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ADMINISTRATIVE RELATIONSHIPS BETWEEN DEPARTMENTS OF PHYSICAL
EDUCATION AND ATHLETICS IN SMALL COLLEGES AND UNIVERSITIES OF
THE CENTRAL DISTRICT OF THE AMERICAN ALLIANCE FOR HEALTH,
PHYSICAL EDUCATION, RECREATION, AND DANCE

by

Eunice I. Goldgrabe

A dissertation presented to
the Graduate Faculty of
Middle Tennessee State University
in partial fulfillment of the requirements for
the degree Doctor of Arts in
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ABSTRACT

Administrative relationships between departments of physical education and athletics in small colleges and universities of the Central District of the American Alliance for Health,

Physical Education, Recreation and Dance

by

Eunice I. Goldgrabe

The purpose of this study was to investigate administrative relationships between departments of physical education and athletics in eight selected areas: institutional characteristics, curriculum offerings, status of the faculty, administrative organization, intercollegiate athletics, office management, evaluation and promotion, and facility management. A secondary purpose was to identify trends in the relationship between the departments and perceived reasons for the trends.

Respondents (N=56) were chairs of physical education departments of colleges and universities with enrollments of 500-1500 in the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance. The subjects completed a researcher-designed questionnaire via a mail survey. The Statistical Package for the Social Sciences (SPSS) was used to compile frequencies and percentages.

The findings indicated that, even though departments of physical education and athletics are separate at a majority of the institutions, strong relationships continue between the two areas. Additionally, the chairs reported minimal change in administrative relationships in the last five years. Areas of change most commonly cited were separation of the departments and changes in the status and responsibilities of teacher-coaches.

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CHAPTER 1

Introduction

Since the early years of this century a close relationship has existed between higher education, physical education, and athletics. From 1861, when Dr. Edward Hitchcock developed an organized program of physical education at Amherst, to 1906, which Lewis (1969) calls a transformational year, programs emphasizing instruction in gymnastics, fitness, hygiene, physiology and dedicated to improving students' health had been in place in higher education. Programs in athletics, originally organized by students in the early 1800's, existed outside the auspices of the university and were governed primarily by athletic associations controlled by students and alumni (VanDalen & Bennett, 1971). In the early 1900's internal and external forces spurred a movement to bring athletics under the administration of the university and eventually into physical education departments. That incorporation affected not only the administrative structure, but also the philosophy, curriculum, and staffing of departments of physical education throughout the country. Schools and departments of physical education and athletics which were in charge of instruction, intramurals, and intercollegiate athletics were formed. In 1918 delegates to the convention of the National Collegiate Athletic Association adopted a resolution stating that physical education and athletics were vital parts of higher education and that departments of physical education and athletics should be granted academic status, (Lewis, 1969; Berryman, 1976). As the two areas merged, qualifications for directors of these new schools and departments changed. Prior to 1906 few directors were involved in competitive athletics (Lewis, 1969). Savage (1931) reported that by 1929 only 23 of the

177 directors of physical education and athletics had undergraduate degrees in physical education. For 85% of the directors, success as a football coach was a criterion of appointment.

Through the decade of the 1950s physical education programs for men and women were likely to be housed separately. Generally the men's departments were housed within departments of athletics and the two departments were administered jointly. By the 1960s most joint departments of men's physical education and athletics in larger colleges and universities had separated due in large part to the commercialization of sport in higher education (Corbin, 1994). The impact of Title IX in the 1970s brought further realignment as men's and women's departments of physical education merged (Lee, 1983).

Although major state, land-grant, and private universities presently operate separate programs with separate facilities and personnel, smaller institutions frequently operate joint departments of physical education and athletics and share resources. In a 1982 study of institutions with an enrollment below 2501, Stier discovered that 59% operated combined programs while 41% separated athletics from the academic area of physical education. Stier and Freischlag (1993) refer to the joint department with shared resources as a "unique relationship" which "provides opportunities as well as problems."

Statement of the Problem

This study identified and analyzed relationships in selected administrative areas between departments of physical education and departments of athletics in small colleges and universities of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

Purpose of the Study

The general purpose of this study was to develop a descriptive profile of relationships in selected administrative areas between departments of physical education and departments of athletics in small colleges and universities of the Central District of the AAHPERD. The ancillary purposes were to:

1. Analyze the extant literature.
2. Identify trends in selected administrative relationships between departments of physical education and athletics in small colleges and universities of the Central District.

Significance of the Study

Although departments of physical education and athletics have functioned together for many years at many small colleges and universities, few studies exist describing specific administrative relationships between the two. Existing research has tended to concentrate on one specific administrative relationship—that of the teacher-coach. There is minimal knowledge about additional relationships between the departments. Therefore, the significance of this investigation was to enhance the knowledge in the field of administration—specifically about the administration of departments of physical education and athletics at small colleges and universities in the Central District. This study will be of value to administrators when comparing the administrative structure and function of their of programs of physical education and athletics to institutions of similar size. Conducted at a time when fiscal concern and downsizing are common in higher education, it identified administrative responses to these events at small colleges and universities in the Central District.

Delimitations

The present study was limited to four-year colleges and universities in the Central District that have an enrollment of 500-1500 as listed in The 1996-97 Edition Blue Book of College Athletics for Senior, Junior, and Community Colleges. The administrative areas selected for study are not exhaustive of the total areas of administrative relationships between departments of physical education and athletics.

Limitations

The following were limitations of this study:

1. The study depends on self-reporting through a survey.
2. The survey instrument will be sent only to chairs of physical education departments.

Basic Assumptions

The following basic assumptions were made for this study:

1. The guide book used to identify colleges and universities is complete and accurate.
2. The individuals most qualified to respond to the survey are chairs of physical education departments.
3. The survey respondents have completed their answers honestly.

Definition of Terms

For the purpose of this study, the following terms are defined:

Central District: A geographical area of the American Alliance for Health, Physical Education, Recreation, and Dance including Colorado, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

Departments of athletics: Departments whose programs provide, among other activities, intercollegiate sport competition for students.

Departments of physical education: Departments whose titles and programs may include or combine such areas as, but not limited to, pedagogy, exercise science, human performance, sport science, health, and recreation.

Director of athletics: The administrative head of the department of athletics. Also referred to as "AD."

Division II: The division of the National Collegiate Athletic Association which philosophically recognizes the dual objectives of serving both the campus community (participants, students, faculty, and staff) and the general public (community area, state).

Division III: The division of the National Collegiate Athletic Association which philosophically places special importance on the impact of athletics on participants rather than spectators and places greater emphasis on the campus community (participants, students, faculty, and staff) than on the general public and its entertainment needs.

Full-time: Faculty whose teaching, coaching, and/or administrative duties fulfill institutional criteria for this status. Twenty-four hours (generally equal to credit hours) at

small colleges and universities frequently meet the criteria. Full-time faculty are eligible for all institutional benefits.

Graduate assistant: Faculty who, while they are pursuing an advanced degree, are hired to teach, coach, or fulfill other obligations as prescribed by an institution. At small colleges and universities, generally one-third to one-half of their work will be in graduate studies. Generally they are eligible for institutional benefits.

Historic black colleges and universities: An institution which considers itself a black institution, was established prior to 1964, and had and continues to have the education of Black Americans as its primary purpose (Stier and Quarterman, 1992). Also known as HBCU's.

Part-time: Individuals who may teach and/or coach at an institution and whose responsibilities are proportional to the size of the individual's load and in keeping with his or her contract. Generally they are ineligible for institutional benefits.

Small colleges and universities: For the purpose of this study, a small college or university is an institution with an enrollment of 500-1500.

Teacher-coach: A full-time faculty member whose responsibilities include at the least teaching in physical education or another academic discipline and coaching.

Research Questions

The following research questions addressed the problem being studied:

1. How do curriculum offerings of departments of physical education relate to athletics?
 - a. Do programs of study prepare students for careers related to athletics?

- b. Do students receive academic credit for participation in athletics? If so, for which part of the academic program do students receive credit?
2. Does the undergraduate faculty in physical education have responsibilities in athletics? If so --
 - a. What are the criteria for hiring teacher-coaches?
 - b. Which role is prioritized when hiring for these positions?
 - c. How are teacher-coaches compensated for coaching?
 4. How are teacher-coaches evaluated?
 - e. What criteria are used for promotion for full-time teacher-coaches?
 - f. Is the completion of the doctorate expected of teacher-coaches?
3. What is the administrative structure of departments of physical education and athletics?
 1. If the department of physical education is administratively separate from the department of athletics, are the chair of the department and the director of athletics equal in the administrative structure of the institution?
 - b. Who assigns teaching responsibilities for teacher-coaches?
 - c. Is the director of athletics a faculty or a staff position?
 - d. Are both the chair of the department and the director of athletics represented on search committees that hire a teacher-coach?
 4. What is the status of the athletic trainer?
 5. Are athletics considered to be primarily an educational endeavor?
 6. How are departments of athletics filling head coaching positions?

- a. Are physical education teachers required to coach?
 - b. What other procedures are used to fill head coaching positions?
7. How are facilities common to departments of physical education and athletics administered?
 8. How is institutional secretarial assistance provided for departments of physical education and athletics?
 9. Are changes in administrative inter-relationships, as identified by the survey, occurring in departments of physical education and athletics at small colleges and universities? If so, what are the changes and why, in the perception of the respondents, are changes occurring?

CHAPTER 2

Review of Related Literature

As the literature relating specifically to administrative relationships between departments of physical education and athletics in small colleges and universities is limited, the literature in the following areas was reviewed: (a) an historic overview of the relationship of the administration of physical education and athletics in higher education; (b) models of administrative relationships between departments of physical education and departments of athletics; and (c) selected areas of relationships between departments of physical education and athletics, namely curriculum offerings, administrative organization, status of faculty, role of intercollegiate athletics, facilities, office management, budget, evaluation, and promotion procedures.

An Historic Overview of the Origin of the Relationship of the Administration of Physical Education and Athletics in Higher Education.

In 1916, C. E. Hammett stated, "Curiously enough, we have not been in the habit of considering athletics as physical education. We have thought of them as—well, as just athletics, something beyond the pale when scientific physical education was being discust" [sic] (p. 355). Prior to the 20th century, programs in physical education and athletics, each with unique purpose and identity, generally existed separately in colleges and universities in the United States. According to Rose (1986), after the Civil War, programs in physical education received inspiration from the Greek philosophy of physical culture. Additionally, these programs in the latter 19th century were designed to develop the health of the student body through instruction in hygiene and physiology, and participation in

physical training exercises. Consequently, most program directors were dedicated to establishing a uniform gymnastics system and viewed sports as a recreational pursuit (Lewis, 1969a).

Programs of athletics were more numerous than programs of physical education and only a few directors of physical education were involved with athletics (Lewis, 1969a). Smith (1976) identified the purposes of the early programs of athletics as providing fun, contributing to college discipline, providing an outlet for energy, developing virility and courage, striving for a common cause, enhancing school spirit, and providing a diversion for students. However, when reviewing late 19th century observers, he found no evidence of athletics having an educational purpose.

Chu (1979) called the rise of sport in American colleges and universities "utterly peculiar" when placed in cross-cultural perspective (p. 53). No other country developed such an affiliation between higher education and sport. He proposed that the affiliation was caused by an ill-defined, open charter of higher education, peculiar methods of student recruitment and financing, and the relative autonomy of the college president and his responsibility to a governing board dominated by business interests. A charter was defined as "a societally legitimized understanding of what the college/university should strive to do and the means to be employed to reach those goals" (Chu, p. 54). Another contention he made was that the lack of clarity of a well-defined charter produced an environment for willingness to try new models and programs in higher education. That openness allowed business-minded leadership to incorporate programs quite different from those in the historic European universities. Instability of financial resources, due partially

to lack of federal and state funding, also facilitated the incorporation of athletics into higher education. College presidents, whose relative autonomy flowed from the open charter and lack of faculty control in all matters of the institution, were concerned about their responsibility to business-dominated governing boards and to maintenance of capital for operational costs. Chu concluded, “. . . one cannot regard the use of sport for the maintenance of economic solvency as unusual” (p. 62).

Berryman (1976) also cited the impact of material interests on higher education as a key to the development of sport in higher education. Factors identified included the emergence of the business ethic, growing recognition of the consumer market, and mass media proselytization. Business-sponsored events, business-minded alumni and governing boards, and business-oriented presidents who were seeking students, visibility, and money reflected the emerging business ethic. Colleges recognized the growing consumer market of the era, and the need to win to become self-supporting and to satisfy the needs of spectators, especially the alumni. The media realized the popularity of sport and used it to interest readers in their product. Eventually sports reporters, who earned a living from reporting athletic events, promoted growth and popularity of sport events by reporting events and information which would best support that cause.

Smith (1976) referred to the first intercollegiate contest in 1852 as a “consumer-model venture” of college sport, and identified successive events as “other worthy examples of commercialized intercollegiate athletics prior to the 1880s” (p. 155). He considered athletics a “fusion” which holds the campus, the public, and alumni together

(p. 161). Lewis (1970) stated, "...it was intercollegiate sport that helped make the nation college conscious."

By 1890 American universities had grown rapidly and needed money, students, visibility, and legitimacy for survival. Mismanagement by alumni and students had characterized the administration of athletics. Chu (1979) discussed the inclusion of athletics within the university at this time as extension of its "domain claims,"—a statement of responsibility by an organization (p. 22). To do so required rationalization as athletics generally were viewed as a "natural eruption" dominated by students and outside the realm of an institution's administration (Rose, 1986, p. 3). Connecting athletics with the physical education department of a university was a means of accomplishing this.

For many college administrators the financial resources athletics would provide an institution was rationale enough for formally moving the program under the auspices of the universities. However, it was not adequate for the general faculty who was concerned about the educational validity of the program and the proper domain claims of the university . By connecting athletics with physical education , an academic field already within the university, proponents could argue an "educationally rational veneer of justification to university athletics" (Lewis, 1969a, p. 28).

At the same time, physical education departments were considered relatively powerless and unstable (Chu, 1979; McCurdy, 1905; Rose, 1986). The last decade of the nineteenth century initiated change away from European systems of gymnastics toward a system which would be expressive of the American character. Program directors began to study athletics. By 1906 they entertained the concept that it was a system appropriate for

American youth as it prescribed exercise that helped develop judgment, initiative, force, and pleasurable activity (Hammett, 1916).

Physical education and sport historians generally regard the years from 1906-16 as transformational in the professions and refer to this period as the "athletics are educational" movement (Figone, 1994; Lewis, 1969). Even though a minority of college administrators protested the role of athletics in higher education, the majority took steps to bring inter-collegiate athletics under the control of responsible college authorities, first through faculty committees and eventually through departments of physical education (Slossen, 1910). The formation of the Intercollegiate Athletic Association in 1906 initiated the era and facilitated the merging of athletics and higher education. Athletics were defined as educational (Rose, 1986), sport was rationalized as an extension of the classroom (Chu, 1982), and departments of physical education, eager to increase their financial base and stability in higher education, could hardly refuse the opportunities sports programs could bring (Chu, 1979).

Changes in professional preparation of teachers and coaches began during the decade. Teacher training programs moved from proprietary and summer programs to colleges and universities engaged in promoting athletics. Reflecting the values of the institutions, coaches were appointed directors of the new comprehensive programs. At the same time, coaches were granted faculty status, usually within the physical education department (Lewis, 1969a). According to Figone (1994), the "athletics are educational" movement "dramatically modified professional preparation programs" as these

comprehensive departments which included physical education and athletics began preparing teacher-coaches.

Meylen (1909) reported that the American Physical Education Association officially ignored the creation and existence of the Intercollegiate Athletic Association. Bennett (1985) indicated, however, that the Association "took determined leadership in helping put athletics into education and education into athletics " (p. 27). The Athletic Research Society, founded chiefly by Dr. Dudley Sargent and Dr. Luther Gulick, worked to alleviate problems between the two organizations, especially those dealing with amateurism and the control of amateur sport. Lewis (1969a) stated, however, that the Society never bridged the communication gap between the two organizations. Collectively, physical educators tended to be reactionary rather than visionary in the face of the new developments.

The period from 1917-1939 was termed the age of "sports for all" and finalized what the previous decade had begun. In philosophy and in program content physical education programs switched from emphasizing the health and fitness objectives of the previous century to objectives emphasizing social and psychological development (Figone, 1994). Hackensmith (1966) stated that in both philosophy and program content there was a new physical education fulfilling a new role. Sports replaced gymnastics in the curriculum and by 1920 participation in varsity or intramural teams could be substituted for classroom work at three-fourths of the colleges and universities (Lewis, 1969a). The National Committee on Physical Education pushed teaching sport skills in schools and was responsible for increasing the number of programs in the country (Berryman, 1976). After

World War I many states passed laws mandating programs in physical education. This brought about an American system of physical education philosophically designed by Thomas Wood and Clark Hetherington and termed "the new physical education" (Rose, 1986).

By 1929 basic instruction programs in higher education were nearly entirely comprised of sports skills (Lewis 1969a). Professional preparation expanded from two to four years. Students were required to take classes in languages, the sciences, and principles of teaching (Weston, 1962). Coaching courses became a major component of the physical education teacher-training curricula, and students desiring to be teacher-coaches enrolled (Rose, 1986). The first four-year course in athletic coaching was started at the University of Illinois by George Huff. Nebraska, Washington, and Wisconsin had similar courses of study by 1925 (Lewis, 1969a). The demands of secondary administrators for physical education teachers with coaching capabilities reinforced the trend toward a teacher-coach physical education curriculum (Figone, 1994). Lewis (1969a) stated that once physical education had been forced to adopt the sports program, "formulation of a philosophy was merely a practice in justifying the existence of programs already sanctioned by higher authority" (p. 42). By the early 1930's Jesse Williams had convinced the majority in the profession to accept athletics as an educational experience and to promote social and psychological objectives (Figone, 1994; Lewis, 1969).

In 1918 delegates to the National Collegiate Athletic Association (formerly the Intercollegiate Athletic Association) passed a resolution declaring that physical education and athletics were essential parts of education and that joint departments should be

recognized as academic departments on college campuses. Through the support of the National Committee on Physical Education the resolution was adopted (Lewis, 1969a).

In 1929 Cooper reported that the State Teachers College of Colorado had taken the initiative to place all athletics and physical education in one department directly under the president who, in turn, appointed a director and a board of athletic control to act in an advisory capacity to the director. According to Savage (1929), the typical director had been a varsity athlete and, in 85% of the cases, also had success as a football coach. At 55 of the country's institutions head football coaches held faculty appointments in physical education, but only two had earned bachelor's degrees in the area. In 1931 the trustees of the University of Pennsylvania established the Department of Physical Education, Intercollegiate Athletics, and Student Health. Known as the "Gates Plan," it helped convince other administrators to create similar departments (Figone, 1994). Such mergers helped subdue opposition from university faculties and specifically from the American Association of University Professors (AAUP) which had recommended control of athletics through proper organizational guidance. One of the recommendations of the AAUP was that coaches become full-time members of the faculty. As departments of athletics and departments of physical education merged and coaches received faculty status, university leaders could point to new control mechanisms guiding athletics. As physical education had already been recognized as part of the Association as early as 1916, the Association could hardly speak against it (Chu, 1979).

Sport spectacles continued, but the "doctrine of good works" morally rationalized charging spectators for entertainment and amassing significant financial returns. Campus

needs such as construction of buildings were funded through profits from athletics. To help showcase the educational value of participation in sports, intramural programs directed by teachers or coaches were initiated (Berryman, 1976).

By 1939 the physical education profession had undergone significant transformation. Summarizing the results of a 1929 Carnegie Foundation survey, Lewis (1969a) stated that "physical education had been used to turn colleges and universities into giant athletic agencies (p. 40). The same report criticized education for "redefining the purpose of physical education, granting coaches faculty appointments, and preparing coaches to fill positions as physical educators (p. 40). Figone (1994) commented, "By 1929 there was substantial evidence that physical education had been reconstructed, not for the purpose of fulfilling the ideal of education for all through sports, but to serve the interests of interscholastic and intercollegiate athletics" (p. 151).

Models of Administrative Relationships Between Departments of Physical Education and Departments of Athletics.

In 1981 Perry commented, "Almost by definition, as intercollegiate athletics changes, its relationship to physical education will also change" (p. 3). Reflecting this change of relationship, various administrative models for departments of physical education and athletics have been proposed.

Woodbury (1966) cited five administrative possibilities identified by Scott in 1951. They are: (a) athletics as part of a department of physical education, (b) athletics as a department in an institution with no physical education program, (c) physical education as part of a department of athletics, (d) physical education and athletics as separate

departments, and (e) physical education as a department and athletics as a commercial enterprise completely apart from education.

Writing from the perspective of Canadian higher education, Ziegler (1975) related advantages of what he called a unified organizational structure. Among those advantages were: (a) efficient use of "person power"; (b) improved stature for physical education in the university; (c) both teaching and coaching performances may be evaluated for promotion, tenure, and salary increases; (d) a more diverse undergraduate program may be offered; (e) opportunities to move toward the educational ideal in academic, intramural, and intercollegiate athletic programs; and (f) individuals may be hired as teacher-coaches-scholars.

Even though she did not label administrative structures, Scott (1975), discussing the role of athletics in higher education stated, "There are two major purposes for which intercollegiate athletic programs can be established. One purpose has as its major focus educational outcomes. The other has as its major focus entertainment." She proposed two basic questions be answered regarding the administrative relationship between physical education and athletics and the role of teachers and coaches: (a) Are athletics part of the educational program in higher education? and (b) Are coaches' responsibilities the same as those of the teaching faculty? Her conclusion was that, even though athletics philosophically have been considered the apex of the physical education profession's instructional triangle, few intercollegiate programs have educational outcomes as the major focus. Goals of publicity and visibility have created changes in administration and conduct of the programs and budgets have soared. Coaches, especially those in major

sports, frequently are hired on the basis of coaching performance rather than on academic credentials.

Sage (1980) simply described two models of administration: joint and separate. Joint departments combine physical education with athletics and provide dual role responsibilities of teacher-coach to professionals on the staff. Separate departments detach physical education from athletics. The responsibility of physical educators is basic instruction, professional preparation programs, and graduate programs.

Even though by 1980 administrators in higher education were responding to criticism regarding academic violations of the 1970s by re-emphasizing the "student" aspect of "student-athlete," Perry (1981) predicted that the reaction would be short-term. She envisioned a break from academics by Division I schools by the year 2000 and the formation of two models of intercollegiate athletics in the United States: (a) the corporate model and (b) the educational model. The emphasis of the corporate model would be winning and profit-making. It would be administered as semi-professional or minor league programs maintaining ties to an institution giving athletes the option to enroll as students at that university. A board of directors chaired by the director of athletics would govern the incorporated program. Athletes would be salaried, thereby eliminating athletic scholarships. Revenue would be produced through gate receipts, private donations, and media coverage. No student fees or state funding would be used to support the program. Facilities would be shared with the physical education department, but there would be virtually no other inter-relationship between the two programs.

Schools using the educational model would emphasize the instructional values of intercollegiate athletics. Close ties would exist between departments of physical education and departments of athletics. Directors of athletics and coaches would be members of the faculty or staff and the director of athletics would report to the chair of the physical education department. Facilities would be shared equally. The program would be non-profit with most financial support coming from student fees, state revenues, or a combination of both. Athletes would be students meeting the requirements of all other students. They would be eligible for all university academic scholarships, but there would be no athletic scholarships per se. A national governing board would establish and regulate regional and national competition.

Frey and Massengale (1988) classified three models of organization and control of athletics: (a) club, (b) integrated, and (c) professional. The club model emphasizes participation for its own sake and participants tend to control programs. There is no consideration of financial gain, community support, and booster or alumni influence. Intramural sports reflect this model.

In the fully-integrated model sports are an extension of the academic program. Athletes are not separated from the rest of the student body through scholarships, dormitory facilities, and training tables. Coaches are either faculty, often in the physical education department, or part-time employees of the institution. Even though there may be community interest in athletics, neither the booster club nor the alumni exerts control over the program. This model exists in some small colleges.

The quasi-separate model is characteristic of most contemporary colleges. Programs are affiliated with the schools, but booster clubs, alumni, and community groups exert some control. Financing comes from external sources and gate receipts. Coaches and administrators are full-time and evaluation is on the basis of won-loss records and financial income. Athletes have separate facilities and have no role in governance of the programs.

Their description of the professional model corresponds to Perry's description of the corporate model. Athletes are considered full-time workers and learning is insignificant. There is no state support and the primary goals are entertainment and profit.

Massengale and Merriman (1981) identified two administrative models: independent and affiliated. They described the independent model as "a conglomerate of smaller units (teams) of varying size which are in competition with each other for limited resources, institutional recognition, and public acclaim. The primary purpose of an independent athletic department is "to satisfy many of the external demands placed upon an educational institution. . ." (p. 3). They defined it as "an entertainment enterprise conducted for the purpose of public relations" (p. 4). In such a model the athletic program does not qualify as an academic department as athletic participation does not provide any academic credit, nor does it qualify as a support service since it does not enhance scholarly efforts in any academic department. The responsibilities of the director of athletics center on business and entertainment concerns. Budgets at large institutions are self-generated. At smaller institutions the budget may originate from the institution, often from student services rather than from the same category as academic budgets.

Generally contracts for coaches do not have a provision for tenure. The dominant ethic of the independent model is the Lombardian Ethic, often viewed as "win at any cost" (p. 7). The model separates athletics from any academic unit and reflects the fact that athletes have no common academic bond—merely a bond to their sport and to the institution. It also considers athletes as sellers of talent or "contractual employees" rather than buyers of an education (p. 12).

The affiliated model connects athletics with an academic unit thus increasing the likelihood that coaches will have advanced degrees, will work in a teacher-coach position with rank and tenure eligibility, and will be involved in other aspects of the academic community.

Athletics is viewed more as an educational service for the student and society rather than a business-oriented venture. Program evaluation is made on the total contribution made to the student and the institution rather than just the economic benefit provided. Affiliation protects program offerings as both revenue-spending and revenue-producing sports are viewed as educational activities. The affiliated model ethically stresses the value of pursuing winning, not the notion that there can be only one winner. Budgets are channeled through an administrative structure similar to all other programs at an institution. The model provides real working role models for undergraduate students as many will work both as teachers and coaches upon graduation. However, it can create a hiring dilemma as hiring decisions are "often based on coaching qualifications only, or specific athletic needs and not sound academic priorities " (p. 9).

Additionally, if coaches leave the area of athletics, staffing problems frequently develop, especially if they are not prepared to meet the needs of an academic department.

Selected Areas of Relationships Between Departments of Physical

Education and Athletics

The following areas will be addressed in this section: curriculum offerings, administrative organizations, status of faculty, role of intercollegiate athletics, facilities, office management, and evaluation. Studies of three categories of institutions were reviewed: (a) small four-year colleges and universities, (b) two-year institutions, and (c) historically black colleges and universities (HBCU's).

Curriculum Offerings

The specific factors reviewed in this area are (a) the courses of study offered by institutions and (b) the role of athletics in the physical education curriculum.

In 1971 Stier surveyed physical education department chairs at small colleges with an enrollment below 2501 which offered an athletic program. The purpose of the study was to determine the status of selected areas within the physical education and athletic offerings at the institutions. He reported that 57% offered a physical education major, 52% offered a minor, and 35% offered both a major and a minor. Slightly under 30% offered neither a major nor a minor in health, physical education, or recreation.

Using a revised survey instrument in 1982, Stier surveyed 220 schools of the same population. Slightly over two-thirds had an enrollment of 500-1500. The number of institutions offering a major in physical education increased to 69% of the responding

schools while the number offering a minor decreased to 41%. A coaching certification program appeared at 16% of the institutions.

In 1985 Stier reported the status of physical education and athletic programs in 174 two-year institutions of higher education. His study showed that 22% of the institutions provided both terminal two-year programs and two-year pre-professional programs in health, physical education, recreation, dance or athletics. Seventy percent of the students were interested in coaching, 80% in teaching health and/or physical education, 21% in fitness programming, and 20% in sports medicine/athletic training.

Stier and Quarterman (1992) studied the scope of physical education and athletic programs at HBCU's. All 51 responding schools had a physical education major in teacher education. Additionally, 51% offered a non-teaching major and 66% offered a minor.

According to the literature reviewed, courses of study in physical education at small colleges and universities have increased in number and kind since Stier's 1971 study. His 1982 study revealed nearly a 12% increase in schools offering a physical education major and the addition of a coaching endorsement at 16% of the institutions. The 1992 study of HBCU's indicated that not only did all the surveyed schools have a physical education teacher education major, but 51% of the schools offered a non-teaching major as well.

Of those reviewed, only Stier's 1971 study reflected curriculum connections between physical education and athletics. Over two-thirds of institutions allowed substitutions for physical education service classes. Athletics specifically were used as a substitution in 63% of the schools.

In discussing the articulation between physical education and athletics, Freischlag and Stier (1993), identified both concerns and benefits of related programs. They identified the following situations as concerns related to the physical education curriculum: (a) awarding physical education course credit for team membership, (b) offering physical education courses in conditioning/weight training as supplements to athletic development, (c) using physical education course assignment for coaching as work load or salary, (d) availability to students by those having a combined assignment, and (e) offering physical education classes which duplicate team membership. They identified as desirable outcomes the following areas : (a) courses in sports taught by coaches of the sport; (b) courses in conditioning, first aid and CPR taught by athletic trainers; (c) courses in coaching methods taught by coaches; and (d) courses on program development and management using athletic administrators as guest lecturers.

Administrative Organization

Three specific factors have been identified in administrative organization: (a) whether the physical education and athletic departments were a combined unit, (b) whether the chair and director of athletics (AD) report to the same individual or different individuals, and (c) whether the chair and AD report as equals.

In his 1952 study Healy reported that 21% of colleges and universities in Wisconsin, Illinois, Ohio, Indiana, Iowa, Michigan, Minnesota, and Missouri with enrollments of 3000 or less had completely separate departments of physical education and athletics.

According to Stier's studies of small colleges and universities and two-year schools, over half of the surveyed institutions treated physical education and athletics as a combined unit. His 1982 investigation of small colleges and universities indicated that in 59% of the surveyed institutions physical education and athletics were combined while in 41% athletics is separated from the academic area of physical education. In his 1985 study of two-year institutions Stier noted that physical education and athletics were combined in 56% of the schools.

In 25% of the schools the AD and the chairperson report to the same individual as equals, in 31% they report to different individuals on an equal basis, and in 6% they report to different individuals on an unequal basis. In schools with a combined chair-AD position, 21% reported to the same individual on an equal basis, 3% reported to the same individual on an unequal basis, and 3% reported to different individuals on an unequal basis. In 53% of the schools the chair and AD report to the same individual(s) and reported to different individuals in 38%. Overall, they report on an equal basis in 85% of the programs and on a non-equal basis in 15% of the programs studied. The physical education and athletic administrative positions were combined into a single position filled by one person in 26% of the institutions (Stier, 1982).

At two-year institutions the physical education chair and AD report to the different superior(s) as equals in 36% of the schools while in 28% they report to the same superior(s) as equals. In 19% of the schools the AD and chair report to different superior(s) but not as equals. At some institutions the AD reports to the chair (6%) while at others (5%) the chair reports to the AD. The AD and chair report to the same superior

not as equals in 6% of the colleges while less than 1% use an administrative structure not identified in the survey. According to Stier (1985), the administrators reported to superiors on an equal basis in 64%, and on an unequal basis in 25% of the programs. In 11% of the institutions other administrative formats are used.

Status of Faculty

Factors discussed in this area include (a) highest degree held by physical education department chairs and directors of athletics, (b) highest degree held by physical education faculty, (c) experience required for serving on the faculty, (d) teaching and coaching responsibilities of faculty, (e) priorities in hiring a teacher-coach, and (f) faculty status and opportunity for tenure.

Stier's 1982 report on small four-year institutions indicated that the terminal degree (Ph.D. or the equivalent) was the highest degree held by department chairs at 54% of the schools while 44% had achieved an MA or its equivalent. Only 1% had achieved the Ed.S degree. According to Stier's 1985 report on two-year schools, the master's degree was generally the highest-earned degree (74%). Only 18% of the chairs had earned the doctorate. In the same decade, Terry's 1988 survey of directors of athletics at 120 private colleges with an enrollment less than 3500 indicated that nearly 30% held a terminal degree, but the master's degree commonly was the highest-earned degree (62%). Terry noted that those at institutions with a smaller enrollment were more likely to hold a doctorate and observed that this may reflect a closer affiliation between athletics and physical education at these schools.

Stier's 1971 study showed the MA to be the highest degree most commonly held (77%) by physical education faculty. The BA was the highest earned by 15%, the Ed.S by 1%, and the Ph.D. by 7%. By 1982 Stier discovered an increase in the percentage earning doctorates (14%) while the percentage holding MA's as the highest degree decreased to 68%. According to Rice and Leslie (1987) 73% of physical educators at 9 HBCU institutions with enrollments of 500-1500 held master's degrees. The doctorate was achieved by 22% and the bachelor's degree by 5%. This contrasts with an earlier report of only 51 individuals holding a doctorate--one for each of the existing HBCU's (Kirk, 1969). It would appear that in both small four-year institutions and HBCU's an increasing number of department chairs and physical education faculty have earned a doctorate.

Experience in both teaching and coaching appear to be increasingly important in hiring faculty at the surveyed institutions. According to Stier, the percentage of four-year institutions requiring teaching experience of faculty members increased from 48% in 1971 to 73% in 1982, a growth of just over 52%. Teacher-coaches were required to have experience in coaching at 70% of the schools (Stier, 1982). In 1985, 64% of the two-year schools required teaching experience for appointment and 60% required coaching experience for teacher-coach positions (Stier, 1985). At HBCU's teaching experience was required at 88% of the schools (Stier, 1992).

While most faculty members at the surveyed institutions have responsibilities such as coaching and administration in addition to teaching, coaching responsibilities appear to be decreasing. Stier's initial study in 1971 noted that physical education faculty members had coaching duties in 96% of the surveyed schools. Just over half of the schools

indicated that all physical education personnel had some duties related to coaching athletics. Nearly 20% were involved in teaching only and had no coaching responsibilities. In 1982 15% of the responding schools had staff members who had only teaching duties while 11% of all physical education faculty at the responding schools had teaching as their only major duty. At 72% of the institutions the majority of faculty members (83%) performed duties in one or two others areas besides teaching (Stier, 1982). At two-year institutions a majority (69%) of faculty members were involved in either teaching and coaching, teaching and administration, or in teaching, coaching, and administration. Only 9% were only teaching (Stier, 1985). In his 1986 study the percentage of physical educators asked to coach was 57%. Because over 43% of the school had policies preventing such assignments, it would appear the number of physical educators performing coaching duties has also declined at two-year schools. HBCU's also appear to reflect the trend. Rice and Leslie (1987) remarked that each faculty member typically coached one sport. In 1992, half the full-time teaching staff were involved in teaching only while 35% performed teaching and coaching duties (Stier, 1992). Davis (1980) concluded that an improvement of physical education programs at HBCU's identified in his study could partially be attributable to the reduction of the requirement that faculty serve in dual roles.

At many institutions coaches also teach but this dual position appears to be decreasing slightly. Richardson (1979), in a study of the academic status of coaches, noted that coaches desiring employment in National Collegiate Athletic Association (NCAA) Division II and Division III schools should be qualified and prepared to teach as

well as coach. At the Division II level academic administrators desired to have coaches hired as coaches only, while AD's desired to have coaches receive academic appointment to reduce the budgetary strain on athletics. Division III schools indicated a preference to hire coaches who could also teach. In both 1971 and 1982 reports, Stier stated that in 83% of the surveyed schools coaches were required to teach as well as coach. Sage (1986) estimated that 70% of college coaches—both men and women—taught physical education and coached. In two-year schools a similarly large percentage of coaches (70%) were hired to teach (Stier, 1985). Gender differences were noted in the responsibilities of coaches in HBCU's. Male coaches were required to teach as a matter of policy in 54% of the schools while 48% of the females were required to do so (Stier, 1992). No breakdown based on gender was made in Stier's 1971 and 1982 studies.

In some cases schools prioritize the responsibilities of those hired as teacher-coach by hiring them first as teacher or coach. Individuals in teacher-coach positions were hired as coaches first in 46% of the cases, as teachers first in 47% and with equal emphasis in 7% (Stier, 1982). In 1985 Stier noted decrease in the prioritization of coaching as 21% of personnel hired as teacher-coaches were hired as coaches first. In 48% of the programs teaching was first priority, and in 31% equal emphasis is placed on both roles. At two-year schools in 1986 teaching also was prioritized in over half the programs (57%), while hiring was done on an equal basis at 33% of the schools (Stier, 1986). Stier's 1986 study also pointed out another source for coaches—individuals who are teaching in other departments in the school.

Faculty status and the opportunity for appointment to tenure is significant for teacher-coaches. At two-year institutions 36% do not grant coaches faculty status but do grant physical education teachers that distinction. However, a much higher percentage (61%) grant faculty status to both (Stier, 1986). Stier noted an increase in the percentage of institutions granting tenure to teacher-coaches from 64% in 1982 to 80% in 1985. In Stier's 1985 study 13% allowed individuals who only coached to earn tenure. In neither of these studies was there a break-down based on gender. HBCU's again showed a slight distinction based on gender as 57% of the schools allowed females to earn tenure while only 52% of males were allowed to do so (Stier, 1992). Nearly half (49%) of the two-year institutions allowed physical educators to earn tenure. In 38% both physical educators and coaches could earn the appointment. From these studies it would seem that there is a stronger affiliation between the areas of academics and athletics in small four-year schools as indicated by the larger percentage of institutions awarding tenure to teacher-coaches. Stier (1982) commented that the statistics support institutional policies which ask athletic staff to teach as well as coach. However, some small colleges may classify individuals who primarily coach and do some teaching as staff while those who primarily teach are classified as faculty. Individuals classified as staff would not necessarily be represented in these studies.

Role of Intercollegiate Athletics at an Institution

Concern in this area centered on the philosophical significance of intercollegiate athletics at an institution and the impact of that philosophy on inter-relationships with physical education and competency expectations of coaching personnel.

Stier's 1985 study of two-year institutions discovered that 95% of the surveyed colleges had no official policy about the significance of sports at the school, nor did they have any competency expectations for coaches in wins or losses. Stier cautioned that even though only 5% of the institutions had addressed this question, it should not be assumed that success in athletics was insignificant for teacher-coaches and for the institution itself. His 1986 study of two-year colleges revealed 8% of the athletic programs had established guidelines related to acceptable win/loss records. However, 40% indicated the school had never fired a coach for failure to win.

Facilities

The major focus in this area was the identity of the administrator of facilities used by programs in physical education and athletics. In both the 1971 and 1982 studies Stier reported on the facilities utilized by institutions on and off campus, but did not include the administrative factor in his study. His 1985 report on two-year schools included a list of 24 facilities available for intramural and recreation activities and for service classes. Freischlag and Stier (1993) commented that many regional institutions with both physical education and athletic programs commonly share resources. Facility administration apparently was not researched in any of the studies reviewed in the literature.

Office management.

Major factors in this area include (a) whether or not secretarial assistance is provided for physical education and (b) whether or not the secretarial assistance is shared with athletics or other departments. Stier's 1971 report indicated that in 93% of the

institutions the department chair had secretarial assistance. In 79% of those institutions the assistance was not shared with another department.

In two-year schools 90% of those surveyed had secretarial assistance in physical education and athletics. While 70% of the administrators had exclusive use of the assistance, 30% shared with other departments (Stier 1985).

It would seem that in two-year schools physical education secretarial assistance is shared, quite frequently with athletics. The data related to four-year schools would seem to indicate that secretarial assistance is not shared in a majority of the schools. However, in many of the institutions, physical education and athletics may have been considered to be one area; consequently the data did not reflect athletics to be a separate area.

Evaluation

The major factor in this area was the type of evaluation utilized in physical education and athletics. Four evaluation techniques for teachers were identified in Stier's 1982 study: (a) self-evaluation, (b) student-evaluation, (c) administrative- evaluation, and (d) peer-evaluation. The two most frequently used were administrative- evaluation (86%) and student-evaluation (84%). The most common combination was linking student-evaluation with administrative-evaluation.

By 1985 student-evaluation was still the most frequently used means of assessment (87%) and administrative-evaluation ranked a close second (82%). But the most common system changed to a combination of administrative-, student-, and self-evaluation (Stier, 1985).

At two-year institutions the same four techniques were utilized.

Student-evaluation (87%) and administrative-evaluation were most commonly used. However, the most common system was combining self-evaluation with administrative-evaluation and student-evaluation (Stier, 1985). Stier's 1986 report indicated that 95% of the institutions used administrative-evaluation for teachers, but the most common system was a combination of the four previously cited methods of evaluation. His 1992 study of HBCU's disclosed similar results as administration-evaluation techniques were used in 96% of the institutions while the combination of all four procedures was evidenced in 41% of the schools.

Coaching evaluation was surveyed both at two-year and four-year schools. At four-year institutions 94% had no official policy or criteria regarding expectations for winning records. Since only a small percentage of schools had identified policy in this area, Stier (1982) commented that it ". . . suggests a presumption that the criteria for success in the athletic arena would not significantly or exclusively hinge upon the winning or losing record of an individual coach. However, past evidence, even within the spectrum of small colleges and universities, would tend to caution against complete acceptance of such a presumption" (p. 6).

At two-year schools nearly half (48%) of the respondents indicated that the primary mode of evaluation was administrator-evaluation. Fewer than 2% indicated that win-loss records were officially used in determining coaching competency (Stier, 1985). In 1986 Stier reported that 40% of the institutions stated that their institutions had never released a coach for failure to win. However, slightly over 40% indicated that coaches

had been fired or released in the past decade and 29% reported that they had fired a coach or coaches in the previous two years. Yet only 8% of these institutions had established policies or guidelines dealing with acceptable win-loss records.

It would seem that the evaluation of teaching has become increasingly important in higher education and that the procedures for evaluation have become increasingly varied and comprehensive. However, the evaluators of coaching appear to use more arbitrary evaluation techniques including some which are unwritten and unspecified.

Freischlag and Stier (1993) discussed evaluation problems centered around expectations of professionals filling the role of teacher-coach. Difficulties frequently center around nonspecific expectations about job performance in each role. They described an evaluation system designed for teacher-coaches at the State University of New York at Brockport which delineates specific responsibilities for professionals based upon their present academic rank or their athletic rank (level 1-4). The levels of athletic competency are similar to academic competencies expected for each rank from instructor to full professor. Five criteria are identified for both academic and coaching responsibilities: (a) mastery of subject matter, (b) teaching or coaching effectiveness, (c) scholarly ability, (d) university and public service, and (e) continuing growth. The criteria for mastery which serve as a basis for evaluation are identified for each rank for teaching and coaching and thereby provide a specific tool for assessing performance. Such criteria provide quantifiable data for both areas.

In conclusion, the review of the literature would seem to indicate that, as Mitchelson (1973) indicated, the relationship between programs of physical education and

intercollegiate athletics continues to be "one of the persistent problems that has plagued the physical education profession" (p. 1). Various styles of administrative organization have been proposed and practiced to not only make the best of the problem, but to enhance the relationship between the two areas. Forces both internal and external to higher education have impacted the relationship and continue to do so. It would appear that many small colleges and universities continue to maintain proximity between the two areas by sharing personnel, facilities, secretarial staff, and, in some instances, even administrators. This study specifically examined how small colleges and universities of the Central District have administratively responded to the needs of their departments of physical education and athletics, how relationships between the areas have changed in last 1-5 years, and how chairs of physical education departments perceive reasons for that change and for projected change in the future.

CHAPTER 3

Methodology

Introduction

The purpose of this study was to develop a descriptive profile of relationships in selected administrative areas and to identify trends in these administrative relationships between departments of physical education and departments of athletics in small colleges and universities of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance. Population description, instrumentation, the pilot test, data collection and data analysis procedures are presented in this chapter.

Population

The survey was distributed to all small colleges and universities in the Central District with enrollments between 500 and 1500 as identified by The 1996-97 Edition Blue Book of College Athletics for Senior, Junior, and Community Colleges. Survey respondents targeted were chairs of departments of physical education. Only chairs were chosen for several reasons. First, previous status reports on or studies of relationships between physical education and athletics have used either single or multiple respondents. In his study of large universities, Woodbury (1966) targeted athletic directors, deans, and/or heads of departments of physical education. Stier (1971), to determine the status of health, physical education, recreation, and athletics in small colleges, sent his instrument only to physical education chairs. Mitchelson (1973) asked only directors of athletics to respond even though questions relating specifically to physical education were included in his survey. Secondly, according to the 1996-97 Edition Blue Book of Colleges Athletics,

many chairs of physical education also coach and would, therefore, be knowledgeable about the survey questions pertaining to athletics at their schools. Other chairs in the population who are personally known by the researcher have previously coached at their institution. Thirdly, the researcher requested division chairs and directors of athletics at several institutions outside the parameters of the sample population to read the survey and identify questions they would be able to answer. Department chairs were better able to respond to a majority of the questions without seeking assistance from their colleague in athletics than were the AD's. As department chairs and AD's at small institutions daily work in proximity, sending only one instrument was deemed most efficient for both the surveyed population and the researcher.

Instrumentation

A questionnaire was developed to collect information about administrative relationships between departments of physical education and athletics in small colleges and universities. Permission was obtained to revise two questionnaires previously developed by Stier (1971, 1986). The 1971 study identified the status of health, physical education, recreation, and athletics at institutions with enrollments under 2501. It addressed characteristics in 12 areas: (a) institutional characteristics; (b) major offerings in health, physical education, and recreation; (c) student population; (d) qualifications and responsibilities of staff; (e) curriculum activities; (f) major and minor (professional) curricular offerings; (g) intramurals; (h) extramurals; (i) athletic personnel; (j) facilities; (k) departmental budget; and (l) office management. The 1982 study described faculty and programs in small colleges and universities and specifically discussed the following areas:

(a) enrollment, student population, and affiliation; (b) courses of study and degrees offered; (c) number and qualifications of faculty; (d) faculty evaluation techniques; (e) coaching duties and roles; (f) organizational and administrative structure; (g) curricular concerns; (h) scheduling and attendance policies; (i) intra- and extramural activities, and (j) athletic facilities.

This survey incorporated the following general areas from Stier's studies: (a) institutional characteristics, (b) curriculum offerings, (c) status of the faculty, (d) administrative organization, (e) office management, and (f) evaluation and promotion. Additional questions were included in the following areas: (a) intercollegiate athletics, (b) facility management, and (c) a summary question regarding administrative change.

Format

The questionnaire was organized into nine topical areas to allow coverage of the issues. It began with demographic information and continued with curriculum offerings, administrative organization, status of the faculty, intercollegiate athletics, facility management, office management, evaluation and promotion, and a summary question. The 47-item instrument provided a check list for each question except the last two. The final questions provided opportunity for an optional explanation of administrative changes which have occurred or are anticipated in the next 1-5 years at the respondent's institution.

Pilot Test

A pilot test was conducted during late summer of 1997 to improve the bases and procedures for data collection. The instrument was mailed to chairs of departments of

physical education of member institutions of the Concordia University System, a ten-school higher education system of the Lutheran Church-Missouri Synod, which fit the demographic description of this study and are not part of the Central District. The administrative relationships at these institutions were known by the researcher to be dissimilar as the institution where she teaches is one of the member schools of this system. Therefore, the administrators represented the diverse population responding to the survey. The chairs were asked to respond to the survey instrument and to provide input on the topics selected for inclusion and the length and clarity of the questions. They also were asked to time the completion of the questionnaire.

The researcher's committee, the retired chair of her health and physical education department and the present director of athletics at her institution also provided input concerning the instrument.

Content Validity

The instrument possesses inherent face validity as items were generated from the literature and from surveys previously written and administered by Dr. William Stier. Content validity was established by the same people who assisted with the pilot study, the researcher's committee, the retired chair of the researcher's department of physical education and athletics, and the present director of athletics at her institution.

Data Gathering Procedures

The survey instrument was sent to the chair of the physical education department of 74 colleges and universities of the Central District which have an enrollment between 500 and 1500 as identified in The 1996-97 Edition Blue Book of College Athletics for

Senior, Junior, and Community Colleges. All instruments were coded to identify respondents and to be able to initiate a second mailing to those not initially responding. Confidentiality and anonymity were assured throughout the data collection.

A cover letter was sent with the survey explaining the purpose of the research, defining pertinent terms setting the parameters of the research, and providing assurance that neither the respondent nor the institution would be identified with specific data. A self-addressed envelope was enclosed for ease of response. At the end of two weeks a thank-you letter was sent to respondents and a follow-up letter was sent as a reminder to institutional representatives who had not yet responded. At the beginning of the fourth week, telephone calls were made to non-respondents. If they had not received the survey, one was faxed to them.

Data Analysis

Descriptive statistics were used to analyze data. Subjects responses were tabulated according to frequencies and percentages. Version 6.01 for Windows of the Statistical Package for the Social Sciences (SPSS) also was used to create a systems file and data list. Responses to the open-ended questions reflecting perceptions of respondents relative to changes in department administrative relationships were categorized and described.

CHAPTER 4

Results and Conclusions

Introduction

The purpose of this study was to develop a descriptive profile of relationships in selected administrative areas between departments of physical education and departments of athletics in small colleges and universities of the Central District of the AAHPERD. The information in this chapter describes and analyzes the data collected in the questionnaire and responds to the proposed research questions.

Physical education department chairs at 74 institutions were asked, by means of a questionnaire, to provide information regarding institutional characteristics, curriculum offerings, status of faculty, administrative organization, intercollegiate athletics, facilities, office management, evaluation, and administrative change. After the original mailing of the survey to the chairs, a follow-up letter was sent to those not responding. Finally, telephone calls were made to those still not responding in order to remind the chairs to complete and return the survey. Since one of the institutions originally selected closed its doors in November, 1997, the number of institutions involved was reduced by one to 73. Ultimately, 56 chairs or 77% of the population responded.

The results of the study are presented through frequency tabulations and percentages. The discussion of the results is organized into three sections. First, the demographics of the study are presented. Secondly, the research questions are discussed through analysis of pertinent survey questions. Finally, conclusions from the study are

presented. As the statistical package which was used prints results rounded off to the nearest tenth, total responses for some question will exceed or be less than 100%.

Demographic Data

Demographic information provides a profile of the population surveyed.

Demographics may impact philosophy, programming, hiring, and other policies and practices critical to departments of physical education and athletics. Therefore, the first section of the questionnaire was designed to describe the institutional characteristics of the schools surveyed.

Table 1 outlines the population of cities in which the institutions are located. The greatest number of small colleges and universities in the Central District involved in this study are located in smaller towns. Of the 56 responding institutions, 18 (32.1%) are located in towns with a population of 10,000 or less and 18 (32.1%) are found in towns of 10,001-50,000. Only 4 (7.1%) are located in metropolitan areas over one million. Two (3.6%) are in cities of 501,000-1 million, 9 (16.1%) are in cities of 100,01-50,000, and 3 (5.4%) are in towns of 50,001-100,000. Two institutions (3.6%) gave no response.

Table 2 reflects undergraduate enrollment reports. Over half the responding schools have fewer than 1000 undergraduate students. Twenty-two institutions (39.3%) had 500-749 students, 8 (14%) had 750-999 students, 15 (26.8%) had 1000-1250 students and 9 (16.1%) had 1250-1500 students. Two institutions (3.6%) did not report.

Table 1
Population of Cities in Which Institutions Are Located

Population	N	%
10,000 or less	18	32.1
10,001 - 50,000	18	32.1
50,001 - 100,000	3	5.4
100,001-500,000	9	16.1
500,001-1 million	2	3.6
Over 1 million	4	7.1
No response	2	3.6
Total	56	100.0

Table 2
Enrollment of Institutions

Enrollment	N	%
500-749	22	39.3
750-999	8	14.3
1000-1249	15	26.8
1250-1500	9	16.1
No response	2	3.6
Total	56	100.1

As is indicated in Table 3, most of the reporting institutions are coeducational. Fifty-two institutions (92.9%) enroll both males and females. None of the institutions enroll only males. Two (3.6%) enroll only females. Two (3.6%) provided no response.

Table 3
Student Body Make-Up

Student Body Make-Up	N	%
Co-educational	52	92.9
Male only	0	0.0
Female only	2	3.6
No response	2	3.6
Total	56	100.1

Table 4 displays the affiliation of the institutions. A strong religious influence is apparent in many of the reporting institutions as 44 (78.6%) indicated private, religious affiliation. Six (10.7%) reported private, non-religious affiliation while only 3 (5.4%) reported public affiliation. Three institutions (5.4%) did not report.

Table 4
Affiliation of Institutions

Affiliation	N	%
Private, religiously affiliated	44	78.6
Private, not religiously affiliated	6	10.7
Public	3	5.4
No response	3	5.4
Total	56	100.0

Table 5 represents the number of students pursuing programs of study in physical education or related disciplines at the schools. Over half the reporting schools have fewer than 50 students pursuing majors, endorsements, or certifications in the physical education department. As the enrollment in over half the schools is under 1000, this statistic is not surprising. Seventeen (30.4%) reported 0-24 students and 15 (26.8%) reported 25-49 students. Eleven schools (19.6%) indicated their department enrollment was 50-74. Four (7.1%) reported 75-99 students. Only one school (1.8%) reported in each of the remaining categories of 100-124, 125-150, and over 150. Six institutions (10.7%) did not respond.

Table 5
Number of Students in Department

Number	N	%
0-24	17	30.4
25-49	15	26.8
50-74	11	19.6
75-99	4	7.1
100-124	1	1.8
125-150	1	1.8
150+	1	21.8
No response	6	10.7
Total	56	100.0

Data Related to Research Questions

Answers to the research questions are provided using tables and narrative discussion. Frequency tabulations for each of the responses were recorded and reported as they helped answer the research questions.

Research Question One

How do curriculum offerings of departments of physical education relate to athletics?

- a.. Do programs of study prepare students for careers in athletics?
- b. Do students receive academic credit for participation in athletics? If so, for which part of the academic program do students receive credit?

Nine of the surveyed institutions reported they had no physical education majors or minors; one indicated no physical education department. The institutions with programs offer diverse choices of study through their physical education departments. The most common program continues to be the teaching major in physical education with 43 (76.8%) schools offering this major. This compared to 57.2% of the programs surveyed in Stier's 1971 study and 69% in his 1982 study. In his 1992 study of HBCU's all reporting schools had a teaching major.

As indicated by Table 6, however, many of the schools do have programs related to athletics. The coaching certification or endorsement program was listed by 26 (46.6%) of the departments. In contrast, Stier's 1982 study reported only 16% of the surveyed schools offered this program. Even though there is not yet a national mandate for certification of coaches, it would appear that nearly half the schools philosophically believe that specific preparation for coaching should be part of the physical education curriculum.

An even larger number of institutions are preparing students to sit for the athletic trainer examination. Thirty-two (56.2%) offer such programs. Sixteen (28.6%) are doing this through the certification or practicum route while another 16 (28.6%) are offering a full major in athletic training. An interesting sidelight regarding these data will be the response of the schools offering the certification or practicum program to the National Athletic Trainer's Association's (NATA) move to sanction only programs preparing students through a major by the year 2004.

The schools in this study have responded to needs for preparing students for careers outside the school environment by developing non-teaching degrees in several areas. In 1992 Stier found 51% of the surveyed HBCU's offered non-teaching majors. Although this kind of program is not as common in the schools in this study, 25 institutions (44.6%) offer a non-teaching major in physical education. Eleven (19.6%) offer a major in exercise science, and 10 (17.9%) offer one in sport management. These programs of study, especially when enhanced by a graduate degree, may lead to careers related to athletics or careers in which there may be contact with athletes. Some examples include facility management, director of athletics, community recreation, personal training, physical therapy, and sports medicine.

In addition to programs in physical education, some institutions offer degrees in the allied professions of health and recreation. Eleven (19.6%) have majors in health education (teaching) while 5 (9%) offer a major in health promotion (non-teaching). Eleven (19.6%) have a major in recreation.

Ten schools (17.9%) reported other kinds of programs. Fitness management was listed by 2 (3.6%). Two others (3.6%) reported an interdisciplinary major--one combining sport management and sport communication and the other combining athletic training and coaching certification. One institution (1.8%) reported its department is "health and life science" and includes majors in environmental studies and science education. One (1.8%) identified kinesiology as a major. Additionally, 1 institution (1.8%) listed each of the following: sports medicine, leisure studies, and wellness leadership/management. Table 6 represents the programs of study offered by the institutions.

Table 6
Majors, Endorsements, and Certifications Offered

Majors	N	%
Physical Education (teaching)	43	76.8
Coaching Certification/Endorsement	26	46.4
Athletic Training (Major)	16	28.6
Athletic Training (Cert/Pract)	16	28.6
Physical Education (non-teaching)	25	44.6
Exercise Science	11	19.6
Sport Management	10	17.9
Health Education (teaching)	11	19.6
Health Promotion (non-teaching)	5	8.9
Recreation	11	19.6
Sport Communication	0	0.0
Others	10	17.9

Academic credit for physical education is awarded primarily through physical education departments; however, participation in athletics continues to be a source of academic credit in some of the institutions. Table 7 illustrates all areas providing such credit. Thirty-seven (66.1%) of the schools reported awarding academic credit for physical education only through the physical education department. Credit through both physical education and athletics is offered by 12 (21.4%) schools. Athletics alone provided credit in 3 (5.4%) schools. It is possible that these schools are those not having departments of physical education. One (1.8%) awards credit through physical education, athletics, and recreation. Three (5.4%) offered credit through other means—2 through the science department and 1 through the education department. Respondents reporting offering credit through science departments may refer to courses such as anatomy, physiology, or exercise physiology which might be cross-referenced as both physical education and science courses. The program listing the education department referred to teacher education students who take methods courses under the auspices of that department.

Table 7
Departments Awarding Credit for Physical Education

Departments Awarding Credit	N	%
Physical Education	37	66.1
Physical Education and Athletics	12	21.4
Athletics	3	5.4
Physical Education, Athletics, & Recreation	1	1.8
Other	3	5.3
Recreation/Intramurals	0	0.0
Total	56	100.0

Historically, participation in athletics has been used for academic credit. Stier's 1971 study indicated that at 63% of the surveyed schools athletics could be used for credit for physical education. According to the respondents in this study, academic credit is awarded for participation in varsity athletics at over half the schools. Thirty-three (58.9%) reported awarding such credit while 19 (33.9%) indicated they do not. Four (7.2%) did not respond to the question. Table 8 reflects the extent of the practice of awarding academic credit for varsity athletics.

Table 8
Awarding of Academic Credit for Participation in Varsity Athletics

Academic Credit for Varsity Athletics	N	%
Yes	33	58.9
No	19	33.9
No response	4	7.2
Total	56	100.0

Table 9 indicates the programs of study in which academic credit for participation in athletics is awarded. The greatest percentage of schools (39.3%) award the credit as part of the basic instruction or activity programs available to all students. Three (5.4%) offer credit through their major, and 1 (1.8%) through its coaching certification program. Nine (16.0%) awarded athletic credit differently. Three (5.4%) provided credit in both the physical education major and basic instruction programs. Two (3.6) indicated credit is awarded as a physical education elective. Two (3.6%) listed the coaching certification

program and the major. One (1.8%) awards credit in all programs listed in the question. Finally, 1 (1.8%) listed credit for general studies which would seem that such credit would be awarded outside the physical education department. No school offers credit for athletics through an athletic training program.

Table 9
Location in Programs of Study for Awarding Credit for Participation in Athletics

Location for Awarding Credit	N	%
Basic Instruction/Activity Program	22	39.3
Physical Education Major	3	5.4
Coaching Certification/Endorsement	1	1.8
Other	9	16.0
Not Applicable	21	37.5
Athletic Training Program	0	0.0
Total	56	100.0

In summary, participation in athletics appears to be a viable option for academic credit at a majority of the institutions. It would seem that such a practice likely reflects institutional and departmental philosophies which maintain athletics as a means of educational development.

Research Question Two

Does the undergraduate faculty in physical education have responsibilities in athletics? If so--

- a. What are the criteria for hiring teacher-coaches?
- b. What role is prioritized when hiring for these positions?

- c. How are teacher-coaches compensated for coaching?
- d. How are teacher-coaches evaluated?
- e. What criteria are used for promotion for full-time teacher-coaches?
- f. Is the completion of the doctorate expected of teacher-coaches?

The responses as reflected in Table 10 indicate that physical education faculty do have responsibilities in athletics. Seventy-five percent of the institutions reported at least one position with responsibilities in both teaching and coaching. In Stier's initial study in 1971 just over half the schools indicated that physical education personnel had some duties related to coaching. His 1982 study reported that at 72% of the institutions, the majority of the faculty performed duties in other areas besides teaching. By 1992, however, Stier's study of HBCU's reflected change as only 35% of the faculty were involved in coaching duties.

Of the 260 reported full-time positions 145 (55.8%) require both teaching and coaching. Twenty-six (10%) involve teaching, coaching, and administration duties. Seven (2.7%) are full-time coaching positions. Of the 108 part-time positions reported, 25 (23.1%) involve both teaching and coaching and 3 (2.8%), teaching, coaching, and administration. Forty (37%) part-time positions are filled by individuals who only coach. Few institutions reported having graduate assistant positions, but all 14 reported positions included coaching as part of the responsibilities. In summary, it would seem that the majority of institutions involved in this study tend to require both teaching and coaching duties of their physical education faculty.

Table 10
Physical Education Faculty Responsibilities

Faculty Responsibilities	N	%
Full-time, teaching & coaching	145	38.0
Full-time, teaching only	35	9.3
Full-time, teaching & administration	30	7.9
Full-time, teaching, coaching, & administration	26	6.9
Full-time, coaching & administration	17	4.5
Full-time, coaching only	7	1.8
Part-time, coaching only	40	10.5
Part-time, teaching only	35	9.3
Part-time, teaching & coaching	25	6.6
Part-time, teaching & administration	4	1.0
Part-time, teaching, coaching, & administration	3	0.8
Part-time, coaching & administration	1	0.1
Graduate assistant, teaching & coaching	8	2.1
Graduate assistant, coaching & administration	4	1.0
Graduate assistant, coaching only	2	0.1
Graduate assistant, teaching only	0	0.0
Graduate assistant, teaching & administration	0	0.0
Graduate assistant, teaching, coaching & admin	0	0.0
Total	382	99.9

Although the teacher-coach position is common at the schools studied, at 50% of the schools head coaches are not required to teach. These individuals may be represented above in the numbers of those who are full-time coaches and administrators or part-time

coaches. At 25 schools (44.6%) head coaches are required to teach. Three schools (5.4%) did not respond. Table 11 reflects these numbers.

Table 11
Required Teaching by Head Coaches

Required teaching by head coaches	N	%
No	28	50.0
Yes	25	44.6
No response	3	5.4
Total	56	100.0

In most situations the teaching responsibilities of full-time teacher-coaches are diverse. They teach across the entire curriculum at 38 (67.9%) of the institutions. Since the master's degree is the minimum degree required to be hired at 71.4% of the schools (see survey question 14) it would be expected that many teacher-coaches are qualified to do so. At 8 (14.3%) they teach only in the basic instruction program, and at 2 (3.6%), they teach only theory classes. Table 12 identifies the teaching responsibilities of teacher-coaches.

Table 12
Teaching Responsibilities of Teacher-Coaches

Teaching responsibilities	N	%
All areas of curriculum	38	67.9
Basic instruction program only	8	14.3
Coaching and officiating classes only	0	0.0
Theory classes in physical education only	2	3.6
Not applicable	4	7.1
No response	4	7.1
Total	56	100.0

Criteria for hiring teacher-coaches vary. Table 13 represents the minimum degree which is expected for a full-time teacher-coach in the department of physical education. Stier (1971) identified the MA as the highest degree commonly held by physical education faculty members (76.5%). His 1982 study showed that 68% had earned the MA and 14.1% the doctorate. A majority (71.4%) of the institutions in this study identified the master's as the minimum degree required to be hired as a full-time teacher-coach while 7 (12.5%) required only the bachelor's. Six (10.7%) had no response. Three (5.4%) marked not applicable which may indicate that these schools do not have full-time teacher-coach positions.

Table 13
Minimum Degree Expectations of Teacher-Coaches

Minimum degree	N	%
Master's	40	71.4
Bachelor's	7	12.5
Specialist	0	0.0
Doctorate	0	0.0
Not applicable	3	5.4
No response	6	10.7
Total	56	100.0

Table 14 demonstrates other professional criteria required for hiring teacher-coaches. Previous teaching experience is a slightly more common requirement in hiring teacher-coaches than is previous coaching experience. Thirty-eight respondents (67.9%) checked the former and 35 (62.5%) the latter. These results correspond to Stier's

(1982) which showed teaching experience required at 73% and coaching experience at 70% of the institutions studied. In his 1992 study of HBCU's 88% required teaching experience.

Additionally, 5 (8.9%) identified professional membership(s) as a requirement; 2 (3.6%), publications or presentations; 1 (1.8%) research; and 1 (1.8%), grant-writing. Seven (12.5%) added other experiences. Each of the following was listed once: pastoral ministry, commitment to religious ideals of college, best candidate, high school coaching, depends on job available, "varies." One (1.8%) did not identify any criteria.

Table 14
Criteria for Hiring Teacher-Coaches

Criteria	N	%
Previous Teaching Experience	38	67.9
Previous Coaching Experience	35	62.5
Professional Membership(s)	5	8.9
Publications of Presentations	2	3.6
Research in Academic Area	1	1.8
Grant-writing	1	1.8
Other	7	12.5
Total	56	100.0

In 1982 Stier found only 7% of the institutions hired teacher-coaches on an equal basis. Forty-six percent hired individuals as coaches first while 47% as teachers first. By 1985, however, he noted an increase to 31% of those schools hiring on an equal basis. Given the expected professional experiences by schools in this study, it is not surprising

that full-time teacher-coaches most commonly are hired equally as teacher and coach . Twenty-four institutions (42.9%) followed this practice. However, at 16 schools (28.6%), individuals are hired as coaches first while at 6 (10.7%) they are hired as teachers first. The former statistic perhaps reflects the fact that ten schools either had no program in physical education or had no majors in the area; consequently individuals likely would be hired primarily as coaches. Several other schools also referred to teacher-coaches as "adjuncts" which might indicate that their primary responsibilities lie with coaching , but they may be contracted to teach a small number of classes. Two (3.6%) identified other methods of hiring. One (1.8%) responder simply stated that it depended on the position being filled. The other responded that since they had no physical education program, coaches are hired who can teach "life skills." Table 15 identifies the prioritization of surveyed schools in hiring teacher-coaches.

Table 15
Prioritization in Hiring Teacher-Coaches

Prioritization	N	%
Hired equally as teacher/coach	24	42.9
Hired as coaches first	16	28.6
Hired as teachers first	6	10.7
Other	2	3.6
Not applicable	4	7.1
No response	4	7.1
Total	56	100.0

Teacher-coaches are compensated for coaching through several methods, but most commonly by providing reduced load from teaching for coaching or assigning academic load weight for coaching. Thirty-three (58.9%) schools use this technique which reflects Stier's findings in 1986 when 68.8% schools followed this procedure. Eight (14.3%) provide extra compensation and reduced work load; 2 (3.6%) provide extra monetary compensation only. Four (7.1%) compensate teacher-coaches in other ways. One (1.8%) indicated it was merely considered part of the faculty position. One (1.8%), where the teacher-coach apparently is hired primarily for coaching, indicated individuals received extra compensation for teaching. Two others (3.6%) indicated individuals were paid primarily as coaches. Table 16 illustrates practices of compensation for coaching.

Table 16
Practices for Compensating Teacher-Coaches for Coaching

Practices	N	%
Academic work load or reduced load for coaching	33	58.9
Both extra compensation and reduced work load	8	14.3
Extra money awarded through coaching contract	2	3.6
Other	4	7.1
Not applicable	4	7.1
No response	5	8.9
Total	56	99.9

Evaluation of performance has become a mainstay in higher education for both summative and formative purposes. The degree to which evaluation is used for each of

these purposes for physical education teachers and coaches is reflected in the statistics below.

At forty-two schools (75.0%) teachers in the department of physical education are evaluated annually; in 12 (21.4%) they are not. Two (3.6%) did not respond. Table 17 represents the evaluation practices.

Table 17
Evaluation of Physical Education Instructors

Evaluation of Physical Education Instructors	N	%
Yes	42	75.0
No	12	21.4
No response	2	3.6
Total	56	100.0

Four evaluation techniques for teaching are commonly identified: self-evaluation, student-evaluation, administrative-evaluation, and peer-evaluation. Stier (1985) identified student-evaluation as the most frequently used means of evaluating teaching (87%), with administrative-evaluation a close second (82%). His study of HBCU's (1992) revealed that administrative-evaluation was used in 96.08% of the institutions and the combination of all four methods was used in 41%.

The most common system of evaluation used by schools in this study is a combination of student- and administrative- evaluation (21.4%). Ten schools (17.9%) reported a very thorough process combining all four methods. Student-evaluation alone is performed at 7 schools (12.5%). Nine schools (16.1%) combine student,- self-, and

administrative-evaluation. Two schools (3.6%) use only administrative-evaluation; 2 (3.6%) use self-, student-, and peer-evaluation. One school (1.8%) uses self- and student-evaluation; 1 (1.8%), peer- and student-evaluation. Some respondents indicated that a variety of the evaluation techniques is used at their schools; however, each form is not administered on an annual basis. Table 18 represents the forms of evaluation used to evaluate physical education teachers.

Table 18
Forms of Evaluation of Physical Education Instructors

Forms of Evaluation: Physical Education	N	%
Student and administrative	12	21.4
All	10	17.9
Student evaluation only	7	12.5
Student, self, and administrative	9	16.1
Administrative evaluation only	2	3.6
Self, student, and peer	2	3.6
Self and student	1	1.8
Peer and student	1	1.8
Self-evaluation only	0	0.0
Peer evaluation only	0	0.0
Not applicable	12	21.4
Total	56	100.1

Table 19 reflects the purposes for evaluation of physical education instructors. At 33 schools (58.9%) evaluation of teachers serves both formative and summative purposes.

At 7 (12.5%) it is used for summative purposes only; at 2 (3.6%) it is used for formative purposes only.

Table 19
Purposes of Evaluation of Physical Education Instructors

Purposes of Evaluation of Instructors	N	%
Both summative and formative	33	58.9
Summative	7	12.5
Formative	2	3.6
Not applicable	13	23.2
No response	1	1.8
Total	56	100.0

Evaluation of coaches is not as common as evaluation of teaching. Thirty-two schools (57.1%) reported evaluating coaches annually. Eighteen schools (32.1%) indicated annual evaluations are not done. Six (10.7%) did not respond. Table 20 indicates the number of schools evaluating coaching.

Table 20
Evaluation of Coaches

Evaluation of Coaches	N	%
Yes	32	57.1
No	18	32.1
No response	6	10.7
Total	56	99.9

In 1985 Stier's report indicated that the primary mode of evaluating coaching was administrative. Win-loss records were officially used in determining coaching competency

in fewer than 2% of the schools. The fact that there is little mention in the reviewed literature about the general use of coaching evaluation might indicate that it previously was not a common administrative function. However, the results of this survey seem to point to a more significant role for evaluation of coaching performance in small colleges and universities. This may be prompted by various accrediting agencies which evaluate the status of entire institutions, not just the academic areas. The use of evaluation also may receive impetus from expanding and more intense programs of athletics, the amount of institutional dollars provided for the program, and the expectations of the institution, alumni and alumnae, and the rest of the public, and the athletes themselves.

This study found the most common forms of coaching evaluation are administrative-evaluation and a combination of administrative- and self-evaluation. Eight schools (14.3%) reported these methods. Seven (12.5%) indicated they combine athlete- and administrative-evaluation. Two (3.6%) reported using self-, administrative-, and athlete-evaluation and two others (3.6%) reported using all forms. One school (1.8%) indicated it used a combination of self-, athlete-, and peer-evaluation, 1 (1.8%) indicated it used only athlete-evaluation, and 1 used self- and athlete-evaluation. Although given an option to provide information about other forms of evaluation, no respondent indicated win-loss record as an evaluation criterion. Table 21 illustrates the forms of evaluation used for coaches.

Table 21
Forms of Evaluation of Coaches

Forms of Evaluation	N	%
Self- and administrative-evaluation	8	14.3
Athlete- and administrative-evaluation	7	12.5
Self-, administrative-, and athlete-evaluation	2	3.6
All	2	3.6
Self-, athlete-, and peer-evaluation	1	1.8
Athlete-evaluation only	1	1.8
Self- and athlete-evaluation	1	1.8
Self-evaluation only	0	0.0
Peer-evaluation only	0	0.0
Not applicable	19	33.9
No response	7	12.5
Total	56	100.1

Twenty-three institutions (41.1%) use coaching evaluation in both summative and formative ways. Six (10.7%) use such information for only summative purposes; 2 (3.6%) use it for formative purposes only. Table 22 shows the purposes of evaluation of coaches.

At institutions of higher education teaching, research, and service historically have been considered for promotion and tenure of faculty. Table 23 illustrates that at the surveyed institutions service, teaching, and years of service at a particular rank and combinations thereof were the most common criteria for promotion. Thirty-five schools (62.5%) identified service to institution, profession, and community as criteria for

Table 22
Purposes of Evaluation of Coaches

Purposes of Evaluation of Coaches	N	%
Both formative and summative	23	41.1
Summative	6	10.7
Formative	2	3.6
Not applicable	19	33.9
No response	6	10.7
Total	56	100.0

promotion. This recognition of the importance of service may help to explain why the terminal degree is not more frequently required by the schools in this study (See Table 13). Coaches are frequently involved in a variety of service activities such as camps, coaching clinics, and speaking engagements. Closely ranked to service was teaching success which was identified by thirty-two (57.1%) schools. Twenty-eight (50%) cited years of service at a particular rank. Seventeen (30.4%) did identify research and publications, evidencing an increasing emphasis at small colleges and universities. As some schools of this size adopt the title "university" such expectations often accompany the name change, especially if graduate programs are part of the curriculum. Only 11 (19.6%) used coaching success as a requirement for promotion. This might indicate that some schools have not established criteria for evaluating coaching. In other schools, however, coaching success may simply have no effect of promotion. Nine (16.1%) identified other criteria. The listed criteria included work toward the terminal degree (4 schools) and outstanding professional accomplishment (which would seem to be

service-oriented). One respondent (1.6%) did not know the criteria and one stated there were no criteria. Three (5.4%) did not indicate the criteria of their schools.

Table 23
Criteria for Promotion

Criteria	N	%
Service to institution, profession, & community	35	62.5
Teaching success	32	57.1
Years of service at a particular rank	28	50.0
Research and publications	17	30.4
Coaching success (for teacher-coaches)	11	19.6
Other	9	16.1

When institutions grant tenure, it is nearly as likely granted to teacher-coaches as to those who only teach in the physical education department. Thirteen schools (23.2%) grant tenure to teachers only and 12 (21.4%) to teacher-coaches. This contrasts to Stier's 1982 and 1985 studies which showed an increase in granting tenure to teacher-coaches from 64% to 80% over those years. The explanation may be found, however, in the fact that 20 chairs (35.7%) reported that their institutions do not grant tenure. Interestingly, 5 respondents (8.9%) reported that at their schools the physical education department is not eligible for tenure. Four of those schools offer academic majors and endorsements in physical education. Additionally, the same 4 schools indicated that the master's degree was the minimum degree required to be hired. In each of the schools advancement criteria included at least teaching success, service to the institution, and one or two other criteria. Each school also utilized evaluation techniques in both teaching and coaching. It is

difficult to understand the rationale for not granting tenure to members of the department; however, it might be hypothesized that by not granting tenure to teacher-coaches, these institutions maintain flexibility to remove an individual who is not "successful" in coaching responsibilities. Table 24 represents tenure eligibility practices at the schools.

Table 24
Tenure Eligibility Practices

Tenure Eligibility	N	%
Those who only teach in PE department	13	23.2
Those who both teach & coach	12	21.4
Institution does not award tenure	20	35.7
Those who only coach	0	0.0
Not applicable	5	8.9
No response	6	10.7
Total	56	99.9

At some small colleges and universities faculty are expected to pursue a terminal degree to enhance institutional accreditation, credibility, and viability. Table 25 indicates, however, only 7 (12.5%) schools have such expectations of their teacher-coaches. Forty (71.4%) indicated this was not an expectation. It may be that some administrators recognize the virtual year-round responsibilities involved with coaching and therefore do not have such expectations for teacher-coaches. However, if all other academic departments at an institution are held to such expectations and teacher-coaches are not, it would seem that the academic integrity of the physical education department might be diminished. Another explanation may be that some institutions in this study may not be

affiliated with accrediting agencies which have such expectations. Table 25 reflects the expectations for pursuing the terminal degree.

Table 25
Expectations for Pursuing the Doctorate

Expectations for Pursuing Doctorate	N	%
Yes	7	12.5
No	40	71.4
Not applicable	4	7.1
No response	5	8.9
Total	56	99.9

Research Question Three

What is the administrative structure of departments of physical education and athletics?

- a.. If the department of physical education is administratively separate from the department of athletics, are the chair of the department and the director of athletics equal in the administrative structure of the institution?
- b. Who assigns teaching responsibilities for teacher-coaches?
- c. Is the director of athletics a faculty or a staff position?
- d. Are both the chair of the department and the director of athletics represented on search committees which hire teacher-coaches?

As Table 26 illustrates, the administrative structure of departments of physical education and athletics at the responding small colleges and universities appears to be gradually following the pattern of larger universities—that of separation. Healey (1952)

reported that 21% of small colleges in Wisconsin, Illinois, Ohio, Indiana, Iowa, Michigan, and Missouri had completely separate departments. In 1982 Stier noted that 41% of the departments were separate. His study of two-year schools (1985) showed 44% under separate administration.

Table 26
Administrative Structure of Departments of Physical Education and Athletics

Administrative Structure	N	%
Separate departments	35	62.5
Combined departments	17	30.4
No response	4	7.1
Total	56	100.0

Reflecting the trend toward separation, in this study thirty-five schools (62.5%) reported that the departments were under separate administration while seventeen (30.4%) indicated that the departments were a single administrative unit. Four (7.1%) did not respond.

Of the 35 schools which have separate departments, 12 physical education departments (21.4%) are housed in another college, division, or unit on campus. The school or division of education was listed by 3 schools (5.4%). One (1.8%) listed each of the following areas: human development, applied arts and sciences, natural and health sciences, and academic affairs. Twenty-three departments of physical education (41.1%) are independent from another college, division, or unit on campus. Table 27 represents the above information.

Table 27
Housing of Physical Education Departments

Housing	N	%
Housed in another academic unit	12	21.4
Not housed in another academic unit	23	41.1
Not applicable	17	30.4
No response	4	7.1
Total	56	100.0

These statistics may reflect several trends. First, departments of athletics have grown in scope and in duration of seasons, thereby diminishing the likelihood of an individual coaching more than one sport. Therefore, more individuals are needed to staff the various coaching positions. These individuals may be part-time or may be affiliated with other academic departments or units on campus. They would have no affiliation with physical education. Consequently, the administrative needs of the academic area and athletics are uniquely different, thereby creating the need for separate units. Secondly, several chairs indicated the separation of the departments was an effort to bring recognition of physical education as an academic unit. Apparently confusion regarding the role of each area persists at some institutions. Thirdly, the administrative expectations for both areas have increased in scope, making it extremely difficult for one individual to effectively handle all responsibilities. Finally, the consolidation of physical education with other areas on campus reflects a trend which has occurred at larger institutions through administrative restructuring. At smaller institutions such restructuring seems to be an

attempt to reduce the number of lower level administrators such as department chairs and to reduce administrative salaries or load weight.

The aforementioned administrative restructuring appears to have impacted the administrative level from which the department chairs and directors of athletics function. Stier (1985) reported that in 25.37% of the schools, the chairs and AD reported to the same individual as equals and in 30.60% they reported to different individuals on an equal basis. In this study, in the 35 schools reporting separate departments, it would appear that the director of athletics is likely to be at a higher administrative level than the department chair. At 17 institutions (30.4%) the chair reports directly to a higher level dean or vice-president for academic affairs. But at 19 schools (33.9%) the chair reports to a chair, dean, or vice-president of another academic unit. Table 28 presents the administrative format existing between department chairs and higher level administrators.

Table 28
Administrative Format Between Chairs and Higher Level Administrators

Administrative Format: Chairs Report to	N	%
Dean or VP for academic services	17	30.4
Chair, dean, VP of larger unit	19	33.9
Director of athletics	0	0.0
Other	1	1.8
Not applicable	17	30.4
No response	2	3.6
Total	56	100.1

Table 29 shows the administrative format between directors of athletics and higher level administrators at schools with separate departments. The director of athletics at 19 schools (33.9%) reports to the dean or vice-president of student affairs, and at 11 (19.6%), directly to the president. Therefore, 53.3% report to the president or the highest level dean or vice-president. This contrasts to 30.4 % of the chairs who reported to individuals at these levels. No chair is administratively directly responsible to an AD, but at one school (1.8%) the AD is directly responsible to the chair. Other administrators to whom the AD reports include: the academic dean (2), the vice-president for administrative and financial affairs, and the vice-president of institutional advancement.

Table 29
Administrative Format Between AD's and Higher Level Administrators

Administrative Format: Ad's Report to	N	%
Dean or VP of student services	19	33.9
President	11	19.6
Chair of physical education department	1	1.8
Other	6	10.7
Not applicable	17	30.4
No response	2	3.6
Total	56	100.0

Seventeen institutions (30.4%) reported combining the administrative responsibilities of AD and department chair. Stier's 1982 study indicated that in schools with a combined chair-AD position 85% reported to a higher administrative level on an equal basis.

The results of this study indicate that 5 administrators (8.9%) report to the dean or vice-president of an academic area, 3 (5.4%) to the dean or vice-president of student services, and 2 (3.6%) to a dean or vice-president of both an academic area and student services. One (1.8%) reports directly to the president. It would appear that very few chair-AD administrators report to a higher level on an equal basis as only 2 (3.6%) report to both a dean or VP of student services and an academic area. Table 30 presents the administrative format existing between combined chair-AD positions and higher level administrators.

Table 30
Administrative Format Between Combined Chair-AD Position and
Higher Level Administrators

Administrative Format: Chair-ad Report to	N	%
Dean or VP of academic area	5	8.9
Dean or VP of student services	3	5.4
Dean or VP of both academic area & student services.	2	3.6
President	1	1.8
Other	2	3.6
Not applicable	36	64.3
No response	7	12.5
Total	56	100.1

Even though a variety of administrative structures are evident, it seems clear that in a majority of the schools athletics is outside the academic administrative structure. Student services appears to be the most common administrative site for athletics; however,

a direct line to the president is evident in 12 schools. It would seem the AD's at these schools would be in very powerful positions.

Table 31 depicts the method of handling teaching assignments for teacher-coaches. In most cases the chair of the department handles this task. Thirty-three schools (58.9%) reported this practice while only 1 (1.8%) indicated the AD handled this duty. Two (3.6%) reported that the academic dean assigned teaching responsibilities.

Table 31
Teaching Assignments for Teacher-Coaches

Teaching Assignments for Teacher-coaches	N	%
Physical education chair	33	58.9
Director of athletics	1	1.8
Other	2	3.6
Not applicable	17	30.4
No response	3	5.4
Total	56	100.1

Directors of athletics are hired as either faculty or staff. At 21(37.5%) of the institutions the AD is considered faculty status. However, at half of the schools it is a staff position. It is theorized that at least two factors may influence the status. First, if athletics is administratively housed under a vice-president or dean of academic affairs it is likely that the AD would have faculty status. If, however, it is housed under student life, a staff position may be likely. Secondly, institutions which assume a masters degree is the highest degree required for the AD may choose to describe the position as staff. At 12 (21.4%) schools the director of athletics has teaching responsibilities, but does not at 16

(28.6%). In some of the institutions (see survey question 23) the AD also holds the department chair position, a likely reason for having faculty status. Four (7.1%) institutions reported a different status from those cited above.

Two (3.6%) indicated the AD was staff with only coaching assignments. One (1.8%) indicated there were two AD's, one having faculty status and one employed as a coach/lecturer. One (1.8%) reported the AD was part of the higher administration. Three (5.4%) did not respond. Table 32 presents these data.

Table 32
Status of Director of Athletics

Status of AD	N	%
Faculty	21	37.5
Staff with no teaching assignment	16	28.6
Staff with teaching assignment	12	21.4
Other	4	7.1
No response	3	5.4
Total	56	100.0

Hiring of teacher-coaches may present concerns, especially in those institutions which have separate departments and administrators. Table 33 shows the representation of chairs and AD's on search committees for teacher-coaches. Membership on search committees may vary, but at 31 schools (55.4%) both the chair of the department and the AD are represented. Ten (17.9%) reported the AD is a member, but not the chair and 1 (1.8%) indicated the chair is a member, but not the AD. One (1.8%) stated that neither the chair nor the AD serve on the committee. Three (5.3%) indicated alternative methods:

1 (1.8%) indicated there was no chair, but the dean of the area was represented; the others provided no explanation. It would appear that in institutions where both departments exist the most acceptable practice is to appoint both the chair and the AD to the search committee.

Table 33
Representation of Chairs and AD's on Search Committees for Teacher-Coaches

Representation	N	%
Both chair and AD	31	55.4
Director of athletics	10	17.9
Chair of academic department	1	1.8
Neither the chair nor AD	1	1.8
Other	3	5.4
Not applicable	3	5.4
No response	7	12.5
Total	56	100.2

Research Question Four

What is the status of the athletic trainer?

Table 34 illustrates the number of institutions which have a certified athletic trainer. Since the discussion of the role of an athletic trainer did not appear in any of the reviewed literature, it would seem that little need existed for this position. However, with legal implications and the expansion of athletics for men and women, small colleges and universities have recognized the need for certified athletic trainers. Forty-two (75%) schools reported they employ a certified athletic trainer while 11 (19.6%) indicated they do not. Three (5.4%) gave no response.

Table 34
Institutions with Certified Athletic Trainer

Institutions	N	%
Yes, certified athletic trainer is on staff	42	75.0
No, certified athletic trainer is not on staff	11	19.6
No response	3	5.4
Total	56	100.0

Table 35 reflects the status of the athletic trainer. The status of the trainer varied, but 46.4% of the schools listed the trainer as a faculty member. In 13 schools (23.2%) it is a tenured or tenured-track position while in thirteen others (23.2%) it is a non-tenured position. Ten institutions (17.9%) hire individuals on a part-time basis and 5 (8.9%) hire athletic trainers as staff. Six (10.7%) identified alternate methods of employment. Five (8.9%) indicated they contract a trainer through a hospital or a sports medicine clinic. One school (1.8%) hired students. As 42 schools reported employing a certified trainer but 47 indicated having a trainer, it would appear that schools other than the one reporting using a student are using individuals who are not certified to perform athletic trainer duties.

As previously mentioned under research question one, it will be interesting to observe the effect on the status of the trainer of NATA's move to sanction only major programs beginning in 2004. It would seem that institutions which presently have moved to this program or intend to do so in the future would hire trainers as faculty members and administrators who likely will hold at least a master's degree.

Table 35
Status of Athletic Trainer

Status of Trainer	N	%
Tenured or tenure-track faculty	13	23.2
Non-tenured or non-tenured track faculty	13	23.2
Part-time	10	17.9
Staff	5	8.9
Other	6	10.7
Not applicable	4	7.2
No response	5	8.9
Total	56	100.0

Research Question Five

Are athletics considered to be primarily an educational endeavor?

Division III of the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA) identify serving the students and the institution as higher priorities than serving the public. As a majority of the reporting institutions are affiliated with one of these two associations, it is not surprising that the primary purpose of athletics at these institutions is reported to be educational. Thirty-three (58.9%) of the schools are affiliated with the NAIA and 12 (21.4%) with NCAA-III. Two (3.6%) are NCAA Division II and 6 (10.7%) listed other affiliations. Three of these (5.4%) are members of the National Christian College Athletic Association and 1 (1.8%) is a member of the National Small College Athletic Association. The other did not list an affiliation. Table 36 illustrates the affiliation of the institutions.

Table 36
Athletic Affiliation of Institutions

Athletic Affiliation	N	%
NAIA	33	58.9
NCAA Division III	12	21.4
NCAA Division II	2	3.6
Other	6	10.7
No response	2	3.6
Not applicable	1	1.8
Total	56	100.0

Statements of mission and purpose are commonly developed by agencies and programs in higher education. Thirty-nine individuals (69.6%) indicated that their schools had developed such statements for their program of athletics. Thirteen (23.2%) stated their school had not. These data are summarized in Table 37.

Table 37
Statement of Mission or Purpose for Athletics

Statement of Mission	N	%
Yes	39	69.6
No	13	23.2
No response	4	7.2
Total	56	100.0

Table 38 depicts the mission and purpose of athletics in the surveyed institutions. By statement of mission it can be surmised that most schools involved in this study maintain a program of athletics with goals that complement those of the academic

programs. Of the 39 schools with mission statements, 36 (64.3%) listed educational benefits as the primary purpose of the program. Two (3.6%) cited other purposes: discipline and spiritual development at one school and training for leadership at another. Even though athletics does serve as a tool for publicity, recruitment, and school spirit, these were not primary reasons for athletics at any of the institutions.

Table 38
Mission and Purpose for Athletics

Mission and Purpose	N	%
Educational	36	64.3
Other	2	3.6
Publicity and recruitment	0	0.0
School spirit	0	0.0
Not applicable	13	23.2
No response	5	8.9
Total	56	100.0

Research Question Six

How are departments of athletics filling head coaching positions?

Teacher-coaches who teach physical education are the primary source for filling head coaching positions. At 21 institutions (37.5%) it is a requirement of physical education teachers to coach. Even though the teacher-coach position continues to be common, it is important to note that at 32 schools (57.1%) physical education teachers are not required to coach as a matter of policy. It is possible, however, that some would choose to do so even though not required. Table 39 reflects the preceding statistics.

Table 39
Physical Education Teachers Required to Coach

Required to Coach	N	%
Yes	21	37.5
No	32	57.1
No response	3	5.4
Total	56	100.0

The survey respondents reported a total of 284 head coaching positions. A total of 211 of those positions (74.3%) are filled by individuals within the institutions rather than with part-time personnel. Physical education teachers fill 125 (44.0%) of the positions, teachers from other academic departments fill 21 (7.4%), and 55 (19.4%) are filled by institutional staff personnel. Table 40 illustrates the personnel who fill head coaching positions.

Table 40
Personnel Filling Head Coaching Positions

Personnel	N	%
Physical education teachers	125	44.0
Teachers in other academic areas	21	7.4
Institutional staff positions	55	19.4
Part-time from outside institutions	73	25.7
Other	10	3.5
Total	284	100.0

The practice of filling coaching positions by individuals within the institution would seem to be beneficial for several reasons. First, it facilitates hiring personnel.

Positions which are full-time and link several responsibilities within an institution would seem to be more easily filled than part-time positions. This would be especially true for most of the schools in this study as nearly 65% of the schools are in cities in with populations under 50,000. Finding qualified part-time personnel in such locations may prove difficult. Secondly, full-time positions might enhance communication and general administration from both higher administrators to the coach and from the coach to athletes and other staff members. Thirdly, a person in a full-time position would seem to be more familiar with the philosophy, policies, and procedures of the institution. Finally, at small colleges and universities, full-time personnel have more opportunities to see and know student-athletes in roles other than as an athlete.

Research Question Seven

How are facilities common to departments of physical education and athletics administered?

Table 41 shows that at virtually all institutions facilities are shared by physical education and athletics. Fifty-two schools (92.9%) indicated this practice. Two (3.6%) do not share and 2 (3.6%) gave no response. Those not sharing simply may not have a physical education program.

Table 41
Sharing of Facilities by Departments of Physical Education and Athletics

Sharing Facilities	N	%
Yes	52	92.9
No	2	3.6
No response	2	3.6
Total	56	100.1

The AD is most commonly in charge of the facilities. At 22 schools (39.3%) the AD is in charge and at another 11 (19.6%) the combined AD/chair position is the facilities administrator. Only 2 institutions (3.6%) identified the chair as the facility director. This may simply be a matter of choice. However, it more likely reflects the need of the AD to coordinate all activities and facilities for all athletic and non-academic events.

Administratively, the AD has direct accessibility to all coaches. Additionally, the necessity of scheduling and supervising activities which take place outside academic time, especially on week-ends, would seem to make it logical for the AD to manage the facilities.

Eleven schools (19.6%) have a facilities manager. These institutions may have multiple facilities which might include field houses, gymnasiums, stadiums, pools, and other sites which may be used not only for students but for the entire community, especially when the communities are too small to afford such facilities. Seven (12.5%) reported other arrangements. Of those specifying the person(s) in charge 2 (3.6%) indicated their schools had multiple facilities with different people in charge of each. One (1.8%) identified the head of recreation as the administrator, 1 (1.8%) named the men's basketball coach, and 1 (1.8%) listed the president. One (1.8%) simply said, "I don't know." Table 42 represents the facility administration practices.

Research Question Eight

How is institutional secretarial assistance provided for departments of physical education and athletics?

Table 42
Facility Administration Practices

Facility Administration Practices	N	%
Director of athletics	22	39.3
Combined chair/AD position	11	19.6
Physical education chair	2	3.6
Facilities manager	11	19.6
Other	7	12.5
No response	3	5.4
Total	56	100.0

Table 43 illustrates the number of schools reporting secretarial assistance for the department of physical education. In 1972 Stier reported that 92.5% of the physical education departments had secretarial assistance. However, as previously indicated, at that time over half the departments of physical education were combined with departments of athletics. Therefore, it is difficult to know to what degree the secretarial assistance was used strictly for physical education purposes.

Assistance is provided for the department at 29 schools (51.8%). It would seem, however, that respondents' interpretation of "secretarial assistance" differed from question to question since question 39 of the survey, which dealt with distribution of secretarial assistance, indicated that 48 schools had such assistance.

Table 43
Secretarial Assistance for Physical Education

Secretarial Assistance for Physical Education	N	%
Yes	29	51.8
No	25	44.6
No response	2	3.6
Total	56	100.0

A larger number of institutions provide secretarial assistance for athletics.

Forty-two schools (75%) reported such help while 12 (21.4%) indicated no assistance was provided. Table 44 presents these responses.

Table 44
Secretarial Assistance for Athletics

Secretarial Assistance for Athletics	N	%
Yes	42	75.0
No	12	21.4
No response	2	3.6
Total	56	100.0

Table 45 shows how secretarial assistance is distributed. Secretarial assistance is shared by physical education and athletics at 29 schools (51.8%). Five departments of physical education (8.9%) share with another academic department with athletics receiving separate assistance. Seven schools (12.5%) reported separate assistance for physical education and athletics, and seven reported other kinds of assistance, most commonly through student work-study programs. Stier (1972) also reported that student assistance was a common source (49.23%) of secretarial assistance. Interestingly, several chairs

commented that only athletics had secretarial help, and one even reported that athletics had two full-time secretaries and physical education none.

Table 45
Distribution of Secretarial Assistance

Distribution of Assistance	N	%
Shared by PE and athletics	29	51.8
Shared by PE and another academic area	5	8.9
Separate assistance for PE and athletics	7	12.5
Other	7	12.5
Not applicable	5	8.9
No response	3	5.4
Total	56	100.0

It would appear that sharing secretarial assistance between departments of physical education and athletics is a workable solution in over slightly half the schools. In the schools where one person fills both department chair and AD positions (30.4%) this solution would seem especially feasible.

Research Question Nine

Are changes in administrative relationships, as identified by the survey, occurring in departments of physical education and athletics at small colleges and universities? If so, what are the changes and why, in the perception of the respondents, are changes occurring?

Twenty-four schools (42.9%) reported administrative changes in areas identified by the survey. Ten (17.9%) indicated such changes had occurred more than five years

ago; 6 (10.7%), three to five years ago; and 8 (14.3%), one to two years ago. Only a small number anticipated change in the future. One school (1.8%) foresaw change in one to two years and 4 (7.1%), in three to five years. Nine respondents (16.1%) who reported previous or anticipated change did not elaborate on specifics. Twenty-four (42.9%) indicated no anticipated change. Three (5.4%) did not respond to any part of the question. Table 46 represents the number of schools having experienced and anticipating administrative changes in areas represented in the survey.

Table 46
Administrative Change in Areas Represented by Survey

Administrative Change: Survey Areas	N	%
Yes, 1-2 years ago	8	14.3
Yes, 3-5 years ago	6	10.7
Yes, more than 5 years ago	10	17.9
No, but we anticipate change in 1-2 years	1	1.8
No, but we anticipate change in 3-5 years	4	7.1
No, no change is anticipated	24	42.9
No response	3	5.4
Total	56	100.1

The change most commonly identified by the respondents centered around alignment of the departments of physical education and athletics. Seven schools (12.5%) reported change already having occurred and 1 (1.8%) anticipated future change. Of the 8 schools, 7 (12.5%) have moved or anticipate moving to separate departments. One (1.8%) experienced such change one to two years ago; 2 (3.5%), three to five years ago; and 4 (7.1%), over five years ago. Two major reasons were provided for separating the

departments. One reason centered on establishing and distinguishing physical education as a separate, recognized academic department. Several schools which recently started or anticipate starting a curriculum in physical education stated this rationale. The second reason stated was the necessity of having two people to cover the multiple responsibilities of both departments.

One school (1.8%) anticipates combining the two departments in three to five years. The hope of this institution was that the unit could be chaired by one person who could lend proper perspective to both programs. The writer also anticipated a move to teaching only and coaching only positions within the department rather than the combined positions that now exist. Additionally, it was expected that only the teaching (not coaching or teaching-coaching) positions would be eligible for tenure.

A second identified change dealt with the status and responsibilities of teacher-coaches. One school reported some teacher-coaches moving to "adjunct" status rather than faculty, while some chose to move to teaching only. This might reflect growing responsibilities in and released time for coaching which would minimize teaching responsibilities. It might also seem to imply the school no longer recognizes teacher-coaches as faculty. Several other respondents reported combining responsibilities other than teaching with coaching. Two reported combining coaching responsibilities with institutional development. One specifically identified development responsibilities with the Booster Club. A third identified change was listed as secretarial. However, no elaboration was provided.

In summary, administrative relationships between departments of physical education and athletics in the small colleges and universities of the Central District appear quite stable. Only 8.9% anticipate change in administrative areas identified by the survey in the next five years. Twenty-four schools (42.9%) have already experienced some changes; 10 (17.9%) of those more than five years ago. Twenty-four others (42.9%) do not anticipate change.

In the broader institutional administrative structure only 2 schools (3.6%) anticipate future change. Twelve (21.5%) have experienced change and 38 (67.9%) anticipate no change. Table 47 reflects the number of schools having experienced or anticipating change in the broader institutional structure.

Table 47
Administrative Change: Broader Institutional Structure

Administrative Change: Institutional	N	%
Yes, 1-2 years ago	8	14.3
Yes, 3-5 years ago	3	5.4
Yes, more than 5 years ago	1	1.8
No, but anticipate change in 1-2 years	2	3.6
No, but anticipate change in 3-5 years	0	0.0
No, no change anticipated	38	67.9
No response	4	7.1
Total	56	100.1

Most institutions have not been affected by larger institutional administrative change, nor are they expecting it. Eight schools (14.3%) reported change one to two years ago; 3 (5.4%) three to five years ago; and 1 (1.8%), more than five years ago. Only

two respondents (3.6%) indicated anticipated change--that coming in the next one to two years. Thirty-eight chairs (67.9%) indicated no change is expected. Four (7.1%) who reported previous or anticipated change did not elaborate. Four (7.1%) provided no response to any part of the question.

The most commonly identified institutional administrative changes centered on two areas which seem to be inter-related: general administrative realignment at institutions and specific relationships of academic departments with higher administrative units.

Three individuals (5.4%) commented specifically on general administrative alignment. One respondent (1.8%) indicated the institution had changed from college to university status during the past one to two years. Consequently, complete administrative restructuring occurred. Another stated that a new vice-president of academic affairs designed a new system of organization--also in the past one to two years. Still another commented that a new administration was in place which did not appreciate physical education or athletics. The institution anticipates "many changes" and "upheaval" in the next one to two years.

This general realignment would seem to affect the administrative lines between departments of physical education and athletics and higher administrative positions in an institution. One chair (1.8%) reported that one to two years ago the AD began reporting directly to the president. The same individual reported that, at the same time, the school moved to separate departments of physical education and athletics. One other (1.8%) reported just the opposite--specifically that one to two years ago the AD moved from reporting to the president to reporting to the Vice President for Academic Affairs. The

reason provided was "confidential personnel conflicts." Another reported the development of three vice-presidents—academic, finance, and development—but did not indicate to whom the AD reported.

One respondent (1.8%) specifically referred to a structural change resulting in the physical education chair reporting to the head of the Division of Education rather than the Vice-President for Academic Affairs. Question 24 of the survey indicates that in 21.4% of the reporting institutions, the physical education department is located in another unit on campus. It would seem possible, therefore, that some of the institutions which indicated change had occurred but did not elaborate also may have experienced similar administrative changes in the past five years.

In summary, it appears that broader administrative relationships also are quite stable at the small colleges and universities of the Central District. Although transitions may still be occurring from changes which took place at institutions in the past five years (19.7%) and may still come at those anticipating changes (3.6%), the overall perception at a majority of the schools is that of stability.

Conclusions

The following conclusions warranted by the findings of the study are presented:

1. Physical education curriculum offerings of the colleges and universities in the Central District are related to athletics. Forty-six percent have coaching endorsements and 56% have athletic trainer programs. Additional programs are offered which also may lead to careers related to athletics. These include exercise science, sport management and non-teaching physical education majors.

2. Credit for participation in varsity athletics is awarded at nearly fifty-nine percent of the schools. Thirty-nine percent offer credit as part of the basic instruction program, 5% through the physical education major, and 2% through the coaching certification program. Sixteen percent awarded credit through other means.

3. Many full-time undergraduate physical education faculty have responsibilities in athletics. Seventy-five percent of the institutions reported at least one position with responsibilities with both teaching and coaching. Nearly 56% reported faculty positions in physical education in both teaching and coaching duties. Ten percent involved teaching, coaching, and administration .

4. Thirty-seven percent of the part-time faculty positions are filled by individuals who only coach. Twenty-three percent of the positions involve both teaching and coaching.

5. Few schools in the population have graduate student positions, but all reported positions (14) have coaching as part of the responsibilities.

6. Full-time teacher-coaches teach courses across the curriculum at nearly 68% of the institutions. At 14% they teach only in the basic instruction program.

7. The master' s degree is the minimal degree for hiring teacher-coaches at 72% of the institutions. Twelve percent required only the bachelor's degree.

8. Teacher-coach positions at nearly 68% of the institutions require previous teaching experience; 62% require previous coaching experience.

9. Forty-two percent of the schools hire candidates equally as teacher and coach. Sixteen percent hire candidates primarily as coaches; 10% hire as teachers first.

10. The most common compensation for coaching is reduced load from teaching or assigning academic load weight for coaching. This practice is followed at nearly 59% of the schools.

11. Evaluation of teaching is performed at 75% of the institutions; evaluation of coaching at 57%. The purpose of evaluation of teaching is both summative and formative at nearly 60% of the schools. The purpose of evaluation of coaching is both summative and formative at 49% of the schools.

12. The most common form of teacher evaluation, done at 21% of the institutions, is a combination of student- and administrative-evaluation. The most common forms of coaching evaluation are administrative- and combining administrative- and self-evaluation. Each is done at 14% of the institutions.

13. Sixty-two percent of the institutions consider service to the institution, profession, and community as the most important criteria for promotion for teacher-coaches. Teaching success was identified by 57%. Nearly 20% identified coaching success in their criteria.

14. Nearly 38% of the schools do not grant tenure. Tenure is granted to teacher-coaches at 21% of the schools. At 23% of the schools tenure is granted only to teachers. At 8% of the institutions the physical education department is not eligible for tenure.

15. Teacher-coaches are expected to pursue the terminal degree at 12% of the institutions.

16. Sixty-five percent of the departments of physical education and athletics are administratively separate. Twenty-one percent of the physical education departments are housed in another college, division, or unit on campus.

17. No matter whether departments of physical education and athletics are separate or combined, at 64% of the schools athletics is not in the academic administrative structure.

18. The position of director of athletics is a staff position at half the institutions.

19. Both the physical education chair and AD are represented on search committees for teacher-coaches at 55% of the schools.

20. Seventy-five percent of the schools employ a certified athletic trainer. At 23% the position is a tenured or tenured-track position. At 23% it is a non-tenured position. Eighteen percent of the schools hire a trainer on a part-time basis, often from a sports clinic or hospital.

21. Nearly 70% of the institutions have developed statements of mission and purpose for their program of athletics. Sixty-four percent of the schools indicated the primary purpose of athletics is educational development.

22. The small schools of this study are filling their head coaching positions primarily with physical education teacher-coaches. Forty-four percent of the head coaches also teach physical education. Twenty-six percent are filled by part-time individuals from outside the institution. Nearly twenty percent are filled by combining coaching with other institutional responsibilities such as admissions or student life. Seven percent are filled by teachers from other academic departments.

23. At 57% of the institutions physical education teachers are not required to coach as a matter of policy. Thirty-seven percent require them to do so. At 50% of the schools coaches are not required to teach.

24. Departments of physical education and athletics share facilities at 93% of the schools.

25. Directors of athletics are facilities' managers at 58% of the schools. Twenty percent have a facilities' manager.

26. Secretarial assistance is shared by physical education and athletics in 52% of the programs.

27. The most frequent administrative change within departments of physical education and athletics involves the alignment of the departments with one another. Twelve percent reported change already having occurred; 2% anticipate future change. The most common change, reported by 12% of the respondents, was separating the departments. A secondary change was in the status and responsibilities of teacher-coaches with positions changing to "adjunct" or teaching only, or combining coaching with other institutional responsibilities such as institutional development.

28. The most common institutional change outside departments of physical education and athletics, reported by 5% of the respondents, centered on general administrative realignment of the institutions. Moving from college to university status or consolidating academic departments most commonly precipitated change. However, only 21% reported such change in the past five years and only 5% anticipated any changes in the future.

CHAPTER 5

Summary and Reflections

Summary

It was the purpose of this study to determine selected administrative relationships between departments of physical education and athletics in small colleges and universities of the Central District of the AAHPERD. The study focused on generating descriptive information on the areas of curriculum offerings, status of the faculty, administrative organization, intercollegiate athletics, facilities, office management, and evaluation. Also investigated were past and anticipated future change in the areas described by the survey, and general administrative change not included in the questionnaire.

The following research questions were addressed:

1. How do curriculum offerings of departments of physical education and athletics relate to athletics?
 - a. Do programs of study prepare students for careers in athletics?
 - b. Do students receive academic credit for participation in athletics?
If so, for which part of the academic program do students receive credit?
2. Does the undergraduate faculty in physical education have responsibilities in athletics? If so—
 - a. What are the criteria for hiring teacher-coaches?
 - b. What role is prioritized when hiring for these positions?

- c. How are teacher-coaches compensated for coaching?
 - d. What criteria are used for promotion for full-time teacher-coaches?
 - e. Is the completion of the doctorate expected of teacher-coaches?
3. What is the administrative structure of departments of physical education and athletics?
 - a. If the department of physical education is administratively separate from the department of athletics, are the chair of the department and the director of athletics equal in the administrative structure of the institution?
 - b. Who assigns teaching responsibilities for teacher-coaches?
 - c. Is the director of athletics a faculty or staff position?
 - d. Are both the chair of the department and the director of athletics represented on search committees which hire teacher-coaches?
4. What is the status of the athletic trainer?
5. Are athletics considered to be primarily an educational endeavor?
6. How are departments of athletics filling head coaching positions?
7. How are facilities common to departments of physical education and athletics administered?
8. How is institutional secretarial assistance provided for departments of physical education and athletics?
9. Are changes in administrative inter-relationships, as identified by the survey, occurring in departments of physical education and athletics at small colleges and

universities? If so, what are the changes and why, in the perception of the respondents, are they occurring?

The population for this study was the 74 small colleges and universities of the Central District of the AAHPERD with enrollments of 500-1500. These institutions were identified through The 1996-97 Edition Blue Book of College Athletics for Senior, Junior, and Community Colleges. A survey instrument accompanied by a cover letter was sent to chairs of the physical education departments of these schools. After several weeks a follow-up letter was sent to non-respondents. Finally, a telephone call was made to chairs who did not respond to the second mailing. The data collected provided a demographic profile of the institutions and enabled a descriptive analysis of administrative relationships between departments of physical education and athletics in the areas selected for this study to be made.

Discussion

This study enabled the researcher to answer these questions: (a) what is the status of administrative relationships between departments of physical education and athletics at the colleges and universities in the study; (b) what administrative changes have occurred or are anticipated to change in the future at the institutions in the study; and (c) what are recommendations for administrative relationships between departments of physical education and athletics; and (d) what are the recommendations for future research?

Even though departments of physical education and athletics are administratively separate in nearly two-thirds of the institutions, it is apparent that strong relationships exist between the departments in the selected areas of this study. Curriculum choices in

physical education that prepare students for careers related to athletics such as coaching, athletic training, sport management, and exercise science are at a higher percentage than was evident in previous studies. Although a smaller percentage of schools offer academic credit for participation in athletics in this study than in previous studies, it still is considered a legitimate source of academic credit in over half the schools.

Over half the reported full-time physical education positions are teacher-coach positions. The majority of previous studies reflect similar results. Experience in both teaching and coaching and a master's degree are the most common requirements for teacher-coaches. Nearly half the schools hire equally as teacher-coach. The most recent previous study (Stier, 1985) indicated that nearly half the schools hired individuals as teachers first while one-third hired equally as teacher-coach.

At two-thirds of the schools teacher-coaches teach across the physical education curriculum. Evaluation of teaching and coaching occurs at more schools than was evidenced in previous studies, but evaluation of teaching is still more common. Evaluation in both areas most frequently serves both formative and summative purposes. The most frequently selected criteria for promotion was service to institution, profession, and community. Over one-third of the schools do not grant tenure. Significantly, five schools, four of which offer academic majors in physical education, do not offer tenure specifically to the physical education department.

The positions of athletic trainer and AD are far from standardized. While the athletic trainer is a faculty position in nearly half the schools, the position also may be a staff position, a part-time affiliation with a hospital or clinic, or even may be staffed by an

uncertified student. The AD is considered staff in over half the institutions, but still teaches at one-fourth of the schools.

At all but four institutions facilities are shared by the departments and at over half, the AD is the facility manager. Secretarial assistance is also commonly shared.

Over two-thirds of the schools have mission statements for athletics and all but three of those statements identify educational development as the primary purpose for the program's existence. Interestingly, no school identified either publicity, recruitment, or school spirit as the primary purpose of the program.

Schools primarily fill head coaching positions with physical education teacher-coaches. However, one-fourth of the positions are filled by part-time personnel. Combining coaching with other academic areas and other institutional responsibilities such as student life or admissions are viable practices at some schools.

A difference in administrative relationships between departments is apparent in lines of academic responsibility and communication. In separated departments, AD's are more likely to report to an individual at a higher administrative level than are department chairs. In more than fifty percent of the schools the AD reports to either the dean or vice-president of student services or directly to the president. In contrast, fewer than one-third of the chairs report to the dean or vice-president for academic services. In departments which are combined, however, the chair/AD most commonly reports to a dean or vice-president for academic affairs.

Slightly over 40% of the schools have experienced changes in administrative relationships as identified by the survey. The changes have occurred primarily in two

areas—in the alignment of the departments of physical education and in the status and responsibilities of teacher-coaches. Although not numerous, the most common change in alignment was a move to separate the two areas. Two reasons were given for the change. The first was to provide identification for physical education as an academic unit on campus. The second was the necessity of having two people cover all the administrative duties connected with the two areas.

The second area of change centered on the status of teacher-coaches. In some institutions teacher-coach positions have moved to "adjunct" rather than full faculty status. Others reported aligning coaching with responsibilities other than teacher--specifically institutional development.

Most institutions have not been affected by broader administrative changes, nor are they expecting it. The most common change which emerged was that of general administrative realignments. The reasons cited for this change were moving from college to university status, and hiring new higher level administrators who designed a new administration system. In general, administrative relationships in small colleges and universities of this study appear stable.

Recommendations

One best pattern of administration for physical education and athletics at small colleges and universities has not yet been identified. However, based on the pertinent literature and the results of this study the researcher identifies several areas in which recommendations can be made regarding administrative relationships.

1. Departments of physical education must provide exemplary programs of study to prepare students for careers in athletics. To do so, department administrators should become familiar with appropriate accrediting agencies and certification requirements for these careers.
2. Departments of physical education and departments of athletics should have written mission statements which are compatible with the mission statement of the institution.
3. Athletics should be awarded academic credit only if the mission statement of the department of athletics is educationally complementary to the mission statements of the institution and the department of physical education.
4. The position of certified athletic trainer, if full-time, should have faculty status.
5. When hiring a teacher-coach, both the chair of the academic area in which the individual will teach and the AD should be represented on the search committee.
6. The decision as to whether a teacher-coach should be hired primarily as a teacher or as a coach should be based on the proportion of each task as presented in the job description.
7. If an institution grants tenure, full-time teacher-coaches hired as faculty should be eligible.
8. At institutions which offer majors and other programs in physical education, departments of physical education and athletics should be administratively separate.

9. Institutions which offer majors and other programs in physical education should not require all instructors on the teaching faculty to coach.
10. In addition to developing job descriptions combining responsibilities in coaching with teaching physical education, institutions should develop job descriptions combining coaching with teaching responsibilities in other academic areas and with positions in development, student life, and other institutional areas.
11. If institutional expectations are for full-time faculty to either hold a terminal degree or to achieve the degree after hiring, teacher-coaches who are hired as full-time faculty should be held to those expectations. Department chairs, AD's, and higher-level administrators, as feasible, should facilitate the process.
12. Facilities should be managed by the AD or, especially in the case of managing multiple facilities, a facilities director.
13. Institutional secretarial assistance should be provided for both physical education and athletics. Patterns of distribution should be determined by size of the programs in academics and athletics and proximity of offices.
14. Systems of evaluation for formative and summative purposes should be established for both teaching and coaching.

The findings of this study warrant several recommendations for future investigations of administrative relationships between departments of physical education and athletics at small colleges and universities.

1. After the year 2004 athletic trainers will no longer be prepared and certified through a practicum program. Instead, all candidates will be prepared through a major

program of study. Unanswered at this point is a) the effect this will have on athletic training certification programs presently in existence in small colleges and universities, b) how small colleges and universities will respond to this mandate, and c) what effect this will have on the professional status of athletic trainers at these schools.

2. The review of literature revealed few examples of procedures for coaching evaluation. However, nearly sixty percent of the institutions in this study indicated they perform some type of coaching evaluation. Determining the procedures which have been initiated, reasons for evaluation, styles of evaluation, and general recommendations for evaluating coaching performance could provide a basis for a future study.

3. There is indication that in some schools involved in this study the individuals in the department of physical education are not eligible for tenure while individuals in other academic areas are eligible. An investigation of this situation would be justified on a larger scale to determine if this is a trend at small colleges and universities and, if so, reasons for such a trend occurring.

4. As this study was a descriptive one, no attempt was made to develop correlations between any of the administrative factors. Such research might be endeavored in the future. For example, the majority of the schools in this study were affiliated with the NAIA. A majority of the schools also granted credit for participation in varsity athletics. Studies of such relationships would be better accomplished on a national rather than a regional level. A larger population would provide a complete perspective on such relationships. Comparisons by regions or districts also could be determined.

5. As higher education institutions make the transition into the twenty-first century new patterns in the structure and administration of colleges and universities are likely. If these new patterns actually develop, additional research to study how departments of physical education and athletics are effected will be warranted.

APPENDIX A

**Survey: Administrative Relationships Between Departments of Physical Education and
Athletics in Small Colleges of the Central District**

**ADMINISTRATIVE RELATIONSHIPS BETWEEN
DEPARTMENTS OF PHYSICAL EDUCATION AND ATHLETICS
IN SMALL COLLEGES AND UNIVERSITIES
OF THE CENTRAL DISTRICT**

The purpose of the questionnaire is to collect information about administrative relationships in selected areas between departments of physical education and athletics in small colleges and universities in the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance.

I. INSTITUTIONAL CHARACTERISTICS

1. What is the population of the city in which your institution is located?

- (1)____over 1 million (2)____500,001-1 million
 (3)____100,001-50000 (4)____50,001-100,000
 (5)____10,001-50,000

2. What is the undergraduate enrollment of your institution?

- (1)____500-749 (2)____750-999 (3)____1000-1249
 (4)____1250-1500

3. What is the student body make-up?

- (1)____co-educational (2)____male only (3)____female only

4. What is the affiliation of your institution?

- (1)____private, not religiously affiliated (2)____private, religiously affiliated
 (3)____public

5. How many students are pursuing undergraduate majors, endorsements, and/or certifications in your department?

(1)____ 0-24 (2)____ 25-49 (3)____ 50-74 (4)____ 75-99
 (5)____ 100-124 (6)____ 125-150 (7)____ more than 150

II. CURRICULUM OFFERINGS

6. Of the following majors, endorsements, and certifications, which are offered by your department?

(1)____ major in physical education (teaching)

(2)____ major in physical education (non-teaching)

(3)____ major in health education (teaching)

(4)____ major in health promotion (non-teaching)

(5)____ major in sport management

(6)____ major in exercise science

(7)____ major in sport communication

(8)____ major in recreation

(9)____ major in athletic training

(10)____ certification in athletic training

(11)____ certification/endorsement in coaching

(12)____ others (please list) _____

(13)____ none of the above

7. Which departments in your institution award academic credit for physical education?
- (1)_____ physical education (2)_____ athletics (3)_____ recreation/intramurals
 (4)_____ other
8. Does your institution award academic credit for participation in varsity athletics?
 (If no, proceed to question 10).
- (1)_____ yes (2)_____ no
9. Where in the curriculum is the above credit awarded?
- (1)_____ as part of the coaching certification/endorsement program
 (2)_____ as part of the athletic training certification/major/minor program
 (3)_____ as part of the physical education major program
 (4)_____ as part of the basic instruction/activity program available to all students
 (5)_____ other (please list)_____
-

III STATUS OF THE FACULTY

10. What is the number of physical education faculty in your department performing each of the following responsibilities?

11.

	<u>Full-time</u>	<u>Part-time</u>	<u>Graduate asst.</u>
(1) teaching only	_____	_____	_____
(2) coaching only	_____	_____	_____
(3) teaching & coaching	_____	_____	_____
(4) teaching & administration	_____	_____	_____
(5) coaching & administration	_____	_____	_____
(6) teaching, coaching, administration	_____	_____	_____

11. What is the classification of the director of athletics?

- (1) _____ Faculty (2) _____ Staff with no teaching assignment
 (3) _____ Staff with teaching assignment (4) _____ Other _____

12. Does you institution have a certified athletic trainer?

- (1) _____ yes (2) _____ no

13. What is the status of the trainer?

- (1)____ tenured or non-tenured-track faculty
 (2)____ non-tenured or non-tenured track faculty
 (3)____ staff (4)____ part-time (5)____ other_____

If your institution does not have full-time teacher-coach positions with faculty status proceed to question 23.

14. What is the minimum degree required to be hired as a **full-time** teacher-coach in the department of physical education?

- (1)____ Bachelors (2)____ Masters
 (3)____ Specialist (4)____ Doctorate

15. What professional experiences are required to be hired as a **full-time** teacher-coach in the department of physical education?

- (1)____ research in academic area (2)____ publications or presentations
 (2)____ grant-writing (4)____ professional memberships
 (5)____ previous teaching experience(6)____ previous coaching experience
 (7)____ other_____

16. When hiring **full-time** teacher-coaches in the department of physical education, which role is prioritized?

(1)_____ individuals are hired as teachers first

(2)_____ individuals are hired as coaches first

(3)_____ individuals are hired as teacher/coach equally

(4)_____ other _____

17. Are **full-time** teacher-coaches in physical education expected to pursue a doctorate if they do not hold the degree when hired?

(1)_____ yes

(2)_____ no

18. How are **full-time** teacher-coaches compensated for coaching?

(1)_____ extra monetary compensation awarded through coaching contract

(2)_____ academic load weight or reduced work load from teaching for coaching

(3)_____ both extra compensation and reduced work load

(4)_____ other _____

19. In which areas of the curriculum do teacher-coaches in physical education primarily teach?

(1)_____ basic instruction/activity classes

(2)_____ coaching and officiating classes

(3)_____ theory classes in physical education

(4)_____ all areas of the curriculum

20. Which of these individuals are eligible for tenure at your institution?
- (1) _____ individuals who only teach in the physical education department
 - (2) _____ individuals who only coach
 - (3) _____ individuals who both teach in the physical education department and coach
 - (4) _____ our institution does not grant tenure
21. Which of the following does your institution consider for promotion for full-time faculty?
- (1) _____ teaching success
 - (2) _____ years of service at a particular rank
 - (3) _____ coaching success (for teacher-coaches)
 - (4) _____ service to institution, profession, and community
 - (5) _____ research and publications
 - (6) _____ other _____
22. By institutional policy, how are the department chair and the director of athletics represented on the search committee when hiring a teacher-coach?
- (1) _____ chair of the department in which the candidate will teach is represented
 - (2) _____ director of the department of athletics is represented
 - (3) _____ both the chair and the director of athletics are represented
 - (4) _____ neither the chair of the department nor the director of athletics is represented
 - (5) _____ other _____

IV. ADMINISTRATIVE ORGANIZATION

23. Is the department of physical education administratively separate from the department of athletics? (If no, proceed to question 28).

(1)_____yes

(2)_____no

24. Is the department of physical education housed in another college, division, or unit on campus?

(1)_____yes

(2)_____no

25. To whom does the chair of the physical education department directly report?

(1)_____ chair, dean, or VP of a larger academic unit (e.g. division of education)

(2)_____ president

(3)_____ director of athletics

(4)_____ other (please identify)_____

26. To whom does the director of athletics directly report?

(1)_____ dean or VP of student services

(2)_____ president

(3)_____ chair of the physical education department

(4)_____ other (please identify)_____

27. Who assigns the teaching responsibilities for teacher-coaches in the department of physical education?

(1)_____ chair of the physical education department

(2)_____ director of athletics

(3)_____ other _____

28. To whom does the chair of physical education and director of athletics (if a combined position) directly report?

(1)_____ president

(2)_____ dean or VP of an academic area

(3)_____ dean or VP of student services

(4)_____ dean or VP of both an academic area and student services

(5)_____ other _____

V. INTERCOLLEGIATE ATHLETICS

29. What is the affiliation of your institution's program of athletics?

(1)_____ NAIA (2)_____ NCAA Div. II (3)_____ NCAA Div. III

(4)_____ other _____

30. Is there an institutional or departmental statement of mission and purpose for the program of athletics? (If no, proceed to question 32).

(1)_____ yes

(2)_____ no

31. According to that statement, what is the primary purpose of athletics at your institution?

(1) _____ educational

(2) _____ publicity and recruitment

(3) _____ school spirit

(4) _____ other _____

32. Are physical education teachers at your institution required to coach as a matter of policy?

(1) _____ yes

(2) _____ no

33. Are head coaches at your institution required to teach in physical education or other academic departments as a matter of policy?

(1) _____ yes

(2) _____ no

34. How are head coaching positions filled at your institution? (For the following indicate the number of coaches who work in each capacity).

(1) _____ by teachers in the physical education department

(2) _____ by teachers in other academic departments

(3) _____ by institutional staff positions combining other areas with coaching (e. g. student life or admissions)

(4) _____ by part-time staff from outside the institution

(5) _____ other _____

VI. FACILITIES

35. Are facilities shared by programs of physical education and athletics?

(1)_____yes

(2)_____no

36. Who is the facilities administrator or building(s) manager?

(1)_____combined chair/AD position

(2)_____director of athletics

(3)_____physical education chair

(4)_____facilities manager(s)

(5)_____other_____

VII. OFFICE MANAGEMENT

37. Is institutional secretarial assistance provided for the department of physical education?

(1)_____yes

(2)_____no

38. Is institutional secretarial assistance provided for the department of athletics?

(1)_____yes

(2)_____no

39. How is secretarial assistance distributed?

(1)_____shared by physical education and athletics

(2)_____shared by physical education and another academic department: athletics separate

(3)_____separate assistance for physical education and athletics

(4)_____other_____

VIII. EVALUATION

40. Are annual evaluations of instructors conducted in the department of physical education? (If no, proceed to question 43).

(1)____yes

(2)____no

41. Which forms of evaluation are used?

(1)____self-evaluation

(2)____peer evaluation

(3)____student evaluation

(4)____administrative evaluation

(5)____other_____

42. What is the purpose of the evaluation?

(1)____formative

(2)____summative

(3)____both formative and summative

43. Are annual evaluations of head coaches conducted in the department of athletics? (If no, please proceed to question 46).

(1)____yes

(2)____no

44. Which forms of evaluation are used?

(1)____self-evaluation

(2)____peer evaluation

(3)____athlete evaluation

(4)____administrative evaluation

(5)____other_____

If you answer 1, 2, 3, 4, or 5 to question 46, please briefly identify area(s) of change by questionnaire section (e.g. IV: administrative organization) and perceived reasons for the change. If you answer 1, 2, 3, 4, or 5 to question 47, please identify the area(s) of change and discuss perceived reasons for the change.

THANK YOU FOR COMPLETING THIS SURVEY

APPENDIX B

Pilot Study Cover Letter

July 28, 1997

Dear Colleague,

Greetings from Concordia-Seward! As we near the end of the summer months thoughts already are turning to the 97-98 school term. It would be my hope that you have had some days and weeks for yourself this summer so you are rejuvenated for the tasks ahead. My summer tasks have included tackling a dissertation. This letter, therefore, is a request that is being sent to each chair of what I have termed for the sake of my study the department of physical education in schools of the Concordia University System. It would be my hope that you will serve as part of the pilot study for my survey. The purpose of your response is to help clarify the survey for those who actually will be receiving it for my study.

My specific request of you in that capacity is as follows: 1) to complete the survey as best you can, 2) to ask assistance of your director of athletics if needed, 3) to indicate the questions for which you asked the AD's assistance, 4) to make any notations, questions, and comments you might have regarding the survey, and 5) indicate approximately how long it took you to complete the survey. Please return the survey and comments by August 15.

The finalized survey will be sent to institutions of 500-1500 in the Central District. If you would like a copy of the results of this study, please indicate so on the survey.

A thousand blessings to you for your assistance. At the next CUS conference I will reward you accordingly!

Sincerely,

Eunice Goldgrabe

APPENDIX C

Survey Cover Letter

January 7, 1998

Dear colleague:

Relationships between departments of physical education and athletics have been in transition since the two areas first became affiliated at the beginning of the century. In recent years small colleges and universities appear to have been confronting various concerns with that affiliation. To determine present relationships between the two areas and to attempt to identify future trends in the relationships, I have in my doctoral dissertation chosen to study this topic in the institutions of the Central District of the AAHPERD. My doctorate is being completed through Middle Tennessee State University and my dissertation is directed by Dr. Ralph Ballou.

The purpose of the study is to collect data describing present relationships between physical education and athletics in facility use, administrative structure, faculty, office management, evaluation, and the role of athletics. It is hoped that the data will provide administrative options for physical education administrators and other administrators in small colleges and universities as they deal with identifying the most effective structuring for their institutions.

With the understanding that your participation is voluntary and that completion of the survey implies consent to participate in this study, please complete the survey and return it to me in the enclosed envelope. It will take approximately 15-20 minutes. If there are any questions that require consultation with your director of athletics, please do so. Be assured that your reply will be held in confidence and that the findings will make no identification of specific individuals or institutions. If you wish to receive a copy of the results of this study, please include your name and address on the reverse side of this letter and return it in a separate envelope.

Please return your completed survey by January 30. If you have questions call me at the telephone numbers listed below. Thank you for your anticipated cooperation in making my study a success!

Sincerely,

Eunice Goldgrabe
Concordia College
800 N. Columbia
Seward, NE 68434
402/643-7334 (O)
402/643-3814 (H)

APPENDIX D

Follow-up Survey Cover Letter for Nonrespondents

February 5, 1998

Dear colleague:

Approximately three weeks ago I sent a questionnaire regarding administrative relationships between departments of physical education and athletics at small colleges in the Central District of the AAHPERD. At this point I have not yet received a response from you. As you can understand, it is important to receive a response from all institutions represented in the population of my study. Even if your institution does not have programs of physical education and/or athletics it is important to receive that information.

The questionnaire was sent at what may have been the beginning of your second semester--a very busy time for most college and university faculty members! Would you please take 15-20 minutes now to complete the questionnaire and return it to me as soon as possible? If you have questions please contact me at either number below.
Sincerely,

Eunice Goldgrabe
402/643-7334 (O)
402/643-3204 (H)

APPENDIX E

Letter Requesting Use of Survey Material

January 7, 1997

Dr. William F. Stier, Jr.
SUNY - Brockport
Brockport, NY 14420

Dr. Stier:

I am currently teaching in the health and physical education department at Concordia College, Nebraska and also am completing my doctoral work at Middle Tennessee State University under the direction of Dr. Ralph Ballou. My dissertation research deals with administrative relationships between departments of physical education and athletics in small colleges and universities. My intent is to send a survey instrument to institutions with enrollments of 500-1500 in the Central District. Although research on this topic is minimal, I have discovered that your studies of the status of physical education and athletics programs and faculty at small colleges and universities and junior colleges have been extremely beneficial. Using primarily your research as a guide, I have structured a questionnaire which you will find enclosed. It is my request that, after having read the instrument, you would grant approval of my "borrowing from and amending of" your previous instruments. If you have time or inclination, please feel free to comment on the questionnaire.

I have enclosed a self-addressed envelope for ease of response. My e-mail address is egoldgrabe@seward.ccsn.edu and my telephone number is 402/643-7334. Thank you for your anticipated response.

Yours truly,

Eunice Goldgrabe
Associate Professor
Department of Health & Physical Education

APPENDIX F

Letter of Approval for Use of Survey Material

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2989

Physical Education and Sport
(716) 395-2229

January 19, 1999

Eunice Goldgrabe
Department of Health and Physical Education
Concordia University
800 North Columbia Avenue
Seward, Nebraska 68434-1599

Dear Eunice:

Thank you for your letter dated January 11, 1999. I would have responded earlier but we have had a large snowstorm and we had the institution closed last Friday and yesterday was an official holiday. So, here I am in receipt of your letter and I wanted to reply immediately.

Yes, of course, I remember our conversation some time back. And, of course, you have my permission to use any and all questions and ideas from my questionnaires that I had designed many, many years ago. I am glad that the previous study and survey instruments have been of some help. I wish you luck in your doctoral defense.

By the way, I am familiar with your institution having coached basketball (I was coach and AD at Briar Cliff College for three years) against Concordia College. Your coach at that time was Stan Brassie who is now Dr. Brassie, at the University of Georgia (and past president of NASPE)
Anyway, it is a small world. Good luck. Let me know if I can be of any further assistance to you.

Sincerely,



William F. Stier, Jr., Ed. D.
Professor and Graduate Director
Physical Education and Sport
Coordinator of Athletic Administration/Sport Management

WFS/vms

APPENDIX G

Letter of Approval from Institutional Review Board

Health, Physical Education, Recreation, and Safety

P.O. Box 96
 Middle Tennessee State University
 Murfreesboro, Tennessee 37132
 (615) 898-2811

To: Eunice Goldgrabe and Ralph Ballou, Jr.
 Department of HPERS
 MTSU Box 96

From: Timothy J. Michael 
 College of Education Representative,
 Institutional Review Board- Chair

Re: "Administrative Relationships Between Departments of Physical
 Education and Athletics in Small Colleges and Universities on the
 Central District"
 (IRB Protocol Number: 98-108)

Date: December 10, 1997

The above named human subjects research proposal has been reviewed and approved. This approval is for one year only. Should the project extend beyond one year or should you decide to change the research protocol in any way you must submit a memo describing the proposed changes or reasons for extension to your college's IRB representative for review. Best of luck in the successful completion of your research.

A Tennessee Board of Regents Institution

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities

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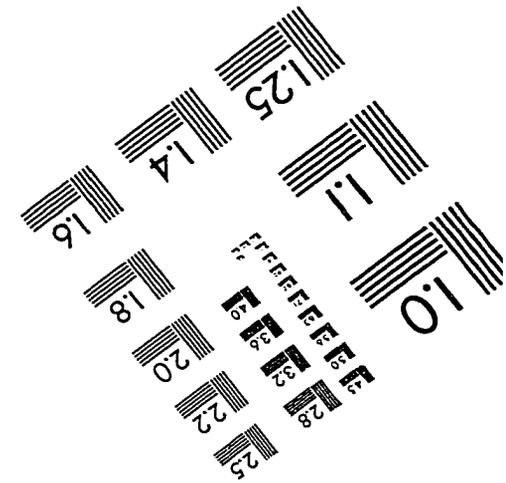
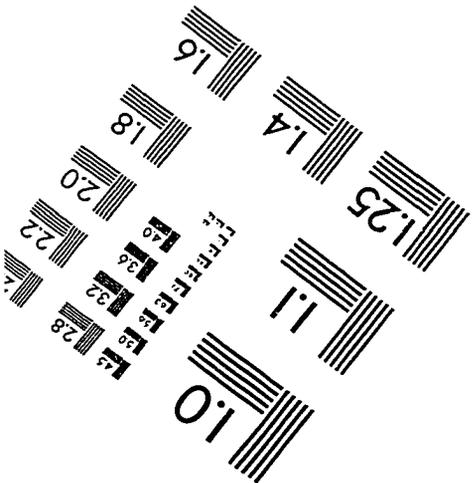
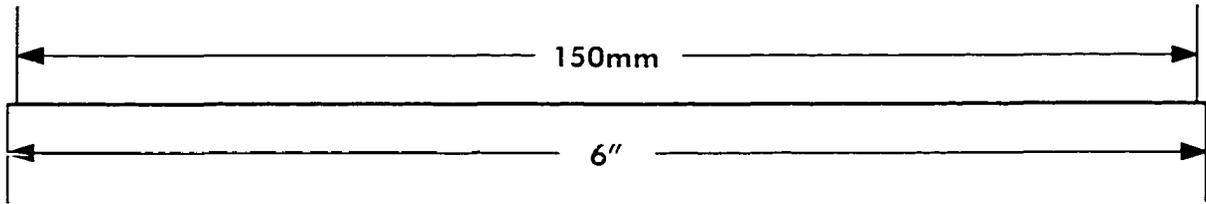
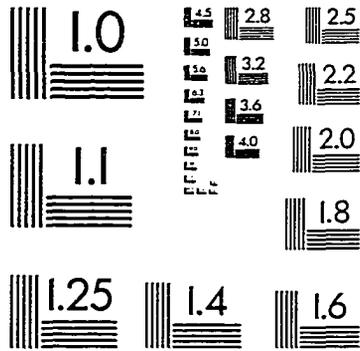
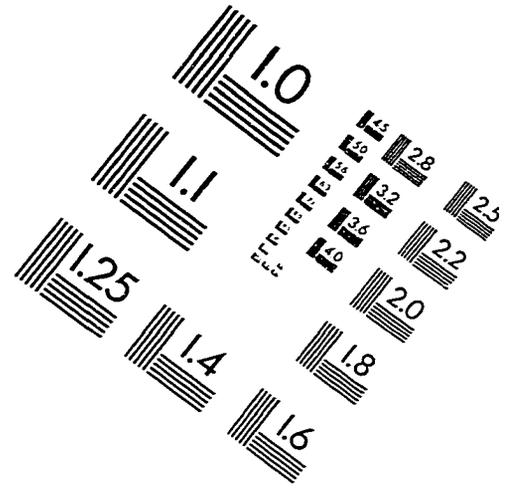
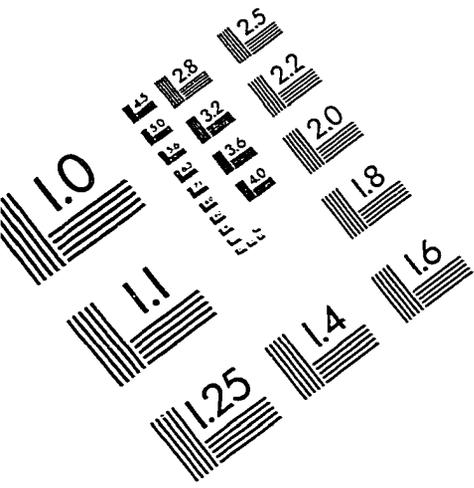
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IMAGE EVALUATION TEST TARGET (QA-3)



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