

VALDOSTA STATE UNIVERSITY

HIGHER EDUCATION LEADERSHIP PROGRAM

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I. PHILOSOPHY OF HIGHER EDUCATION

Core Beliefs about the Leadership Role in Higher Education

“A leader’s role is to raise people’s aspirations for what they can become and to release their energies so they will try to get there” –David Gergen (2006)

I believe, as a leader, I must be versatile, visible, and persuasive. Effective leaders hold positions in different places and different levels of an organization as well as engage with the surrounding community (Kuh, Kinzie, Schuh, & Whitt, 2005). A leader is strong when all departments recognize her status as opposed to just merely her designated division. Showing interest and concern makes one more approachable as well as more knowledgeable of surrounding issues. Stepping outside the comfort zone shows true assurance in oneself, which earns respect and confidence from others. I believe leaders are self-starters as supported by Vince Lombardi’s quote, “leaders are made, they are not born.”

Collaboration among campus leaders moves the institution forward (Kuh et al., 2005). Inclusion of students in decision-making processes only encourages their commitment to institutional and personal success. I believe those in leadership roles set the tone and direction for students and staff.

Higher education leaders are guides for students. After providing guidance, higher education administrators need to inspire students to have confidence in themselves. Communicating high expectations is essential for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated (Chickering & Gamson, 1987).

Core Beliefs about Teaching and Learning

The authors of *Reasonable Expectations* (Kuh, Lyons, Miller, & Trow, 1994) discussed the need to update expectations and the connection between the institution and the student. The statement stressed that to continue to grow as a whole, both institution and student must expect more from one another. Students must be willing and wanting to retrieve the most knowledge possible from post secondary education. Learning is not a one-way street. I believe learning should develop reciprocity and cooperation among students (Chickering & Gamson, 1987). Working with others can provide diverse perspectives, which allow students to expand knowledge. Good learning, like good work, is collaborative and social, not competitive and isolated (Chickering & Gamson, 1987) believe educators should be passionate about their role to gain the involvement of others. Educators can show their dedication through faculty relationships in and outside the classroom. Teaching should not be straight text excerpts, but an application of acquired knowledge in the real world. The nature and quality of student, faculty, and staff relations are more important to student learning and personal development than such institutional characteristics (Kuh et al., 1994). According to the American College Personal Association (1996), administrators help students find a coherent integrated sense of identity, self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility.

Personal Professional Vision and Values

I believe every student has a different style of learning and higher education aids in discovering and understanding students' academic needs and potential. Programs committed to talent development arrange resources and learning conditions to maximum potential so "students don't go through school, but school goes through them" (Kuh et al.,

2005, p.78). As with individuals, colleges and universities rely on experience to guide behavior (“Student Learning,” 1996). I believe, as an administrator, I should continue to learn and put myself in areas where I can experience diverse situations to provide the best future guidance for others.

I believe teamwork is a key value throughout higher education. Teamwork is vital within each individual department just as it is vital to the overall institution.

Accountability is then enhanced as each department is assigned a goal.

Summary of Leadership Philosophy

The Student Learning Imperative (ACPA, 1996) noted that change brings uncertainty as well as opportunity. Higher education needs to be continually revised and improved to offer students the best opportunities.

Higher education degree requirements are essential in society today. To acquire a sufficient career, employers are recognizing those who have continued to be lifelong learners. The better educated our society becomes the more productive we are as a whole.

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II. PERSONAL GOALS

I entered graduate school just a month after obtaining my Bachelor of Fine Arts in Mass Media. I was rather apprehensive about graduate school in general. My main purpose for attending graduate school was to expand my career opportunities and become more marketable. I have also found myself to be a lifelong learner who enjoys acquiring new knowledge. I considered the Masters in Public Administration, however, I believed the Higher Education emphasis would be more relevant to my area of interest in college athletics administration. My goal is to assist student-athletes in the area of compliance and academic services. Being able to provide the utmost services as I was provided is motivation enough to pursue an additional degree.

Field Knowledge

Considering I originally wanted to receive my masters in Sports Administration, my main focus through the Higher Education program is to be able to tailor my interests into my class work. Therefore, my goal is to relate majority of my coursework to athletics. Being able to take in knowledge and apply it to my concentration is essential for my learning progress. The knowledge I obtain outside the classroom through internships will steer my overall career direction. I expect my electives will also be a welcoming opportunity to broaden my education.

Career Training

My initial goal is to obtain the appropriate knowledge to exceed in a position on the higher education level. I believe having the ability to select specific internships will give me the opportunity to explore areas I would like to consider as future careers. I want the Higher Education program to help me become a more effective leader in preparation

for my future career. I want to become more versatile and focus on areas of growth in technology. I believe having a sufficient technology background is essential in career training preparation.

Personality Development

My goal by the end of this program is to grow into a more mature and knowledgeable individual. I want the Higher Education program to expand my leadership skills and give me the expertise that will be essential in the work world. I would like to see myself become more outspoken. I also hope to acquire various leadership techniques to deal with different people and situations. I would like to discover different methods of organization to make myself a more effective manager. One of my main goals is to be able to feel more confident when speaking to those of a higher stature. I want to become a solid authoritative leader that is recognized throughout campus for my persona.

III. GOAL ATTAINMENT AND ACHIEVEMENT

Career Training

I began the Higher Education program with an ACED course that gave me in depth details on creating presentations. I was able to apply that information through the remainder of the program. My career training experiences, specifically my internships, have led me into my first career. As I expected, the ability to pick my internships was very beneficial. My first internship under the Director of Ticketing and Game Operations gave me the opportunity to lead several game operations duties. My acquired skills earned me the chance to be in charge of our 2009 football home opener. After review of my work ethic, I was hired on full-time as the new Director of Ticketing and Game Operations. I now hold my first job because of my experience through the Higher Education program.

Personality

With a new full-time position, my personality had no choice but to blossom. Throughout my coursework I learned not only what our department needed to improve on, but more importantly items that needed to be eliminated. Our department functioned on the underground rules and the common answer of “that is how it’s been done in the past.” I have seen my personality grow in that I do not strictly follow what has been done by those before me. I am much more outspoken and I enjoy the opportunity to know that my voice is heard. I have already made improvements in our operations on game day. I now hold great relationships with those higher up on the chain of command. I am confident as I lead my meetings with various department heads. I have earned a sense of pride and I will continue to grow to be a more effective leader.

Field Knowledge

My two electives consisted of a Human Resource Management course and a Kinesiology course. These electives became very beneficial to me as they expanded my skill range. I was fortunate to find two electives that balanced my additional interests. From my Research Methods course I learned APA style very quickly. I felt extremely confident after my first research paper in which I discussed the graduation rates of student-athletes. Every paper I wrote during my masters program I was able to relate to athletics. The Higher Education program brings in students with various interests and each of us leave being able to not only know more in depth about our concentration but about each others as well.

IV. CONTINUED GROWTH TOWARD ACHIEVING GOALS

As a life-long learner and a competitor, I will continue to strive to want more. I am proud to say that prior to graduating with my masters I hold my first full-time position as Director of Ticketing and Game Operations. I know this is not my dream career, however, it's a step in the right direction. My experience as a graduate assistant and now a full-time administrator in the athletic department has only secured the fact that my career will be in college athletics. When I tell others that I am obtaining my masters in Higher Education they quickly ask what I plan to teach. The Higher Education program has allowed me to apply my wants and needs to higher education administration with an emphasis on athletic administration. Every course has allowed me to grow by allowing me to relate my interests to my assignments.

I plan to continue to move up the ladder of success within athletic administration. My internships gave me background in additional fields within athletics to allow me to discover my true interests. My next goal is to hold a career in compliance and academic services to oversee college student-athletes. I interned under the Director of Compliance and Academic Services and during that time I was able to attend the NCAA Regional Rules Seminar. This conference exposed me to the world of compliance as I was able to network with various institutions. I discovered that the majority of athletic departments have two separate departments for compliance and academic services.

Over the duration of my internship, I have started to lean more towards the academic services realm. I know I want to provide student-athletes the same service I was provided with additional improvements. I want to improve the quality of education for our student-athletes. Too often I hear of student-athletes who have lost eligibility due to

lack of grades or a mistake with the selection of courses and so forth. I plan to find a position at a university to benefit those student-athletes directly and then move up to the NCAA headquarters. I have not ruled out the idea of pursuing a doctorate degree.

V. LEARNING EXPERIENCES AND WORK SAMPLES

FACILITATION OF VISION OF LEARNING

The Field Study Project in Organization and Governance course allowed me the opportunity to review another department on campus from an outside looking-in approach (Appendix A). I was designated to review the Central Staff Meeting for Housing and Residential Life. I was able to obtain a better understanding of how this subdivision functions by having a visual perspective and a layout of the staff members meeting (Appendix A.1). Comparing minutes alone or referring to individual interviews would not have been as beneficial of an assessment for this group. I believe assignments should incorporate activities outside of the classroom as the majority of our projects have within the Higher Education Program. My elective in Human Resource Management allowed me a similar opportunity (Appendix B). I interviewed an online high school called Florida Virtual School (FLVS). I focused on their human resource department and was able to meet face-to-face with the HR Director for an interview. I have learned putting forth the extra effort in an assignment is beneficial not only to the paper but to the attainment of knowledge.

During my elective in Contemporary Issues in Health and Physical Education I was able to conduct a 30-minute powerpoint presentation. This was one of the more extensive presentations I did within graduate school. Our professor was adamant about discovering creative ways to present the material to our audience. I took an in-depth approach on the project that simply related to staph infections. I interviewed local high school students by asking basic questions relating to their education on staph. I put together a video of their responses and placed it into the introduction of my powerpoint. I discovered that making the presentation pertain to my direct audience, which was mainly

composed of high school physical education teachers, truly grabbed their attention. I am a very visual learner and I believe this is an essential component to the teaching and learning environment. Technology continues to grow and education/teaching must grow with it. I believe relating current technology to coursework is imperative such as we have discussed the iPod generation at several colleges and the application of Twitter in our Assessment and Evaluation Project (Appendix C).

Presenting hard evidence is always rewarding to a student. With the completion of the Graduate School Handbook I felt as if I made the access of information easier to prospective VSU graduate assistants (Appendix D). The information has not been posted at this point, but I know it will be vital as many undergraduate students search through verbal communication on possible assistantship openings.

Hands-on experience is the best learning approach I have discovered over my course of education. My internships allowed me full range of duties that fell directly under the job description of the directors (Appendix E & F). During my Ticketing and Game Operations Internship I was granted the ability to lead volleyball, baseball, and softball games. I was also granted a tremendous opportunity when I was asked to run the 2009 football home opener. My Compliance and Academic Services Internship was just as informative as I worked with other institutions to release our players to play.

ADVOCATING AN INSTITUTIONAL CULTURE AND INSTRUCTIONAL PROGRAM

I have learned that institutional culture cannot be predetermined. As higher education administrators we must advocate the culture since the ability to make changes is very limited. The combination of students, faculty, state and federal governments determine the institutional character as I discussed in my review of the article *Seven*

Principles for Good Practice in Undergraduate Education (Appendix G). Each institution entices a particular student for a plethora of reasons. Those students then compose the culture and set the tone while administrators apply the seven principles as a guideline system. A key factor I learned was the importance of incorporating the opinions of all contributors, including the students, in decisions on budgets and other significant topics (Appendix H).

Advocating an instructional program was seen through our evaluation of the Higher Education Program when we revised various program components. My particular group focused on the introduction of the graduate assistant handbook while another group made revisions on the description of our courses (Appendix D). This project was vital in allowing us to improve a program that we are a part of. A similar item we were lacking within our athletic department was the formation of a visitor's guide. As a project-based activity for my internship I created the first edition of the VSU Athletics Visitor's Guide (Appendix I).

MANAGEMENT OF EFFECTIVE LEARNING ENVIRONMENT

The Council for the Advancement of Standards (CAS) set the forefront principles for higher education administrators. The CAS standards focus on professional integrity and external accountability to assist in increasing overall efficiency and effectiveness in the learning environment (Appendix J).

In the Leadership Issues in Higher Education course I was able to add various strengths to my overall character. The emphasis on attitude and presentation is much more reviewed in managerial positions than I once believed. The priority of setting high accountability upon staff is essential to overall productivity. Once that mentality has been

put in place it is almost impossible for any type of changes as I have seen more in depth through my internships.

During my field study of Residence Life and Housing, I attended meetings to observe how another department on campus functioned (Appendix A). The Organization and Governance course gave me a concrete background on the management process. I was introduced to the strategic apex and organizational culture and then applied that to our institution's structure. I analyzed the meeting from a bureaucratic perspective. I found it interesting to compare the views between my group members as well as the comparison to the athletic department's operating styles.

Budget plays a role in every environment and is more influential in the learning environment than I fully realized. The Budget and Finance course allowed me to apply finance situations to my realm of athletics (Appendix K).

COLLABORATION WITH CONSTITUENCIES

Collaboration must begin between students and faculty. The *Seven Principles for Good Practice* stressed the importance of student-faculty contact in and outside the classroom (Appendix G). Also discussed was the significance of all contributors working together including the students, faculty, state and federal government. *Reasonable Expectations* exemplified the importance of expecting more from one another for continued growth (Appendix L).

During my game operations internship, I discovered the variation of departments involved in game day preparations (Appendix F). There is a combination of department heads that meet the Tuesday of game week to discuss the layout of events. I never realized how significant the dispersal of duties across the different departments was to

provide the greatest efficiency. This importance was reiterated in my field study project on Housing and Residence Life (Appendix A). Housing and Residential Life are intertwined with almost every entity on campus whether it is athletics or dining services. I discovered that their staff report to not one, but two separate departments.

My review of Florida Virtual School's Human Resource Department defined the intricate duties that fall into each department (Appendix B). This allowed me to see how the human resource department works in conjunction with every department.

INTEGRITY AND ETHICS

My first introduction to research dealt with the importance of integrity and ethics. Answer five references the ethical obligations when composing research (Appendix M). I learned maintaining confidential information is pertinent when interviewing participants. I was charged several times with confining personal information during both class projects and internships. I had an incident with the creation of the graduate school handbook due to the fact that information such as income and position names could not be released because of a university wide investigation. I protected the information and prepared myself for future projects that could produce similar conflicts. For my assessment and evaluation project of higher education graduates, our group made a conscious effort to inform participants that their responses were strictly classified (Appendix N).

During my compliance internship I was able to assess student-athletes personal information as well as their grades. Throughout the Law and Policy course we reviewed several instances where information was improperly released. When proper procedures are not taken there can be a penalty of negligence (Appendix O). Thorough research on

Title IX also exposed me to the integrity and ethics that needs to be applied to equal opportunity (Appendix P).

UNDERSTANDING THE LARGER CONTEXT OF HIGHER EDUCATION

To comprehend the complexity, of higher education one must begin with research. I started the Higher Education Program with the Research Methods course which revealed the effects of educational research on academic success (Appendix M).

Through the field study observation I was able to obtain a better understanding of how our university functions as a whole (Appendix A). There is much more than what meets the eye when looking at the world of higher education. I was rather oblivious prior to this project on the number of jobs needed, and how each position is so strictly focused on their position to, in turn, contribute to an overall goal. I enjoyed reviewing the organizational structure of the Housing and Residence Life Department to see how communication should flow (Appendix A.2). I believe having an organizational structure is a very important item in any company and I think we need a well-defined structure for our university overall.

Finding my way in my new position as Director of Ticketing and Game Operations, I have realized how important it is to define the proper chain of command for communication purposes. During Organization and Governance, we were also able to listen to local officials from different types of institutions. The concept of researching the institution prior to the speaker was very beneficial as we were able to ask specific questions applying to that institution's structure (Appendix Q).

Understanding the larger context of higher education requires vast knowledge on budgeting and financing. Goldstein wrote a chapter on the price and cost comparison of

attending college that I was able to exemplify within the athletic department (Appendix K).

An additional piece that adds to the larger framework of higher education is history. In the Social Context of Educational Leadership course we were each assigned an extracurricular group during a particular time period and reflected on the history. I was able to realize the importance of tradition not only in athletics, but in something such as the appearance of a historical building or a fraternity/sorority.

SOLVING EDUCATIONAL PROBLEMS

Research is the first solution that comes to mind when attempting to solve an educational problem; however, I was introduced to a different method in my elective course in kinesiology. Our class separated into groups labeled as debaters and audience. Each debating group held four to six members and went on a fact-for-fact battle on preselected topics. Once the debate came to a conclusion the audience would add facts to defend and oppose both sides. This concept was an interesting way to alter one's previous perceptions on a topic. Being able to argue with facts from peer reviewed sources made the content more official than that of a personal opinion. This approach is more rewarding as no student wants to be unprepared when being attacked by the opposing team.

I still believe research papers provide a wealth of solutions. I began with a specific opinion on various issues and by the conclusion of my research I found a new sense of awareness. For example, student-athletes are constantly criticized for their grade progress. I fell into the belief that student-athletes' grades were lower, however, when compared to non-athletes there is not much of a discrepancy. My examination of student-

athletes graduation rates gave me information applicable to my future career in academic services for college athletes (Appendix R).

Assessing and evaluating the Higher Education Program by interviewing former Higher Education students provided solutions to improve the program. This project allowed some of us, as current students, to attempt to make changes before our graduation. The answers we received will only enhance the quality of learning (Appendix N).

VI. Evaluation of the Higher Education Program

Skills Gained Through the Program

I have grown into a more confidential individual on a personal level and a work ethic level. Entering the program I was unaware of APA style and peer-reviewed sources. My first research paper received outstanding comments from my professor who, based on this work, recommended that I pursue an additional degree. My paper was actually used as the example in the same course the following semester. This was a rewarding moment for me and pushed me to consider a Ph.D.

My choices on handling certain situations have been redefined by the instruction I received over time in the program. I leave a stronger leader as I look forward to applying my knowledge to my new position. I feel well prepared for my future endeavors in college athletics administration from operating structures to budgets.

Strengths of Program

The Higher Education Program allows each individual the opportunity to apply their particular interests to the coursework. The ability for me to relate topics to athletics has already benefited me in the work world. I owe much of my first career to the Higher Education Program and program director Dr. Patrick Biddix. Dr. Biddix has assisted me greatly to make this education path possible. Without such an involved professor/advisor I would have been lost entering this program. I learned through observation of other graduate students the importance of having a helpful advisor. When I look back and recognize his commitment to enhancing my education I know I want to portray the same accessibility to my future student-athletes. His overall involvement and course work presentation methods were essential to my learning progress.

The hybrid courses allowed me to balance my work life with my school life. I

believe this is the best method of choice for graduate school courses. I also enjoyed the application of learning to our assignments. I benefit more from visual and hands-on assignments as the majority of our coursework related to outside departments.

Areas for Improvement

Overall the Higher Education Program has been very productive for me. The areas I would like to see more freedom would be the elective choices. In a time of budget cuts I know asking for more is hard to come by, however, I wish there was more of a variety.

After identifying previous strengths, I would like to add more application type assignments to the Budget and Finance course. This course is essential and the research paper I produced gave me a wealth of knowledge; however, I truly believe I would have gained more from the former method of the video game. I think a project allowing me to control a budget would have been more valuable as I have my own budget to manage now.

Appendix

APPENDIX A

Housing and Residential Life

Field Study

LEAD 7800

Lindsey Lloyd

Site Overview

The Central Staff Meeting for Residential Life was held in a conference room in Powell Hall where the Housing and Residential Staff Offices reside. To gain proper information on this group I reviewed the VSU Housing and Residence Life webpage to determine the faculty representatives of this department as well as the location of the offices. Links through this website provided me with the mission and organizational structure of the department. For the first meeting I contacted the secretary to discover when and where the meetings occurred. I gave her my name along with my group members to allow us to have permission to attend the meeting and gather information.

For a follow-up, I contacted the Director of Housing and Residence Life, Dr. Hardy, to discuss the possibility of obtaining minutes to previous meetings. He emailed me back to inform me of a meeting the following day. I confirmed the time and location with the secretary by phone and was able to attend the meeting to gather additional information of the organization structure. For further information I contacted one of the residential directors via Facebook. My means of contact to gain permission to gather data:

- VSU Website (staff, mission, organizational structure)
- Facebook
- Email
- Phone

Organizational Structure

The strategic apex is composed of those at the very top of the hierarchy, which also includes their personal assistants (Mintzberg, 1973). The person charged with the overall responsibility in this department is the Director, Dr. Hardy. Also included in the strategic

apex is Dr. Hardy's secretary, Brenda Faulkner, and the Associate Director of Housing, Leighia Hammond. The strategic apex is charged with ensuring that the organization serve its mission in an effective way, and also that it serves the needs of those people who control or otherwise have power over the organization (Mintzberg, 1973). The Housing and Residence Life mission is as follows:

“The Mission of the Office of Housing & Residence Life at Valdosta State University is to provide affordable quality housing in a safe and secure environment. Our caring staff is committed to serving our students by creating a holistic living and learning community which fosters: education, diversity, civic engagement, recreation, and personal growth through programming and leadership opportunities.”

Then the positions below, which join the strategic apex to the operating core through the chain of command, make up the middle line. The strategic apex is joined to the operating core by the chain of middle-line managers with formal authority. At the Central Staff Meeting the group who attends this is only the directors or coordinators and their personal staff including secretaries and receptionists. The middle line managers are composed of these positions in order:

- Assistant Director of Residence Life
- Residential Success Initiatives Coordinator
- Facilities Coordinator
- Contracts and Assignments Coordinator
- Accounting Assistant
- Administrative Secretary

- 4 Complex Directors
- 2 Receptionists

In conclusion, the middle-line managers perform all the managerial roles of the director, but in the context of managing his/her own unit (Mintzberg, 1973). Each position title defines the area in which each manager is responsible to supervise and keep functioning on a daily basis. The operating core encompasses the operators who perform the basic work related directly to the production of products and services. As the four complex directors fill the area as middle-line managers who are then responsible with overseeing the various residence buildings, specifically the residential hall directors of each dorm. The residential hall directors are each responsible for their residential assistants. Both the residential hall directors and assistants make up the operating core due their involvement in the basic work of the organization.

Organizational Culture

Organizational culture induces purpose, commitment, and order by providing meaning and social cohesion, while clarifying and explaining behavioral expectations (Masland, n.d.). Culture is the key influential factor in an organization due to the fact that it reaches those who work within it. Culture gives new employees a sense of how to behave and what is expected of them. As with most organizational meetings the lead speaker, Director Dr. Hardy, was respected by the attention of all employees when he spoke on an issue. On the agenda that was handed out to everyone included a list of items to discuss by department headings- Housing, Residence Life, and Facilities. These headings were followed by subheadings of issues to discuss with names of each employee who would be speaking on that item.

Organizational culture can be seen through evidence such as sagas, heroes, symbols, and rituals. Organizational heroes in the Housing and Residence Life Department could be identified by the names of those chosen to represent each dorm. Those names were worthy of recognition to be identified by a campus building. Also, heroes within the staff can be identified by the new staff pictures which are taken prior to every fall and placed on the wall in the housing office. The pictures that are shown of what building renovations will look like when completed is a symbol. Also, the actual renovations can be labeled as symbols that refer to top-notch living conditions. Rituals are seen through some annual events that the department participates in such as Spring Fling and Big Hallabloo. Another significant ritual is the Housing RA Banquet held every spring which includes the attendance of members who would make up the strategic apex of the university.

Housing and Residence Life as a Bureaucratic Organization

The label of bureaucratic tends to receive negative connotations; however, when viewing a college as a bureaucracy, the definition greatly differs. Bureaucracy refers to an organization intending to accomplish large-scaled administrative tasks by systematically coordinating the work of many individuals (Birnbaum, 1988). The goal of a bureaucratic institution is to find a standardization in which all activities and processes are made more predictable to produce the most effective and efficient outcome. In the Central Staff Meeting, one of the directors was asked how move-in procedure would work for fall 2009 and the reply was rather bureaucratic as he stated “just like we did it last year.” Each member was aware of their duties and spoke accordingly.

When reviewing the organizational structure of Housing and Residence Life the lines of communication can be reflected as “flat” due to the relatively few levels of authority. This system leads to less confusion in communication, yet it also means that more people report to each supervisor. For example, 13 residential hall assistants report to one residential hall director. Throughout the meeting there was an issue with the admissions office that the director was unaware, due to lack of communication traveling upwards. Birnbaum (1988) stated that people more closely connected on the organizational chart were more likely to interact than those who are distant on the chart. The organizational chart could be cut in half and the top half positions are those who mainly make up the Central Staff Meeting. Those positions communicate heavily between each other and then relay information to the positions down the chart. During the meeting each member was taking notes on what information needed to be relayed to their “lines of communication.”

In a bureaucratic environment there is an emphasis on written job descriptions and on rules and regulations that contribute to an efficient organization. In the meeting there was mention of the newly selected candidate for one position and then discussion about a search for another. When looking at position ranking, the higher one is on the organizational chart the greater the competence and expertise one is believed to have earned. From a bureaucratic view, it is presumable to see that Dr. Hardy is the director as he is the only member to hold a PhD degree. In the meeting, without labels of position titles, it was easy to identify the director as he introduced and concluded each item on the agenda. Another distinct observation was the staffs’ reaction when he spoke as opposed to another member; additionally when there was a debate on an issue the staff turned to

him for the final solution. The decisions in the department will be made by Dr. Hardy; however, when looking from a university standpoint the President will make the overall decisions on determining goals and how to achieve them. Dr. Hardy focused a portion of the meeting on the five areas that Dr. Schloss has stated will now drive the budget:

1. Recruitment/Enrollment
2. Retention/Graduation
3. Development of New Academic Initiatives
4. Financial Solvency
5. Scholarship/Research

APPENDIX A.1

ADDENDUM
 Central Staff Meeting for Housing and Residential Life
 April 14, 2009

- Conference room in Powell Hall where Housing and Residence Staff Resides
- Approximately 18-20 staff members packed around a table
- Meeting agendas handed out
- Director sat at head of table
- Other positions could not be determined by seating arrangement
- Very relaxed setting
- Each item on the agenda had a name next to it and that person(s) discussed the issue
- The director introduced and concluded each item

Began with Housing:

1. Closing Preparation
2. Orientation
 - a. Staff discussed their roles
 - b. Ideas from everyone were taken into consideration
 - c. Director makes final call
3. Strategic Focus 2010
 - a. Director discusses President's new items driving the budget
 - i. Recruitment/enrollment
 - ii. Retention/graduation
 - iii. Development of new academic initiatives
 - iv. Financial solvency
 - v. Scholarship/research
4. Budget requests
 - a. Dealing with P-card and the new way to go about purchasing
5. Waitlists and Contract Release
6. Budget
7. President's Ambassador Programs
 - a. Discussed little knowledge of new program
 - b. Director asked staff to think of potential candidates

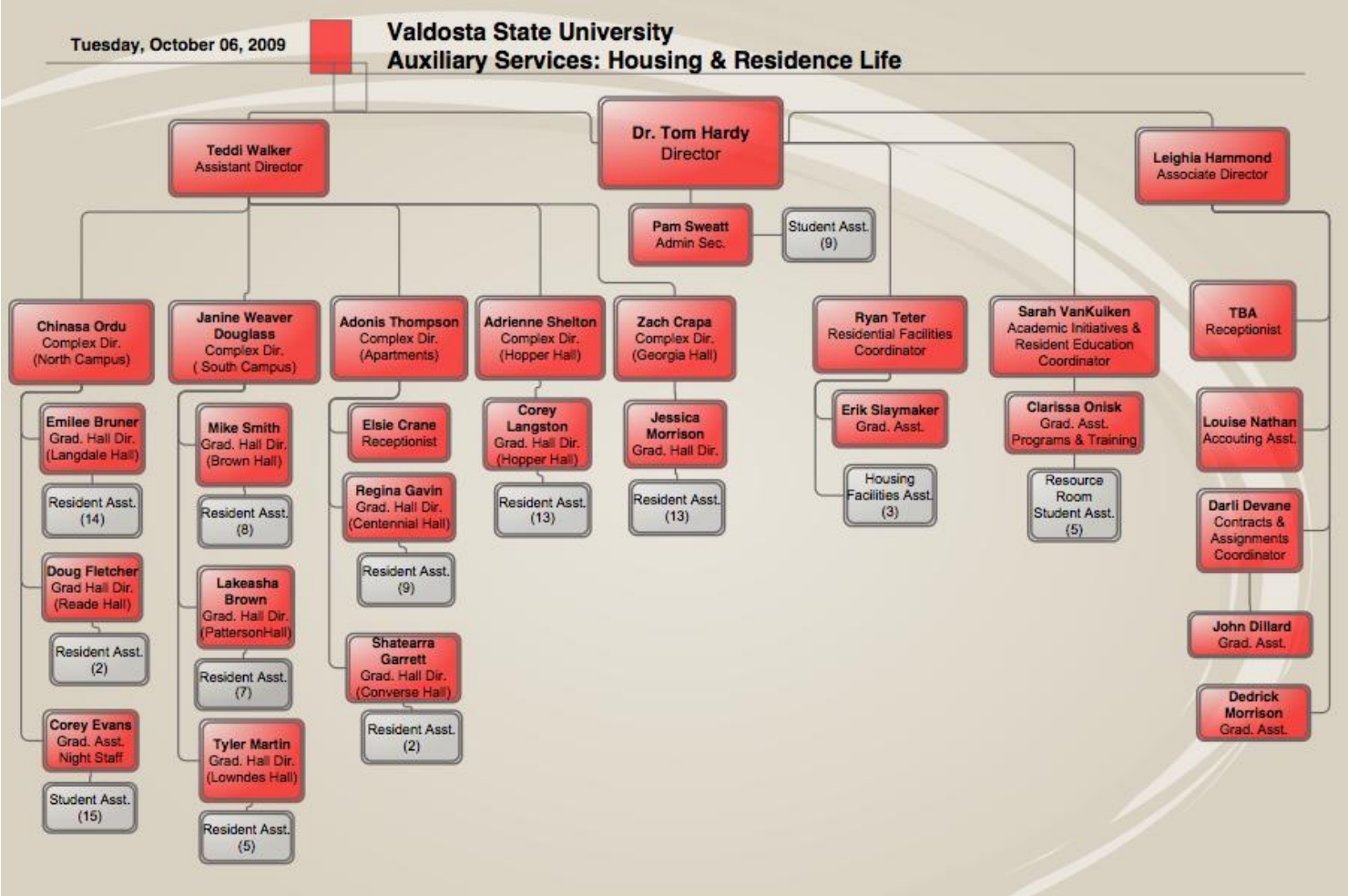
Residence Life

1. Reade/Honors
 - a. Reade Hall is going to be filled with strictly honors students
 - b. Mandated for fall 2009
2. CD hire and LLAC position
 - a. Named new CD
 - b. Still on the search for LLAC
3. Legislators tour Hopper Friday
 - a. Notify staff on legislators attendance
4. ACUHO-I Intern dates

Facilities

1. Potential 3-day move-in
 - a. "Just like we did it last year" comment
 - b. Preparing for next school year
 - c. Recognized various groups including athletics, Greeks, and band to accommodate properly
 - d. Communicates with other departments (parking, admissions, student life)
 - i. Confusion here that the director was not properly informed on, but made a point that he was going to take care of the situation
- Director recognized staff when a good idea was brought up
 - Followed the agenda
 - Brief comment that the fixed-for-four concept may go out the window
 - Staff pays attention when director speaks as opposed to other staff
 - I Caught You Caring card was presented to a secretary from one of the complex directors
 - Meeting lasted about 30 minutes

APPENDIX A.2



APPENDIX B

Running Head: FLVS HR

Florida Virtual School
Human Resource Department
Lindsey Lloyd
PADM 7000
Valdosta State University

Introduction

As our society grows more technical savvy, education is taking alternative methods to introduce and instruct technology to the next generation at a younger age. Florida Virtual School (FLVS) is a prime example of the progress online education has made over the years. The Internet-based school is the nation's leader in online learning for middle and high school students (FLVS, 2008).

According to FLVS (2008), the inception came from a grant-based project between two Florida school districts in 1997. The project evaluation consisted of just 77 students. The concept of the program was originally thought to only be appealing to students in advanced computer classes who were self-motivated with a disciplined work ethic. By 2005, this theory was proven false as FLVS delivered more than 68,000 individual course enrollments to approximately 31,000 students across Florida. The purpose became beneficial to more than those students who were looking for advancement courses; the online concept applies to credit retrieval, access to a variety of courses, and disability assistance for students that are unable to participate in courses such as physical education. FLVS stands true to the organization's mission:

“Our commitment is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success in the 21st century”

The dedication has paid off as FLVS has passed rigorous external reviews across the nation, while earning numerous national and international educational awards. Currently, the company trains teachers, administrators, school districts, and states the proper delivery of an effective online learning experience. Florida Virtual School is also

responsible for promoting and receiving landmark legislation that makes online learning possible and fundable. Any student enrolled in a Florida public institution can enroll in classes with no charge. Florida Virtual School is accredited by two major agencies, the Southern Association of Colleges and Schools (SACS) and the Commission of International and Trans-Regional Accreditation.

FLVS offers more than 90 courses including core subjects, foreign languages, electives, honors, and over 10 advancement placement courses to all 67 Florida districts and to students around the nation who must go through a tuition-based arrangement. With over 100,000 student enrollments, the growing interest has led to a strong demand for more instructors and staff.

Previous faculty data from FLVS (2008) indicated that the full-time staff consisted of over 530 employees; however, the Director of Human Resources, Edward Roesch, corrected the statement to reflect a total of 1,000 full-time FLVS employees (personal communication, March 6, 2009). The Human Resources Staff consists of 22 members including four managers, 1 chief officer, and 1 director.

Goals and Objectives

This unique organization follows the research of Daley (2002) and exemplifies proof of providing a goal focuses the group's effort and reflects that teamwork is innate. Florida Virtual School has conquered many goals as the program became the country's first state-wide Internet-based public high school (FLVS, 2008). The main purpose for this online school system is to provide virtual education solutions for grades 6 thru 12. The Director of Human Resources emphasized that FLVS will not settle for complacency as the organization strives to "expect more" (E. Roesch, personal communication, March

6, 2009). Lindsey Page, one of the Human Resource Managers, discussed the expansion of course offerings to students at the elementary level (personal communication, March 6, 2009).

As more college courses and degrees are committing to online teaching methods, the concept is beneficial by introducing students at a younger age. Additionally, advance placement courses allow students to receive college credits at no additional cost. This online program emphasizes its reason for existence is to provide personalized instruction.

FLVS was initiated to offer an educational environment that could take place in any area the student feels most comfortable. The main objectives consisted of giving the student the choice; the choice of location, the choice of when to complete work, and the choice of how they learn and present their knowledge. FLVS offers a flexible yet engaging environment to assist students with academic and social assistance.

Not only is FLVS geared towards offering flexibility for students, the enticing concept is applied to instructional and non-instructional employees as well. Staff members are able to leave work at two in the afternoon to go grocery shopping and then return to work accordingly (E. Roesch, personal communication, March 6, 2009). FLVS is providing an accommodating environment that gives employees the options which increases the commitment to the company. Catering to employees is essential to increase efficiency which in turns leads to a results-driven organization such as Google and Best Buy's ROWE program.

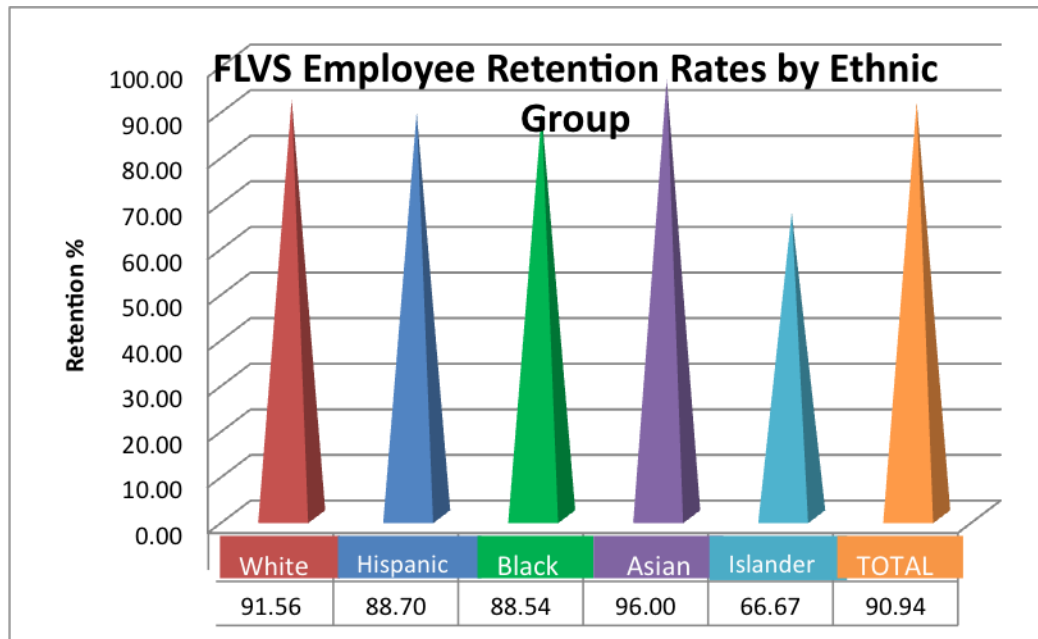
Human Resources Related Challenges

The growing enrollments enhance the pressures to rapidly hire the most qualified instructors and staff (L. Page, personal communication, March 6, 2009). FLVS currently

occupies one floor level of an Orlando office suite and has begun to overflow to another company's floor space. The expansion of the school is requiring that more staff convert to remote positions as opposed to in-office (E. Roesch, personal communication, March 6, 2009).

With many instructors and staff off-site, it becomes a challenge to monitor work progression. Previously, FLVS has been belittled for the consistent retention rates of over 96 percent (E. Roesch, personal communication, March 6, 2009). Roesch emphasized that the bar is raised very high for employees, especially the instructors, and in no way was FLVS being complacent (personal communication, March 6, 2009). This challenge has been laid upon the Human Resources Department to examine employees work production more closely.

The graph below represents the most recent report on retention rates by gender of all FLVS employees. Retention rates have decreased in the past couple of years; however, as shown percentages still remain around 90 percent overall. Asian employees reflect the highest retention rates where as those employees which fall in the Islander demographic report the lowest percentage. Total number of staff by ethnic group must also be taken into consideration. For example, Caucasians hold the greatest number of FLVS staff members at 749 and also hold the largest amount of exits at 69. The Islander ethnic group consists of only 4 members in the FLVS population.



FLVS employees are now on an annual contract. This can work both positively and negatively in the work environment. Employees may consider positions elsewhere if there is the potential of an unstable future within the company. As of this year's retention report, the majority of the 62 exits resigned on personal reasons and only 9 of the employees were terminated. Retention rates are greatly reflected upon pay and job satisfaction (Daley, 2002). FLVS salary and wage benefits are enticing which shows in the results of only 42 employees resigning.

Florida Virtual School's success is being seen across the country which in turn leads to competition. All Florida districts are now required to offer online courses. On top of traditional schools, there is also Florida Virtual Academy that offers a similar program to middle school students. FLVS eliminated one competitor, Connections Academy, by allowing the less prominent online school to merge. Competitors are a constant challenge, but as long as FLVS can stay the leading contender then the organization will be able to attract and retain the top candidates.

FLVS is being faced with the challenge to compete for student enrollments and employees. The idea of online education at the high school and middle school level is ground-breaking in many districts. The majority of local schools has adapted to each school's specific underground rules and follows the belief of "this is how things have always been done around here." With the enforcement to offer online courses in each district there is a need for instructors who are capable of initiating such a program.

The districts need to alter the culture and climate of the organization; therefore, the schools are turning to administrators from Florida Virtual School. The FLVS Human Resource Staff is then faced with the decision to either offer the employee greater resources to stay or find a replacement for the position. The 2009 retention report revealed that FLVS lost two administrators to traditional schools.

The standard public and private schools are showing negativity towards the virtual school environment. FLVS and other state virtual schools are being criticized for taking away students who would normally enroll in brick-and-mortar schools. In Minnesota, the state teacher's union filed a lawsuit against the state's virtual academy due to the competition of funds.

These virtual schools receive funding based on student success rates. As President Barack Obama pushes to make changes to the Employee Free Choice Act, FLVS could face the possibility of being shut down. This is a very difficult challenge as education across the country is attempting to find ways to cut back funding yet penalizing the progression of cheaper online learning.

Human Resources Long-Term Planning

Florida Virtual School plans to continue to cater to employees and customers to enhance the commitment to the organization. As Daley (2002) stated, for motivation and incentives to work, they must first be tied to a goal and a long-term perspective is needed to induce the organizational commitment and loyalty. Page aspires to see FLVS owning its own building to expand office space and positions (personal communication, March 6, 2009). Currently, FLVS has several small cubicles crammed on one office floor with director positions behind a door and desk. The office setup is not an intimidating atmosphere and doors remain open. Roesch believes that bad ideas end up usually being the better ideas (personal communication, March 6, 2009).

Employee voice is a vital key to providing the most essential program. Daley (2002) found that voice enhances the motivational level, therefore, each FLVS employee is asked to fill out a survey at the end of each year to reflect concerns and ideas for improvement. Daily focus groups amongst the staff are necessary to run the online system, whether it is a virtual meeting, over the phone, or in person (Roesch, personal communication, March 6, 2009).

The HR Department wants to continue to reward employees through various programs such as a future Lifestyle Development Program. FLVS wants to keep employees healthy and has asked each employee to receive a physical prior to working with FLVS. In turn, each employee receives one full day off. Other initiatives are in the works as FLVS plans on ways to keep up retention rates.

FLVS will be assisting other states' virtual schools in the hiring process. Due to the fact that Florida has established the most well-known virtual school it will be

necessary for the HR Department to advertise job postings for other states in the future. FLVS is also preparing to offer courses to elementary students which will require the hiring of many more instructors. In the years to come, FLVS sees an expansion converting into an international program. All of these additions to the organization require a great amount of work from the Human Resources Department to hire the most qualified individuals in a time of high demand.

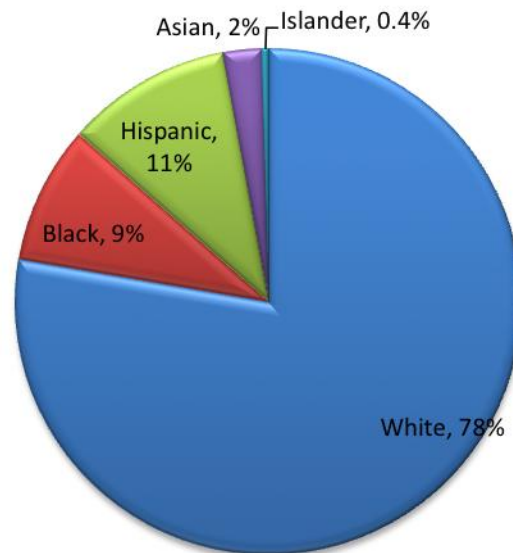
To aid in the hiring process, Florida Virtual School plans to expand its internship program with Florida colleges and universities. A mentoring program that allows veteran teachers to instruct new hires will be a more commonly used approach. A big initiative that the HR Department is planning long-term for is to train our soldiers overseas to be future instructors. Members of the army will be trained to run the program and then have the opportunity to return to an established career. Additionally, more training sessions will be available for current employees.

The hiring process will convert to a completely online based procedure as will the FLVS records system. The HR Department will use a teacher personality survey to automatically determine if a candidate meets basic qualifications. All paper-based records will be converted to zip files. An automated performance appraisal will assist in receiving proper responses information from instructors. Customer service will be improved to provide an online enrollment system that should be understandable for everyone.

Currently, FLVS does not present a very diverse instructional or non-instructional staff. Looking further down the road the HR Department plans to encompass a racially diverse staff with over 20 percent in instructional positions and 25 percent overall.

The graph below represents the low diversity levels throughout Florida Virtual School's instructional and administrative positions with Caucasians claiming 78 percent of the positions. Finding diverse candidates is a goal the HR Department must accomplish rapidly and steadily over the duration of the company's existence. As Daley (2002) found FLVS must accommodate to workforce diversity and revalidate recruitment patterns. FLVS also has a media department that plans to take training sessions out of the office and create DVDs to mail to selected staff. This will assist those who may be unable to travel to in-office training sessions.

FLVS Employee Diversity



Conclusion

The Florida Virtual School Human Resource Department follows by the motto to think outside the box. On each staff member's desk is a small box indicating the need to look beyond traditional methods and find an answer. The HR Department has a strategic plan to accomplish both short-term and long-term goals that will present a successful future. The challenge of traditional schools fighting against the online learning program

will be a threat that FLVS will face shortly and in the future. The Human Resource Department will be held accountable for keeping Florida Virtual School in line with the constant battle between brick-and-mortar schools.

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Daley, D. (2002). *Strategic human resource management: People and performance management in the public sector*. New Jersey: Pearson Education, Inc.

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Florida Virtual School. (2008). Retrieved from www.flvs.net

Lindsay Page, Florida Virtual School, Human Resource Manager, Suite 200, 2145 MetroCenter Blvd, Orlando, FL 32835, (407) 513-3377, March 6, 2009

APPENDIX C

twitter Home Profile Find People Settings Help Sign out

Biddix_Babies

Name Lindsey Lloyd

22 following 10 followers 0 listed

Tweets 20

That's you! Lists

added more participants for our HE assessment!
30 minutes ago from web Delete

coded our transcriptions last night!
6:28 PM Oct 28th from web

typing up transcriptions...
4:23 PM Oct 26th from web

transcribing interviews and focus groups!
8:25 PM Oct 21st from web

conducted phone interviews this past week in conjunction with our local focus group... Transcriptions have begun as well.
8:59 PM Oct 16th from web

held our first focus group on Monday and things are looking up
8:48 PM Oct 15th from web

Erin our PL met with our client, Dr. Biddix, to review progress
10:44 PM Oct 2nd from web

Finished steps 7 & 8!
2:37 AM Sep 21st from Twiterrific

is working with the group on an action plan and designating duties
1:51 PM Sep 17th from web

Following

RSS feed of Biddix_Babies's tweets

APPENDIX D
Running Head: VALDOSTA STATE GRADUATE

Valdosta State Graduate Handbook

Joshua Cavileer, Erin Keller, Lindsey Lloyd

Valdosta State University

November 16, 2008

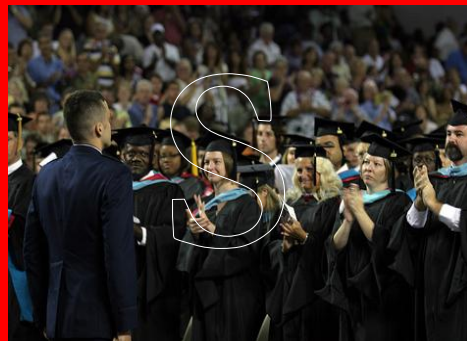
Final Version

Project Summary

Our proposed task was to create a graduate assistant handbook for Valdosta State University. The purpose of this handbook was to give a more concentrated way of obtaining information concerning a graduate assistantships at V.S.U. In addition we also included the major information that those interested parties would be in search for. In the compiling of this handbook, we researched many other universities that had GA Handbooks. We wanted to be sure that within this handbook all information pertaining graduate assistantships would be covered. In every effort to make sure we accomplished this task, we contacted the graduate school and referenced handbooks from other schools like GCSU, LSU, and UGA. In referencing other schools, we got ideas of what materials to include and possible formats to use. A majority of the information we used to compile this handbook came from the V.S.U's website, however it is more convenient and student-friendly to be able to present a prospect graduate student a handbook, rather than asking them to retrieve the information from the website.

In developing this handbook, we met several of the CAS standards. One standard deals with part 2 of the standards which is concerning admission into graduate programs, another was part 5 having to do with curriculum, but specifically part 5C dealing with supervised practices. Lastly, part 7c and 7e conclude the standards that our project met. In 7c, it states about regarding Faculty Advisement (both inside the program and inside the assistantship) and 7e was regarding the area of student financial support.

VALDOSTA STATE UNIVERSITY



GRADUATE ASSISTANT HANDBOOK

Table of Contents

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What is a Graduate Assistant (GA)?

Graduate Assistants provide educationally beneficial assistance to the departments, which award the assistantships. By policy, graduate assistantship duties should be relevant to students' major field of study and shall be of academic value.

ELIGIBILITY REQUIREMENTS

1. The student must be accepted as either **“Regular”** or **“Probationary”** in an approved graduate degree or post-master's program at VSU. **Students classified as either “Irregular” or “Non-Degree” are not eligible for an assistantship.**
2. For the second year student, satisfactory progress toward the degree must be evidenced by the completion of a minimum of 12 semester hours (6 hours minimum per term) with at least a 3.0 cumulative grade-point average.
3. Graduate Teaching Assistants who will have the primary responsibility of teaching a course and assigning final grades must have earned at least 18 semester hours in their teaching discipline.

Procedures and Stipulations

In order to apply for an assistantship, students need to:

1. Secure a Graduate Assistantship application from the Graduate School office or from the web site at www.valdosta.edu/gradschool.
2. Carefully complete the application and return it to the Graduate School office located at 903 N. Patterson Street, Valdosta, GA 31698 (or Suite 234 in the Regional Center for Continuing Education).
3. Renewal of a previous year's contract is not automatic – it is up to the supervising department to renew. A student may need to submit another application. Each year the student must compete with other applicants for a position; however, experience is a valuable asset. A student may retain an assistantship up to two years - the length of time it usually takes to complete a master's or specialist's degree.
4. Applications may be submitted at any time, but early submission is recommended. Submit applications preferably during the spring semester for fall semester employment.
5. The Administrative Coordinator to the Graduate Dean works with individual departments in the assignment of assistantships, employment appointments and

other areas dealing with graduate assistantships. The Administrative Coordinator can be reached at (229) 333-5694 or 800-618-1878 opt.

Alternative Methods for Obtaining Graduate Assistantship

1. Undergraduate programs or positions, in some cases, may be tied to a larger governing body, which can offer GA positions in various schools across the country.

a. NIRSA (National Intramural and Recreational Sports Association) holds an annual national conference where recreation programs across the country attend workshops and more importantly, to interview undergraduates for potential Graduate Assistant Positions. Each student fills out contact forms and attaches a copy of their resume to submit to each school. The institutions will contact the potential candidate if the resume is sufficient and correlates with the future needs. An interview process will then take place to narrow down to the final recipient. Positions may be offered before the conclusion of the conference; others may have to wait several days, weeks, if not months before they find out on any offering. Once offered, a student has a limited period of time to accept, and if they choose to accept will have to sign a contract stating their intent on working for the department at the given institution.

b. Previous experience and profound success in a particular department can lead to a graduate assistantship offering to help further education. Former athletes from this university or others have a vested interest in athletics and are placed in the administrative side of athletics or in coaching positions.

ASSISTANTSHIP APPOINTMENT PROCEDURES

1. Upon receipt of the Graduate Assistantship application, the Administrative Coordinator will screen the document for appropriate admission status.
2. Qualified applications are forwarded to a department when the department requests applications.
3. The department head or coordinator of graduate students (or selection committee) will review the applications. If the department elects to employ the student, a memo of recommendation for employment is sent to the Graduate Office by the department head or the designated coordinator.
4. The Graduate School arranges with the student to complete necessary tax forms for payroll purposes and the signing of a Graduate Assistantship Appointment form. The appointment form contains information such as starting and ending dates, stipend, payment dates, required duties, etc.

5. If the student chooses to accept the assistantship, he/she should complete all forms and sign the appointment form, and bring a driver's license and social security card for proof of identification.
6. Any questions regarding completion of the forms should be addressed to the Administrative Coordinator in the Graduate School.

ACADEMIC RESPONSIBILITIES

The GRADUATE ASSISTANT is expected to enroll and earn credit for a minimum of six (6) graduate semester hours each term in which the assistantship is held. **If a graduate assistant drops below the six hour minimum, the student will be assessed the full amount of tuition and the assistantship will be terminated (exceptions may be considered for summer terms only).** An overall grade-point average of 3.0 (B) must be maintained in order to continue as a graduate assistant

Indeed, one may view the graduate assistantship as a kind of working scholarship with steady and successful academic progress as the ultimate and most significant goal for the student. The position of a graduate assistant carries with it expectations from the Graduate School that the work being done should not interfere with the timely and successful completion of the graduate degree.

DUTIES AND RESPONSIBILITIES

1. A GRADUATE ASSISTANT is expected to work an average of fourteen (14) hours per week, not to exceed 224 hours per semester (summer hours may vary), unless special exception is applied for by the department in which the Graduate Assistant works and is granted by the Dean of the Graduate School for limited and specific reasons.
2. The department supervisor sets the student's schedule.
3. The employing department will provide written descriptions of duties and responsibilities.

STIPEND AND PAY SCHEDULES

The stipend for all graduate assistantships is stipulated in the appointment form. Payment is made monthly. Payment will always be made on the last day of the month. Graduate assistantships are considered part-time employees; therefore, they are ineligible for employment benefits. No annual or sick leave is accrued.

- Payment for the first pay cycle must be picked up in the University Center, however following this all deposits will be paid directly in the Graduate Assistants checking or savings account. VSU has adopted a direct deposit system for all of its graduate employees as well as professional staff.

- Graduate Assistants are paid on the last business day of each month.

TUITION RATES FOR GRADUATE ASSISTANTSHIPS

The graduate assistantship program allows graduate assistants to pay a flat, per-semester tuition rate of \$38.00 - *this is applicable to both in-state and out-of-state students!* The student also pays the various fees as presented in the *Graduate Catalog* or VSU's fee schedule. These fees include the Health, Athletic, Student Activity, Transportation, Technology, Access Card and other fees in addition to the \$38.00.

GRIEVANCE PROCEDURES, RESIGNATION, OR TERMINATION

1. Consult the Administrative Coordinator of the Graduate School for procedures to be followed in case of a grievance concerning the assistantship. The Graduate School has developed a formal appeals procedure for academic and other matters that can be found in the *Graduate Student Handbook* and on the Graduate School web site.
2. A graduate assistant choosing to resign or terminate his/her employment must submit a letter of resignation to the departmental supervisor and the Graduate School's administrative coordinator..
3. Failure to perform satisfactorily the duties assigned by the supervisor could result in the termination of the assistantship.

GRADUATE ASSISTANTSHIP WORK/PAY SCHEDULE

Remember - GAs start work registration and end work graduation of each semester!

GAs receive payment once a month on the last business day of that month.

In addition, if you are NEW GA, your first pay may be issued as a check before your direct deposits is initiated. Contact payroll at 333-5708 to see if you any questions.

FALL 2008

Deadline to renew or appoint fall assistantships - July 15!

First day of work: August 14

Last day of work: December 12

Paydays: August 29, September 30, October 31, November 27, December 19*

***Subject to change by Payroll Services.**

SPRING 2009

Deadline to renew or appoint spring assistantships - November 15!

First day of work: January 8

Last day of work: May 8

Paydays: January 30, February 27, March 31, April 30, May 8*

***Subject to change by Payroll Services.**

Holiday Work Schedule: GAs should contact their supervisors/departments in order to gauge the necessity of their help during holidays.

1. While it may not be required for Graduate Assistants to remain working during major holidays, some departments may remain open and will require additional assistance.

2. Most positions will also provide time off on the weekends. Many offices will close down for the weekend and will not need to have staff on duty including Graduate Assistants.

a. Some areas do remain open on the weekends including athletics and recreation. These departments will typically notify their staff in advance of the need for them to be working or on-call.

3. Graduate Assistants are not required to work on major holidays or university holidays including Fall Break, Spring Break, and various other institution based breaks.

However, as stated before, these statements are based on generalizations of various departments. GA's should contact their supervisor or department head in order to determine their specific schedule.

FOR MORE INFORMATION

Contact the Graduate School's Administrative Coordinator at (229) 333-5694; 800-618-1878 opt. 5; or e-mail gradschool@valdosta.edu.

Or visit the Graduate School Office at 903 N. Patterson Street, Valdosta, GA 31698, on the second floor in the Regional Center for Continuing Education.

Frequently Asked Questions

1. What are the eligibility rules?

You must be admitted to a degree-seeking graduate program with “regular” or “probationary” status. Irregular and non-degree status students are not eligible for financial aid or graduate assistantships.

2. How do I apply for an assistantship?

Students can print a blank application or apply on line through the Graduate School’s web site, http://www.valdosta.edu/GRADSCHOOL/Student_Forms.htm.

How applications are processed:

- A. Departments notify the Graduate School of any vacancies.
- B. Copies of eligible applications are sent to the departments; they review eligible applications, decide who to interview, and then to whom they will award the assistantships. Applications are kept for one year.
- C. Assistantships can be awarded a month before a semester begins; a week before; or even a week or two after – it depends on how quickly departments act to fill vacancies.
- D. There are no guarantees: therefore, it is recommended that students apply for any and all other types of financial aid – just in case.
- E. Applications for assistantships should be submitted one semester in advance of starting a program.

3. What is the stipend?

The base pay for GAs is \$1470 per semester (summer pay will vary). Assistantships funded by other departments or grants may pay more if their budgets allow.

4. How does the assistantship waiver work?

Tuition is reduced to a flat fee of \$38.00 (set by the University System of Georgia Board of Regents). GAs pay \$38.00 plus the health, activity, athletic, transportation, technology, and access card fees, plus student health insurance premiums. This is true for both in-state and out-of-state students. (Be sure to pay any remaining fees after the tuition waiver is applied or your classes will be dropped when the fee payment deadline arrives!)

5. How and when do we get paid?

Graduate assistants are paid once a month – the last day of each month. Pay is issued through direct deposit with “advices” available by logging onto Human Resources Employee Self Service page at http://www.valdosta.edu/finadmin/human_resources/SelfService.shtml.

6. How many hours do GAs work, and what about time sheets?

Graduate assistants work an average 14 hours a week. Keep a log of hours worked – GAs do not have to submit time sheets to the Graduate School or Payroll.

7. What about holidays and missed work?

GAs do not have to work or make up hours when the university is closed due to holidays, inclement weather, fall break, or spring break. They *should* make up hours missed due to illness or other absences.

8. What happens if my GPA drops below 3.0?

Graduate assistants should maintain a 3.0 GPA in order to keep their assistantships. If the GPA drops below 3.0, students will be counseled, and if necessary, the assistantship will be revoked. Graduate students must have a 3.0 to graduate, so it is recommended that GAs stay focused on their coursework and grades!

9. How is my assistantship renewed?

Graduate assistantships can be set up for one semester, two semesters, or three. If an assistantship is awarded for one semester and is to be continued in the next semester, the supervisor must send a memo or e-mail confirming the renewal to Ms. Teresa Williams. The student will need to sign an appointment renewal form.

10. What about the Mandatory Student Health Insurance Program?

Any graduate student receiving an assistantship must either participate in the student health insurance program as mandated by the USG Board of Regents. Or... if they have coverage under a group plan, they can apply for a waiver each semester. (See the following web site for more details: <http://services.valdosta.edu/health/insurance.aspx>).

11. How many credit hours do I need to take to be eligible for an assistantship?

Students must be enrolled in a minimum of six (6) graduate-level hours each semester they have the assistantship.

12. How long can I be a graduate assistant?

Students may keep their assistantships up to two years as long as departments are satisfied with their performance.

13. Am I able to transfer to another department?

Under certain circumstances, yes, but students would go through the application process again (See #2).

Other questions? Contact Ms. Teresa Williams at the Graduate School – 229-333-5695 or twilliam@valdosta.edu.

Appendix

Valdosta State University School Catalog

Higher Education Brochure

Schools Referenced:

1. Louisiana State University Graduate Handbook
2. Georgia College and State University Graduate Handbook
3. University of Georgia handbook
4. Valdosta State University
5. University of Oklahoma Graduate Assistant Handbook
6. Mississippi State University Graduate Assistant Handbook

APPENDIX E

Internship Reflection
Compliance and Academic Services

My final internship took place in the VSU Athletic Department in the area of Compliance and Academic Services. I was able to work under long time compliance advocate, Coach Bobby Tucker. I have grown an interest in this area since I started at VSU as a student-athlete. The former director has led a very similar path to mine and she currently works for the NCAA Headquarters. This internship experience gave me the knowledge to become one step closer to my career goal.

As an intern in Compliance and Academic Services, my duties fully expanded into both of these areas that most athletic departments have as two separate departments. During spring of 2009 I was able to mentor a couple of our student-athletes. I met with them on a weekly basis for about 30 minutes to review their grade progress and discuss any other topics. It was a very rewarding experience when my student-athletes would call simply to tell me they received a good grade on an assignment. My main reason for pursuing a career in this emphasis is because of the ability to help student-athletes with the “student” role. I was also able to assist student-athletes by arranging tutor sessions and any other type of counseling they might need.

Outside of the Academic Services role fell my other area of interest in Compliance. Most compliance offices operate separately to focus on the amount of rules and regulations the NCAA has put into place. I acquired the knowledge of the NCAA Compliance Software, CAi, to create squad lists. I created squad lists for a few of the teams at VSU, which is then submitted to the NCAA. I also learned about how to use the

software LSDBi to check legislation, which is another essential software program used by NCAA affiliates.

During my time as an intern in academic services and compliance I confirmed that this is my area of interest in athletics. I was able to take the position of Director of Ticketing and Game Operations following this internship for fall 2009. The athletic director would like to see this position add some academic services/compliance duties; therefore, I think my time as an intern in this department helped me become the perfect candidate for the position. I have also been asked to assist with a monthly compliance seminar that will review new legislation with all of our coaches. This past summer I attended the NCAA Regional Rules Seminar which only expanded my knowledge in the area of compliance. I look forward to gaining more experience and making my next step towards the academic services role. All and all, both of my internships through the Higher Education program have been extremely helpful in allowing me to obtain my first career position.

APPENDIX F

Internship Reflection
Ticketing and Game Operations

1. Briefly describe your internship:

This semester I had the privilege of interning for the Director of Ticketing and Game Operations, Chuck Carson. I assisted with various duties including in house paperwork to facility setup. I learned the basics of selling tickets, entering information into databases, and understanding programs such as Quick Books. I attended game operation meeting as well as additional staff meetings to give me a better perspective of the behind the scenes actions.

I adapted personal traits of accountability, leadership, and communication. My supervisor was able to turn the responsibility of his job over to me in certain situations. I was able to lead the ticket reconciliation process of volleyball and basketball events. I filled out proper paperwork and assisted our ticket selling personnel.

Working with ticketing I was able to make several connections with people throughout the community. I learn that being a passionate, approachable, and knowledgeable person earns great respect from the community members as I have learned by observing my supervisor

Throughout my internship I also received a project based activity. I composed the first version of VSU's Athletics Visitors Guide, which is now up and running on the VSU athletics site.

2. How will your experience in this internship aid you in your future career?

I know my future career is somewhere in athletics, yet I have been unable to determine which areas hold my greatest interest. This experience has aided me in two categories, ticket sales and game operations. Majority of athletic departments have these areas as two separate positions. Working as a graduate assistant in development and an intern in ticketing sales and operations I have been able to obtain a great depth of college athletics. The day I oversee an athletic department staff I will have the knowledge and background of several positions.

3. What do you view as the most valuable aspect of your internship?

Communication is a key aspect I not only value, but improved on by dealing with various groups for game setup. Sitting in on game operations meetings allowed me to review the layout of game day events. We collaborated with several departments on campus to make sure our event was organized to the best of our ability.

Just recently, I was able to sit in on an athletic budget review meeting. It was probably the most interesting meeting I've attend for the fact that it dealt with everything I have learned this semester. For once, I was able to apply and relate my course work to a live situation. The knowledge I was able to taken in will greatly prepare me for future instances when I have to make budget decisions.

4. What do you view as the most invaluable aspect of your internship?

The physical work is invaluable educationally, however, it gave me a perspective of different tasks that must be done within this position. Setting up the stadium or complex dealt with accommodating certain groups with table setups and hanging banners. Preparing tickets for will call and selling tickets over the phone are all parts to this position that must be done.

APPENDIX G

Running head: TEACHING AND LEARNING IMPROVEMENT

Teaching and Learning Improvement

Lindsey Lloyd

Valdosta State University

The *Seven Principles for Good Practice in Undergraduate Education* is basically a checklist of good teaching and learning guidelines in colleges and universities. Provided in this article are examples of the seven principles applied in different settings. To have good practice all sources must contribute from professors to students to the state and federal government. The author discusses the division of responsibility between all of the contributors. To continue to improve teaching and learning the allocation of financial support is essential for good practice.

The third principle dealing with encouraging active learning was strongly emphasized in my undergraduate program in mass media. Majority of the classes dealt with the application of the information we obtained. When taking core classes I feel there is not enough of applying the knowledge you learn and it is in fact straight memorizing. I think we need to expand and use students as a way to help design courses as mentioned as an example under this principle.

Encouraging contact between students and faculty, principle one, is continuously stressed at our university. Chickering states that student-faculty contact in and out of classes is the most important factor in student motivation and involvement (1987). At VSU we have exemplified this principle by having freshman seminars. For student-athletes we have a course called CHAMPS Life Skills that all freshmen athletes are required to take. Throughout this class different athletic staff will come in for introduction purposes. Also, being a division II university VSU is just the right size to keep classes at a small enough student-professor ratio that being connected is not an issue. I believe larger institutions can not truly follow this principle.

In my future department of athletics I plan to incorporate all of these principles for my student-athletes. These guidelines are leaning to more of a professor/student relationship, but I believe from an administrator standpoint these guidelines can still be applied to encourage good practice. Relating to principle six on communicating high expectations is something I have found very encouraging as an athlete. Student-athletes are pressured with high expectations but it is a way to push them to their fullest potential. As stated in this article, expect more and you will get more. Recently we had a student-athlete who received grades that have put him on the line of being an ineligible. After meeting with the student and basically informing him on his expectations for now and the future was truly an eye opener. Surprisingly, this young man wrote a letter apologizing for his lack of effort and his commitment to improve his grades. As administrators in athletics we have a group of students that we watch over just as if they were our family.

As exemplified in this reading many students with past poor records do extraordinary work. The University of Wisconsin-Parkside went to underprepared high schools to bring the students to workshops in academic subjects and life management skills (Chickering, 1987). I feel this is an idea that could be used at all high schools, underprepared or not. From an athletic perspective, taking high school student-athletes and prepping them in advance for the time commitment that goes into college athletics would be a great way to prepare for good practice.

References

Chickering, Arthur W. (1987). Seven principles for good practice in undergraduate education.

APPENDIX H

Running head: STUDENTS DEFINE INSTITUTIONAL CHARACTER

Students Define Institutional Character

Lindsey Lloyd

Valdosta State University

Fall 2008

Students Define Institutional Character

“There is no end to the budget issues that arise each day on a campus” (Goldstein, 2005, p. 62). Goldstein’s statement is a perfect explanation to chapter three, The Budget Process, discussing a brief overview of the general budget process at both public and private institutions.

The two budgeting formats are rather similar with the only difference being the factor of the state budget influence on public institutions. Disregarding the classification of the institution, the budget process is strongly reflected through the institution’s characteristics. Factors such as institutional size and mission, as well as less substantial aspects such as trust among campus groups can have significant affect on the way funds are dispersed and who is involved in the decision-making (Goldstein, 2005). Goldstein (2005) found that the most influential factor on the budget is the institution’s character. An institution’s character is shaped by its culture, operating climate, administrative structure, and history (Goldstein, 2005). From flagship institutions to community colleges to religious institutions, each classification will entice a certain type of student, which will in turn reflect on the institutional character. The institution’s size determines the number of participants involved in the budget process. Smaller institutions will have a low number of participants, but will have representation from all areas; larger institutions could have the same number of participants, but a much lower representation level (Goldstein, 2005).

The institution’s character also reflects upon the openness of the budget process and the response to those making the decisions. Goldstein (2005) stated that the extent of openness is cautiously supervised to prevent any unnecessary consequences. An inclusive

planning process helps decrease any unexpected budget affects. Communicating decision-making with the affected parties in advance can relieve the budget process to become suspect when major surprises occur (Goldstein, 2005). In addition, allowing others to participate in legislation meetings only enhances the accountability of those in public positions (Goldstein, 2005).

As for the overall decision making, those closest to the action have the best decisions choices (Goldstein, 2005). The authorities making decisions on budgets are not involved to the extent needed to make the proper decisions as to where the allocation of resources should be dispersed. Having high-level decision-making authority only prevents the ability to discuss issues as they occur. In turn, the communication distance forces increased accountability and requests for documentation because the decision makers have the least direct knowledge of the organizations (Goldstein, 2005).

Goldstein (2005) discussed the two different budgeting cycles, operating and capital. The operating budget consists of short term projects compared to that of capital and tend to last up to 24 months (Goldstein, 2005). Capital budgeting is a lengthier process that may last several years, which tends to be due to multiple projects (Goldstein, 2005).

Few institutions have a wide-ranging planning and budgeting process, although in the most favorable environment there would be numerous participants (Goldstein, 2005). Goldstein (2005) labels the department chairperson as the spender and the budget office as the cutter. However, Goldstein (2005) reflects that the budget office is perceived incorrectly and it is simply applying the decisions already set forth by the planning process or budget assumptions.

Goldstein (2005) mentions the different types of involvement in the budget process such as shared governance, slightly less participatory model, and formal participation. I believe following the shared governance model is the best strategy mainly because it allows the involvement of students. I realize, as is stated in this chapter, to have an opinion on the budget you should be involved several years and invest serious time and effort to understand all angles. Goldstein (2005) also stated that few institutions do an effective job on linking planning with budgeting and that all interested parties should participate. I understand as students we do not know the majority of the information involved in making budget decisions, but allowing us the opportunity to have more input would be beneficial to the institution. Goldstein (2005) found that meaningful involvement helps obtain an institutional perspective. I am unaware if students have more say in the budget or not on our campus, but I feel this information should be more projected if that is the case. Goldstein (2005) researched that the institution's character is a key factor in influencing the budget and that the character of the student will have a bearing on the institution's character. Budget cuts are an unbearable time that have seemed to restrict information even more, but you never know who may have an idea that could help, maybe it is a student.

References

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APPENDIX I

VSU Visitor's Guide:

http://www.vstateblazers.com/skins/vsu/ssi/mini_frameworks/left_nav/2009-10%20All%20Inclusive.pdf

APPENDIX J

Running head: CAS STANDARDS

CAS Standards for Masters-Level Graduate

Lindsey Lloyd

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Fall 2008

CAS Standards for Masters-Level Graduate

There are two primary reasons for the development of standards: professional integrity and external accountability (Franklin, 2008). The CAS standards provide instruction and services for developing skills, strategies, and behaviors that increase the efficiency and effectiveness of the processes that improve learning outcomes (“Learning Assistance”). By helping students achieve their learning potential and succeed academically, these guidelines significantly influence student retention (“Learning Assistance”). All and all, the CAS standards are preparing master-level graduates for the professional careers and consistency in educational practices.

The goal of CAS standards is to prepare persons through graduate education for professional positions in student affairs in schools, colleges, and universities (“CAS Standards,” 2003). The recruitment process deals with both the professors and the students. Both are required to meet set requirements; students have admission criteria to meet for entry and to uphold throughout the program span and professors must meet proper degree qualifications and work experience. A diverse selection is chosen to stay true to equality and reflect diversity. The pedagogy of each program must be defined as well as each professor’s pedagogical strategies (“CAS Standards,” 2003).

The organization and management of the program is reflected through prepared curriculum and degree options. The curriculum aspect is broken down into categories to focus on designated areas such as student affairs programs and services. Facilities, proper technology, book access, and equipped staff are component parts of CAS standards. Additional resources are provided through financial aid services, career services, and advising.

Preparation for the work force can be evaluated through supervised practice such as internships and graduate assistantships. The review from a third party reports the effectiveness of the program and the competency of the student. Professors must be fair and impartial and comply with institutional policies and ethical principles (“CAS Standards,” 2003). Program evaluation is assessed through statistics such as employment rates of graduates. All of the CAS standards are used as I can see how my program requirements and such have been applied by my professors. The preparation has allowed me to practice my knowledge through my graduate assistantship and internship.

There is 30 plus CAS functional areas; however, recreational sports were not included until 1997 (Franklin, 2008). This example is to show how recreational sports and other co-curricular service providers play a major role in institutional effectiveness, student learning, outcomes assessment, accountability, and quality assurance that has become increasingly important to institutions of higher education (Franklin, 2008). To follow the CAS standards for recreational sports there would need to be a diverse selection of staff that would be required to hold a specific degree related to the athletic realm including coaching, exercise physiology, and so forth. Proper facilities would be assessed to hold a certain number of members as well as the amount of equipment needed to be dispersed. The two I applied in this situation are CAS standard number two dealing with recruitment and standard six dealing with equity and access.

From the curriculum task list, I wanted to show how CAS standards are applied to task six referring to elective courses. The standard would state that each program must specify elective courses. The guidelines could state that electives may be acceptable in

preference of concentration and may be offered online. This task would be applicable with part four of the CAS standards referring to curriculum.

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APPENDIX K

Running head: INTERCOLLEGIATE ATHLETICS FINACING

Financing Various Classifications of Intercollegiate Athletics

Lindsey Lloyd

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Fall 2008

Financing Various Classifications of Intercollegiate Athletics

Recently turning 22 years old, the financial aspect is starting to hit full throttle through a personal standpoint and to the larger view of my future career in higher education. Chapter two, in *College and University Budgeting*, dealing with “The Economic and Political Environment” provided me a wealth of knowledge. It truly gave me the perspective of how predominately higher education is affected with current financial obstacles in our society.

With so many other financial priorities, it seems obvious that higher education no longer takes precedence (Goldstein, 2005). This chapter reflects the price and cost comparison of attending college, revenue sources, national economy and institutional modifications, and changes in demographics. As a former student-athlete, I was able to attend college on an athletic scholarship, which has blinded me from the overall cost of my education, as well as the effects it could have had on my family.

Goldstein puts an emphasis on the issue of tuition increases and the reasons it is occurring. Even with Congress on our side to enforce institutions to keep reasonable fees the increase continues as public institutions’ average tuition price escalated 10.5 percent in 2004-05 and 14 percent during 2003-04 (Goldstein, 2005). Goldstein (2005) reports that part of the problem initiates from the decline in state support. This is very important from the athletics arena because as a Georgia university we are not entitled to any state funds.

The issue of utility cost in this chapter is preached as a significant cost category. This has become a serious concern for the athletic department because we are still in charge of the usage of our facilities on campus. We currently have to cut back on our use

of air conditioning in the PE Complex and were instructed to make a list of exactly when we need the air on and to what level depending on expected crowd size. It is interesting to read about incidents from budget cuts that I see on a daily basis.

With all the new construction on our campus, Goldstein (2005) makes the relevant comment that if not maintained properly, the operating costs will increase quickly. This made me wonder if we have accounted for the appropriate maintenance needed to help our facilities meet long-lasting expectations. Discussing maintenance rolls into another issue, which are human resources. With over 75 percent of total expenses going to compensation it no longer comes as a surprise to me that faculty are being cut as a part of the budget cuts. It is sad to see this occur, however, it is always possible to plan far enough in advance to avoid involuntary termination (Goldstein, 2005).

Another important factor mentioned is the adjustment in demographics. The once traditional college-aged student ranged from 18 to 24 years old (Goldstein, 2005). The increase enrollment is due to not only an increased demand for an undergraduate degree, but for an additional degree which is enticing older adults to come back for a second or third degree.

Lastly, I cannot leave out the major debate of who should be paying for higher education. The focus is to discover a balance between students and their families and the federal, state, and local government (Goldstein, 2005). Partially due to those adult learners seeking further education, the federal government is putting less of an effort in supporting the quest of advanced education; therefore, requiring the states and individuals to cover all costs (Goldstein, 2005). Goldstein (2005) refers to the state and local

governments as the single most important source of financial support for higher education even though loans are being offered in place of grants.

With continuous financial increases in our society, it seems as if higher education will continue to take the backseat in the matter of receiving funds. As Goldstein (2005) mentioned we need to, once again, view higher education as a public good as opposed to a private benefit or entitlement.

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APPENDIX L

Running head: RECONNECTING THE INSTITUTION AND THE STUDENT

Reconnecting the Institution and the Student

Lindsey Lloyd

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Fall 2008

Reconnecting the Institution and the Student

Reasonable Expectations discusses the need to update expectations and the connection between the institution and the student to continue to grow by expecting more from one another. This article takes views from both angles of the institution and the student perspectives to show what each requires from the other for the best productivity. With the significant increase in attendance of those pursuing higher education there has been a drastic change in institution-student relations. This document was presented to stimulate discussion at institutions to clarify mutual expectations and to promote student learning (Kuh, Lyons, Miller, & Trow, n.d.).

Higher expectations and continuous updates must be put into effect or we are defeating the purpose of higher education. We are becoming satisfied with what is currently in front of us as opposed to broadening our horizons and wanting more. This paper discusses what institutions and students can reasonably expect from one another in five areas: teaching and learning, curriculum, institutional integrity, the quality of institutional life, and educational services (Kuh et al.). The goal of *Reasonable Expectations* is to help each institution debate what is needed from institutions and their students to promote the highest level of student learning.

VSU has issues both positive and negative in the five listed areas. In the teaching and learning section, we assess the students' propositions through teacher evaluations. Kuh et al. states that students expect their teachers to be knowledgeable, use effective teaching approaches, and be available for questions (n.d.). If students are honest with their remarks on teacher evaluations then this is a step we are currently taking in the right direction. Institutions expect their students to be prepared, participate, complete

assignments, and so forth, which is indicated on the syllabus. We fulfill propositions from both the institution's view and the student's view, but not to the highest extent. These are guidelines that can bring about positive discussion points, but it is simply a matter of if we decide to take the next step and improve.

Kuh et al. stated the more time and energy students invest in purposeful activities, the more they gain (n.d.). I feel this is a very true statement, as in the more effort you put in, the more you get back in the end. This point is referenced in the teaching and learning area, which states that learning is not confined to the classroom (Kuh et al., n.d.). As a future athletic administrator, I want to create more student activities that will enhance overall productivity.

There was also the point made by Kuh et al. that the nature and quality of student, faculty, and staff relations are more important to student learning and personal development than such institutional characteristics (n.d.). As an administrator, it will be crucial for me to show interest and respect to all my student-athletes. Over my college years, those people who truly showed interest in my future have encouraged me to work harder and want more. I want to continue that kind of attitude in my future work setting of college athletics.

For the curriculum aspect, there was the issue of students being unaware of the proper courses to take and failing to graduate in a timely manner. If I were to be a compliance director, these particular questions from *Reasonable Expectations* would be asked to each of my student-athletes.

In conclusion, for both administrator figures and students this document offers important statements and questions that will only open doors to a better student-learning

environment. After reviewing questions as to what extent are certain resources provided really made me think as to what other opportunities on our campus I am unaware of. Many of these questions will come in my future and I need to be prepared to have as many answers as possible.

References

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APPENDIX M

Research Questions
RSCH 7100

1. Describe several reasons for the importance of research:
 After reading Creswell, the importance of research is more crucial than I believed it to be. Research allows our society to continually grow and improve; it allows each generation to be better than the next. Anyone can give a contribution to research and the more options we have to review from the more improvements we can make to build a stronger foundation. Creswell made the reference to bricks – the more bricks added to a wall the stronger it becomes. This statement is very true and each researcher fills a crevice between those bricks with their take of an issue. Sticking with the brick idea, there comes a time when the building (the research) needs to be updated; not replaced but refurbished with new participants and new testing equipment which produces new results and information. Research improves practice which allows educators to become more effective in enhancing education. In the educational environment, research provides new methods and builds connections with sources from all over the world to aid in a child's learning process. Research gives even more options through the request of knowledge from less notable sources and helps educators evaluate approaches. In debated educational issues the backbone of information is concluded from data which is created from intense research; these findings help policy makers finalize controversial issues. Lastly, research expands the knowledge and skills of people like me, a graduate student.
2. Identify several problems with research today:
 Research can be problematic for many reasons as I seem to be coming across a few errors already. Contradictory findings are probably one of the biggest errors to be found in research. Less descriptive results can also be an issue as well as data that have been collected from a random group of people. There are many factors that could make data a bit questionable from the low number of participants to selecting participants who are not fully educated on the issue at hand. When a researcher selects an inappropriate statistic it can also make the research not as beneficial.
3. Define Educational Research:
 Educational Research is the biggest factor in allowing our society to increase academic success. It is a process broken down into small steps that becomes a personal journey. Educational research starts with a question of why something is happening and how to improve it. After collecting opinions from other peer-reviewed sources you can conclude your own statement and then share it with the targeted audience.
4. Identify ethical issues important when implementing the research process:
 In the process of research there are six steps:
 1. Selecting a research problem
 2. Discovering and reviewing resources
 3. Indicating research purpose

4. Collecting records and obtaining permission from all applicable sources
 5. Investigating and concluding findings
 6. Inform and assess research and structure towards selected audience
5. Reflect on the skills you bring to this process:
- Ethical issues consist of notifying all participants of all information on the study. Any person who may somehow be involved with the actual filling out paperwork for the study or who are involved in the research site should fill out consent forms. Educating and gaining permission from all sources is essential. Other issues are the concern of altered results or plagiarism. Also to make reports fully honest all sources must be quoted.
6. I bring my own perspective and creativity to research just as much as the next person. I have not entered the work world yet so I may be uneducated to some but I can still present my style of writing and editing that may help other fellow graduate students. The effort I put into my research is the same amount I will get back; therefore, using all my sources will only improve my education. I bring skills such as organizing which Creswell referred to as solving puzzles, but I feel that ordering multiple items is a strong ability of mine. I know researching is a time-consuming activity but completing projects is very rewarding to me.

APPENDIX N- Assessment and Evaluation Project

APPENDIX O

Legal Analysis

Lindsey Lloyd

LEAD 7830

November 16, 2009

Legal Analysis

Sarah Ford was a top Division I soccer recruit from Florida. A university in Texas, which had a prominent Division I soccer program, recruited her. At 18-years-old, Sarah had no history of serious medical conditions; however, she did have an uncle pass away from cystic fibrosis. During a voluntary unsupervised practice, she experienced shortness of breath and collapsed on the field. The athletic training staff examined Sarah but came to no conclusion about the reason for this episode. At no point did the athletic training staff inform the head soccer coach that Sarah could or could not continue to play to prevent further injury. After the medical release, Sarah continued playing soccer but had two more fainting spells. The athletic training staff did not seek advice from any doctors outside the athletic program, even with the notation of a hereditary disease in Sarah's family medical history.

During a scheduled soccer practice, Sarah fainted once more but did not regain consciousness. With no trainer on site, the assistant coach called in the emergency. Sarah died at a local hospital. An autopsy revealed that her death was due to cystic fibrosis.

In *Kennedy v. Syracuse University* (1995), Russell Kennedy was a scholarship athlete on the gymnastics team. During a practice, he was attempting a routine on the high bars when he fractured his wrist. No athletic trainers were on duty, consequently, the head coach and other teammates provided assistance.

The Northern District Court of New York held that providing athletic trainers on-site might not result as a liability if the athlete's injury occurs solely by athletic competition and the following treatment does not intensify the injury (*Kennedy v. Syracuse*, 1995). The court found that wrapping Russell's wrist around the bar caused his

injury. In addition, the absence of an athletic trainer could not have prevented his injury. The treatment provided by coaches and teammates did not harm Russell's wrist.

In *Searles v. Trustees of St. Joseph's College* (1997), Paul Searles entered St. Joseph's College as a freshman on a basketball scholarship in 1988. During his first semester, he endured serious knee pain and by second semester he discovered his diagnosis as patellar tendinitis. Paul continued to play the following season, but stopped playing to have surgery on his knees in 1990 and again in 1991. His knees became permanently impaired. The head basketball coach continued to play Paul, regardless of his chronic knee pain. The athletic trainer did not notify the head coach of the potential injuries he could accumulate if he continued to play. The head coach informed Paul and his family that the university would cover his medical expenses.

The Maine Supreme Court held that an athletic trainer has the duty to exercise reasonable care, to the same extent of an ordinary trainer, in reference to care and treatment (*Searles v. Trustees of St. Joseph's College*, 1997). The court ruling stated that an athletic trainer, who does not inform the coach or athlete of the severity of the injury, is potentially liable. The court found the judgment of Paul's injury requires additional knowledge; therefore, the athletic trainer is responsible for making a medical evaluation. The athletic trainer did not communicate the severity level of Paul's knee injury. The breach of contract for medical expenses could not be determined by the court due to lack of evidence.

Kleinknecht v. Gettysburg College (1993) initiated due to the death of 23-year-old sophomore, Drew Kleinknecht, during a lacrosse practice. Neither of the two full-time athletic trainers nor student assistants was present at the practice. Additionally, both

coaches lacked CPR certification and the nearest phone line was approximately 250 yards away. Drew died on the field of cardiac arrhythmia.

The court ruling was intently partial to the specific details in this case (*Kleinknecht v. Gettysburg College*, 1993). The United States Court of Appeals for the Third Circuit held that the college owed a special duty to the student-athlete based on the active recruitment to play at the institution. Furthermore, the special duty includes the fact that the participation was taking place in a scheduled athletic practice for an intercollegiate team, sponsored by the college, and under the supervision of the college's employees. The college has a duty to be rationally prepared for handling medical emergencies that may arise during a student's participation in an intercollegiate contact sport for which a college recruited the student-athlete. The court found that the head athletic trainer was aggressively recruiting Drew to play lacrosse at Gettysburg. His incident did not occur from a personal workout. In addition, the court found that the foreseeability of a life-threatening event on the lacrosse field was recognizable. Lastly, Gettysburg College owed Drew a duty of care to provide prompt and adequate treatment while participating in an intercollegiate activity.

According to these three cases, the Ford family has the potential to prevail in this case. The *Kennedy* case reflects that Sarah's parents need to determine that their daughter's death was preventable if an athletic trainer were present. The failure to have a trainer is not applicable; therefore, the athletic training staff would not be liable in this aspect. However, when referencing the *Searles* case, the athletic trainer had a duty to inform Sarah and the head soccer coach of the severity of her current and future health concerns. The prior fainting spells are relevant enough to hold both the athletic trainer

and the head coach liable for continuing to allow Sarah to play soccer. The lack of acknowledging the family history case of cystic fibrous is also negligent behavior on behalf of the athletic training staff. The *Kleinknecht* case supports the fact that the college owes Sarah a special duty due to active recruitment, furthermore, the incident happened at a scheduled practice overseen by university employees.

References

Kennedy v. Syracuse University, No. 94-CV-269, 1995 WL 548710 (N.D.N.Y. Sept. 12, 1995).

Searles v. Trustees of St. Joseph's College, 695 A.2d 1206 (Me. 1997).

Kleinknecht v. Gettysburg College, 989 F.2d 1360 (3d Cir. 1993).

APPENDIX P

Running Head: AN UNEVEN PLAYING FIELD

An Uneven Playing Field:

The Financial Imbalance of Title IX in Intercollegiate Athletics

Lindsey Lloyd

An Uneven Playing Field:

The Financial Imbalance of Title IX in Intercollegiate Athletics

- Introduction
 - Title IX background and the effect on intercollegiate athletics
 - Cases related to Title IX and athletics
- Personnel Standpoint: Hiring for equality
 - Finance Issues for Female Personnel in College Athletics
 - Statistics on female administrative positions
 - Male Administrative Perspective
 - The reverse effects of Title IX on male positions
 - Balancing coaches salaries by sport gender
- Athletic Teams
 - Requirements under Title IX
 - Equality of scholarships funds between sex
 - Participation opportunities by gender
 - Facility funding comparisons
 - Operating budgets
 - Fundraising for female teams
 - Specific cases reflecting inequality
 - Male Student-Athletes View: Women's Gain or Male Loss
 - Increase in female funding or simply a decrease for males
 - Penalties for not complying with Title IX requirements
- Conclusion

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance”

- Title IX of the Education Amendments, 1972

Five words initiated the process to create the passage of Title IX. In 1969, Dr. Bernice R. Sandler applied to fill one of the seven faculty openings at the University of Maryland (Sandler, 1997). Sandler (1997) questioned a fellow faculty member after she was not considered for one of the positions, especially with her qualified background including a doctoral degree. Her colleague answered with the mere response that she was “too strong for a woman” (Sandler, 1997, para. 1). These five words influenced Dr. Sandler to alter the blueprint of higher education.

By 1972, President Richard Nixon signed Title IX into law: prohibiting sex discrimination in any education program or activity, within an institution receiving any type of federal financial assistance (Curtis & Grant, 2006). A decade after the enactment, during the Reagan era, little enforcement was set upon obeying Title IX due to economic pressures (Zimbalist, 2003). In the *Grove City College v. Bell (1984)* case, the Supreme Court ruled that Title IX solely applied to programs that directly received federal financial aid. Therefore, accountability to Title IX was exclusive towards individual departments that secured federal funds (Bruce, 1993). Many college athletic departments did not receive federal funding; therefore, removing the nuisance of Title IX compliance. With gender equity slowly acclimating, this case ruling presented a halt, particularly in women’s sports programs.

After four long years, Title IX restored authority in 1988. In 1987, Congress passed the Civil Rights Restoration Act, which declared if any college or university received any type of federal assistance then the institution was bound to comply with Title IX legislation (Zimbalist, 2003). In 1998, Congress overrode a presidential veto by President Ronald Reagan and brought Title IX to power in female athletic programs (Curtis & Grant, 2006). However, Bruce (1993) found that even after the Civil Rights Restoration Act was passed there was little implementation of rules, regulations, and penalties. By 1992, institutions acknowledged future consequences subsequent to the Supreme Court ruling that plaintiffs filing Title IX lawsuits are entitled to receive punitive damages once intentional action to avoid Title IX compliance is established (*Franklin v. Gwinnett County Public Schools, 1992*).

After Dr. Sandler's initiative, athletics have continued to give Title IX the greatest public visibility. Title IX is not exclusively about athletics, but the majority of complaints and reports of legal action brought under review involve females and sport (Bruce, 1993). The most positive effect of Title IX has been the incline in participants of females in sport. Prior to Title IX, fewer than 30,000 women were participating in college varsity sports (Crowley, 2000); in 2008, over 180,000 females are intercollegiate athletes (Acosta & Carpenter, 2008). Expenditures between male and female sport's teams greatly vary, but the law of Title IX continues to fight for equality in funding. Title IX has significantly enlarged participation opportunities for female athletes, administrators, and faculty and staff; however, funding females in all ranks continues to lag too far behind males in college athletic positions.

Hiring For Equality: Women Working For Equal Administrative Opportunities

Prior to Title IX, separate divisions of male and female programs composed the athletic department. Women administrators ran the majority of collegiate women's athletic departments (Acosta & Carpenter, 2000). Sanction of the law actually decreased decision-making positions for women. As the separate men's and women's athletic departments united, the former men's athletic director converted into the new overall head of the department. In the early 1990s, the male director made 84.1 percent of institutions' personnel choices (Bruce, 1993).

Throughout the years, the number of female administrators has fluctuated depending on position (athletic director, assistant athletic director, compliance coordinator, sports information director, etc.). By 1995, Suggs (2000) found that women held 35 percent of the athletic administration positions at institutions affiliated with the National Collegiate Athletic Association (NCAA). Quarterman, Dupree, and Willis' (2006) research in the 1999-2000 academic year, reported a total of 995 athletic director positions throughout all divisions with 825 of those positions being filled by males. With just 170 females in power, this number was actually a decrease from Acosta and Carpenter's (2000) previous two-year study, which calculated 188 total female athletic directors.

As the years progressed women fought back presenting lawsuits that would in turn greatly affect the athletic department's budget. A former female athletic associate director at Fresno State was awarded \$3.5 million for the unwarranted dismissal of her position (Steeg, 2008). Title IX tends to present itself as a threat, but the law is simply a way to enhance equality in the sports world perceived for males only. Curtis and Grant (1993) found that some universities altered or dismissed plans to cut women's sport after

administrators became aware that women's sport organizations, lawyers, female athletes, and coaches were prepared to retaliate to maintain women's programs (as cited in Bruce, 1993).

In 2008, the amount of opportunities for women in an athletic administration has continued to grow. Acosta & Carpenter (2008) found that females hold 1,914 administrative jobs and males hold 2,027. Not only do women now hold the most administrative positions following the enactment of Title IX, statistics show the highest percentage of female athletic directors since the 1970s. Before Title IX, women filled 90 percent of athletic director positions, but women strictly lead only women's programs (Bruce, 1993). Currently females earned 224 of the 830 positions as the intercollegiate athletic director (Acosta & Carpenter, 2008). Title IX is very gradually trying to meet a financial balance between the totals of male and female pay scales as women continue to fill slots in athletic departments.

Male Administrative Perspective: Are They Affected?

Complying with Title IX has caused men to lose positions or take a less recognized role. In Acosta and Carpenter's (2008) National Study, reports show that 670 more administrative positions are held by females then two years ago, while males hold 270 fewer than two years ago. Although these numbers greatly reflect in a woman's favor, men still hold 78.7 percent of the chief position as athletic director (Acosta & Carpenter, 2008). This data reveals that men still hold the overall influence of the department. Quarterman et al. (2006) exposed that 85 percent of male athletic directors may push for a female applicant, but instead will search for the best male candidate and

establish the most convincing way to hire him. There are currently 11.6 percent of athletic programs that consist of no females (Acosta & Carpenter, 2008).

Although women hold the highest percentage of female athletic directors in intercollegiate sport history at 21.3 percent, Division III holds the majority at 142 out of 224 (Acosta & Carpenter, 2008). Acosta and Carpenter (2008) also revealed that Division III holds the highest percentage of female sports information directors (14.1) and female head athletic trainers (36.8). Division III ranks in the lowest division of NCAA four-year institutions and is not commonly recognized as a dominant sports industry. Division III institutions are actually unable to provide any type of athletic financial aid to student-athletes (Fulks, 2005); therefore, athletics is not as prominent. Division I, the most distinguished athletic division, holds the fewest female athletic directors at 29 (Acosta & Carpenter, 2008).

Coaching: Equal Titles, Not Pay

Head coaches' salaries are labeled as a major component in the recent increases of athletic spending (McKindra, 2008). At various sports prevailing institutions, there are coaches being paid more than college presidents (Lumpkin, 2008). Due to a massive increase in the amount of teams offered to women, men have recognized an opportunity to start a coaching career. Less than half of women's teams are coached by a female and nearly 98 percent of men's teams are coached by males (Acosta & Carpenter, 2008). Acosta and Carpenter (1992) found that men perceived the underrepresentation of female coaches was due to a lack of qualified female coaches and the scarcity of women to apply for job openings.

While discussing salaries the gender of the coach is not noted, but the gender of the team he or she is representing can drastically change one's income. However, even with gender equity being such an authoritative phrase, coaching salaries are not mandated by Title IX regulations (Kennedy, 2007). McKindra (2008) reported that the salaries of head coaches of men's teams greatly outweighs that of women's team, which has been a common trend since the 1991-92 NCAA Gender Equity Report. Welch Suggs' (1998) survey, which covered the 1997-98 academic year, reported out of 306 responding institutions there were 41 schools that spent less than 20 percent of salary budgets on women's programs (as cited in Asher, 1999). Analyzed from the 2005-06 NCAA Gender Equity Report, the Division I average salary for men's team head coaches is \$1,202,400 per institution and \$659,000 for head coaches of women's teams (Dehass, 2008).

Dehass' (2008) findings show a 65/35 split in the percentages between men's and women's head coaching salaries, respectively. With an overall raise in total funds since 1991-92 salary totals, the percentage divide (65/35) was identical. The 2003-04 report showed a two-point increase in favor of the female sport's head coaches, but leveled back out giving the male sports the gain (Dehass, 2008).

Hiring female assistant coaches seems to be a strategy to help stay in compliance with Title IX. Acosta & Carpenter (2008) believe an institution that provides additional support for female athletes is attempting to show an effort to expand into a stronger program. Out of 11,058 paid assistant coaches, females compose 6,308 of the compensated slots (Acosta & Carpenter, 2008). However, Dehass (2008) revealed that the average men's team assistant coach salary per institution was double the amount allotted for assistants of women's teams. Title IX has allowed more females to participate

in physical competition as well as the capacity to share knowledge of the game, yet the financial equality is lacking. Assistant coaches of women's team significantly trail behind in all three divisions, even with increases such as the 12 percent rise in allocations since 1991-92 (McKindra, 2008).

Female Sports: If You Build It, They Will Come

The most positive effect of Title IX has been the remarkable increase in opportunities for females to participate in athletics. Participation is one of the three federal principles for an institution to determine the adequacy of opportunities for female athletes (Kennedy, 2007). The percentage of female athletes in the athletic program should be proportional to the percentage of females in the student body ("Mythbusting," 2002). The University of Maryland was recognized as one of the nation's top 40 most equitable schools for encompassing a 49 percent female student body containing 45 percent female athletes (Asher, 1999).

Equaling opportunities for women have caused altercations and additions to the budget by compensating for female scholarships, operating expenses, facilities, and recruiting fees. Prior to Title IX, there were virtually no college scholarships for female athletes and female teams received scarcely two percent of overall athletic budgets ("Athletics," 2008). Due to the participation increase in college athletics there continues to be an enhancement in the amount of athletic scholarships being presented to women.

A scholarship is labeled as the only quantitative section of the guidelines issued under Title IX (Kennedy, 2007). The Office of Civil Rights specified that Title IX requires institutions to award the total amount of scholarship aid for men and women that is substantially proportionate to the overall participation rates (O'Shea & Cantu, 1998).

The substantially proportionate test outcome receives very little leeway and is expected to be within one percentage point (Kennedy, 2007). Welch Suggs (1998) survey from 1997-98 academic year revealed that 40 percent of Division I athletes were female and that women received 40 percent of scholarship benefits (as cited in Asher, 1999). From the NCAA's latest Gender Equity Report of the 2005-06 academic year, overall male athletes received 55 percent, \$2,175,200, of scholarship funds and female athletes accumulated 45 percent, \$1,799,000 (Dehass, 2008).

The powerful leverage of Title IX forced athletic programs to offer equity in scholarship funding among sexes and has reported a positive gain in compliance. Since the 1991-92 academic year, institutions exhibited the ability to comply with Title IX by distributing a 14 percent rise in scholarship money for Division I female athletes (Dehass, 2008); however, the actual financial disparities of total expenses and recruiting expenses persist (Asher, 1999). This may be due to the fact that the category of operating expenses is not compelled by any specific guidelines. The Equity in Athletic Disclosure Act simply charts how much *should* be distributed to women's teams (Kennedy, 2007). Overall, Division I women's teams declined in the 2005-06 year by claiming just 34 percent of the total expenses (Dehass, 2008).

Title IX has decreed equal treatment as the third constituent for institutions to abide. Equal treatment includes equal benefits and services in regards to equipment, traveling, academic assistance, locker rooms and practice/competitive facilities, medical, housing and dining, and publicity ("How to comply," 2007). In a Women's Sport Foundation study (1991), Michigan students aged 5 to 17, boys and girls, believed that male athletes received better equipment, facilities, practice times, travel arrangements,

schedules, funding, and sometimes coaching (as cited in Asher, 1993). Even those at a young age identify the emphasis placed on male sports, which has simultaneously isolated women's teams from proper funding. Men's basketball and football teams have flourishing budgets to purchase optimal equipment and uniforms, while women's teams are compelled to fundraise for proper attire and gear (Matthew, 2003). Dehass (2008) disclosed that Division I male teams averaged \$349,100 on uniforms and supplies, while female teams averaged \$161,000.

This Title IX component also forces institutions to build additional facilities for female athletes to stabilize the inequalities. Adding participation opportunities leads to adding sports, which leads to adding facilities for an overall sum of a total expense growth. Arizona State University created an area in the landlocked desert for the recently added women's crew team to practice, and to balance the amount of facilities between genders (Preussel, 2005). Creation and enhancement of athletic facilities attracts students and provides visual perks to prospective student-athletes.

Recruiting is a key component to obtain the most talented athletes to have the greatest overall success. Kennedy (2007) stated that the recruiting budget is another piece of the financial puzzle that is not empowered by Title IX. There has been a 15 percent increase since 1991-92, but women's teams receive just 32 percent of the recruiting stipend (Dehass, 2008). Not allowing coaches of male and female sports proper funding to recruit athletes appears to be an unjust way of judging the season results. Coaches can be removed within the matter of a couple of years if expectations are not met. With academic success set aside, football coach Tyrone Willingham of the Washington Huskies was fired within four years for not acquiring a winning record (Yanity, 2008).

The inability to properly recruit can cause a loss of funds, in reference to the buyout of coaches and loss of possible bowl game appearance's prize money. The University of Washington will pay Coach Willingham \$1 million to buyout the contract's final year (Yanity, 2008). Baysden (2008) found that major conferences will receive about \$18 million for an appearance in one of the Bowl Championship Series games (BCS includes the National Championship and other legendary bowl games). Conferences could collect an additional \$4.5 million if another team within that same conference is selected for a second BCS team (Baysden, 2008).

Revenues: Athletics Boost Institutions' Status and Profits

Institutional character plays a key role in emphasizing the location of funds at an institution (Goldstein, 2005). At well-known athletic colleges and universities, the athletic department's delegation of funds between operating and recruiting expenses of male and female teams can impact the university as a whole. McEvoy (2006) discovered a 6.59 percent increase in undergraduate applicants for admission in the year after having a football player finish among the top five vote recipients for the Heisman Trophy.

These leading athletic institutions may comply with Title IX participation and scholarship obligations, but the decision-makers authoritative control of additional funds is taken advantage of to use athletics as a promotion system. Toma and Cross (1998) established that winning a national championship in football or men's basketball resulted in a significant escalation in applicants. Many institutions charge fees to all students, take resources away from academics, or become advertisers to fund the expensive intercollegiate athletic programs (Lumpkin, 2008).

Being a top contender in college athletics also leads to an increase in donations and advertising opportunities. Grimes and Chressanthis (1993) established that winning percentage and television appearances are positively and vitally associated with generosity (as cited in Whaley, 2006). Rutgers University earned an 11-2 record with a bowl victory and accumulated enough funds to follow through on a \$116 million stadium expansion (Fitzpatrick, 2007). According to Fulks (2008), contributions from alumni and others, or fundraising, is the second-largest revenue source for Division I athletic programs. Fundraising accounts for nearly five million dollars of the standard Division I athletic programs' \$25 million of total revenue (McEvoy, 2005).

With Title IX on the sidelines, there is also a discrepancy in the amount of donations contributed to men's and women's teams. Meer & Rosen (2008) determined that for women there is no statistical evidence of a former team's success on current giving. However, fundraising efforts greatly favor the men's programs in sight of having the greatest capsize to support all teams. Outsourced marketing companies focused on selling main inventories through football or men's basketball games due to a low monetary return of investment from other sports (Zullo, 2005). Dehass (2008) found that on average men's Division I teams utilized \$162,300 in total fundraising/marketing expenses while women exhausted \$46,600. Zullo (2005) established that outsourcing companies believed the athletic department would divide the income with regards to Title IX. Specific donations are considered the institution's money as a whole and tend to be reallocated from the men's programs to women's programs in order to offset the effect of a targeted donation (NCAA, 2008).

Goldstein (2005) stated that budgets are shaped by available revenues.

Considering most athletic programs do not receive federal or state funding, this statement indicates the pressures put on athletics' decision-makers to debate spending more on a team(s) that should signify the highest return(s). In Division I, men's teams averaged a gain in revenue of \$1,570,000 post total expense average deduction (Dehass, 2008). After Division I women's teams revenue costs were subtracted from the overall average of total expenses there was still a negative remainder outstanding of \$2,321,300 (Dehass, 2008).

Throughout Division I, ticket sales are the backbone revenue source of athletic departments (Fulks, 2008). The University of Arkansas has waiting lists for suites at football, men's basketball, and baseball venues (Steinbach, 2005). Athletics thrive on the income of ticket sales from men's sport, even at institutions with prominent women's teams. The Tennessee Lady Volunteers clinched eight NCAA basketball titles since 1987, and earn \$1,586,443 in ticket sales for 2006 ("Tennessee," 2006). However, in the same year, the men's basketball team produced \$4,188,989 in sales and football totaled at \$18,003,549 ("Tennessee," 2006). The wide difference in revenue allows male teams to have a strong verdict against the idea of eliminating or reallocating funds to male gender squads.

Male Sports: Reverse Discrimination or Equality?

The NCAA provides a list of emerging sports that is intended to provide additional athletic opportunities for female student-athletes ("Emerging Sports, n.d.). Institutions are recommended to use the emerging sports to help meet the NCAA minimum sports sponsorship requirements and minimum financial aid awards (Preussel, 2005). The law requires educational institutions to maintain policies, practices, and

programs that do not discriminate against anyone on the basis of gender (“Title IX FAQs,” n.d.). The law does not require the reduction of funds or elimination of men’s teams to balance female teams. A 2001 report by the Government Accountability Office found that 72 percent of institutions that added women’s teams did so without cutting any men’s teams (as cited in Grunberg, 2007)

However, due to economic issues, several institutes are challenged with having to reduce funds or eliminate men’s sports in order to obey Title IX. Institutions find the most common way to comply is through cutting teams (Swan & Swan, 2007). Smaller, non-revenue male sports then become the victims due to the fact that football rosters fill a tremendous amount of scholarships, which no female team can equal. Between 1981 and 1999, Boyd (1993) discovered that athletic departments cut 171 men’s wrestling teams, 84 men’s tennis teams, 56 men’s gymnastics teams, 27 men’s track teams, and 25 men’s swimming teams (as cited in Williams, 2007). More than 450 men’s wrestling programs have been eradicated since the launch of Title IX (Swan & Swan, 2007).

In *Boulahanis v. Board of Regents (1999)*, a university eliminated both men’s wrestling and soccer programs to apportion funding to the women’s soccer team. The court approved the decision stating that allocating funds for women’s sports through the removal of men’s programs is tolerable to comply with Title IX law (*Boulahanis v. Board of Regents, 1999*). Inadequate funding to support the expansion of women’s athletics has resulted in an extinction of men’s athletics at some schools (Williams, 2007).

Consequences: Athletic Department Off-Sides

Athletics can be a popularity contest just as much as the next organization. Female teams are continually reported as being unable to support themselves due to the infamous reputation of men's teams. Division I colleges and universities find the easiest way to increase funding for women's sports is to hack into the budgets of male sports; mainly the revenue sports of football and men's basketball ("Gender Equity," 2000).

Opponents of Title IX claim that the law provides advantages for women at the expense of men's sports (Grunberg, 2007). However, if certain measures are not taken then the institution as a whole can be penalized. The athletic budget or lack of is not an excuse for non-compliance with Title IX (*Favia v. Indiana University of Pennsylvania, 1993*). Institutions can lose all federal and state funding, not necessarily just sports specific expenditures, but all federal aid for non-compliance of Title IX (Swan & Swan, 2007). However, less than 9 percent of Division I institutions are considered to be in compliance with the federal parameters of Title IX ("Gender Equity," 2000), and not one college or university has ever had aid withdrawn or suspended (Swan & Swan, 2007).

Conclusion: A Gross Miscarriage of Justice

A never-ending cause and effect battle seems to be the case with Title IX. The law is targeted towards providing equal opportunities for females, yet constantly accused of squashing opportunities for males (Swan & Swan, 2007; Williams, 2007; Preussel, 2005). Men account for more participation and scholarship opportunities, more funding, more head coaching positions, and more administrative positions.

Women are congratulated for reaching the highest representation of employment in intercollegiate athletics and the highest ever participation rates; however, the overall percentages show the truth that women are still fighting to verge upon equality. For

example, females are privileged with holding the title of most teams, while men hold the most participation and scholarship opportunities (NCAA, 2006).

Data has provided that male sports are Division I institutions' main revenue source through everything from donations to ticket sales. Male sports also endorse the overall status of the university and greatly fuel the amount of applicants each year. However, women should not be denied equal opportunities on financial reasons alone. If more effort and funding was targeted towards female athletes there is potential for a change. According to Fulks (2001), in 1989, the average expense per male student-athlete in Division I was \$24,000 compared to \$13,000 for the average female student-athlete (as cited in "Gender Equity Q&A, 2000). The 1989 difference in per capita spending of \$11,000 was increased to \$15,000 in 2002.

Title IX should not be the official blamed for the loss of a game. Decreasing the amount of men's basketball scholarships to 13 and allowing women's basketball to remain at 15 (Preussel, 2005) seems reasonable since accompanying men's teams are taking up the majority of scholarships. Division I colleges and universities allot the football team with 85 full-ride scholarships ("Behind the Blue Disk," 2008), which causes the largest discrepancy since three full-roster female teams do not accumulate that total.

Title IX does not encourage cutting male teams as a way to abide the law; the statute gives specific discretion to the individual institution to handle the issue as necessary (Swan & Swan, 2007). As Goldstein (2005) stated what works well in one environment may not be suitable at another. This gender equity law has been used as a justification for institutions to spotlight only the male revenue sports. In reality

institutions are, in fact, cutting some men's teams; in spite of that, funds seem to be deviously aimed towards affording greater resources for men's basketball and football teams as opposed to the purpose of supplying funding and teams for women (Grunberg, 2007). San Diego State University addressed a \$2 million deficit by cutting the men's volleyball team, instead of transferring funds from the \$5 million football budget (Swan & Swan, 2007).

The goal of fairness is potentially balanced with an unfavorable result for men. After reviewing NCAA data from 2003, there should be no sympathy given to the removal of men's teams. The report showed that 1,877 male teams were dropped however, 1,938 were added for an overall positive net gain of +61 teams (as cited in Grant, 2005). In collaboration, Crowley's (2000) survey reported that 76 percent of respondents supported Title IX, regardless of the effects of reducing resources for male sports. Courts have agreed as well that these are satisfactory actions to create funding and to adhere to gender equity (*Chalenor v. University of North Dakota, 2002*).

In *Roberts v. Colorado State University (1993)*, both softball and baseball teams were terminated. The softball team was reinstated because 10.5 percent more slots were devoted to men without the existence of the women's team roster. If lawsuits are not filed then institutions will continue to simply put the issue aside. In June 2002, a sampling of 30 colleges and universities in 24 states were cited for failing to give female athletes a fair share of athletic scholarship dollars ("30 Colleges," n.d.). Overall those females would have been granted an additional \$6.5 million in athletic scholarships.

Budgets may be low but there are other rational methods that do not take away a student-athlete's chance to continue playing at the next level and earn a degree. The

University of Northern Illinois moved down a division to save money and to better execute Title IX compliance (“Gender Equity,” 2000). The university was able to significantly trim the football budget, fund the rest of the athletic program, and provide 22 additional scholarships for women’s sports.

All and all, there will always be complaints dealing with gender equity. Title IX will be used as a tool for female gender justice and reverse discrimination lawsuits. This nondiscriminatory based law has made great strides for women thus far. Female athletic representatives will continue the run in the direction of overall equality till women are neck-and-neck with men.

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APPENDIX Q

Thomas University

Speaker Summary

LEAD 7800

Lindsey Lloyd

The control of Thomas University is private not-for-profit, meaning it is established by charters and the governing board is frequently self-perpetuating. This institution is a four-year and above level, indicating undergraduate and graduate programs offerings. The sector is labeled as a 4-year and above private not-for-profit institution; Thomas sets the tuition and fees as opposed to a public school which is restricted by statutory provisions. Thomas University is an independent, non-sectarian institution, which is not funded by public taxes and tuition costs are the same whether the student lives in state or out-of-state.

The size and setting of Thomas reports a very small four-year, primarily non-residential institution; with a total enrollment of 786 Thomas ranks as VS4 meaning fewer than 1,000 full-time equivalents attend Thomas and non-residential reflects that fewer than 25 percent of degree-seeking students live on campus or fewer than 50 percent enrolled full-time were classified as primarily nonresidential. The basic classification category of the institution is baccalaureate colleges—diverse fields, meaning bachelor's degrees accounted for at least 10 percent of all undergraduate degrees and they awarded fewer than 50 master's degrees. Diverse fields mean that various types of degrees (BFA, BS, BA) are offered as opposed to an institute of arts and science or an institution that only grants an associate's degree.

In 1954, classes began at Birdwood Junior College and by 1956, the first three students graduated. In 1976, the name changed to Thomas County Community College after the Primitive Baptists relinquished control. In 1986, the name changed to Thomas College and by 1998, both four-year degrees and graduate degrees were offered. In 2000, Thomas College became Thomas University.

Thomas University's mission is to prepare students for careers in our changing society by emphasizing diversity through various cultural and artistic opportunities. The student enrollment as of the spring semester of 2007-08 school year came to 786. Interestingly, when this institution originated there were a just 9 students enrolled and the current buildings were initially constructed in 1932 to serve as a winter home for the William Cameron Forbes, a former Governor General of the Philippine Islands and Ambassador to Japan. As of fall 2007, 553 students were female and just 189 were male. In addition, 68 percent of the faculty is female. However, even with the domination of women, there are just 34 female athletic scholarships available compared to the men's 54. In 2007, 92 students received a Bachelor of Science out of the 123 degrees that were granted that semester.

Questions for Dr. Gary Bonvillian

- Additionally there were 19 Title IV personnel? Title IV?
- Is there a big difference in decision-making (governance system) between a liberal-arts-based institution and a diverse field institution?
- Do you plan to expand Thomas University into a university that offers more international based programs?
- A brief description of the organization and governance put forth to open Florida Gulf Coast University. How were decisions made and by who?
- Do prefer working for a public or private governing board?
- Financially, is it worth offering associate degrees with such low graduates?

APPENDIX R

Running Head: IMPACTS OF COLLEGE VARSITY ATHLETICS

The Effects of Varsity Athletics on Student-Athletes Graduation Rates

Lindsey Lloyd

Valdosta State University

The Effects of Varsity Athletics on Student-Athletes Graduation Rates

In the 1970s, both male and female athletes who attended colleges and universities had higher graduation rates than other students (Long & Caudill, 1989). As the years have passed, sports have become more prominent. Title IX came in effect to expand women's rights on the playing field and allowed equality of funds between both female and male sports. The pressure of competition increased as did the time and effort student-athletes were required to contribute to their particular sport. Due to these changes, the role of the student- in student-athlete- has become secondary.

Graduation rates for athletes are about ten percentage points below the rest of the student body (Maloney & McCormick, 1993). Ferris, Finister, and McDonald (2004) found it as no surprise that athlete graduation rates vary substantially less than university-wide graduation rates. The entering class of 1996 at Iowa State University recorded a significantly lower four-year graduation rate compared to non-athletes; however, the five-year and six-year graduation rates were similar to non-athletes (Wohlgemuth, Whalen, Sullivan, Nading, Shelley, & Wang, 2007). Robst and Keil (2000) also examined graduation over four, five, and six years at Division III universities and found that athletes' graduation rates are between 10 and 13 percentage points greater than non-athletes.

The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1,280 colleges, universities, conferences and organizations ("Glossary of Terms, n.d.). The NCAA preaches that academics always come first; one of the core values is the belief and commitment to the pursuit of excellence in both academics and athletics ("Our Mission," n.d.). The motto for student-athletes to go pro in something besides athletics was created by the NCAA. Such a strong academic outlook, then why are student-athletes at NCAA

sponsored institutions graduating at a lower rate than their cohorts? Why are institutions relationship between athletics and academics reporting positive and negative results? And what is affecting our student-athletes from their utmost academic achievement? The NCAA has passed legislation that benefits student-athletes such as putting restraints on practice times, but is this enough? Why are academics not emphasized to the same extent as performance on the field?

A prime example, presented by Donner (2005), was of former football player, Gregg Taylor, who pursued a lawsuit against Wake Forest University for breaking his scholarship contract. In the case *Taylor vs. Wake Forest*, the foundation for the lawsuit was that the team's practice interfered with Taylor's academic achievement. At the end of the football season in the fall of 1967, Taylor's grade point average totaled at a 1.0. Taylor informed his coach that until he raised his grades he would not attend spring practice. Taylor dismissed himself from the team his junior year after earning a 2.4 GPA. As a result, Taylor's scholarship was revoked forcing him to cover all tuition and fees to continue his education at Wake Forest.

Universities are simply not compromising to student-athletes academic needs in an ethical manner. Taylor brought his case to court due to the citation of wrongful termination of scholarship and the reimbursement for educational expenses. Taylor understood that it was the university's oral agreement that when athletic involvement interfered with academics, there could be restraints put on the athletic time commitment until academic progress was increased to a sufficient level (Donner, 2005).

Taylor's case was dismissed due to the fact that he did not meet the minimum required GPA with his 1.0, nor did he physically attend practice. These are the two requirements that fall under an athletic scholarship reward. This case presents the issue at hand that athletics is more significant than the role of the student-athlete in the classroom (Donner, 2005).

Have universities become too lenient on students with exceptional athletic abilities combined with below-average academic records? In *Ross vs. Creighton University*, Ross finished his four years of basketball eligibility with the completion of 96 out of 128 credits, a 'D' average, the reading skills of a seventh grader, and the language skills of a fourth grader (Donnor, 2005).

The purpose of this review is to find if college student athletes' graduation rates are affected by the participation in varsity athletics at NCAA sponsored institutions. The major emphasis will be to identify factors that student-athletes overcome, as well as, the comparison to non-athlete counterparts. Specific cases will be exemplified to provide the knowledge and the significance of essential improvement in this issue for college athletic administrative staffs.

Review of Literature

Potential Impacts from Varsity Athletic Participation on Graduation Rates

Defined by the NCAA, a varsity sport has been honored that status by the institution's chief executive officer or committee responsible for intercollegiate athletics policy and that satisfies the following conditions: (a) it is a sport that is administered by the department of intercollegiate athletics; (b) it is a sport for which the eligibility of the student-athletes is reviewed and certified and (c) it is a sport in which qualified participants receive the institution's official varsity awards ("Glossary of Terms," n.d.).

Division I-A universities with more meticulous admission procedures, tend to graduate both students and athletes at higher rates, although their athletes still fall in the bottom half percentile (Ferris, Finster, & McDonald, 2004). To initiate analyzing why student-athletes are lagging behind their cohorts would have to begin in the admission process. Private institutions are prone to admit only students with a previously high academic standing resulting from GPA

and standardized test scores, as well as the ability to cover the high-end tuition costs. Ferris et al. (2004) found that private schools report the top four and eight of the top ten graduation rates for both athletes and non-athletes.

To determine if a student meets the eligibility requirements for athletic participation in his or her first year of college enrollment the potential college athlete must register through the NCAA Initial-Eligibility Clearinghouse. This association, simply known as the clearinghouse, is a pre-requisite for all prospective college athletes. Each applicant is required to have passed 16 core courses in high school and meet the standards of the sliding scale between standard test scores and grade point average (“Glossary of Terms,” n.d.).

The pressure to field a successful team contributes to academic underachievement of student athletes because it leads to the recruitment and enrollment of student athletes who may not meet the minimum academic qualifications for admission (Donnor, 2005). When the dilemma of a poor academic status reflects in a highly recruited athlete there tends to be a trade-off; in Division-I, the highest level of competition, there is evidence of sacrificing academic qualifications in favor of athletic ability (Shulman & Bowen, 2000).

Once student-athletes have surpassed the admission process the physical aspect is initiated. Practice time has been limited to 20 hours a week with the requirement of having one day off, which could lead to four-hour practice days. Conditioning, weight training, meetings, reviewing game tapes, team dinners, injury treatments, study hall, and community service hours require additional personal time contributions, away from class and studies. According to Harris, most intercollegiate participants average 28 hours per week on their sport alone, 12 hours attending class per week, and additional 12 hours preparing for class per week (as cited in Donnor, 2005).

Hyatt argued that the end of a student-athlete's eligibility results in lower graduation scores due to feeling isolated with the time constraints and added commitments (as cited in Wohlgemuth et al., 2007, p. 461). Wohlgemuth et al. (2007) argued Hyatt's claim and found that student-athletes are much less likely to graduate in four years due to the time limitation; however, the difference in graduation rates fade in fifth and sixth year tracks of education. Many student-athletes chose to take the least amount of classes required per semester to lighten the workload or have become red-shirted, which allows an additional year of athletic eligibility.

Due to the amount of seclusion put on student-athletes there can be a great deal of self-image damage that also produces detrimental effects to academic performance. A study conducted by the American Institutes for Research (1988) found that college athletes not only have lower grade point averages, but they have more psychological, physical, and alcohol and drug related problems than other students who are engaged in time-demanding extracurricular activities (as cited in Long & Caudill, 1991, p. 525). Ferrante, Etzel, & Lantz made a statement that psychological development, health, and daily functioning create a combination of stress that in turn leaves athletes more susceptible to high levels of personal social distress (as cited in Reiter, Liput, & Nirmal, 2007, p. 34). College athletes may participate in fewer leisure activities such as sleeping, social interaction and recreation, and non-athletic extracurricular activities than non-athletes (Long & Caudill, 1991). Aries, McCarthy, Salovey, and Banaji (2004) contradicted those studies by discovering in a four year study of a highly selective liberal arts college and an Ivy League university that athletes surpassed non-athletes on sociability/extraversion and self-reported well-being. According to the findings, athletes were not isolated from the rest of the student body; athletes spent over 50% of free time with non-group members and belonged to non-athletic extracurricular groups every year (Aries et al. 2004).

Reiter et al. (2007) supported the idea that competitive participation may impact on a person's personality or perceived sense of personality. The data revealed that non-athletes' personality levels tended to be more sporadic than that of an athlete; main conclusion being that non-athletes daily schedule is not planned out like that of an athlete who participates in a program for up to six years. The pressure of the media may also have varying affects on an athlete's personality due to the remarks from media, fans, and competitors (Reiter et al., 2007).

Athletes lack a level of confidence due to the association learned as a young child that athletes are not supposed to be intelligent. Aries et al. (2004) established that high commitment athletes had a lower level perception of themselves, by believing that they were not as smart, intellectual, and creative as non-athletes; however, athletes did rate themselves as socially skilled, outgoing, and confident leaders.

Individual characteristics such as race, gender, and income tend to play a big factor in the contradicting results found in this review. Matheson (2007) provided an example of Simpson's Paradox in that male athletes overall at Division I colleges and universities fall greatly behind in graduation rates of male non-athletes; however, after accounting the race factor, graduation rates match or exceed those of their peers. Only 35% of African-American male non-athletes graduate from college within six years of enrollment compared to 60% of whites (Matheson, 2007). The Division I graduation rate for female athletes is 69%, which surpasses fellow non-athlete female peers who total at 62% (Matheson, 2007). Institutional data indicated that female students had higher grade point averages, which may have contributed to higher female graduation rates (Wohlegemuth, Whalen, Sullivan, Nading, Shelley, & Wang, 2007).

Income can be provided through a student-athlete's financial aid in athletic scholarship money, academic scholarship money, and from other non-school related contributors. Not all

athletes receive full scholarships; therefore, the responsibility to pay fees may require some to work a part-time job on top of all mandatory athletic commitments. With a financial strain, limited social time, and physical and mental abuse there is a lack of available time for class and study.

All of these factors from low academic qualifications to a strict daily regimen can have a great effect on athletes' graduation rates. Graduation results will both support and contradict previous work if all potential factors are not assessed.

Athlete's Academic Success Compared to Non-Athletes

A student-athlete is a participant at an NCAA member institution who, as of the day of the varsity team's first scheduled contest: (a) is listed as a team member; (b) practices with the varsity team and receives coaching from one or more varsity coaches; or (c) received athletically-related student aid. ("Glossary of terms," n.d.).

Analyses indicate that admission selectivity explains between 35% and 58% of the variation in athlete graduation rates, with the graduation rate tending to increase as admission selectivity increases; more selective universities do tend to graduate athletes at higher rates (Ferris et al., 2004). Students spending ten or more hours per week in athletic activities had lower entering academic credentials and academic self-assessments than non-athletes, but the academic performance of athletes was not below what would be expected based on their entering profiles (Aries et al., 2004). Duke University, University of Florida, Stanford University, and several other highly athletically known universities admitted student athletes with an SAT score discrepancy of 200 points or greater compared to non-student athletes (Donnor, 2005).

When it comes to academics, athletes sometimes have an advantage over their peers if they are willing to pursue the opportunities. Many athletic departments have access to academic

support services that are provided directly for athletes. Male and female student-athletes report that their campuses provide more academic and social support than do their non-athlete peers (Umbach et al., 2006). If athletes did not participate in sports at all, but still had the advantages afforded to them by being athletes, their grades would be higher than the rest of the student body (Maloney & McCormick, 1993).

From a classroom standpoint, Ferris et al. (2004) found that high-commitment athletes reported more academic difficulty each year associated with group membership than did non-athletes, particularly with regard to earning good grades and gaining respect from professors. Professors tend to follow the stereotype that student-athletes have been admitted on the basis of a lenient academic scale. Professors have been found to hold negative attitudes about athletes' academic competence (Engstrom, Sedlacek, & McEwen, 1995). Steele and Aronson found that perceived discrimination by professors has the potential to contribute to performance anxiety and lowered performance by athletes (as cited in Aries et al., 2004).

Fellow classmates believe athletes hold prestige and their grades are altered to remain eligible for their particular sport. Athletes perceived group membership to pose greater difficulties to academic performance and involvements outside the group than did members of other types of extracurricular groups (Aries et al., 2004). Athletes also tend to be enrolled in less academically demanding courses to continue eligibility. In *Ross vs. Creighton University*, Ross was not academically capable of passing college level courses, but to remain eligible he was recommended to enroll in "bonehead" classes such as ceramics, marksmanship, and the respective theories of basketball, track and field, and football (Donnor, 2005).

The gracious admittance and the attitudes of professors and peers also contribute to the difference between athlete and non-athlete graduation rates. However, post-graduation opportunities may come as an advantage to the student-athlete.

Long and Caudill's (1991) findings suggest that athletic participation may increase development of discipline, confidence, motivation, a competitive spirit, or other subjective traits that encourage success. Athletes may have the edge over others in hiring decisions due to their ambition, dedication to work, team loyalty, and aggressive drive (Long & Caudill, 1991). Job applications and interviews may pose the question asking if there was participation in college athletics; this reflects the ability to follow orders and cooperate in team production which increases efficiency.

Athletic Administration's Role in Student-Athletes' Education

Overall, revenue producing sports may be the highlight on Sports Center, but they are the pit fall in graduation rates. Outside of the Ivy leagues, large public and small regional universities attract a student body with a lower income status, an older age range, commuters, first generation college students, and/or minorities (Ferris et al., 2004). Athletes in revenue sports do not, on average, perform as well in the classroom as their non-athlete peers (Maloney & McCormick, 1993.) However, this may be caused by the student athlete's educational opportunity being negatively affected by the affirmative conduct and competing interests on the part of the athletic department (Donnor, 2005).

Ferris et al. (2004) researched the difference between athlete graduation rates in academically successful versus athletically successful universities. Data concluded that increased athletic success produces lower graduation rates for athletes as contrasted to their peers (Ferris et al, 2004). Eighty-percent of the 24 universities that average a Top-25 finish and 77% of the 44

universities that average a Top-50 finish had negative graduation-rate difference for athletes; while, overall, only 48% of Division I-A universities had negative graduation rates (Ferris et al., 2004).

Another case Donner (2005) acknowledged showed an additional example of manipulation on a student-athlete's education. At the University of Minnesota-Twin Cities in 2000, there was a report of academic fraud. The NCAA found the university guilty of preparing roughly 400 articles of essay papers, homework assignments, and take-home tests for at least 18 members of the men's basketball team from 1994 to 1998 (Donner, 2005).

To keep athletes eligible to play it is the responsibility of the athletic administration consisting of the student-athletes' coaches and compliance director to provide ethical options to improve grades. Majority of university athletic departments provide student athletes with access to free tutors and coaches designate time for study hall. Grade reports are checked randomly throughout the semester to make sure no athlete is on the verge of probation.

Parish and Baker (2006) tested the idea to assist student-athletes with motivational seminars for issues on and off the field at Kansas State University. The experimental group attended seminars on goal-setting, plan-making, and helping them find ways that they could improve themselves; the control group was isolated from the seminars. The results demonstrated that the seminars had some positive effects, but more research would need to take place to draw a true conclusion. However, throughout the course of the study, the football team went from being the worst team in NCAA Division I history, to having the "winningest record" among all Division I teams (Parish & Baker, 2006).

To ensure a positive college experience for student-athletes various ideas have been explored through inquiries. Wittmer, Bostic, Phillips, and Waters (1981) offered suggestions for

a freshman-level course and for a senior-level seminar designed to assist student-athletes with personal, academic, and career problems at the University of Florida. The freshman course consisted of interpersonal, leadership, and social skills; communal living and guidelines; university support services and career services and career decision making strategies; academic planning and time management; and skills in meeting the press. The senior exit seminar was designed to identify major concerns that would impact athletes upon graduation and was mostly a lecture series.

Maloney and McCormick (1993) proposed that long term detrimental impacts on intellectual success could be avoided by allowing incoming freshmen to be funded scholarship money in the first summer term. Currently, the NCAA restricts scholarship money for the summer before freshman year.

University athletic departments should consider different types of interventions to support student-athletes' academic success which may help increase graduation rates. Many institutions have joined the NCAA efforts to offer the CHAMPS/Life Skills Program (Challenging Athletes' Minds for Personal Success). The total development program was initiated in 1991 and has been provided by the NCAA as a mandatory course for all incoming freshman student-athletes ("Champs/Life Skills," 2008). When factors such as academic advising, tutoring, academic mentors, and learning specialists are effectively used there is an increase in persistence towards a degree on behalf of the student-athlete (Pascarella, Truckenmiller, Nora, Terenzini, Edison, & Hagedorn, 1999).

Conclusion

Stanford University posted an average athlete graduation rate of 87% and a student-cohort rate of 93%, a negative graduation rate difference of 6% (Ferris et al., 2004). In

opposition, San Jose State University had an average athlete graduation rate of 43% compared to their average student peers graduation rate of 34%, a positive graduation rate difference of 9% (Ferris et al., 2004).

Many research studies have been conducted on the effects of varsity athletic participation on student-athletes' graduation rates and results have varied due to not taking all factors into consideration. Ferris et al. (2004) analyzed ten years of graduation rates across all major athletic programs and discovered that graduation rates alone are insufficient and misleading unless the data account for the widely varying constituencies served by each university. The mean graduation rate difference between athletes and cohorts is zero and the distribution is symmetric suggesting there is no average difference in graduation rates between athletes and non-athlete peers across all universities (Ferris et al., 2004). If differences in a university's profile including the university's mission, admission restrictions, institutional wealth, student body, etc., are assessed when comparing graduation rates between athletes and non-athletes then, on average, athletes do not graduate different than their cohorts (Ferris et al., 2004). Additionally, graduation rates fail to acknowledge the differences in academic rigor among the more than one hundred academic majors (Ferris et al., 2004).

The process to calculate graduation rates seems unfair and miscalculated for the representation of student-athletes. Both students and athletes who transfer out of their first school and those who take longer than six years to graduate actually count against the institution's graduation rate (Ferris et al., 2004). Wohlgemuth et al. (2007) found that student athletes are more likely to be retained their first year for additional attention which results in athletes taking longer than four years to graduate because of the increased time commitment. Ferris et al. (2004) revealed over a decade long study that 57.7% of the 70,122 scholarship athletes in Division I-A

schools graduated, while 58.8% of the 3,060,187 students in Division I-A schools graduated within six years. On balance, student athletes across a large number of colleges and universities do not differ greatly from their peers in terms of participation in effective educational practices (Umbach et al., 2006).

All and all the result of this study in the sports world is “winning isn’t everything.” Academics need to become the priority and athletic administrators need to put the student back in student-athlete. Research studies need to consider all possible factors when comparing graduation results between universities. With the varied results of the effects of varsity athletic participation on student-athletes’ graduation rates there needs to be a valid measure to determine a true comparison. The federally mandated graduation rate is a good start in the right direction, but there is a need to continually analyze and improve understanding of what the graduation rate discloses, which to be done effectively, will require the use of far more refined analysis than the current data permits (Ferris et al., 2004). This may require the development of an entirely new database that includes educational predictors, for both athletes and student cohorts, such as family income, academic credentials, and parental education, to name but a few (Ferris et al., 2004). Wohlegemuth et al. (2007) found that it is important to bring empirically-based and statistically sound approaches into the process of strategic planning for student retention and graduation. Combining these types of analysis with qualitative data may increase the degree to which faculty and staff embraces institutional retention efforts (Wohlegemuth et al., 2007). As the university grounds operate collectively, the students will be the primary beneficiaries of these endeavors.

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