chance that someone else could be a better candidate (Burdman, 2002). Since the beginning of sports in America, private, personal networks have controlled the power positions (Shropshire, 1996). It is often believed

that most of the job announcements for decision-making positions in athletic administration are posted after a candidate has already been pre-selected. Athletic department staffs have a tradition of being hired through a White, old boy system (Hernandez, 1999). This is a much institutionalized tradition that is not easily broken.

The “old boys’ network” actually goes much deeper than just who you know. The “network” is fueled by power. Duderstadt believes that the absence of minorities in leadership positions in intercollegiate athletics is because college sports continue to be controlled by old, White men who have the power and the perks and are not about to share them with anybody else (2002). Power is definitely one thing that the majority of Black Americans lack, because it is tied to wealth. White Americans generally control the majority of the wealth in this country; therefore they control the majority of the social systems. The “old boys’ network” steeped in prejudices, wealth, and power is not likely to collapse, and clearly affects the inability of more Blacks getting into athletic administration. For Blacks to attain a greater role in the power positions in athletic administration, White people will have to give up White power (Shropshire, 1996). This implies that the playing field will only be level when power is not concentrated with one group, and all have an equal opportunity. Duderstadt believes there may be some evidence of racism in the clear discrimination against minorities in gaining access to leadership roles in college sports, but that this problem is basically a power issue, where the old White boys are determined to preserve their power and control of the sports establishment (2002). The vestiges of the past are largely responsible for Blacks’ exclusion from power positions in athletic administration (Shropshire, 1996).

The “old boys’ network” will probably never be disengaged, and this presents a huge challenge for Blacks aspiring to get into athletic administration and those seeking to advance in the field.

A final factor that specifically addresses the question of the limitations affecting the professional advancement of Blacks in athletic administration is stacking or positional segregation. Stacking was first identified in sports in looking at the athletic positions that Black athletes occupied. In the sport of football it seemed more Black athletes were pushed into “brawn” positions instead of “brain” positions. Positions such as running back, wide receiver, and defensive back were “stacked” with Black athletes. These positions were thought to require more “brawn” than “brains.” Positions such as quarterback, center, and safety were normally relegated to White athletes. These positions were thought to require more “brains” than “brawn.” Even in baseball Blacks were not encouraged to train for positions as pitchers and catchers. Coaches did not associate Black athletes with the thinking positions, so Black athletes were forced to commit their talents to certain positions, hence the term stacking. The stereotype hypothesis has been one of the most widely accepted explanations for stacking in college sports (Brooks & Althouse, 1993).

Although stacking is not as prevalent in sports any longer, it is prevalent in athletic administration. Lapchick compared stacking in sports to what was happening in athletic administration and noticed a similar pattern (1996). Blacks in athletic administration were streamlined into non-decision-making positions. According to the

NCAA Athletic Administrative Report, the highest concentration of Blacks in athletic administration was in academic advising/counseling (2002). Twenty-four percent of all Blacks in athletic administration are in academic advising/counseling, but this position is not a high-level athletic administrative position. Some believe that Blacks are pushed into these positions because there is little benefit in these positions (Farrell, 1997).

There also tends to be little room for advancement for Blacks in this position, and many struggle in attaining a higher position. Lapchick calls stacking positional segregation and indicates it as one reason for the slow advancement and growth of Blacks in athletic administration (1996). Positional segregation is stunting the career growth of Blacks in athletic administration. It has created a “glass ceiling” that determines the career goals of many Blacks in athletic administration.

The literature has presented several key determinants in answering the research questions:

- *What are the factors hindering Blacks from breaking into athletic administration?*
- *What limits the professional advancement of Blacks in athletic administration?*

Although, there is a paucity of literature about this problem, the literature available provides a great deal of insight into this issue. The factors identified by the authors are not uncommon in other occupational fields or in general society, but they do expose the seemingly undeserved praise given to sports as the great equalizer. There is an overwhelming presence of Blacks on the field and court, but this presence does not transfer to positions off the field. This is not to say the percentage in the front office

should match the percentage on the playing field, but the gap should not be as wide as it is (Shropshire, 1996).

The investigator conducted this study to inform Blacks about the factors that limit them in entering athletic administration and advancing in the field, and to contribute to the general body of knowledge about this topic.

The next chapter details the methods used to measure the impact of and the frequency that Black athletic administrators experience stereotypical beliefs, discriminatory acts, racist attitudes, an old boys' network, and positional segregation. The study employs a mixed methods design of quantitative and qualitative measurements to collect and analyze data that the investigator believes is informative and enlightening to all persons in athletics.

IV. METHODOLOGY

This study measured the current impact and frequency of the factors the literature cited as the cause for the absence of color in athletic administration at Division I institutions. Athletic administration seems to be one area within higher education where diversity is not propagated throughout the profession. There is a stark imbalance in the number of Blacks in athletic administration compared to the number of Whites working in this field. In 2002, the NCAA recognized the need for a more diverse athletic administrative staff at their member institutions and developed the Leadership Institute for Ethnic Minority Males. It is not documented when the NCAA will measure the success of this program, or how it will rate the impact, but it does provide a reaction to the problem. Understanding why the imbalance exists, and why there is a need for the NCAA to develop such a program was the crux of this study.

The research was concerned with how Black athletic administrators rate the extent the following factors have had on their professional careers:

1. Stereotypical beliefs: Beliefs that Blacks possess inferior leadership skills and thinking capacities as they relate to athletic administrative positions.

2. Discriminatory Acts: Actions taken to favor Whites over Blacks in securing athletic administrative positions; also actions that limit the professional progress of Blacks in athletic administration.
3. Racist Attitudes: Deeply ingrained attitudes against Blacks because of the color of their skin that systematically and systemically hinders Blacks from consideration for athletic administrative positions.
4. Old-Boys' Network: A network of mostly White men who are interconnected across the athletic administration profession, and are extremely resistant to hiring Blacks for positions in athletic administration they deem exclusively for Whites.
5. Positional Segregation: The streamlining of Blacks into certain positions in athletic administration that limit advancement to higher positions and offer very little acknowledgement and benefit.

It was anticipated that other factors might be exposed during this study and could warrant further study, but the variables identified in the literature about this topic were the focus of the research.

The research was conducted among Black senior-level athletic administrators at NCAA Division I institutions. The research excluded Black senior-level athletic administrators at historically Black institutions, because of the differences in institution

size, student population, range of responsibilities for athletic administrative positions, level of competition, and financial equivalence. Division I institutions are predominantly White institutions, have more athletic administrative positions, have more flexibility in their hiring practices, compete at the highest level of intercollegiate athletics, are more visible and recognizable, boast multi-million dollar budgets, aggressively recruit Black athletes, and foster changes in the administration and business of intercollegiate athletics. Senior-level athletic administrators include: Athletic Directors; Associate Athletic Directors; Assistant Athletic Directors; and Senior Woman Administrators. According to the 2001-2002 NCAA Athletic Administrative Staff Report, the total number of people in these four positions at Division I institutions is 2,015 (See Appendix B). Whites hold 91% of these positions, while Blacks hold 7% of these positions. Table 1 shows the breakdown of Blacks to Whites and Black men and women to White men and women.

Table 1

Breakdown of Whites Compared to Blacks in Athletic Administration

Senior-level Athletic Administrators

Positions		White Men	White Women	Black Men	Black Women
Athletic	Director	244	19	8	0
Assoc.	A.D.	432	227	39	10
Asst.	A.D.	494	177	39	17
Sr. Woman	Administrator	2	242	2	17
Total		1172	655	88	44
Total Whites		1827		Total Blacks	132

This study was a mixed methods design. The quantitative approach used by the investigator provided an assessment of the attitudes of all Blacks employed in athletic administration. A web-based survey was the instrument employed to determine the general attitude and the number of Black senior-level athletic administrators impacted by stereotypical beliefs, discriminatory acts, racist attitudes, old-boys' network, and positional segregation in their professional careers. The qualitative approach employed by the investigator provided more personal and in-depth information that supplemented the information obtained from the web-based survey. Unstructured personal interviews were the instrument used to illicit a deeper understanding of the impact the factors have had on Black athletic administrators. The anecdotal records from the interviews may be indicative of the attitudes of the entire population under investigation.

Black senior-level athletic administrators were sent an email requesting their anonymous participation in this study by completing a web-based survey (See Appendix E and F). The survey was created through a company called FreeOnlineSurveys.com (<http://freeonlinesurveys.com>). The investigator designed the survey using the "Survey Wizard" employed by the company. The "Survey Wizard" included choosing the layout, the fonts, and the color schemes of the survey. The investigator was responsible for typing the questions and response options into the template. The company provided the investigator with a website link to the survey. This link was included in the email to potential participants. The company collected and stored data from the surveys on their server until the information was requested by the investigator.

The questions for the survey were compiled from tests and measurements for Black populations. Questions measuring the impact of stereotypical beliefs were derived from the Racial Stereotypes and Self-Esteem of African Americans Index by Maxine L. Clark. This index measures self-esteem and racial stereotypes independently, but is also used to identify a relationship between racial stereotypes and self-esteem (Johnson, 1996). The 14 questions specifically relating to stereotypes of Blacks were used for this survey.

Questions measuring the impact of discriminatory acts and racist attitudes toward Blacks in athletic administration were integrated on the survey. The Perceived Racism Scale (PRS) was used to measure impact. The PRS is a multidimensional assessment of Blacks experience of racism on the job, in academic settings, and in the public realm. It also measures the response of Blacks exposed to racist statements (Johnson, 1996). The PRS is comprised of three sections with a total of 51 questions. The survey for this study used only the questions on the test related to experiencing racism on the job. There were 12 questions on the PRS that were directly related to racism in the workplace.

The old-boys' network and positional segregation were also combined on the survey. The Work Environment Inventory (WEI) was used to measure the impact of the old-boys' network and positional segregation on Blacks in athletic administration. The WEI is used to measure three definitional components: structural support (advocacy and active manipulation of a system to foster advancement); informational support

(communication of knowledge about a system to foster career development); and emotional support (encourage and offer camaraderie for mutual interdependence) (Johnson, 1996). The WEI is comprised of 27 questions. The survey for this study included all 27 questions.

In addition to the questions from the Racial Stereotypes and Self-Esteem of African Americans Index, the PRS, and the WEI, the survey also included two open-ended questions. These questions allowed the participant to type in any thoughts, perceptions, and/or feelings they had regarding opportunities for Blacks in athletic administration, and indicate the future for Blacks in athletic administration.

A brief description of the study and the link to the survey were sent in an email to all Black senior-level athletic administrators. Participants were asked to complete the survey upon receipt of the email. It was estimated that the survey would take approximately 45 minutes to complete. After the initial email was sent, a follow-up email was sent to all potential participants every two weeks to encourage their participation. This process continued for approximately three months to ensure maximum participation. The participants were provided anonymity for their participation in this study.

In addition to completing the survey, an Athletic Director, an Associate Athletic Director, an Assistant Athletic Director, and a Senior Woman Administrator were asked to participate in an unstructured personal interview to discuss their plight in athletic

administration, and to illicit a more in-depth view of how stereotypical beliefs, discriminatory acts, racist attitude, old-boys' network and positional segregation impact the professional careers of Blacks in athletic administration and those seeking to get into the field (See Appendix G). The investigator emailed a letter to four senior-level athletic administrators requesting their participation in a personal interview for the study. The letter asked the subjects to contact the investigator by telephone or by email within a week of receiving the letter to accept or decline the request. Upon notification of acceptance, an interview was scheduled at the convenience of the subject. Black senior-level athletic administrators were chosen from Division I institutions within a 500 mile driving distance of San Jose, California. There are approximately fifteen Black senior-level athletic administrators in proximity to this area. San Jose, California is the home-base of the investigator. Identifying subjects in proximity to San Jose, California was the most cost efficient way to complete this portion of the research.

During personal interviews the investigator used a tape recorder (with the subjects' permission) and a legal pad to document information. These interviews utilized open-ended questions that encouraged thoughts and feelings divulged in the natural context of conversation. The investigator believed that these interviews were earnest, explicit, and exhaustive. The investigator sought to invoke personal stories and hard truths about being a Black professional in athletic administration. The expected length of each interview was approximately two hours. The estimated time frame for this research was also three months. Completion of this research was solely

based on the availability of the athletic administrators. The athletic administrators were also provided anonymity for their participation in this portion of the study.

Data-gathering methodologies are frequently employed procedures in researching sports and athletics. Sports studied from a social science lens most often yields to a quantitative research approach. Youngberg's study on the qualifications of intercollegiate athletic directors employed a questionnaire (1971). Other studies about sports that were reviewed by the investigator for content and structure also employed surveys, questionnaires, and structured interviews. These data-gathering methodologies are commonly used because of their objective approach and measurement of data. Persons employed in sports whether as athletes or athletic administrators, are more likely to value quantitative research about their profession than qualitative research. However, the investigator sought to supplement the objective responses from the entire population of Black senior-level athletic administrators with personal stories and experiences of four subjects from the population. This qualitative approach with the four senior-level athletic administrators added more meaning to the information gathered from all of the senior-level athletic administrators who participated in the survey, and provided a more detailed and personal account of the impact the factors have had on Black athletic administrators' careers.

SAMPLING

The population for this study were the Black athletic administrators in Division I institutions. The most current data for this population were from the NCAA Athletic

Administrative Staff Report from 2001-2002 (See Appendix B). That report listed the population total for this group at 962 people. As of 2005, that number may have risen or fallen, but it provided at least a target population from which to draw a sample. For this study representative sampling was employed. The 132 Black senior-level athletic administrators at Division I institutions (See Table 1, pg. 53) represented the core of the Black athletic administration population. This sample provided adequate and relative data that most likely can be attributed to the majority of the Black athletic administration population. The investigator obtained the names and contact information of the Black senior-level athletic administrators by searching each institutions athletic website for staff photographs or an online media guide. If the website did not contain any photographs to identify the Black senior-level administrators, the investigator emailed a fellow academic counselor for student-athletes and inquired about the racial make-up of their senior-level athletic administrative staff. Once all of this information was obtained, the investigator sent the email requesting their participation in the web-based survey.

DATA COLLECTION AND ANALYSIS

The raw data from the web-based survey were automatically collected and calculated onto FreeOnlineSurveys.com computer system. At the completion of the survey period, the company provided access to the numerical and graphical results of the survey via a computer screen. This information was then downloaded into a Microsoft Excel report for compatibility with the Statistical Package for the Social Sciences (SPSS). The provisional coding scheme organized questions into four categories:

- Demographic information

- Stereotypical beliefs
- Discriminatory acts and Racist attitudes
- Old boys' network and Positional segregation

In addition, the responses were formatted using the Likert scale. The Likert scale is a scale used to indicate how much a person agrees or disagrees with a single statement. It is usually a five point response, but can be increased up to seven points to reach the upper limits of reliability (O'Connor, 2004). Responses to questions on the survey related to stereotypical beliefs were given a numerical value ranging from 1-4. The scoring range of the factor was 14-56. Values were assigned to responses using the Likert scale as follows:

1=very true 2=sometimes true 3=rarely true 4=not true

Responses to questions on the survey related to discriminatory acts and racist attitudes were given a numerical value ranging from 1-5 or 1-6 on Section I, 1-5 for each emotion listed on Section II, and 1 for each behavior listed on Section III. The scoring range of these factors was 6-30 or 6-36 on Section I, 1-5 for each emotion on Section II, and each behavior was given 1 point on Section III. Values were assigned to responses using the Likert scale for each section as follows:

Section I

1=Never 2=Seldom 3=Sometimes 4=Often 5=Always

1=Strongly Agree 2=Agree 3=About 50/50 4=Disagree

5=Strongly Disagree 6=Don't Know

Section II

1=Never 2=Seldom 3=Sometimes 4=Often 5=Always

Section III

1=Speaking up 1=Accepting it 1=Ignoring it 1=Trying to change things

1=Keeping it to myself 1=Working harder to prove them wrong 1=Praying

1=Avoiding it 1=Getting violent 1=Forgetting it 1=Other

Responses to the questions on the survey related to old-boys' network and positional segregation were given a numerical value ranging from 1-6. The scoring range of these factors was 27-162. Values were assigned to responses using the Likert scale as follows:

1=Never 2=Rarely 3=Sometimes 4=Often 5=Nearly all the time
6=Always

Data from the survey were analyzed using the SPSS program to present the frequency distribution of Black senior-level athletic administrators impacted by the variables in their professional careers. Descriptive statistics were used to produce the results. The mean and standard deviation was only reported for those variables in which the mean and standard deviation was meaningful to the analysis of the data. The results were a numerical summary of the survey responses relating to each variable and also a demographic breakdown of survey participants. The variables described were:

- Position/Title

- Number of years in athletic administration
- Number of years at current institution in athletic administration
- Number of institutions employed in as an athletic administrator
- Student population at current institution
- Type of campus
- Gender
- Age
- Questions about stereotypical beliefs
- Questions about discriminatory acts and racist attitude
- Questions about old-boys' network and positional segregation

The data from the telephone and personal interviews were collected on cassette tapes and legal pads. This information was produced as a narrative account of the interview process with the four senior-level athletic administrators. The interviews were connected together to form a cohesive text documenting the findings from this method of research.

Content analysis was used to analyze the data from the telephone and personal interviews. Content analysis is a research method used to determine the presence of certain words and concepts within the text. The investigator sought to identify themes within the text from the telephone and personal interviews. The provisional coding scheme organized the text into three concepts:

- Stereotypical beliefs

- Discriminatory acts and Racist attitudes
- Old-boys' network and Positional segregation

Conceptual analysis was then used to explore the number of times the concepts were present in the text. The level of analysis examined sets of words and phrases related to each concept. The concepts are defined as follows:

1. Stereotypical beliefs: Beliefs that Blacks possess inferior leadership skills and thinking capacities as they relate to athletic administrative positions.
2. Discriminatory Acts: Actions taken to favor Whites over Blacks in securing athletic administrative positions; also actions that limit the professional progress of Blacks in athletic administration.
3. Racist Attitudes: Deeply ingrained attitudes against Blacks because of the color of their skin that systematically and systemically hinders Blacks from consideration for athletic administrative positions.
4. Old-Boys' Network: A network of mostly White men who are interconnected across the athletic administration profession, and are extremely resistant to hiring Blacks for positions in athletic administration they deem exclusively for Whites.

5. Positional Segregation: The streamlining of Blacks into certain positions in athletic administration that limit advancement to higher positions and offer very little acknowledgement and benefit.

The definition of each concept aided the investigator in coding sets of words and phrases that were explicitly or implicitly present in the text. The definitions provided a level of generalization to sets of words and phrases in the text, and also allowed the investigator to streamline sets of words and phrases to be organized under a specific concept. The investigator looked for the frequency and the extent in which the subjects discussed the concepts to indicate the impact the concept had on the subjects' career in athletic administration. The text was coded manually to involve the investigator in a repetitious examination of the text and allowed the investigator to recognize errors in coding. In the final analysis of the text, the parts of the text that were not coded were deleted. The investigator sought to draw conclusions about the impact the concepts had on the subjects' careers in athletic administration. These conclusions may be indicative of the general perception within the Black athletic administration population. The information analyzed identified the current trends and perceptions about limitations for Blacks in athletic administration and a possible glimpse into the future for Blacks trying to progress in this profession and those trying to break into the profession.

Employing a mixed methods design was suitable for this study. Professionals in athletic administration are concerned with the bottom line. The bottom line is most often represented in numerical form, i.e., number of wins, number of losses, number of points,

amount of revenue, etc. The investigator's use of a web-based survey provided the target audience with statistical findings in which the audience is more familiar. On the other hand, the investigator wanted to supplement the statistical findings with personal interviews with people in the profession. The personal stories of a few Black senior-level athletic administrators made the statistical findings more meaningful. The quantitative and qualitative approach used to extract information yields richer and more valid data for this particular study. The investigator anticipated that the data collected and analyzed were informative, useful, and widely accepted throughout the profession of athletic administration.

The following chapter presents the results of the research. A summary of the quantitative and qualitative method is presented. Tables detailing the statistical summary of each variable are included.

V. RESEARCH RESULTS

This chapter is a summary of the results of the research conducted on the impact of stereotypical beliefs, discriminatory acts, racist attitudes, old boys' network, and positional segregation on the careers of Black senior-level athletic administrators. The entire population of Black senior-level athletic administrators (132) was encouraged to complete a web-based survey in support of the quantitative research portion of this study. A total of 66 Black senior-level athletic administrators participated in the survey (50%).

The questions on the survey were posed to assess the impact the factors (Stereotypical beliefs, Discriminatory acts, Racist attitudes, Old boys' network, and Positional segregation) identified in the literature have on the professional careers of Black athletic administrators. These factors are answers to the posed research questions:

- i. What are the factors hindering Blacks from breaking into athletic administration?*
- ii. What limits the professional advancement of Blacks in athletic administration?*

The survey identified whether these factors are still relevant, and to what extent are they still relevant to Blacks in athletic administration. The survey questions were organized into four categories:

- Demographic information
- Stereotypical beliefs
- Discriminatory acts and Racist attitude
- Old boys' network and Positional segregation

The results are presented by category with a summary of each variable.

DEMOGRAPHIC INFORMATION

Demographic information was collected from 66 Black senior-level athletic administrators. Participants were asked to select or list:

- The title/position they currently hold = TITLE
- The number of years they have been in athletic administration = AA
- The number of years they have been employed at current institution in athletic administration = CIAA
- The number of institutions they have been employed in as an athletic administrator = IEAA
- The student population at their current institution = SPCI
- The type of campus of their current institution = CAMPUS
- Their gender = GENDER
- Their age = AGE

Table 2

*Statistical Summary of Demographic Information***Statistics**

		TITLE	AA	CIAA	IEAA	SPCI	CAMPUS	GENDER	AGE
N	Valid	66	66	66	66	25	66	66	66
	Missing	0	0	0	0	41	0	0	0

Table 3 lists all of the titles participants could choose from that identified their current position and the percentage of participants who selected the title. Participants selecting 2 TITLES were administrators who held two positions, i.e. Associate Athletic Director and Senior Woman Administrator. Participants selecting 3 TITLES were administrators who held three positions, i.e. Assistant Athletic Director for Advising, Assistant Athletic Director for Compliance, and Senior Woman Administrator. Participants selecting OTHER were administrators whose specific position was not listed, i.e. Assistant Athletic Director for Special Events. The majority of participants were Associate Athletic Directors and administrators with two positions.

Table 3

Title

TITLE				
Title	Frequency	Percent	Valid Percent	Cumulative Percent
AD	4	6.1	6.1	6.1
ASSOC AD	18	27.3	27.3	33.3
ASST AD	7	10.6	10.6	43.9
ASSOC AD	1	1.5	1.5	45.5
ADVISING	1	1.5	1.5	47.0
ASST AD	1	1.5	1.5	48.5
BUSINESS	1	1.5	1.5	48.5
ASSOC AD	2	3.0	3.0	51.5
COMPLIANCE	3	4.5	4.5	56.1
ASST AD	3	4.5	4.5	56.1
COMPLIANCE	1	1.5	1.5	57.6
ASSOC AD	1	1.5	1.5	57.6
DEVELOPMENT	1	1.5	1.5	59.1
ASST AD	1	1.5	1.5	59.1
DEVELOPMENT	3	4.5	4.5	63.6
ASST AD	3	4.5	4.5	63.6
FACILITIES	2	3.0	3.0	66.7
ASST AD	2	3.0	3.0	66.7
TICKETS	13	19.7	19.7	86.4
2 TITLES	4	6.1	6.1	92.4
3 TITLES	5	7.6	7.6	100.0
OTHER	5	7.6	7.6	100.0
Total	66	100.0	100.0	

Table 4 lists the range of years that participants had been employed in athletic administration and the correlating percentage. The range of years was in increments of five. Close to 44% of participants had been employed in athletic administration between six and ten years.

Table 4

*Number of Years in Athletic Administration***AA**

# of Years	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 yrs.	9	13.6	13.6	13.6
6-10 yrs.	29	43.9	43.9	57.6
11-15 yrs.	15	22.7	22.7	80.3
16-20 yrs.	6	9.1	9.1	89.4
21+ yrs.	7	10.6	10.6	100.0
Total	66	100.0	100.0	

The following table lists the range of years that participants had been employed at their current institutions and the correlating percentage. The range in years was in increments of five. The majority of participants (71.2%) had been at their current institutions for five years or less.

Table 5

*Number of Years at Current Institution in Athletic Administration***CIAA**

# of Years	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 yrs.	47	71.2	71.2	71.2
6-10 yrs.	13	19.7	19.7	90.9
11-15 yrs.	3	4.5	4.5	95.5
16-20 yrs.	2	3.0	3.0	98.5
21+ yrs.	1	1.5	1.5	100.0
Total	66	100.0	100.0	

Table 6 lists the total number of institutions and the correlating percentage of participants who had been employed as athletic administrators at institutions. The

majority of participants had only worked at one or two institutions as athletic administrators.

Table 6

Number of Institutions Employed as Athletic Administrator

IEAA

# of Institutions	Frequency	Percent	Valid Percent	Cumulative Percent
1-2	43	65.2	65.2	65.2
3-5	19	28.8	28.8	93.9
6-8	2	3.0	3.0	97.0
9+	2	3.0	3.0	100.0
Total	66	100.0	100.0	

The following tables list the student populations of the current institutions and the type of campus where the participants were employed and the correlating percentages. The student population size was in increments of five thousand. The information in Tables 7 and 8 are related. Participants had an option to respond to the institution's student population or the type of campus. Twenty-six participants responded to student population and 41 responded to type of campus. The highest number of participants (9) selected 25,000+ as the student populations for their institutions, and the majority of participants (18) were employed at urban campuses.

Table 7

*Student Population at Current Institution***SPCI**

Student Population		Frequency	Percent	Valid Percent	Cumulative Percent
	under 5,000	3	4.5	11.5	11.5
	5,000-9,999	2	3.0	7.7	19.2
	10,000-14,999	1	1.5	3.8	23.0
	15,000-19,999	8	12.1	30.8	53.8
	20,000-24,999	3	4.5	11.5	65.3
	25,000+	9	13.6	34.6	100.0
	Total	26	39.2	100.0	
Missing	System	40	60.6		
Total		66	100.0		

Table 8

*Type of Campus***CAMPUS**

Campus Type		Frequency	Percent	Valid Percent	Cumulative Percent
	Rural	11	16.7	27.5	27.5
	Urban	18	27.3	45.0	72.5
	Suburban	11	16.7	27.5	100.0
	Total	40	60.7	100.0	
Missing	System	26	39.2		
Total		66	100.0		

The next table listed the gender of each survey participant. Approximately 70% of the participants were male. This was evidence of athletic administration being a male-dominant profession.

Table 9

Gender

GENDER

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
female	20	30.3	30.3	30.3
male	46	69.7	69.7	100.0
Total	66	100.0	100.0	

Table 10, which is also the final table in this category, lists the age of 65 of the 66 participants. Participants had to type in their age in the available box. One participant did not disclose their age. The average age of the survey participants was 39.87 with a standard deviation of 8.09.

Table 10

*Age***AGE**

Age	Frequency	Percent	Valid Percent	Cumulative Percent
26	1	1.5	1.5	3.0
28	1	1.5	1.5	4.5
29	2	3.1	3.0	7.6
30	4	6.2	6.1	13.6
31	1	1.5	1.5	15.2
32	4	6.2	6.1	21.2
33	4	6.2	6.1	27.3
34	2	3.1	3.0	30.3
35	5	7.7	7.6	37.9
36	4	6.2	6.1	43.9
37	5	7.7	7.6	51.5
39	2	3.1	3.0	54.5
40	5	7.7	7.6	62.1
42	4	6.2	6.1	68.2
44	3	4.6	4.5	72.7
45	3	4.6	4.5	77.3
46	2	3.1	3.0	80.3
47	2	3.1	3.0	83.3
49	2	3.1	3.0	86.4
50	1	1.5	1.5	87.9
51	2	3.1	3.0	90.9
53	2	3.1	3.0	93.9
54	1	1.5	1.5	95.5
58	2	3.1	3.0	98.5
59	1	1.5	1.5	100.0
Total	65	98.5	100.0	
Missing System	1	1.5		
Total	66	100.0		

Mean: 39.67 Standard Deviation: 8.07

STEREOTYPICAL BELIEFS

The questions that measured the impact of stereotypical beliefs on the careers of Black senior-level athletic administrators were the final set of questions on the web-based survey. There were a total of fourteen questions numbered 50-63. During the data analysis, the investigator identified each question with SB (an abbreviation for Stereotypical Beliefs) and the corresponding number, i.e. SB 55 represents stereotypical belief question number 55. Each question is shown with a table detailing the frequency and percentage of responses to each question.

Table 11 shows the number of participants who answered each question in the stereotypical beliefs section. Approximately 40- 45% of survey participants responded to these questions. The investigator determined that one of the reasons for the low response rate on this portion of the survey was due to the participants' inability to complete a part of the survey, save their responses, and return to the survey at another time. The company managing the survey considered saving incomplete surveys an extra feature that increased the fee for managing the survey, and only a few weeks remained for the investigator to collect data when this information was uncovered. The investigator decided to continue the web-based survey without this feature.

Table 11

*Statistical Summary of SB***Statistics**

		SB50	SB51	SB52	SB53	SB54	SB55	SB56	SB57
N	Valid	34	37	36	36	36	36	37	36
	Missing	32	29	30	30	30	30	29	30

SB58	SB59	SB60	SB61	SB62	SB63
36	36	36	36	36	36
30	30	30	30	30	30

Tables 12-25 each represent the frequency and percentage of responses to a specific question related to stereotypical beliefs. After reading the question, participants chose the response that best described their perception of what their White colleagues believe about them as athletic administrators. Participants answered very true, sometimes true, rarely true, or not true at all to each question.

The following tables give a perception of how some of the Black senior-level athletic administrators feel stereotypical beliefs have impacted their careers.

Table 12

SB50-How true do you think it is that most White people in athletic administration believe Black people in athletic administration keep trying?

SB50

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	very true	7	10.6	20.6	20.6
	sometimes true	20	30.3	58.8	79.4
	rarely true	6	9.1	17.6	97.1
	not true at all	1	1.5	2.9	100.0
	Total	34	51.5	100.0	
Missing	System	32	48.5		
Total		66	100.0		

Table 13

SB51-How true do you think it is that most White people in athletic administration believe Black people in athletic administration love their families?

SB51

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	20	30.3	54.1	54.1
	sometimes true	14	21.2	37.8	91.9
	rarely true	2	3.0	5.4	97.3
	not true at all	1	1.5	2.7	100.0
	Total	37	56.1	100.0	
Missing	System	29	43.9		
Total		66	100.0		

Table 14

SB52-How true do you think it is that most White people in athletic administration believe Black people in athletic administration are ashamed of themselves?

SB52

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	2	3.0	5.6	5.6
	sometimes true	3	4.5	8.3	13.9
	rarely true	11	16.7	30.6	44.4
	not true at all	20	30.3	55.6	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 15

SB53-.....most White people.....believe Black people in athletic administration are lazy?

SB53

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	3	4.5	8.3	8.3
	sometimes true	15	22.7	41.7	50.0
	rarely true	11	16.7	30.6	80.6
	not true at all	7	10.6	19.4	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 16

SB54-.....most White people.....believe Black people in athletic administration neglect their families?

SB54

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	2	3.0	5.6	5.6
	sometimes true	7	10.6	19.4	25.0
	rarely true	14	21.2	38.9	63.9
	not true at all	13	19.7	36.1	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 17

SB55-.....most White people.....believe Black people in athletic administration are lying or trifling?

SB55

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	very true	1	1.5	2.8	2.8
	sometimes true	16	24.2	44.4	47.2
	rarely true	12	18.2	33.3	80.6
	not true at all	7	10.6	19.4	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 18

SB56-.....most White people.....believe Black people in athletic administration are hardworking?

SB56

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	very true	9	13.6	24.3	24.3
	sometimes true	22	33.3	59.5	83.8
	rarely true	4	6.1	10.8	94.6
	not true at all	2	3.0	5.4	100.0
	Total	37	56.1	100.0	
Missing	System	29	43.9		
Total		66	100.0		

Table 19

SB57-.....most White people.....believe Black people in athletic administration do for others?

SB57

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	6	9.1	16.7	16.7
	sometimes true	24	36.4	66.7	83.3
	rarely true	6	9.1	16.7	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 20

SB58-.....most White people.....believe Black people in athletic administration give up easily?

SB58

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	2	3.0	5.6	5.6
	sometimes true	16	24.2	44.4	50.0
	rarely true	10	15.2	27.8	77.8
	not true at all	8	12.1	22.2	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 21

SB59-.....most White people.....believe Black people in athletic administration are weak?

SB59

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	3	4.5	8.3	8.3
	sometimes true	15	22.7	41.7	50.0
	rarely true	10	15.2	27.8	77.8
	not true at all	8	12.1	22.2	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 22

SB60-.....most White people.....believe Black people in athletic administration are proud of themselves?

SB60

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	16	24.2	44.4	44.4
	sometimes true	16	24.2	44.4	88.9
	rarely true	4	6.1	11.1	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 23

SB61-.....most White people.....believe Black people in athletic administration are honest?

SB61

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	10	15.2	27.8	27.8
	sometimes true	20	30.3	55.6	83.3
	rarely true	5	7.6	13.9	97.2
	not true at all	1	1.5	2.8	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 24

SB62-.....most White people.....believe Black people in athletic administration are selfish?

SB62

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	very true	3	4.5	8.3	8.3
	sometimes true	15	22.7	41.7	50.0
	rarely true	12	18.2	33.3	83.3
	not true at all	6	9.1	16.7	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

Table 25

SB63-.....most White people.....believe Black people in athletic administration are strong?

SB63

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very true	11	16.7	30.6	30.6
	sometimes true	19	28.8	52.8	83.3
	rarely true	5	7.6	13.9	97.2
	not true at all	1	1.5	2.8	100.0
	Total	36	54.5	100.0	
Missing	System	30	45.5		
Total		66	100.0		

DISCRIMINATORY ACTS AND RACIST ATTITUDES

The questions addressing the impact of discriminatory acts and racist attitudes were the first set of questions on the survey emailed to the Black senior-level athletic administrators. There were a total of 14 questions on this section of the survey. The investigator identified each question with DARA (an abbreviation for Discriminatory Acts and Racist Attitudes) and the corresponding number, i.e. DARA 14 represents discriminatory acts and racist attitude question number 14.

This group of questions was divided into three sections. Section I consisted of DARA 9-20. Section II consisted of DARA 21 A-F, and Section III consisted of DARA 22 A-K. On the first section, a Likert scale of answers was used for participants' responses to the questions. On Section II, participants had the option of choosing one or more emotions that described how they felt when they experience racism. The emotions listed for DARA 21 were: angry, frustrated, powerless, hopeless, ashamed

and strengthened. On the last section, participants had the option of choosing one or more behaviors that described how they would deal with racism in the workplace. The behaviors listed for DARA 22 were: speaking up, accepting it, ignoring it, trying to change things, keeping it to myself, working harder to prove them wrong, praying, avoiding it, getting violent, forgetting it, or other.

The table below shows the number of participants who answered each question on the discriminatory acts and racist attitude section of the survey.

Table 26

Statistical Summary of DARA

	DARA9	DARA10	DARA11	DARA12	DARA13	DARA14	DARA15	DARA16
Valid	59	59	59	59	59	59	59	59
Missing	7	7	7	7	7	7	7	7

DARA17	DARA18	DARA19	DARA20	DARA21A	DARA21B	DARA21C	DARA21D	DARA21E
59	59	59	59	4	12	2	0	3
7	7	7	7	62	54	64	66	63
DARA21F	DARA22A	DARA22B	DARA22C	DARA22D	DARA22E	DARA22F	DARA22G	DARA22H
23	28	4	3	21	5	24	15	2
43	38	62	63	45	61	42	51	64
DARA22I	DARA22J	DARA22K						
0	1	6						
66	65	60						

Almost 90% of participants responded to the questions in Section I of discriminatory acts and racist attitude portion of the survey. Tables 27-38 represent the frequency and percentage of responses to questions 9-20. Participants answered

never, seldom, sometimes, often, and always to six questions on this section and strongly agree, agree, about 50/50, disagree, and strongly disagree to the other six questions.

Table 27

DARA9-Because I am Black, I'm assigned the jobs no one else wants to do in my athletic department.

DARA9

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	29	43.9	49.2	49.2
	Seldom	13	19.7	22.0	71.2
	Sometimes	14	21.2	23.7	94.9
	Often	2	3.0	3.4	98.3
	Always	1	1.5	1.7	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 28

DARA10-How often has this happened in the past year (referring to DARA9)?

DARA10

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	32	48.5	54.2	54.2
	Seldom	16	24.2	27.1	81.4
	Sometimes	8	12.1	13.6	94.9
	Often	3	4.5	5.1	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 29

DARA11-How often has this happened during your career (referring to DARA9)?

DARA11

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	13	19.7	22.0	22.0
	Seldom	20	30.3	33.9	55.9
	Sometimes	16	24.2	27.1	83.1
	Often	7	10.6	11.9	94.9
	Always	3	4.5	5.1	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 30

DARA12-In my athletic department when different opinions would be helpful, my opinion is not asked for because of my race.

DARA12

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	30	45.5	50.8	50.8
	Seldom	17	25.8	28.8	79.7
	Sometimes	12	18.2	20.3	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 31

DARA13-Blacks in athletic administration are treated with less dignity and respect than Whites in athletic administration.

DARA13

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	4	6.1	6.8	6.8
	Agree	10	15.2	16.9	23.7
	About 50/50	28	42.4	47.5	71.2
	Disagree	9	13.6	15.3	86.4
	Strongly Disagree	6	9.1	10.2	96.6
	Don't Know	2	3.0	3.4	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 32

DARA14-I am watched more closely than others in my athletic department because of my race.

DARA14

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	7	10.6	11.9	11.9
	Agree	15	22.7	25.4	37.3
	About 50/50	10	15.2	16.9	54.2
	Disagree	17	25.8	28.8	83.1
	Strongly Disagree	9	13.6	15.3	98.3
	Don't Know	1	1.5	1.7	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 33

DARA15-Racial jokes or harassment are directed at me in my athletic department.

DARA15

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	43	65.2	72.9	72.9
	Seldom	13	19.7	22.0	94.9
	Sometimes	3	4.5	5.1	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 34

DARA16-Because I am Black, I feel I have to work twice as hard in athletic administration than my white colleagues.

DARA16

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	20	30.3	33.9	33.9
	Agree	19	28.8	32.2	66.1
	About 50/50	9	13.6	15.3	81.4
	Disagree	8	12.1	13.6	94.9
	Strongly Disagree	3	4.5	5.1	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 35

DARA17-Tasks in athletic administration that require intelligence are usually given to Whites, while Blacks get those that don't require much thought.

DARA17

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	3	4.5	5.1	5.1
	Agree	8	12.1	13.6	18.6
	About 50/50	17	25.8	28.8	47.5
	Disagree	21	31.8	35.6	83.1
	Strongly Disagree	8	12.1	13.6	96.6
	Don't Know	2	3.0	3.4	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 36

DARA18-I am often ignored or not taken seriously by my supervisor because of my race.

DARA18

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	38	57.6	64.4	64.4
	Seldom	14	21.2	23.7	88.1
	Sometimes	6	9.1	10.2	98.3
	Often	1	1.5	1.7	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 37

DARA19-Whites in athletic administration often assume I work in a lower status position than I do and treat me as such.

DARA19

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	5	7.6	8.5	8.5
	Agree	11	16.7	18.6	27.1
	About 50/50	14	21.2	23.7	50.8
	Disagree	22	33.3	37.3	88.1
	Strongly Disagree	7	10.6	11.9	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

Table 38

DARA20-White athletic administrators with less experience and qualifications get promoted before me.

DARA20

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	7	10.6	11.9	11.9
	Agree	17	25.8	28.8	40.7
	About 50/50	13	19.7	22.0	62.7
	Disagree	14	21.2	23.7	86.4
	Strongly Disagree	6	9.1	10.2	96.6
	Don't Know	2	3.0	3.4	100.0
	Total	59	89.4	100.0	
Missing	System	7	10.6		
Total		66	100.0		

The following tables represent the frequency and percentage of responses to the emotion that described how the participant would feel if/when they experience racism. Each table corresponds to one of the six emotions and the number of participants who felt that way. Over 66% of participants responded to at least one of the

emotions. The investigator believes that some of the participants might not have felt any of the emotions listed therefore they did not respond at all. The investigator should have included “other” as an answer so some of the participants who did not respond could have written in their feelings.

Table 39

DARA21A-When I experience racism in athletic administration, I generally feel angry.

DARA21A

Options Selected		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	Seldom	1	1.5	25.0	25.0
	Sometimes	3	4.5	75.0	100.0
	Total	4	6.1	100.0	
	System	62	93.9		
	Total	66	100.0		

Table 40

DARA21B-When I experience racism in athletic administration, I generally feel frustrated.

DARA21B

Options Selected		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	Seldom	1	1.5	8.3	8.3
	Sometimes	2	3.0	16.7	25.0
	Often	6	9.1	50.0	75.0
	Always	3	4.5	25.0	100.0
	Total	12	18.2	100.0	
Missing	System	54	81.8		
	Total	66	100.0		

Table 41

DARA21C-When I experience racism in athletic administration, I generally feel powerless.

DARA21C

Options Selected		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	Sometimes	1	1.5	50.0	50.0
	Often	1	1.5	50.0	100.0
	Total	2	3.0	100.0	
	System	64	97.0		
Total		66	100.0		

Table 42

DARA21D-.....racism.....I generally feel hopeless.

DARA21D

		Frequency	Percent
Missing	System	66	100.0

NO DATA FOUND

Table 43

DARA21E-.....racism.....I generally feel ashamed.

DARA21E

Options Selected		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	Never	2	3.0	66.7	66.7
	Seldom	1	1.5	33.3	100.0
	Total	3	4.5	100.0	
	System	63	95.5		
Total		66	100.0		

Table 44

DARA21F-.....racism.....I generally feel strengthened.

DARA21F

Options Selected		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.5	4.3	4.3
	Seldom	6	9.1	26.1	30.4
	Sometimes	7	10.6	30.4	60.9
	Often	3	4.5	13.0	73.9
	Always	6	9.1	26.1	100.0
	Total	23	34.8	100.0	
Missing	System	43	65.2		
Total		66	100.0		

The following tables represent the frequency and percentage of responses to the behavior that described what the participant would do if/when they experience racism. Each table corresponds to a behavior and the number of participants who would deal with the situation in that manner. Some participants responded to more than one behavior, which exhibited the differences in how people handled sensitive situations. Over 85% of participants responded to this question.

Table 45

DARA22A-When I experience racism in athletic administration, I generally deal with it by speaking up.

DARA22A

Behavior		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	speaking up	28	42.4	100.0	100.0
	System	38	57.6		
	Total	66	100.0		

Table 46

DARA22B-When I experience racism in athletic administration, I generally deal with it by accepting it.

DARA22B

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	accepting it	4	6.1	100.0	100.0
Missing	System	62	93.9		
Total		66	100.0		

Table 47

DARA22C-When I experience racism in athletic administration, I generally deal with it by ignoring it.

DARA22C

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	ignoring it	3	4.5	100.0	100.0
Missing	System	63	95.5		
Total		66	100.0		

Table 48

DARA22D-.....racism.....I generally deal with it by trying to change things.

DARA22D

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	trying to change things	21	31.8	100.0	100.0
Missing	System	45	68.2		
Total		66	100.0		

Table 49

DARA22E-.....racism.....I generally deal with it by keeping it to myself.

DARA22E

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	keeping it to myself	5	7.6	100.0	100.0
Missing	System	61	92.4		
Total		66	100.0		

Table 50

DARA22F-.....racism.....I generally deal with it by working harder to prove them wrong.

DARA22F

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	working harder to prove them wrong	24	36.4	100.0	100.0
Missing	System	42	63.6		
Total		66	100.0		

Table 51

DARA22G-.....racism.....I generally deal with it by praying.

DARA22G

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	praying	15	22.7	100.0	100.0
Missing	System	51	77.3		
Total		66	100.0		

Table 52

DARA22H-.....racism.....I generally deal with it by avoiding it.

DARA22H

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	avoiding it	2	3.0	100.0	100.0
Missing	System	64	97.0		
Total		66	100.0		

Table 53

DARA22I-.....racism.....I generally deal with it by getting violent.

DARA22I

	Frequency	Percent
Missing System	66	100.0

NO DATA FOUND

Table 54

DARA22J-.....racism.....I generally deal with it by forgetting it.

DARA22J

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	forgetting it	1	1.5	100.0	100.0
Missing	System	65	98.5		
Total		66	100.0		

Table 55

DARA22K-.....racism.....I generally deal with it by other (please specify).

DARA22K

	Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
	other	6	9.1	100.0	100.0
Missing	System	60	90.9		
Total		66	100.0		

OLD BOYS' NETWORK AND POSITIONAL SEGREGATION

The questions addressing the impact of the old boys' network and positional segregation were the second set of questions on the survey emailed to the Black senior-level athletic administrators. There were a total of 27 questions on this section of the survey. The investigator identified each question with OBPS (an abbreviation for Old Boys' Network and Positional Segregation) and the corresponding number, i.e. OBPS 37 represents old boys' network and positional segregation question number 37.

The table below shows the number of participants who answered each question in the old boys' network and positional segregation section. Approximately 62-65% of survey participants responded to these questions. The investigator determined that one of the reasons that may have impacted a 100% response rate on this portion of the survey was due to the participants' inability to complete a part of the survey, save their responses, and return to the survey at another time. The company managing the survey considered saving incomplete surveys an extra feature that increased the fee for managing the survey, and only a few weeks remained for the investigator to collect data when this information was uncovered. The investigator decided to continue the web-based survey without this feature.

Table 56

Statistical Summary of OBPS

	OBPS23	OBPS24	OBPS25	OBPS26	OBPS27	OBPS28	OPBS29	OBPS30
Valid	43	43	43	42	41	41	42	42
Missing	23	23	23	24	25	25	24	24

OBPS31	OBPS32	OBPS33	OBPS34	OBPS35	OBPS36	OBPS37	OBPS38	OBPS39
42	42	42	42	42	41	42	42	42
24	24	24	24	24	25	24	24	24

OBPS40	OBPS41	OBPS42	OBPS43	OBPS44	OBPS45	OBPS46	OBPS47	OBPS48
42	42	42	41	42	42	42	42	42
24	24	24	25	24	24	24	24	24

OBPS49
42
24

Tables 57-83 each represent the frequency and percentage of responses to a specific question related to the old boys' network and positional segregation. After reading the question, participants chose the response that best described their perception of how often their White colleagues involve them and support them in the athletic administration profession. Participants answered never, rarely, sometimes, often, nearly all the time, and always to each question.

The following tables give a perception of how some of the Black senior-level athletic administrators feel the old boys' network and positional segregation have impacted their careers.

Table 57

OBPS23-How often in your athletic department do you have someone who explains how to efficiently get things accomplished?

OBPS23

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	11	16.7	25.6	25.6
	Rarely	12	18.2	27.9	53.5
	Sometimes	16	24.2	37.2	90.7
	Often	2	3.0	4.7	95.3
	Always	2	3.0	4.7	100.0
	Total	43	65.2	100.0	
Missing	System	23	34.8		
Total		66	100.0		

Table 58

OBPS24-How often in your athletic department do you have someone who arranges opportunities for you to know personally those in upper administration?

OBPS24

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	8	12.1	18.6	18.6
	Rarely	12	18.2	27.9	46.5
	Sometimes	8	12.1	18.6	65.1
	Often	6	9.1	14.0	79.1
	Nearly all the time	6	9.1	14.0	93.0
	Always	3	4.5	7.0	100.0
	Total	43	65.2	100.0	
Missing	System	23	34.8		
Total		66	100.0		

Table 59

OBPS25-How often in your athletic department do you have someone who is willing to listen to you?

OBPS25

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Rarely	5	7.6	11.6	11.6
	Sometimes	8	12.1	18.6	30.2
	Often	11	16.7	25.6	55.8
	Nearly all the time	10	15.2	23.3	79.1
	Always	9	13.6	20.9	100.0
	Total	43	65.2	100.0	
Missing	System	23	34.8		
Total		66	100.0		

Table 60

OBPS26-.....who explains the "political" aspects of your position in athletic administration?

OBPS26

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	9	13.6	21.4	21.4
	Rarely	13	19.7	31.0	52.4
	Sometimes	14	21.2	33.3	85.7
	Often	4	6.1	9.5	95.2
	Nearly all the time	1	1.5	2.4	97.6
	Always	1	1.5	2.4	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 61

OBPS27-.....whose association with you affords you organizational clout in athletic administration?

OBPS27

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	3.0	4.9	4.9
	Rarely	9	13.6	22.0	26.8
	Sometimes	12	18.2	29.3	56.1
	Often	9	13.6	22.0	78.0
	Nearly all the time	5	7.6	12.2	90.2
	Always	4	6.1	9.8	100.0
	Total	41	62.1	100.0	
Missing	System	25	37.9		
Total		66	100.0		

Table 62

OBPS28-.....who informs you of athletic departmental policies and decisions which may affect you?

OBPS28

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	4	6.1	9.8	9.8
	Rarely	6	9.1	14.6	24.4
	Sometimes	8	12.1	19.5	43.9
	Often	9	13.6	22.0	65.9
	Nearly all the time	7	10.6	17.1	82.9
	Always	7	10.6	17.1	100.0
	Total	41	62.1	100.0	
Missing	System	25	37.9		
Total		66	100.0		

Table 63

OBPS29-.....on whom you can depend?

OPBS29

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	1.5	2.4	2.4
	Rarely	11	16.7	26.2	28.6
	Sometimes	14	21.2	33.3	61.9
	Often	6	9.1	14.3	76.2
	Nearly all the time	2	3.0	4.8	81.0
	Always	8	12.1	19.0	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 64

OBPS30-.....who informs you of key but unstated aspects of your position?

OBPS30

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	8	12.1	19.0	19.0
	Rarely	14	21.2	33.3	52.4
	Sometimes	7	10.6	16.7	69.0
	Often	6	9.1	14.3	83.3
	Nearly all the time	3	4.5	7.1	90.5
	Always	4	6.1	9.5	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 65

OBPS31-.....who is fair in his/her assessment of you?

OBPS31

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Rarely	3	4.5	7.1	7.1
	Sometimes	17	25.8	40.5	47.6
	Often	9	13.6	21.4	69.0
	Nearly all the time	8	12.1	19.0	88.1
	Always	5	7.6	11.9	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 66

OBPS32-.....who sees to it that you have wide variety of challenging assignments?

OBPS32

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	9.1	14.3	14.3
	Rarely	6	9.1	14.3	28.6
	Sometimes	13	19.7	31.0	59.5
	Often	6	9.1	14.3	73.8
	Nearly all the time	6	9.1	14.3	88.1
	Always	5	7.6	11.9	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 67

OBPS33-.....whom you can trust and who trusts you?

OBPS33

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	3	4.5	7.1	7.1
	Rarely	6	9.1	14.3	21.4
	Sometimes	16	24.2	38.1	59.5
	Often	7	10.6	16.7	76.2
	Nearly all the time	2	3.0	4.8	81.0
	Always	8	12.1	19.0	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 68

OBPS34-.....who informs you of potentially negative situations which may adversely affect you?

OBPS34

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	9.1	14.3	14.3
	Rarely	10	15.2	23.8	38.1
	Sometimes	9	13.6	21.4	59.5
	Often	8	12.1	19.0	78.6
	Nearly all the time	5	7.6	11.9	90.5
	Always	4	6.1	9.5	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 69

OBPS35-.....who helps you maximize your exposure within athletic administration?

OBPS35

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	5	7.6	11.9	11.9
	Rarely	6	9.1	14.3	26.2
	Sometimes	15	22.7	35.7	61.9
	Often	5	7.6	11.9	73.8
	Nearly all the time	5	7.6	11.9	85.7
	Always	6	9.1	14.3	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 70

OBPS36-.....who gives you helpful information about your co-workers?

OBPS36

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	3	4.5	7.3	7.3
	Rarely	10	15.2	24.4	31.7
	Sometimes	15	22.7	36.6	68.3
	Often	5	7.6	12.2	80.5
	Nearly all the time	6	9.1	14.6	95.1
	Always	2	3.0	4.9	100.0
	Total	41	62.1	100.0	
Missing	System	25	37.9		
Total		66	100.0		

Table 71

OBPS37-.....who informs you of “unwritten” laws of athletic administration?

OBPS37

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	11	16.7	26.2	26.2
	Rarely	10	15.2	23.8	50.0
	Sometimes	11	16.7	26.2	76.2
	Often	2	3.0	4.8	81.0
	Nearly all the time	5	7.6	11.9	92.9
	Always	3	4.5	7.1	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 72

OBPS38-.....who has faith in your abilities?

OBPS38

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Rarely	4	6.1	9.5	9.5
	Sometimes	9	13.6	21.4	31.0
	Often	12	18.2	28.6	59.5
	Nearly all the time	7	10.6	16.7	76.2
	Always	10	15.2	23.8	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 73

OBPS39-.....who informs you of potential resources?

OBPS39

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	9.1	14.3	14.3
	Rarely	8	12.1	19.0	33.3
	Sometimes	13	19.7	31.0	64.3
	Often	5	7.6	11.9	76.2
	Nearly all the time	4	6.1	9.5	85.7
	Always	6	9.1	14.3	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 74

OBPS40-.....who strategizes with you on how to use the system to your advantage?

OBPS40

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	10	15.2	23.8	23.8
	Rarely	12	18.2	28.6	52.4
	Sometimes	8	12.1	19.0	71.4
	Often	4	6.1	9.5	81.0
	Nearly all the time	4	6.1	9.5	90.5
	Always	4	6.1	9.5	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 75

OBPS41-.....who is concerned that you reach your goals?

OBPS41

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	4	6.1	9.5	9.5
	Rarely	14	21.2	33.3	42.9
	Sometimes	10	15.2	23.8	66.7
	Often	6	9.1	14.3	81.0
	Nearly all the time	2	3.0	4.8	85.7
	Always	6	9.1	14.3	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 76

OBPS42-.....who arranges for you to represent him/her in meetings with upper-level administrators?

OBPS42

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	9.1	14.3	14.3
	Rarely	8	12.1	19.0	33.3
	Sometimes	16	24.2	38.1	71.4
	Often	7	10.6	16.7	88.1
	Nearly all the time	4	6.1	9.5	97.6
	Always	1	1.5	2.4	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 77

OBPS43-.....who sees to it that you are known to upper-level administrators as someone who can produce results?

OBPS43

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	4	6.1	9.8	9.8
	Rarely	10	15.2	24.4	34.1
	Sometimes	8	12.1	19.5	53.7
	Often	10	15.2	24.4	78.0
	Nearly all the time	5	7.6	12.2	90.2
	Always	4	6.1	9.8	100.0
	Total	41	62.1	100.0	
Missing	System	25	37.9		
Total		66	100.0		

Table 78

OBPS44-.....with whom there is mutual sharing?

OBPS44

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	3.0	4.8	4.8
	Rarely	10	15.2	23.8	28.6
	Sometimes	16	24.2	38.1	66.7
	Often	5	7.6	11.9	78.6
	Nearly all the time	5	7.6	11.9	90.5
	Always	4	6.1	9.5	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 79

OBPS45-.....who uses his/her influence to further your career?

OBPS45

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	9	13.6	21.4	21.4
	Rarely	13	19.7	31.0	52.4
	Sometimes	8	12.1	19.0	71.4
	Often	6	9.1	14.3	85.7
	Nearly all the time	3	4.5	7.1	92.9
	Always	3	4.5	7.1	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 80

OBPS46-.....who arranges the opportunity for you to demonstrate your skills to upper-level administrators?

OBPS46

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	9.1	14.3	14.3
	Rarely	12	18.2	28.6	42.9
	Sometimes	10	15.2	23.8	66.7
	Often	6	9.1	14.3	81.0
	Nearly all the time	5	7.6	11.9	92.9
	Always	3	4.5	7.1	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 81

OBPS47-.....to whom you can go for advice?

OBPS47

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	3.0	4.8	4.8
	Rarely	16	24.2	38.1	42.9
	Sometimes	8	12.1	19.0	61.9
	Often	7	10.6	16.7	78.6
	Nearly all the time	3	4.5	7.1	85.7
	Always	6	9.1	14.3	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 82

OBPS48-.....who sees to it that you have special assignments of high priority to the athletic department?

OBPS48

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	6	9.1	14.3	14.3
	Rarely	11	16.7	26.2	40.5
	Sometimes	8	12.1	19.0	59.5
	Often	7	10.6	16.7	76.2
	Nearly all the time	7	10.6	16.7	92.9
	Always	3	4.5	7.1	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

Table 83

OBPS49-.....who encourages opportunities for you to grow?

OBPS49

	Options	Frequency	Percent	Valid Percent	Cumulative Percent
	Never	7	10.6	16.7	16.7
	Rarely	8	12.1	19.0	35.7
	Sometimes	13	19.7	31.0	66.7
	Often	5	7.6	11.9	78.6
	Nearly all the time	2	3.0	4.8	83.3
	Always	7	10.6	16.7	100.0
	Total	42	63.6	100.0	
Missing	System	24	36.4		
Total		66	100.0		

The results of the survey provided valuable information for determining the factors that are currently relevant in the careers of Black senior-level athletic administrators. Based on the percentages from tables in each area, the investigator concluded that the Old Boys' Network and Positional Segregation were the only factors that still had a significant impact on the careers of Blacks in athletic administration. Stereotypical Beliefs, Discriminatory Acts, and Racist Attitude are no longer deemed major factors preventing the upward mobility and entrance of Blacks into the athletic administration profession. The investigator discusses these findings further in the next chapter.

TELEPHONE AND PERSONAL INTERVIEWS

The qualitative research portion of this study involved telephone and personal interviews with four senior-level athletic administrators. The results of the telephone

and personal interviews provided adequate information in addressing the following questions:

- i. *What are the factors hindering Blacks from breaking into athletic administration?*
- ii. *What limits the professional advancement of Blacks in athletic administration?*

As stated in the Introduction, these questions are interrelated and are not addressed as separate themes of the topic. The results of this research can be attributed at varying degrees to each question, which signifies the relationship between the questions and the correlation of the results. The results of this research are transcribed as a cohesive account of all four interviews. The investigator had three personal interviews and one phone interview. The three personal interviews were tape recorded with handwritten notes accompanying the recording. The phone interview was only handwritten notes. The investigator did not have access to a speaker phone; therefore the phone interview could not be tape recorded.

The data are direct quotes from all four interviewees merged together to make one fluid and concise text. The investigator only made the interviewees' quotes fit grammatical standards when written; otherwise the text is verbatim from the interviewee. Only the investigator and the interviewees know which quotes reflect their position. The concepts explicit or implicit in the text are coded as:

STEREOTYPICAL BELIEFS (ITALICS AND SMALL CAPS)

Discriminatory acts and Racist attitude (Italics and Bold)

Old-boys' network and Positional segregation (Italics, Bold, and Underlined)

The following text is the data from the telephone and personal interviews:

“The small number of Black senior-level athletic administrators is not surprising, but is a concern. Based on the high percentage of Black athletes in the revenue producing sports, ***it seems that Blacks are being shut out of the higher level athletic administration positions.*** It matters that Black athletes (Black students in general) see administrators who look like them, because it provides a level of comfort at predominantly White institutions. One would be naïve in thinking that *STEREOTYPES*, ***discrimination***, and ***racism*** do not exist, but today those are not the primary factors that limit our opportunities in athletic administration. We have already proven that we are *QUALIFIED, CAPABLE, AND COMPETENT TO LEAD ATHLETIC PROGRAMS*, but now we must increase ***our network and gain the confidence and trust of college presidents, athletic directors, and donors. It is not that we must try to get in or fit into the old-boys' network, but it is about making a connection, creating your shot, leaving your mark, and being good enough to be recognized by the good old-boys'.*** The reality of our business is that ***we hire our friends***, and White people usually know more White people than they do Black people and vice versa. ***Networking alone gets you nowhere.*** We have to find a way to get noticed, and stop saying it's too hard, and no one will hire me because I'm Black. We must realize that the way to choose candidates in athletics is different, and we must learn to play the political game better.”

“The ability to fundraise is probably the most important factor in landing a senior-level athletic administration position. If you have had no experience in this area chances are you will not get hired for a top position. You have to get involved in fundraising and do a good job or ***risk getting stuck in the administration ghetto. The administration ghetto is only relevant to those who aspire to move into top level athletic administration, but can't seem to get there. You can't get stuck in student services jobs if you wish to move into athletic administration.*** It is ok to begin there, but the decisions are being made at the top, so you must ask for a chance to do something else, and become

knowledgeable in all aspects of an athletic department. You must become involved in fundraising at some point. Fundraising allows you to tap into the power bases of the university: donors and the president's reputation. The way you handle these two entities speaks volumes to your ability to lead the most visible part of the university and the amount of confidence and trust the president and/or the athletic director has in you. That is a lot of power to hand over to a person that you do not have a relationship with no matter what color they are. **That is why it is important to develop relationships with the power people** in hopes that they can look past the skin color and see a good business person who is polished and has a realistic plan as to how to raise money."

"The odds of us getting jobs at the same rate as our White counterparts are very slim, because it does still **boil down to who you know, what you know, and who will take or return your phone call**. We will always be required to display our credentials and be ten times better than our White colleagues; that is just an inherent fact about our business. We don't have the luxury to be average and still get a hook-up on a job, **but many of our White counterparts do, because of who they know**. The traditional way of progressing to senior-level positions in the private sector is not applicable in athletics. We have to be prepared to be rejected for jobs twice as many times as our White colleagues. ***Whether it is overt or covert racism, or neither***, presidents and athletic directors tend to hire people who look like them. ***It is probably not so much racism as it is self-preservation***. Presidents and athletic directors have to become comfortable with a Black person being a reflection of them, because that is essentially what we are when we represent the institution's administration at championships and conferences; a reflection of the president and the ideals of the institution."

"Because of the small number of Blacks in senior-level athletic administration positions, ***one could perceive that diversity is not an ideal at many of the Division I institutions***. Some athletic departments are committed to diversity in their staff, so they seek out minorities to offer an opportunity, **but many departments just stick to who they know, period**. We understand that that is the nature of getting a job in this profession, yet it is the responsibility of the university to police their athletic department as to their achievement of diversity goals. Part of the reason why there are not more Blacks

in athletic administration is that ***universities are not enforcing affirmative action in athletics***. Because state-supported institutions receive so much federal funding, one would think that their athletic departments would be quite diverse, but many of them are not. It takes a courageous university administration to hire a minority for a top position in the most visible area of the university. For many of these White men (they are the ones making the hiring decisions) this would be a big risk. But our charge is to show and prove why we would be less of a risk than our White colleagues or anybody else for that matter. Public institutions should be evaluated on how well they are holding athletic departments to diversity initiatives. Thinking that the NCAA or any other athletic related entity will create a systematic process to balance the scales of diversity in athletic administration is not going to happen, so we will just have to keep chipping away”.

“This generation of athletic administrators may never get comfortable with working along side of Blacks, and allowing Blacks to touch the power bases of a university, but the next generation of white athletic administrators is a different animal. In about seven to ten years, the next generation of athletic administrators will come onto the scene and displace the old ideals and adages of this generation. The next generation has had the chance to play with, go to school with, and work with Blacks and other minorities, so they are more comfortable with developing relationships with Blacks, and trusting Blacks with power and influence. The athletic administration profession will evolve for Blacks, because they will be in positions to hire other Blacks trying to get into the field and those trying to progress and Whites in positions to hire will hire on core competencies and abilities alone.”

This text provides valuable insight into the areas of importance in athletic administration for Blacks. Although the above account is only the positions of four Black senior-level athletic administrators, the investigator believes that the perspectives they provided are necessary to the growth of young Black professionals aspiring to be senior-level athletic administrators.

The final chapter is a discussion of the research results and the conclusions that the investigator has drawn from the results. The chapter also includes limitations of the study and recommendations for further research.

VI. DISCUSSION AND CONCLUSIONS

The results of this study were valuable in arriving at some conclusions about the factors that hinder Blacks from breaking into athletic administration and limiting their professional advancement. In this chapter, the research results from demographic information, stereotypical beliefs, discriminatory acts and racist attitudes, and old boys' network and positional segregation are discussed. The investigator draws conclusions about each area based on the research results, provides a final summary of the study, presents limitations of the study, and recommends topics for further research.

DEMOGRAPHIC INFORMATION

The demographics of this study provide the reader with a description of the persons participating in the study. A visual picture is formed of the persons who took thirty to forty minutes from an athletic work day to respond to questions concerning their profession. Fifty percent of all the Black senior-level athletic administrators at Division I institutions took part in this study. The positions with the highest number of respondents were Associate Athletic Directors (27.3%) and persons with dual athletic administrative roles (normally a female who is both an Associate or Assistant Athletic Director and Senior Woman Administrator 19.7%). It was not surprising that the percentage of male respondents was higher than female respondents simply because

athletic administration is a male-dominant profession. Of the 132 Black senior-level athletic administrators, 88 are male and 44 are female. About 52% (46) of the total number of Black male athletic administrators participated in the study, and 45% (20) of the total number of Black females participated. Based on the number of survey respondents (66), Black males made up 70% of the respondents, and Black females made up 30 percent.

The university and campus environment at Division I institutions varies throughout the NCAA membership, and can even set the tone for the type of athletic department and staff it produces. The respondents had a choice to describe the type of campus of their institution or the number of students enrolled at their institution. Of the 41 responses to type of campus, 27% were employed at urban campuses and of the 25 responses to student population, almost 14% were employed at institutions with a student population of 25,000 plus. Based on the data, the investigator suspects that because of the urban environment, the student and staff population would probably be more diverse than that of a rural campus of 20,000-24,999 students, thereby making a mid to large urban campus a more likely place for Blacks to be employed in athletic administration.

Stability and many years of service to the profession are not found in abundance in athletic administration. The profession no longer lends itself to being employed at one institution for twenty years because of the cut-throat competition among Division I athletic programs to be bigger and better than their cohorts and the change in

leadership and direction of some institutions every five to ten years. But the difficulty for Blacks to enter the profession, let alone, advance in the profession seems to steer them towards stability and many years of service in athletic administration. Of the 66 survey respondents, 43.9% of them had been employed in athletic administration 6-10 years, and 65.2% had only been employed at 1-2 institutions. Positions in athletic administration are hard to come by, and these numbers portray that Blacks in athletic administration are seeking stability and are loyal to the profession and the institutions where they are employed. The investigator believes these data send a message to athletic department hiring personnel that Blacks in the profession have staying power and are firm in adherence to the profession and their institutions.

The final demographical information from the survey was the age of each participant. The age range was 26-59, and the average age was 39 with a standard deviation of 8.07. It is likely that over 50% of all Black senior-level athletic administrators are in their mid-thirties to early forties. Of the 66 survey respondents, 57.5% were between the ages of 35-42. This information can be helpful for young Black athletic administrators to project the likelihood of mobility to a senior-level position. It can also be helpful in denoting the number of years of employment in entry level to middle management positions before being promoted to a senior-level position. The youngest participant in this study was 26 years old, and most likely spent 3-5 years working in the entry level and/or middle management positions in athletic administration.

The investigator believes that the athletic administration profession thrives off the ingenuity and freshness of young administrators. Young athletic administrators seem to be the lifeblood of the profession.

STEREOTYPICAL BELIEFS

In this study, stereotypical beliefs were defined as: Beliefs that Blacks possess inferior leadership skills and thinking capacities as they relate to athletic administrative positions. Stereotypes do exist in athletic administration as they do in society as a whole, and this study identified the current impact and effects stereotypical beliefs have on Blacks in the athletic administration profession.

The scoring range for questions related to stereotypical beliefs was 14-56. A score between 14 and 24 indicated stereotypical beliefs were a factor in their careers. A score between 25 and 35 indicated that stereotypical beliefs were somewhat a factor. A score between 36 and 46 indicated that stereotypical beliefs were really not a factor, and a score between 47 and 56 indicated that stereotypical beliefs were not a factor at all. The total number of valid responses for this portion of the survey (33) limits the results as a perception of the majority of Black senior-level athletic administrators. But the scores of participants were close to each other which indicated strong agreement among the participants of the impact of stereotypical beliefs in their careers. The scoring range of participants was 26-40. The majority of participants' scores were 29-35 which indicated that stereotypical beliefs are somewhat of a factor in the careers of Black athletic administrators.

The athletic administrators who gave personal interviews were also in agreement with the survey participants. While they all acknowledged that stereotypes do exist, they did not think the impact of stereotypical beliefs was as great on Black athletic administrators' careers today as it was in the past. The very fact that the investigator was speaking to them in their current job capacity was evident that many of the stereotypes of Blacks as leaders, thinkers, and fundraisers has been dispelled. One interviewee said, "Stereotypes are out. Black folks have been showcasing our leadership ability inside and outside athletics for years. I don't worry about the stereotypes no more, I just do what I do best, LEAD."

Stereotypical beliefs are not a major factor in hindering Blacks in breaking into athletic administration or limiting their professional advancement in athletic administration. This statement should not be construed as the investigator pronouncing the world of athletic administration is free of persons who hold stereotypical beliefs about Blacks in leadership positions. However, this statement does mean that Blacks in athletic administration are no longer perceiving stereotypical beliefs as stumbling blocks in their careers.

DISCRIMINATORY ACTS AND RACIST ATTITUDES

Discriminatory acts and racist attitudes were coupled together because of the close relationship between the two events. These two events are a basic example of cause and effect. A person with a racist attitude or belief will most likely participate in discriminatory activity. In this study discriminatory acts were defined as: Actions taken

to favor Whites over Blacks in securing athletic administrative positions; also actions that limit the professional progress of Blacks in athletic administration. Racist attitudes were defined as: Deeply ingrained attitudes against Blacks because of the color of their skin that systematically and systemically hinders Blacks from consideration for athletic administrative positions. Discrimination and racism against Blacks is alive and well in our society. Nearly every year, there is a major occurrence surrounding discrimination and racism against Blacks that capture media attention and elicit a response from society as a whole, but the racism and discrimination that occur on a daily basis usually goes unnoticed. This study took a look at the perceptions that Blacks in athletic administration have about discrimination and racism in their careers and impact they have had on their careers.

The questions concerning discriminatory acts and racist attitudes were divided into three sections. Section I gauged the perception of treatment on the job and the presence of racism or discrimination. Section II inquired about the way the participants feel if/when they experience racism, and Section III asked the participants to identify how they generally deal with racism if/when they experience it. The scoring range for Section I was 6-30 or 6-36, Section II was 1-5 for each emotion listed, and Section III was 1 point for each behavior listed.

In Section I, a score between 6 and 12 and 25 and 30 indicated that discriminatory acts and racist attitudes were non-factors in their careers. A score between 13 and 15 and 19 and 24 indicated that discriminatory acts and racist attitudes

were seldom factors. A score between 16 and 19 and 14 and 18 indicated that discriminatory acts and racist attitudes were somewhat factors, and a score between 24 and 30 and 10 and 13 indicated that discriminatory acts and racist attitudes were factors in their careers. Also participants whose scores fell between 6 and 9 perceived discriminatory acts and racist attitude as major factors, and participants' scores that fell between 31 and 36 did not know if discriminatory acts and racist attitudes were factors at all in their careers. The total number of responses on Section I was 59, with scores ranging from 6-20 and 8-30. The wide range of scores indicated varied perceptions among the participants. Ten percent of the participants perceived discriminatory acts and racist attitudes as being factors in their careers, and 22% perceived they were somewhat of a factor. However, the majority of participants perceived discriminatory acts and racist attitudes as seldom a factor or non-factors in their careers (40% and 28.8% respectively).

In Section II, participants were asked to choose from six emotions that described how they felt if/when they experienced racism. The six emotions were: angry, frustrated, powerless, hopeless, ashamed, and strengthened. After choosing an emotion, the participants then had to choose to what extent they felt this emotion. The participants choose between: never, seldom, sometimes, often, and always. For example, one participant chose the emotion angry and also chose sometimes. This meant that participant sometimes felt angry when he/she experienced racism in athletic administration.

A total of 44 participants responded with answers in all six categories, but the emotion that received the highest response was: strengthened, with participants feeling sometimes strengthened, often strengthened, and always strengthened when they experience racism in athletic administration.

In Section III, participants had ten behaviors to choose from to describe how they would deal with a situation should they experience racism. The options were: speaking up, accepting it, ignoring it, trying to change things, keeping it to myself, working harder to prove them wrong, praying, avoiding it, getting violent, or forgetting it. The participants also had the option to write in any other behavior or action they would take in this situation. Of the 56 participants, the majority would respond to a situation where they experienced racism by speaking up, trying to change things, and/or working harder to prove them wrong.

The subjects of the interviews were also in agreement with the survey participants. Interviewees believed that Blacks could no longer use discrimination and racism as the main reason why they are not hired for jobs in athletic administration. The subjects also believed university administrators are being lax in their job of making sure athletic departments are following through with diversity initiatives handed down by senior-level university administrators. The act of discrimination is hard to prove, so sometimes Blacks trying to get into the profession are overlooked, but this is where university officials should step in and try to ensure diversity is being promoted in athletic department staffs.

Black senior-level athletic administrators do not believe that discriminatory acts and racist attitudes have a huge impact on their careers anymore. While it is naïve to believe that discrimination and racism are no longer relevant in today's society, this study found that some Blacks are no longer relying on those factors as excuses for being unsuccessful and not achieving the goals they have set for themselves. Although this study only focused on a small number of Blacks, the responses are telling of a possible shift in the "woe is me" attitude to a determined, confident approach in the areas of society where Blacks are typically underrepresented.

OLD BOYS' NETWORK AND POSITIONAL SEGREGATION

"It's who you know and not what you know" is a statement that rings true in the athletic administration profession. For years the old boys' network has separated the "haves" from the "have nots" in athletic administration, and the "have nots" are normally Blacks who are not privy to the same relationships and information as their White counterparts. The separation is also seen when looking at the numbers and the race of those who hold the significant leadership positions in athletic administration and those who do not, this is considered positional segregation. In this study positional segregation was defined as: The streamlining of Blacks into certain positions in athletic administration that limit advancement to higher positions and offer very little acknowledgment and benefit. Old boys' network was defined as: A network of mostly White men who are interconnected across the athletic administration profession, and are extremely resistant to hiring Blacks for positions in athletic administration they deem exclusively for Whites. Positional segregation and the old boys' network are apparent in athletic administration.

Since we know they exist, this study focused on the impact these two factors have on the careers of Blacks in athletic administration.

The questions related to old boys' network and positional segregation had a scoring range of 27-162. A score between 27 and 49 indicated that the old boys' network and positional segregation were major factors in their careers. A score between 50 and 72 indicated that the old boys' network and positional segregation were factors. A score between 73 and 95 indicated that the old boys' network and positional segregation were somewhat factors. A score between 96 and 118 indicated the old boys' network and positional segregation were not often factors. A score between 119 and 141 indicated that the old boys' network and positional segregation were really not factors, and scores between 142 and 162 indicated that they were not factors at all in their careers. The valid number of responses (42) was 64% of the possible number of participants, but only 32% of the Black senior-level athletic administrator's population. Because of the small percentage, the results cannot be attributed to the entire population, but does provide valuable insight into the impact these factors may have on the entire population. The participants' scores ranged from 39-157. Eight participants (19.2%) perceived the old boys' network and positional segregation to have little to no impact on their careers. While 40.4% perceived the old boys' network as having some impact, and the other 40.4% perceived them to have a major impact on their careers.

The subjects of the interview were also in agreement with the survey participants. They shared that the old boys' network is a closed society that will always be closed to

people of color, but that should not be the focus. They believe Blacks should not actually try to get into the old boys' network, but they should find a way to get noticed by the people in the old boys' network. They shared that networking alone gets you nowhere, but that you have to find a way for the people in the network to put together your name, your face, and your competency to get a position in athletic administration. The main point the interviewees made about positional segregation is that it can be a hindrance when supervisors decide that you can only do one job, and you are then relegated to the "administrative ghetto." But Blacks can combat this by being very vocal about their desire to move up in athletic administration, and being good at their current job, so they can be considered for promotions.

The old boys' network and positional segregation were the only factors from this research that had a significant impact on the careers of Blacks in athletic administration. These factors do exist in other areas of society, but it seems to be different in athletic administration. Accountability is paramount in government, business, and in other areas. In business, it is not likely for a friend to hire a friend with little to no money management skills to oversee a major account, because the accountability would be compromised. Although accountability is expected in athletic administration, there is some leverage that allows friends to "hook-up" friends with jobs they may not be qualified to handle; thereby minimizing the level of accountability for that department. There are no laws to combat this historical practice, but it is incumbent upon each person to be creative in their plight to be a senior-level athletic administrator and to keep from being pigeon-holed into dead end positions in athletic administration.

In the final analysis of this study, the investigator believes that this study will help in closing the gap between the literature on this subject from the late 1980's and today. Although much of the literature in the 1980's and early 1990's is still relevant, the impact of some of the factors is not as great today as it was in the past.

Blacks in athletic administration have ignored the stereotypes that underestimate their leadership abilities and their thought capacities. Craig Littlepage, the first Black athletic director in the Atlantic Coast Conference, is a result of Blacks dismissing stereotypical beliefs.

Blacks in athletic administration have also distanced themselves from believing that racism and discrimination are applicable in every position in which they are rejected, and so today, Blacks are not as disenchanted with the hiring process in athletic administration. There is an old adage among Blacks in athletic administration that states "Once a job hits the NCAA Market your application is too late. The job already has a name attached." This process of hiring is inherent in the athletic administration profession, but this does not mean that it is right; it is just the way it is. University officials need to become more involved in the hiring procedures of athletic departments, and make certain that they are adhering to all the rules and regulations, and that diversity is being achieved. State-supported institutions should be leading the way in the diversity of their athletic departments because of the federal laws that govern their processes, but many of these institutions are allowing their athletic departments a free pass in meeting diversity initiatives.

The investigator was not surprised to find the old boys' network and positional segregation had a major impact on the careers of Blacks in athletic administration. There are 1,827 White senior-level athletic administrators (1,172 men and 655 women) in Division I and 132 Black senior-level athletic administrators (88 men and 44 women). Just looking at the numbers, it is apparent that there is a network of people who hold power and influence in this profession that Blacks will most likely never acquire, but that cannot deter Blacks from seeking senior-level positions. Blacks trying to get into athletic administration and those seeking to advance in the profession must persevere with determination to reach their goals.

One interviewee shared how one of his protégés interviewed for the same job five times, and finally got it on the fifth try. Another interviewee shared how a colleague had been rejected for an athletic director's position at a number of institutions ten times, before he finally landed a top position at an institution. Stories like these are very frustrating to hear, however, it is certainly more frustrating for the persons going through these situations, but yet they persevered. The bottom line is that if you are Black and you want to be in athletic administration and stay in the profession, this is the current way of life. This information can be both encouraging and discouraging, yet it does provide a glimmer of hope that Blacks can veto the influence of the old boys' network in some instances, and can also get out of the "administrative ghetto." It also shows the amount and years of rejection one may have to deal with in getting to a senior-level position in athletic administration. The decision comes down to the worth of being a senior-level athletic administrator, and the price to be paid.

In the end the influence of the old boys' network may never diminish. The crux of the matter is getting the "old boys" to trust Blacks in high, visible positions in athletic administration. It seems that is a fear that will hinder Blacks from moving into senior-level athletic administration positions. The investigator does not view this as a negative factor, but it is simply the way it is. To quote one of the interviewees, "It's really not about racism as much as it is self-preservation." The majority of Division I Presidents and Athletic Directors are white. They generally come from the same background and culture, and they find it easier to trust each other because of those similarities, and they want to hire someone who is a reflection of them. When hiring, many Presidents and Athletic Directors insist they are seeking a person who is able to articulate the ideals of the university and is a reflection of the standards of the university, but what they are really saying is that they are seeking someone who is a reflection of themselves, someone who looks like them. There is much power, influence, pressure and money involved in the top athletic administration positions at Division I institutions, so these Presidents and Athletic Directors may see hiring a Black person for these positions as a risk they are not willing to take. The investigator believes that more Black university Presidents will yield more Black Athletic Directors, and in turn more Black Associate and Assistant Athletic Directors, who will be trained to become Athletic Directors. That is the network that needs to come to fruition to ensure a steady influx of Blacks into the athletic administration profession.

Positions in student services, academic advising, and compliance can become dead end positions if one is not creative enough and vocal enough in expressing a

desire to move into senior management in athletic administration. A term that came out of this study described these positions as being in the “administrative ghetto.” Blacks tend to get stuck in these positions waiting for an opportunity to advance, but those opportunities are quite limited. The investigator also believes that if you are not good in your current job, no athletic administrator will take a chance promoting you. Blacks have to be more qualified and better than their White colleagues to get a job, so there is no room for error and half-stepping. One must be good and close to extraordinary before seeking a senior-level position in athletic administration. It is not fair that White colleagues with less experience and qualifications get senior-level positions years before Blacks with more experience and qualifications, but that is the nature of athletic administration.

A new factor that came from this research was the lack of mentoring as a reason for Blacks not getting into the profession, and not being able to progress in the profession. Many participants in this study cited this as a problem in the athletic administration profession. Many of them felt that not enough mentoring was being done with Black student-athletes, encouraging them to get into this profession. Former student-athletes are the most likely individuals to be recruited into athletic administration. Encouraging student-athletes to do job-shadowing and internships during their athletic careers can open an avenue to a field they may not have seen as a possibility. It gives them the option to remain a part of a culture they love-athletics. Participants also stated that not enough mentoring was being done among other senior-level administrators and athletic directors. Sharing information, being a contact, and

encouraging one another is a part of mentoring the participants would like to institute. The investigator will try to jumpstart this action, by sending a copy of the results of this study and the list of the Black senior-level athletic administrators to all 132 athletic administrators.

The investigator deemed it a pleasure to have the opportunity to peer into a major segment of university administration. Athletic administration is an area of university administration that is sometimes deemed separate from the university, but it is definitely a part of the university and is bound by the same ethics and ideals. This study is meant to inform those seeking to enter into athletic administration about some factors that may hinder them from breaking into the field, and also to inform those seeking to advance in the field about some factors that could possibly limit their progress. Becoming an athletic administrator was a goal of the investigator prior to this study, but she has decided to revisit that goal with the information and knowledge she acquired from this study, and make a more educated decision.

LIMITATIONS OF THE STUDY

The investigator identified three limitations of this study. The first one was the length of the survey instrument. The survey contained fifty-five questions that took approximately thirty to forty-five minutes to complete. This was a significant amount of time to ask of senior-level athletic administrators. Because of their extremely busy schedules, it was difficult for any of them to carve out enough time in their day to complete the survey.

Several of them emailed the investigator stating they would try to complete the survey, but were not sure if they would have the time.

The investigator was also unaware that survey participants could not complete a portion of the survey, save their answers, and revisit the survey at another time. It was approximately four weeks into the survey before this came to the attention of the investigator. The company responsible for managing the web-based survey considered saving incomplete surveys an extra feature to a survey instrument and charged an extra fee for including this feature. Because there were only two weeks left for data collection, the investigator decided to continue the web-based survey without this feature. This was the reason for most of the incomplete surveys gathered for this study.

Sixty-six senior-level administrators began the survey, but only thirty-five completed the entire survey. This limited the amount of data that was collected and the scope in which the analysis of the data could be meaningful to the entire population. The investigator believes that the reason for the low number of participants is largely due to the length of the survey and the inability to save the incomplete surveys. The investigator received encouraging messages from several senior-level administrators about this study, so the cooperation to do this study was present. The limitations, to an extent, reduced the extensive range the investigator had in mind for this study.

RECOMMENDATIONS FOR FURTHER RESEARCH

The investigator identified a few things that came from this study that should be investigated further. One item is the amount of involvement of university officials in the hiring process of athletic departments. It would be interesting to identify the particular areas in which university human resource personnel are actually involved in hiring athletic administrators. Another area to be investigated would be the compliance of athletic departments with university diversity initiatives and affirmative action. Many universities have programs in which it promotes the recruitment of underrepresented populations within the faculty and staff of the university. Statistics in athletic administration suggest that this area of the university is staunchly non-compliant with these programs, so a study would explore if athletic departments are compliant with these programs. Another item of interest would be to study how the old boys' network impacts Whites in athletic administration. Finally the investigator believes that this study could be done among the 1,827 White senior-level athletic administrators to determine what they believe hinder Blacks from breaking into athletic administration and the factors that limit their advancement in the profession. Because they hold the majority of the positions in athletic administration, there may be some factors unbeknownst to Black athletic administrators that could be helpful to their plight in this field.

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APPENDIX A

NCAA ATHLETIC ADMINISTRATIVE STAFF PERCENTAGES

ATHLETICS ADMINISTRATIVE STAFF — HISTORICALLY BLACK INSTITUTIONS EXCLUDED 2001-2002 DIVISION I PERCENTAGES								
Position	White		Black		Other Minority		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
Director of Athletics	88.4	6.9	2.9	0.0	1.4	0.4	92.6	7.2
Associate Director of Athletics	59.8	31.4	5.4	1.4	1.2	0.8	66.4	33.6
Assistant Director of Athletics	66.2	23.7	5.2	2.3	1.7	0.8	73.2	26.8
Senior Woman Administrator	0.7	89.6	0.7	6.3	0.4	2.2	1.9	98.1
Administrative Assistant	14.8	67.4	2.4	8.4	1.0	5.9	18.2	81.8
Academic Advisor/Counselor	27.8	44.1	14.2	10.1	2.0	1.8	44.0	56.0
Business Manager	44.7	45.8	1.1	3.2	2.5	2.8	48.2	51.8
Compliance Coordinator/Officer	40.5	42.9	6.4	5.2	2.0	2.9	49.0	51.0
Equipment Manager	74.0	11.3	6.5	0.7	5.8	1.7	86.3	13.7
Fund Raiser/Development Manager	70.2	22.1	5.0	0.7	1.2	0.7	76.4	23.6
Facility Manager	70.4	11.0	10.8	1.1	5.6	1.1	86.8	13.2
Faculty Athletics Representative	73.2	18.1	5.1	1.1	2.2	0.4	80.4	19.6
Promotions/Marketing Manager	62.5	28.9	3.1	2.9	1.6	1.0	67.2	32.8
Sports Information Director	89.3	8.2	0.4	0.0	1.1	1.1	90.7	9.3
Asst. or Assoc. Director of Sports Information	68.2	27.0	1.2	0.7	1.9	0.9	71.4	28.6
Strength Coaches	75.7	11.8	9.0	0.5	2.7	0.3	87.3	12.7
Ticket Manager	49.2	40.3	3.7	1.0	2.0	3.7	54.9	45.1
Head Athletic Trainer	82.6	13.8	0.4	0.4	2.5	0.4	85.5	14.5
Assistant or Associate Athletic Trainer	48.6	42.6	1.8	1.5	3.4	2.1	53.7	46.3
Graduate Assistant	48.4	38.0	5.5	4.0	2.0	2.1	55.9	44.1
Intern	44.1	38.4	7.0	4.3	3.3	2.8	54.4	45.6
Other	38.7	42.5	6.5	5.2	5.4	1.6	50.6	49.4
Totals	52.8	34.5	5.1	3.3	2.4	1.9	60.3	39.7

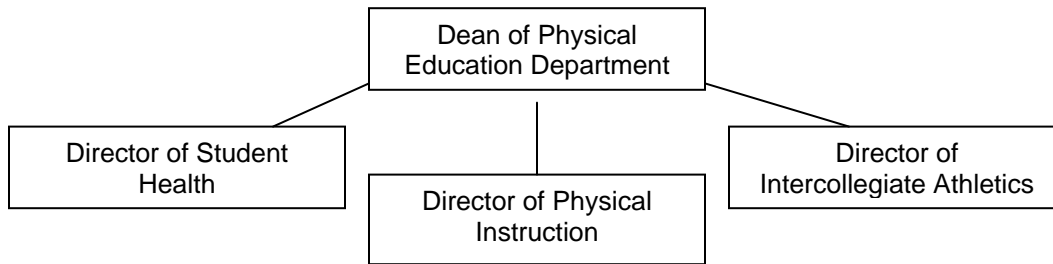
APPENDIX B

NCAA ATHLETIC ADMINISTRATIVE STAFF FIGURES

ATHLETICS ADMINISTRATIVE STAFF — HISTORICALLY BLACK INSTITUTIONS EXCLUDED 2001-02 DIVISION I FIGURES									
Position	White		Black		Other Minority		Total		Grand Total
	Men	Women	Men	Women	Men	Women	Men	Women	
Director of Athletics	244	19	8	0	4	1	256	20	276
Associate Director of Athletics	432	227	39	10	9	6	480	243	723
Assistant Director of Athletics	494	177	39	17	13	6	546	200	746
Senior Woman Administrator	2	242	2	17	1	6	5	265	270
Administrative Assistant	142	648	23	81	10	57	175	786	961
Academic Advisor/Counselor	213	338	109	77	15	14	337	429	766
Business Manager	127	130	3	9	7	8	137	147	284
Compliance Coordinator/Officer	139	147	22	18	7	10	168	175	343
Equipment Manager	307	47	27	3	24	7	358	57	415
Fund Raiser/Development Manager	295	93	21	3	5	3	321	99	420
Facility Manager	262	41	40	4	21	4	323	49	372
Faculty Athletics Representative	202	50	14	3	6	1	222	54	276
Promotions/Marketing Manager	238	110	12	11	6	4	256	125	381
Sports Information Director	251	23	1	0	3	3	255	26	281
Asst. or Assoc. Director of Sports Information	389	154	7	4	11	5	407	163	570
Strength Coaches	448	70	53	3	16	2	517	75	592
Ticket Manager	145	119	11	3	6	11	162	133	295
Head Athletic Trainer	233	39	1	1	7	1	241	41	282
Assistant or Associate Athletic Trainer	416	365	15	13	29	18	480	396	856
Graduate Assistant	555	435	63	46	23	24	641	505	1,146
Intern	279	243	44	27	21	18	344	288	632
Other	192	211	32	26	27	8	251	245	496
Totals	6,005	3,928	586	376	271	217	6,682	4,521	11,383

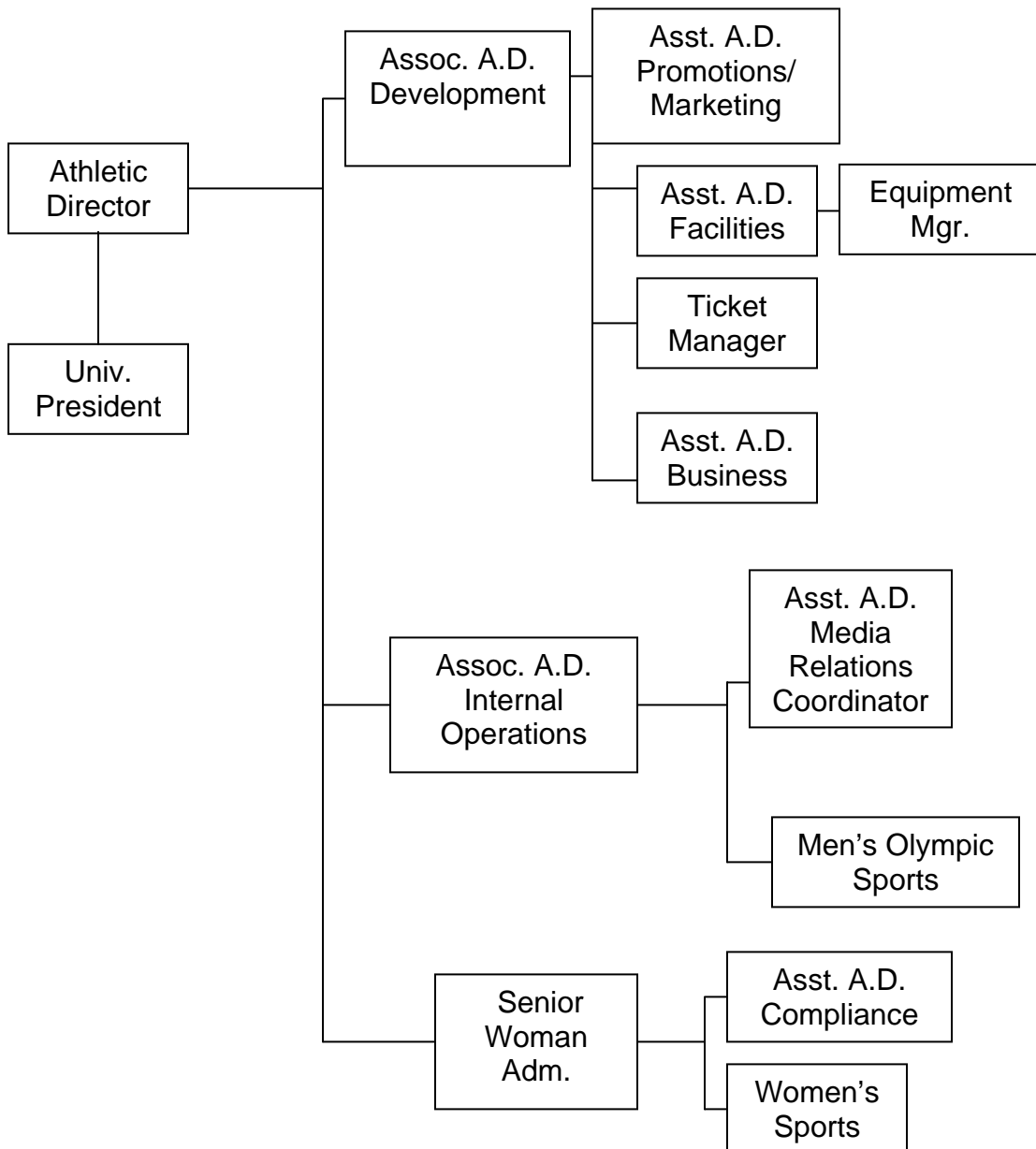
APPENDIX C

MODEL OF INTERNAL GOVERNANCE



APPENDIX D

ATHLETIC ORGANIZATIONAL CHART



APPENDIX E

EMAIL TO ATHLETIC ADMINISTRATORS



Dear Colleagues;

I am a former athletic administrator at the University of Pittsburgh, and I am requesting your participation in an anonymous survey to complete my dissertation research.

The title of my dissertation is "The Absence of Color in Athletic Administration at Division I Institutions." The purpose of this research study is to measure the perceptions Black athletic administrators have about the limited opportunities for Blacks in athletic administration. This online survey will take approximately 45 minutes to complete. You will have the option to complete portions of the survey, save your answers, and then return to the survey at another time.

There are no foreseeable risks or benefits to you for participating in this survey. Your participation is voluntary and you may terminate participation at any time by exiting the survey. To ensure maximum participation, I will routinely send an email reminder approximately 2 weeks after this email. If you are not interested in participating, please feel free to contact me directly and I will remove your name from the email list.

Please click the link below to access the survey:

<http://FreeOnlineSurveys.com/rendersurvey.asp?id=79090>

THIS SURVEY IS ANONYMOUS. YOUR INFORMATION CAN NOT BE IDENTIFIED.

Sample Questions:

1. "Because I am Black I feel I have to work twice as hard as my White colleagues."
2. "White athletic administrators with less experience and qualifications get promoted before me."

If necessary, feel free to email me directly if you need assistance or have questions about the survey.

Thanking You in Advance,
Renae Myles, Ed.D. Candidate - University of Pittsburgh
662-289-3548
Irm27@pitt.edu

APPENDIX F

WEB-BASED SURVEY QUESTIONS

BACKGROUND INFORMATION

-Mark Position(s)/Title(s) You Currently Hold:

- | | | |
|--|---|---|
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> Associate Athletic Director | <input type="checkbox"/> Assistant Athletic Director |
| <input type="checkbox"/> Sr. Woman Administrator | <input type="checkbox"/> Assoc. AD Academic Advising/
Counseling | <input type="checkbox"/> Asst. AD Academic
Advising/Counseling |
| | <input type="checkbox"/> Assoc. AD Business/Finance | <input type="checkbox"/> Asst. AD Business/Finance |
| | <input type="checkbox"/> Assoc. AD Compliance | <input type="checkbox"/> Asst. AD Compliance |
| | <input type="checkbox"/> Assoc. AD Fund Raiser/
Development | <input type="checkbox"/> Asst. AD Fund Raiser/
Development |
| | <input type="checkbox"/> Assoc. AD Facilities | <input type="checkbox"/> Asst. AD Facilities |
| | <input type="checkbox"/> Assoc. AD Promotions/
Marketing | <input type="checkbox"/> Asst. AD Promotions/
Marketing |
| | <input type="checkbox"/> Assoc. AD Sports Information | <input type="checkbox"/> Asst. AD Sports Information |
| | <input type="checkbox"/> Assoc. AD Tickets/Sales | <input type="checkbox"/> Asst. AD Tickets/Sales |

-Mark All Position(s)/Title(s) You Have Held Previously:

- | | | |
|---|---|--|
| <input type="checkbox"/> Athletic Director | <input type="checkbox"/> Associate Athletic Director | <input type="checkbox"/> Assistant Athletic Director |
| <input type="checkbox"/> Sr. Woman Administrator | <input type="checkbox"/> Administrative Assistant | <input type="checkbox"/> Academic Advisor/Counselor
Director |
| <input type="checkbox"/> Academic Advisor/ | <input type="checkbox"/> Head Athletic Trainer | <input type="checkbox"/> Asst./Assoc. Athletic Trainer |
| <input type="checkbox"/> Business Manager | <input type="checkbox"/> Compliance Coordinator/Officer | <input type="checkbox"/> Equipment Manager |
| <input type="checkbox"/> Fund Raiser/Development
Manager | <input type="checkbox"/> Facility Manager | <input type="checkbox"/> Faculty Athletics Rep. |
| <input type="checkbox"/> Promotions/Marketing
Manager | <input type="checkbox"/> Sports Information Director | <input type="checkbox"/> Asst./Assoc. Sports
Information Director |
| <input type="checkbox"/> Strength Coaches | <input type="checkbox"/> Ticket Manager | <input type="checkbox"/> Athletic Trainer |

- 4.) I am watched more closely than others in my athletic department because of my race.
☐ Strongly Agree ☐ Agree ☐ About 50/50 ☐ Disagree ☐ Strongly Disagree
☐ Don't Know
- 5.) Racial jokes or harassment are directed at me in my athletic department.
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- 6.) Because I am Black, I feel I have to work twice as hard in athletic administration than my white colleagues.
☐ Strongly Agree ☐ Agree ☐ About 50/50 ☐ Disagree ☐ Strongly Disagree
☐ Don't Know
- 7.) Tasks in athletic administration that require intelligence are usually given to Whites, while Blacks get those that don't require much thought.
☐ Strongly Agree ☐ Agree ☐ About 50/50 ☐ Disagree ☐ Strongly Disagree
☐ Don't Know
- 8.) I am often ignored or not taken seriously by my supervisor because of my race.
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- 9.) Whites in athletic administration often assume I work in a lower status position than I do and treat me as such.
☐ Strongly Agree ☐ Agree ☐ About 50/50 ☐ Disagree ☐ Strongly Disagree
☐ Don't Know
- 10.) White athletic administrators with less experience and qualifications get promoted before me.
☐ Strongly Agree ☐ Agree ☐ About 50/50 ☐ Disagree ☐ Strongly Disagree
☐ Don't Know
- 11.) When I experience racism in athletic administration, I generally feel:
- Angry
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- Frustrated
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- Powerless
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- Hopeless
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- Ashamed
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- Strengthened
☐ Never ☐ Seldom ☐ Sometimes ☐ Often ☐ Always
- 12.) When I experience racism in athletic administration, I generally deal with it by:
Mark all that apply.
☐ Speaking up
☐ Accepting it
☐ Ignoring it
☐ Trying to change things
☐ Keeping it to myself

- Mark the level in which you have experienced the following in reference to this question.....
 "How often in athletic administration departments do you have someone who":

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

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() Never () Rarely () Sometimes () Often () Nearly all the time
() Always

() Never () Rarely () Sometimes () Often () Nearly all the time
 () Always

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()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

25.) Helps you maximize your exposure within athletic administration?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

26.) Gives you helpful information about your co-workers?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

27.) Informs you of “unwritten” laws of athletic administration?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

28.) Has faith in your abilities?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

29.) Informs you of potential resources?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

30.) Strategize with you on how to use the system to your advantage?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

31.) Is concerned that you reach your goals?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

32.) Arranges for you to represent him/her in meetings with upper-level administrators?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

33.) Sees to it that you are known to upper-level administrators as someone who can produce results?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

34.) With whom there is mutual sharing?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

35.) Uses his/her influence to further your career?

()Never ()Rarely ()Sometimes ()Often ()Nearly all the time
()Always

36.) Arranges the opportunity for you to demonstrate your skills to upper-level administrators?

() Never () Rarely () Sometimes () Often () Nearly all the time

() Never () Always

37.) To whom you can go for advice?

() Never () Rarely () Sometimes () Often () Nearly all the time
() Always

38.) Sees to it that you have special assignments of high priority to the athletic department?
() Never () Rarely () Sometimes () Often () Nearly all the time
() Always

39.) Encourages opportunities for you to grow?
() Never () Rarely () Sometimes () Often () Nearly all the time
() Always

-Mark the level in which you believe the following statements to be true in reference to this question.....

"How true do you think it is that most White people in athletic administration believe Black people in athletic administration":

40.) Keep trying?
() very true () sometimes true () rarely true () not true at all

41.) Love their families?
() very true () sometimes true () rarely true () not true at all

42.) Are ashamed of themselves?
() very true () sometimes true () rarely true () not true at all

43.) Are lazy?
() very true () sometimes true () rarely true () not true at all

44.) Neglect their families?
() very true () sometimes true () rarely true () not true at all

45.) Are lying or trifling?
() very true () sometimes true () rarely true () not true at all

46.) Are hardworking?
() very true () sometimes true () rarely true () not true at all

47.) Do for others?
() very true () sometimes true () rarely true () not true at all

48.) Give up easily?
() very true () sometimes true () rarely true () not true at all

49.) Are weak?
() very true () sometimes true () rarely true () not true at all

50.) Are proud of themselves?
() very true () sometimes true () rarely true () not true at all

51.) Are honest?
() very true () sometimes true () rarely true () not true at all

52.) Are selfish?
() very true () sometimes true () rarely true () not true at all

53.) Are strong?
() very true () sometimes true () rarely true () not true at all

- 54.) Please list any feelings, thoughts, concerns, attitudes or perceptions you feel hinder Blacks from breaking into athletic administration.
- 55.) Please list any feelings, thoughts, concerns, attitudes or perceptions you feel limits the professional advancement of Blacks in athletic administration.

APPENDIX G

LETTER TO SENIOR-LEVEL ATHLETIC ADMINISTRATORS

January 1, 2005

Name of Athletic Administrator
Institution
Athletic Department Address
City, State Zip Code

Mr. /Ms.;

It is a pleasure to acknowledge one of the few Black senior-level administrators at a Division I athletic program. I am honored to have this letter reach your desk, and hope you are willing and available to comply with my request.

I was an academic advisor for athletes at the University of Pittsburgh, and I am now completing my dissertation research. I would greatly appreciate the opportunity to interview you in person for this research study. My dissertation title is "The Absence of Color in Athletic Administration at Division I Institutions." Because Blacks comprise only 7% of the senior-level athletic administrative positions at Division I Institutions, your personal story and insight about the plight of Blacks in this profession will add credibility to my research. Four athletic administrators will be contacted to participate in a one-on-one interview. **You are guaranteed anonymity in this study and any other printed materials that may generate from this study.**

This dissertation will not just end when I receive my degree. Athletics is my life's work. My goal is to become a senior-level athletic administrator and to become the next Richard Lapchick. To date, I have not encountered a young black female speaking on collegiate athletic-related issues to the extent that Lapchick has spoke; so this is where I begin.

My availability and contact information is enclosed. Please notify me within a week of receiving this letter whether you are able or unable to fulfill my request. I would prefer to conduct a face-to-face interview (approximately 2 hours), so please notify me of your availability as soon as possible. I will need to prepare travel arrangements accordingly.

There are no foreseeable risks or benefits to you for participating in this interview. Your participation is completely voluntary. **Any information about you obtained from or for this study will be kept confidential. You will not be identified by name, or by institution of employment in any publication of the research results.**

Thank you for considering my request. Have a great athletic season!

Respectfully,

L. Renae Myles
Ed.D. Candidate - University of Pittsburgh