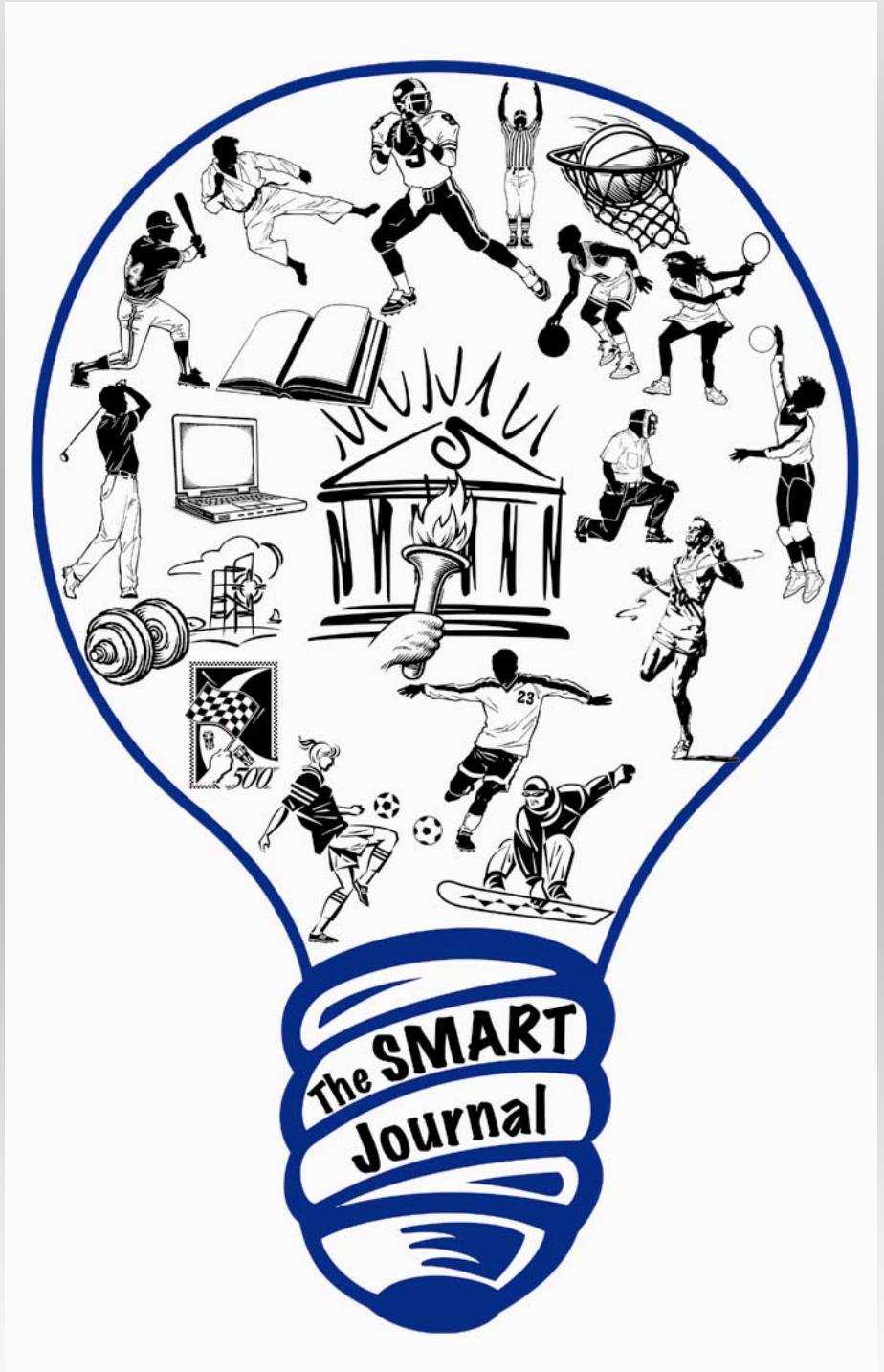
The SMART Journal

The Sport Management and Related Topics Journal

Spring 2006



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The new website will soon available at:

www.thesmartjournal.com

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The SMART Journal– Volume 2, Issue 2

INSIDE THIS ISSUE

Special points of interest:

- The *SMART Journal* is sporting a new logo (as seen on the front cover)
- Learn from the insight provided by educators in this issue's SMART Responses article
- Look for information pertaining to the next installment of SMART Responses at the end of the SMART Responses article
- Learn about Mountain Dew's drive to build its brand through sport sponsorship in Insider's Perspective
- Also, hear from broadcasting legend Pat Summerall

Editor's Corner:
On the Horizon

Jason W. Lee, PhD, Editor

Welcome to the fourth issue (Volume 2, Issue 2) of the *SMART Journal*. There are various changes included in this issue, and even more planned for upcoming issues. Aside from sporting a new logo (refer to the front and back covers), this issue includes some new features. These items, as well as additional others are addressed below.

SMART RESPONSES

This new series has its initial entry into *SMART* in this issue. The inaugural *SMART Responses* article answers the question "*What are you doing to enhance sport management academia*?"

INSIDER'S PERSPECTIVE

The other new section debuting in this issues is the *Insider's Perspective*. This issue features two informative interview segments. First is an interview with Melanie Watts, Marketing Analyst for Pepsi Sports, who is providing some insight into Mountain Dew's drive to build its brand through positioning themselves as a dominant brand in the world of extreme sport and beyond.

The second interview is with broadcasting legend and former NFL star, Pat Summerall. Summerall has had a distinguished career as an athlete and as one of the most notable broadcasters of all time. Summerall has led a fascinating life with a number of highs and some powerful setbacks. Through it all, he has emerged as a strong, focused individual.

BRAND NEWS

SMART will be including a new section pertaining to an important sport marketing component, branding. Each issue will feature at least one profile of a current brand that is making a major mark on the sport industry. Examples of upcoming brand profiles include sports apparel, sport teams, and non-sport products that are intricately involved in sport through sponsorship and other forms of corporate involvement.

MEDIA

We will continue to add reviews of contemporary media, including book reviews and movie reviews which provide powerful applications of pertinent sport management themes. The value of reviews of contemporary textbooks have long been established in academic journals. *SMART* will offer reviews of such works, along with and other relevant fictional and nonfiction works will be implemented in upcoming issues as well. The insight provided by modern texts and other written works can be of value for educators, students, and practitioners alike.

Additionally, film is a valuable educational medium that can offer tremendous insights and new perspectives into various issues impacting sport. By profiling some of the powerful messages projected in sport, the prevailing themes and concepts can educate and entertain at the same time.

Keep checking for the unveiling of our new web home at: www.thesmartjournal.com

WEB EXPOSURE

Due to *SMART's* growth and the increased interest in the journal, it has become more apparent that a more practical website needs to be utilized. So the new web domain for the journal will be: www.thesmartjournal.com. This web address will be easier to remember and will allow us more functionality. The new site should be up and running soon.

Submission Guidelines

The SMART Journal is a web based publication aimed at providing a general reference to those interested in the study of SPORT MANAGEMENT AND RELATED TOPICS (SMART). If you are interested in contributing to this endeavor, please follow the guidelines below. Contributors are to provide appropriate identification information during any correspondence, including your full name and contact information, affiliation, and highest academic degree held.

EDITORIAL STYLE PROVISIONS

Authors are to submit articles following the proceeding instructions:

Paragraph Text: Paragraphs are to be in block format (no paragraph indentations) and single spaced with a blank line between paragraphs.

Titles and Headings: The use of headings is expected. Titles, subtitles, headings and author names are to be left justified and in ALL CAPS.

Reference Citation: All references are to be cited within the text and at the conclusion of the text on a reference page in accordance with APA 5th edition guidelines.

Length: Articles should be clear and to the point. There are no word limitations or maximum word requirements.

Audience: Articles should be written with sport management (and peripheral areas of study) students, academicians, and practitioners in mind.

PUBLICATION AGREEMENT

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SUBMISSION

SMART is a refereed publication utilizing a blind review process. Manuscripts are reviewed by multiple reviewers and are evaluated based on quality of content including attention to detail, academic value, topical relevance, and academic rigor. Reviewers are to have a timely turnaround for the convenience of our authors and reading public (as this will allow for a more timely publication process). All interested authors are encouraged to submit manuscripts as *SMART* is continuously reviewing articles for forthcoming issues.

Send submissions as e-mail attachments in MS Word to jwlee@troy.edu

An Endangered Species: Characteristics and Perspectives from Female NCAA Division I Athletic Directors of Both Separate and Merged Athletic Departments

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Nancy Lough, PhD, University of New Mexico

INTRODUCTION

The trend of National Collegiate Athletic Association (NCAA) Division I athletic departments merging under one athletic director has been ongoing for over twenty years. Colleges and universities across the country have continually chosen to restructure their athletic departments under one athletic director, instead of retaining one for women's sports and one for men's sports. In September 2004, Brigham Young University became the latest on a long list of athletic departments that have succumbed to the financial, social, and institutional pressures to merge athletic departments under the roof of one athletic director (Harmon, 2004). This nationwide movement continues to effect women who have served as athletic directors' of separate women's programs at NCAA Division I institutions, as well as those females leading merged NCAA Division I athletic departments. The result has been an overall decrease in the number of female athletic directors at the NCAA Division I level.

The relationship between the passage of Title IX, the takeover of the Association of Intercollegiate Athletics for Women (AIAW) by the NCAA and the implications for female athletic directors has been well-documented (Acosta & Carpenter 1998, 2004; Cahn, 1994; Delpy, 1998; Diesenhouse, 1990; Fox, 1992; Patrick, 2001; Uhlir, 198). In 1972 more than 90% of all women's athletic programs were directed by a woman (Uhlir, 1987). Furthermore, according to the latest research by Acosta and Carpenter (2004), only 18.5% of all athletic programs at all levels in the NCAA are directed by women. Today, there are three universities at the NCAA division I level that have a separate athletic director for the men's and women's programs: University of Arkansas-Fayetteville, University of Tennessee, and the University of Texas-Austin. Additionally, of the merged athletic programs at the NCAA Division I level, there are only 20 women at over 321 schools who hold the position of athletic director (NCAA, 2003-2004). This is a decline of three female athletic directors of merged programs, since 2000 according to research done by Grappendorf and Lough (2004). Female representation in the athletic directors' position at the NCAA Division I level continues to deteriorate. Therefore, the purpose of this research was to investigate the continued decline of female NCAA Division I athletic directors of both merged and separate programs, while examining the characteristics of female NCAA Division I athletic directors of merged and separate programs. Additionally, through qualitative methods, the perspectives and insights of the women who have become athletic directors at the top administrative level in intercollegiate athletics was studied.

HISTORICAL PERSPECTIVE

The storied history of women's participation and involvement in sport has been well documented (Hultsrand 1993; Miner 1993; Park & Hult, 1993; Swanson & Spears, 1995; Uhlir 1987). Throughout the 1900's women participating, and those involved in the oversight of women's sport participation, witnessed continued growth and development. As the United States was undergoing significant political and social changes and movements during the 1960's and 1970's, the push became even greater for a formalized organization to govern women's sports. With this growth came a need for a structured governing body to oversee the participation, finances, and competitions (Hultsrand, Park & Hult, 1993; Swanson & Spears, 1995). In 1971 the Association of Intercollegiate Athletics for Women (AIAW) was formed to act as a governing body for women in collegiate sport. The AIAW worked to gain corporate sponsorships, television coverage, offer national championships and

competitions, and overall govern women in intercollegiate athletics. The formation of the AIAW provided for the first time a governing body that had the power to effectively run and enforce its policies (Hultstrand, Park & Hult; Tallant, 1997). Additionally, the women of the AIAW were involved in the efforts to pass laws that supported women's involvement in sport. Of course, the most significant role they played in getting a law passed was Title IX in 1972, which prohibits gender discrimination by any educational institution that receives federal funds.

Prior to the surge in participation and growth of women in sport (and Title IX), the National Collegiate Athletic Association (NCAA) showed little interest in assisting the advancement of women's athletics or the Association of Intercollegiate Athletics for Women (AIAW). This was partially due to the fact the NCAA had not considered women's athletics as profitable. However, after the passage of Title IX (which the NCAA opposed and attempted to become exempt under), the NCAA decided in 1980 to allow female athletes to compete in NCAA events (Hultsrand 1993; Park & Hult, 1993; Swanson & Spears, 1995). The NCAA begrudgingly acknowledged the role of women in sport, and was forced to face the reality that Title IX would eventually force athletic departments to increase their efforts to support women's athletics. Additionally, the NCAA viewed women's sports as a threat to men's sports, and thus sought control of women's sports. Knowing this, the NCAA began planning the takeover of the AIAW, by offering more money and television coverage to those schools that left the AIAW and joined the NCAA. The NCAA's resources proved to be too much for the AIAW to compete with, and in 1982 the AIAW folded (Cahn, 1994; Hultstrand, 1993; Parkhouse, 1990).

The demise of the female athletic director is well-documented in the literature (Acosta & Carpenter, 1998, 2004; Cahn, 1994; Delpy, 1998; Diesenhouse, 1990; Fox, 1992; Uhlir, 1987). One of the main reasons for the diminished role of female athletic directors, was the merging of athletic departments. Prior to the passage of Title IX, athletic departments generally had a male athletic director in charge of men's athletics, and a female athletic director in charge of women's athletics. However, after the passage of Title IX, athletic departments began to merge, most often eliminating the women's athletic director position and replacing the former under the direction of the male athletic director. Many schools did this because they believed it would be more operational and would help them streamline their resources. Yet, it was generally the female athletic director who lost her job, as the male athletic directors were named to direct the newly formed merged departments (Cahn, 1994; Delpy,1998; Fox, 1992; Uhlir, 1987). Men were typically seen as more competent, and thus the logical choice of the higher education leaders making the decision was to merge the programs and hire males to direct them. In 1972, almost all athletic programs for women were directed by a woman, with only 6% of NCAA Division I programs merged into single athletic departments (Uhlir, 1987). As of September 2004, only three schools remain at the NCAA Division I level having a female athletic director in charge of women's athletics. Christine Grant, ex-president of the Association of Intercollegiate Athletic for Women (AIAW) and former women's athletic director at the University of Iowa commented:

> The NCAA fought Title IX through the 1970's. It's my feeling because (male administrators) lost in their efforts to dilute Title IX that they then did the next best thing: take control of women's sports and therefore control expenditures. It was a strategic move (Patrick, 2001, p. 1).

At the NCAA Division I level, the likelihood of finding a female athletic director is slim (Acosta & Carpenter 1998, 2004). Grappendorf, Lough and Griffin (2004) found in their study done in 2000-2001, only 23 out of a possible 318 positions were held by a female athletic director of merged programs, while five females held the title of athletic director of separate programs. Furthermore, it is almost twice as likely to find a female athletic director at the NCAA Division II level, and almost three times as likely at the NCAA Division III level (Acosta & Carpenter 2004). In over thirty years since the passage of Title IX, women have been trying to re-establish themselves in the athletic director's position in intercollegiate athletics. At times progress has been slow, and at other times non-existent. However, recent research indicates the number of women entering the ranks of athletic director at the highest level in NCAA Division I has not slowed or halted; it has actually digressed.

BARRIERS TOWARDS ADVANCEMENT

A reason discussed in the literature that may help to explain the under-representation of female intercollegiate athletic administrators is the concept of homologous reproduction, which "is a process whereby dominants reproduce themselves based on social and/or physical characteristics" (Stangl & Kane, 1991, p. 47). The process ensures the replication of "like" people of those making personnel hiring decisions, and ultimately, homologous reproduction asserts people tend to hire other people most similar to them. One of these like characteristics is often gender (Sagaria, 1993).

A majority of the research done on homologous reproduction has been done with athletic directors and the hiring of coaches (Acosta & Carpenter, 1994; Knoppers, 1994; Stangl & Kane, 1991). Knoppers (1994) reported whoever does the hiring is a common obstacle faced by women in athletics, when the person hiring is a man. Furthermore, Stangl and Kane (1991) found in their research on the under-representation of female coaches that homologous reproduction was an influential variable in the hiring practices in intercollegiate athletic departments.

The consequences of homologous reproduction are that women will not get the opportunity to be athletic directors if this practice is followed by college presidents. Stahura, Greenwood, and Dobbs (2004) found in their work on hiring patterns between intercollegiate athletic directors and head coaches, a relationship between the sex of the athletic director and the sex of the head coach. Considering the majority of people in colleges and universities making key personnel decisions are men, women systemically would be filtered out, according to homologous reproduction (Sagaria, 1993).

Another often cited reason in the literature as a barrier to the advancement of women in athletic administration is the discrimination in the hiring practices in intercollegiate athletics. Acosta and Carpenter (1988) found subtle or unconscious discrimination perceived by female athletic administrators as a barrier to women in administration. Other reasons cited by Acosta and Carpenter (1988) included: (a) lack of support systems for women, (b) failure of "old girls" network, (c) female burnout, and (d) failure of women to apply for job openings. Pastore, Inglis and Danylchuk (1996) also found that women perceive discrimination in the work environment within intercollegiate athletics, and suggested the need for discussion of new solutions to support and retain women in leadership positions. Furthermore, the "old boys club" and the lack of an "old girls club" have also been noted in the literature as a reason that may be contributing to the under-representation of women in the coaching and administrative ranks (Acosta & Carpenter, 1988; Carpenter & Acosta, 1992; Hart, Hasbrook, & Mathes, 1986; Hasbrook, 1988; Lovett & Lowry, 1994; Stangl & Kane, 1991). Lovett and Lowry (1994) concluded the "old boys club" was a thriving network in sport, while the "old girls club," had yet to effectively develop and assist women in the same way that it has historically worked for men.

Hegemony is the concept that focuses on the conditions of particular groups having dominance and influence in society (Sage, 1998). Coakley (2001) notes this power is done through consent to a particular ideology. According to Sage (1998) an example of hegemony in American society is how men's power over women is reflected through sport. Hegemonic masculinity is evident in sport where women's opportunities have been limited because sport is thought of as a masculine domain where power is asserted. Because sport has traditionally been viewed as a male bastion, men are viewed as more capable and apt to be leaders. It is apparent in the upper ranks of athletic administration that hegemonic masculinity is a factor in the under-representation of women (Sage, 1998; Stangl & Kane, 1991).

Due to the diminishing numbers of female athletic directors of separate women's programs and the decline of female representation in the director of athletics role of merged programs, a study examining the plight of women as intercollegiate athletic leaders was undertaken. With so few female athletic directors, particularly of separate programs remaining at the NCAA Division I level, it was imperative to include them in this study. The literature specifically addressing this small, yet crucial population of athletic directors and their personal

perspectives has been sparse. Additionally, studying the commonalities and differences among female athletic directors from both merged and separate programs will provide perspective from two similar, yet distinct entities. Therefore, the purposes of this study were to: 1) Examine the characteristics of female athletic directors of both merged and separate programs, 2) describe characteristics of female NCAA Division I athletic directors of merged and separate programs, and 3) qualitatively examine the perspectives and insights of the women who have become athletic directors at the top administrative level in intercollegiate athletics.

METHOD

Survey research was used to collect data from female NCAA Division I Athletic Directors of both merged and separate programs. Due to the small sample size, qualitative data was collected in addition to descriptive quantitative data to add depth, detail, and meaning to the data (Patton, 1987). According to Baumgartner and Strong (1994) qualitative research can be utilized to further explore people and their environments. The analysis of the qualitative data collected for this study allowed for a more complete understanding of a small population that the quantitative data may not have provided alone (Patton, 1987). In 1999-2000, there were five women who held the position of women's athletic director of separate programs, and 23 women who held the title of athletic director of separate programs (NCAA Division I Directory 1999-2000). Due to the limited number of women in these positions (N = 23), all were included in the study. For clarity, merged programs are defined as those which have combined the men's and women's programs or departments into an organizational unit with one administrator chiefly responsible for the unit. Separate programs are those which operate with two separate and distinct programs or departments, one for men's athletics and one for women's athletics, with one separate administrator chiefly responsible for each of the units (Cuneen, 1988).

The questionnaire was developed by the researchers based upon a review of literature and the research questions. It was then examined by a jury of outside experts, and then given to a pilot group of female athletic directors at the National Collegiate Athletic Association (NCAA) Division II and National Association for Intercollegiate Athletics (NAIA) level, and then examined by the researchers separately to ensure validity and reliability. Variations in the content of the data were also examined for comparable results for reliability (Berg, 1998). Face, construct, and content validity measures were utilized to determine the overall validity of the questionnaire. Content validity refers to the completeness and thoroughness of the instrument (Adams & Schvaneveldt, 1991; Babbie, 1995). "Face validity refers to the common-sense content of the assessment device" (Adams & Schvaneveldt, p. 96). Construct validity refers to the logical relationships within the questionnaire and whether a particular measure relates to other measures consistent with the content being examined (Babbie, 1995).

The questionnaire included sections inquiring about the personal, educational, and career history of the athletic directors. In the "Personal" section participants were asked a total of 19 questions. The questions inquired about demographic information including: age, marital status, children, place of birth, and ethnicity. Other questions were (a) Who was the greatest influence on your choice of career? (b) While growing up (before high school/in high school/college) did you play organized sports? (c) While growing up (before high school/in high school/ college) did you participate in any other organized activities? If so, please indicate which. (d) Did you receive any athletic awards playing sports in high school and college? Please indicate. (e) Did you play professional sports? Please indicate which sports.

In the "Educational" section of the questionnaire participants were asked to: (a) Indicate all terminal degrees, majors, college/university attended, and years attended. (b) Indicate the states and athletic classification of the school in which your degrees were obtained. (c) While enrolled in a graduate program, did you hold any assistantships? Check all that apply. (d) Did you complete an internship at the undergraduate/graduate level? (e) Do you feel your college education adequately prepared you for your current position? If not, what degree or academic preparation do you think would have better prepared you?

In the "Career" section of the questionnaire, the following questions were asked: (a) List all work experience in chronological order, number of years in that position, location, and division of the job held. (b) How long have you been in your current position? (c) If you were an assistant or associate athletic director, what were your primary areas of responsibility? (d) How did you get your first full-time job in athletic administration after completing your undergraduate degree? (e) How many other NCAA Division I athletic director jobs did you apply for before you obtained your current position? (f) Was obtaining an NCAA Division I athletic director's position your ultimate career goal? (g) If obtaining an athletic director position was not your ultimate career goal, what was? (h) How many varsity sports (men's and women's) are offered at your institution? (i) What is your approximate budget for the year? (j) What is your current salary range? (k) Please indicate how many female assistant/associate athletic directors are on your staff. (l) How important is having coaching experience in preparation for becoming athletic director? (m) At what age were you appointed your first athletic administration (non-coaching) position? (n) At the time of your hiring, was there a male or female president of the institution? (o) How many male coaches and how many female coaches have been hired under your tenure as athletic director?

The next section included the following open-ended questions: (a) What was your primary motivation for seeking the position of athletic director? (b) What barriers, if any, did you face in becoming athletic director? (c) What barriers, if any, do you now face as an NCAA Division I athletic director? (d) Why do you believe there are so few female NCAA Division I athletic directors? (e) What advice would you give to other women who aspire to be NCAA Division I athletic directors? (f) Do you have any other information you would like to share about your personal, educational, or career path that would contribute to this study?

Quantitative analyses using descriptive statistics were calculated using The Statistical Package for the Social Sciences (SPSS) 9.0. A profile of athletic directors of both separate and merged programs emerged from the data. Additionally, an open-ended section was also included to allow for the respondents to freely share their insights and perspectives regarding the athletic directors' position, going beyond the numbered and exact set of quantitative questions. This approach, incorporating Bogdan and Biklen's (1992) concepts, as well as Adams and Schvaneveldt's (1991) and Patton's (1987), is useful in providing a richer understanding of the data. The researchers felt by providing an open-ended section, the data collection could be enhanced by gaining an understanding of the thoughts and experiences of the athletic directors in their own words. Analysis of the open-ended section included the transference of the exact responses being typed out and then sorted into like groups where content analysis looking for themes and patterns were identified (Patton, 1987). The content of the responses were then analyzed for themes and then coded into category headings created by the researchers (Babbie, 1995; Patton, 1987).

RESULTS

Four of the five women (n = 5) who held the position of athletic director of separate programs responded to the questionnaire for an 80% response rate. Of the questionnaires mailed to the female athletic directors of merged programs, 20 (n = 23) were returned for an 86% response rate. Nineteen usable questionnaires (n = 23) were returned by the athletic directors of the merged programs, however two of those nineteen did not complete the open-ended section.

PROFILES

Findings from this research indicated similarities among the female athletic directors of both separate and merged programs. The female athletic directors (n = 4) of separate programs were a mean of 52.2 years of age, while the mean age of the female athletic directors of merged programs (N = 19) was 50.21 years of age. Additionally, 50 % (n = 2) of the female athletic directors of separate programs reported being married/ living with partner, while 42.1 % (n = 8) of the athletic directors of merged programs reported being married/ living with partner. Regarding ethnicity, 100 % (n = 4) of the athletic directors of separate programs reported being European/American Caucasian, while 94.7 % (n = 18) of the athletic directors of merged programs

reported the same. Overall, there were no significant differences in the demographic profiles of the female athletic directors of separate and merged programs.

With regards to athletic involvement, the athletic directors of separate programs, 50 % (n = 2) participated before high school in athletics, while 78.9 % (n = 15) of the athletic directors of merged programs participated (see Table 1). During high school, 100% (n = 4) of the athletic directors of separate programs participated in athletics, compared to 84.2 % (n = 16) of merged programs whom participated. While in college, 75 % (n = 3) of the athletic directors of separate programs participated in sport, while 89.5 % (n = 17) of the athletic directors of merged programs participated in collegiate sport. Regarding their participation in other activities before high school, in high school, and in college, the numbers were equally as impressive for both groups (see Table 2). Before high school 100% (n = 4) of the athletic directors of separate programs and 84.2% (n = 16) of the athletic directors of merged programs participated in other activities, with Girl Scouts being the top choice for both with 75 % (n = 3) of the athletic directors of separate programs participating and 68.8 % (n = 11) of the athletic directors of merged programs taking part. During high school and college, both groups of females were also heavily involved in activities such as student government, clubs, and sororities.

Both groups of female NCAA Division I athletic directors were highly educated. All (n = 4) of the female athletic directors of separate programs had a Masters degree, while 94 % (n = 18) of the athletic directors of merged programs had obtained a Masters degree. Furthermore, 36.8 % (n = 7) of the athletic directors obtained their doctoral degrees, although none of the athletic directors of the separate programs had obtained a doctorate.

With regards to career information, there were some notable similarities, as well as some notable differences between the athletic directors of both merged and separate programs. The female athletic directors of separate programs oversaw an average of 11 varsity sports, while the athletic directors of the merged programs were in charge of the oversight of an average of 10 women's sports and 9 men's sports. An interesting finding was that the athletic directors of separate programs had an average budget of $9.47 million for their women's programs to manage, while the average budget the athletic directors of merged programs directed was $8.2 million for *both* the men's and women's programs.

Another important finding from the career responses was in the area of entry point into their careers. Both the female athletic directors of both the separate and merged programs, 100% began their careers as a teacher or teacher/coach combination. For the athletic directors of the separate programs 75% (n = 3) started at the high school level, but only 26.3% (n = 5) of the athletic directors of merged programs started at the high school level. Additionally, 100% for both entered the collegiate level at the NCAA Division I level. Lastly, it was reported that 50% (n = 2) of the athletic directors of separate programs were not actively applying for their position when they obtained it, and that 73.7% (n = 14) of the athletic directors of merged programs also were not actively applying when they obtained the position.

QUALITATIVE RESPONSES

Within the questionnaire an open-ended section with five questions was included. In response to the first question of: "What was your primary motivation for seeking the Athletic Director position?" the answers were very similar (see Table 3). Of the female athletic directors of the separate programs 75% (n = 3) responded it was their career aspiration to lead, while 76.5% (n = 13) of the athletic directors of merged programs reported the same. Specific responses included 1). "I wanted to run my own show. I was tired of cleaning up messes and as an achievement oriented person I had always wanted to move to the top of my profession and it was just a natural move from assistant to associate to athletic director;" 2). "I wanted to lead. I wanted to implement my own ideas. I wanted a personal challenge," 3). "I was already doing the majority of the job and had been involved in many areas of the department. I had a personal stake in continuing to improve things and I felt I could make a difference," 4). "I wanted to lead a program instead of manage one."

The second open-ended question was "What barriers do you believe exist in becoming in an athletic director?" (see Table 3). Seventy-five percent (n = 3) of the female athletic directors of separate programs responded that gender bias/discrimination was a factor, while 64.7% (n = 11) of the female athletic directors of merged programs reported the same. Examples of quotes included: 1). "Having to be better than male counterparts. Having to move often to advance career. Having to not have a life. Have to make sacrifices," 2). "Typical male "old boys" and their refusal to accept a woman," 3). Too many to list. Prejudice, had to prove (and still do) that I work harder and longer than others," 4). "Lack of football experience. Not being taken seriously," 5). "Being female," 6). Gender discrimination. Stereotyping."

The third open-ended question asked was "What are the current barriers you face as a female athletic director ?" (see Table 3). Of the athletic directors in charge of separate programs 25% (n = 1) reported the perception that a woman cannot lead, while 25% (n = 1) reported a lack of support/network. Of the females in charge of merged programs 76.5% (n = 13) reported the perception a woman cannot lead as a barrier. Specific quotes included: 1). "The perception that women do not know quite as much about intercollegiate athletics," 2). Too many to list! Some coaches feel like they can only talk sports with a male swearing and the sexist jokes are tough to curb. Some boosters are old school- only men know business and athletics. Some high-level administrators mistrust and lack of faith in women," 3). "You must continue to prove you know your stuff- every day someone tests you," 4). "Lack of respect. Feeling you have to be twice as good as your male counterparts. Public perception and stereotype," 5). "Legitimacy- have to prove I know what I am doing."

The fourth question asked "Why do you believe there are so few female NCAA Division I Athletic Directors?" (see Table 3). Of the females in charge of separate programs 75% (n = 3) reported stereotypes to be the primary reason, while 25% (n = 1) reported that time/difficult job was the reason. Responses were similar for the athletic directors of merged programs as 47.1% (n = 9) reported stereotypes as the reason, and 41.1% (n = 7) reported demands/difficult job as the reason. Quotes regarding stereotypes included: 1). "Not given a chance. Judged on different things than males," 2). "There is no "old girls" system to provide mentors. There still is a majority of male presidents who will NOT support a female," 3). "Because of the mentality of men Presidents and Vice Presidents," 4). "There was and still is a perception that women can run athletic programs, but not I-A football. There is also a question for some reason about women being able to run a big time men's basketball program" (questions come primarily from men, but also from women!). Quotes regarding the demands/difficult job included: 1). "It is hard work-monstrous time commitment. Many scenarios limit your ability to be successful- one needs to understand that there will be folks who are unhappy with you. I know many talented, qualified women with 20-30 years of experience who do not want the job," 2). "The job is extremely time consuming and it can compete with family time. It takes a real understanding family," 3). "It is a difficult job and can be all consuming. Difficult to have a life outside of the job. Still exists perception that females do not belong in job in many people's views," 4). "I can only speak personally. The two things that I most dislike are the huge time commitment: I want time for my family, and I don't like being pressured by male boosters to take the program in a direction I don't want to go."

The final question asked "What advice would you give to other women who aspire to be NCAA Division I Athletic Directors?" (see Table 3). The female athletic directors appear to agree and feel very strongly about this question as 75% (n = 3) of the females in charge of separate programs expressed the need for women to get relevant experience, while 70.6% (n = 12) of the female athletic directors of merged programs offered the same advice. Specific quotes included: 1). "Learn the politics. Learn marketing, fundraising. Be tough. Be better than your male counterparts," 2). "Be aggressive in looking to move up. Get into the right areas- marketing, fundraising- stay out of ones that don't lead up- academic advising, compliance. Network, network, network. Get on committees; be visible," 3). Experience is crucial, strong will, and thick skin," 4). "Get as much experience in a variety of areas even if they do not fall within your job description," 5). "Work in football, know how to fundraise and learn the NCAA rules completely."

DISCUSSION

At the time of data collection, there were five (n = 5) female athletic directors of separate programs, and twenty-three (n = 23) of merged programs. It is significant to note that not only is the representation of women holding this position limited, but that the numbers have actually *declined* since the original data was collected. Currently, there are three female NCAA Division I Athletic Directors of separate programs, and only 20 women who oversee the athletic programs of merged programs. Though the numbers are limited and the sample size is a limitation, research should not ignore this population. If the current trend continues, it appears inevitable that eventually there will be no female NCAA Division I athletic directors of separate programs left. If women whom are athletic directors of separate programs are a dying breed, and the numbers of female athletic directors of merged programs is also declining, more research should focus on the reasons for the decline and what can be done to reverse the trend. Researchers should be studying other potential causes for this latest decline in female NCAA athletic directors, as well as developing viable solutions or recommendations to alleviate the situation. Additionally, the characteristics and further insights of the women who are currently NCAA Division I athletic directors can prove to be beneficial to other women who may aspire to be athletic directors. With the lack of a network or role models, women who initially show interest in pursuing a position as an athletic director may forsake those plans. Interviews with athletic directors may be needed to provide insight regarding the current status of women in intercollegiate leadership roles. Additionally similar in-depth interviews with current women athletic directors at all NCAA levels and Senior Woman Administrators may be insightful. Interviews regarding the issues that were examined and discussed from this study are warranted and could add to the body of knowledge regarding female NCAA athletic directors.

It is significant to note that not only is the representation of women holding [the athletic director] position is limited, but that the numbers have actually declined since the original data was collected.

Overall, in previous research athletic directors could be described as a very homogenous group consisting primarily of Caucasian males. The literature regarding intercollegiate athletic directors has been consistent with regards to their demographic profiles (Fitzgerald, 1990; Goodloe, 1978; Grappendorf, Lough & Griffin, 2004; Williams & Miller, 1983). This study found not only under-representation of women, but under-representation of ethnic and racial minorities. Hegemony, as it relates to both gender and race appears to be thriving at the intercollegiate athletic directors' rank. The dominance of the Caucasian male within leadership roles in intercollegiate athletics must be addressed. Pro-active measures that identify and recruit females and ethnic minority candidates should be taken by those doing the hiring.

The findings of this study were similar to previous research regarding the likelihood of a female athletic administrator obtaining an advanced degree. Furthermore, not only are women obtaining advanced degrees, they are more likely to have a higher degree than their male counterpart in sport (Cuneen, 1988; Fitzgerald, 1990; Goodloe, 1978; Grappendorf, Lough, Griffin, 2004; Williams & Miller, 1983). It is not unusual to find women in traditionally male dominated fields that have higher academic degrees. However, it appears that having an advanced degree or more education is not an effective tool for women wishing to advance in the intercollegiate administration ranks. Thus, more emphasis should be put on those experiences and positions that have been identified in previous research as steps up the ladder in athletic administration (Cuneen, 1998; Fitzgerald, 1990; Grappendorf, Lough, & Griffin, 2004).

It is crucial for the women who are in these positions to take an active role in the promotion and recruitment of other women who aspire to the athletic directors' position. Networking with other women in athletic administration will help increase the number of female colleagues (Whisenant, Pedersen, & Obenour, 2002). The limited numbers of women in these positions have an incredible opportunity to share their insights and experiences, but more importantly their contacts, networks, and support resources to other women. However, as discovered in the qualitative responses, the female athletic directors feel their time is already quite limited. Inglis, Danylchuk, and Pastore (2000) reported similar findings regarding female administrators' attempts to

find time and balance work with family time and other commitments. Thus female athletic directors could still assist by devoting less time by utilizing email to forward job openings, listservs, and to stay in touch with other women in the field. Ideally, if they could find the time they could assist in organizing forums, workshops, attend conferences, create networking opportunities and groups, become guest speakers, and get involved with mentoring programs.

The budget differences the athletic directors manage is something noteworthy. It is interesting the schools that still have separate athletic directors also happen to be powerhouses in women's intercollegiate athletics. All have won national team or individual titles. Donna Lopiano, Executive Director of the Women's Sports Foundation, former athletic director at the University of Texas, and also a past AIAW president believes the issue is not about being merged or separate, but rather the issue is about commitment to women's sports (Patrick, 2001). A study further examining the power associated with programs operating with higher budgets and the rationale for fewer female athletic directors in charge of such programs would be insightful.

The barriers described by the female athletic directors implores that the hiring practices of NCAA Division I institutions should be examined. Gender bias/discrimination was mentioned by 75% of the athletic directors of separate programs and 64.7% of merged programs when asked about barriers in becoming an athletic director. Additionally, the fact that so many of the athletic directors reported the perception that a woman cannot lead as a current barrier, reinforces the idea that sport is still viewed as a male dominated and controlled field, and stereotypes regarding women's abilities to lead continue to create limitations. Further research may want to focus on the attitudes and perceptions of college and university presidents and those making the hiring decisions. This type of research could contribute to an understanding of the recruitment, or lack thereof among institutions. Additionally, information and educational material should be provided to those hiring as to how to actively seek and recruit qualified women candidates.

The benefits in early athletic participation are well documented within the research. The female athletic directors in this study were actively involved in activities that provided them various opportunities to not only participate, but to lead. Before high school, during high school, and in college, the women in this study were engaged in groups such as Girl Scouts and student government that could have possibly impacted their leadership abilities. Further research appears warranted to study the activities and/or groups female athletic directors are involved with in their current positions that may be assisting in the development of their careers. "Professional development and training should be exploited by women to enhance their credentials" (Whisenant, 2003, p. 182). Such programs, even later in life like NACWAA/HERS and national conference/convention attendance and participation, as well as their perceived benefits should be examined.

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TABLE 1
Sport Participation Before High School, During High School & in College

Participation	%	n=19	%	n=4
Before High School	Merged	Merged	Separate	Separate
None	21.1	4	50	2
Organized Sport	78.9	15	50	2
High School				
None	15.8	3	0	0
Organized Sport	84.2	16	100	4
College				
None	10.5	2	25	1
Organized Sport	89.5	17	75	3
Total	100	19	100	4

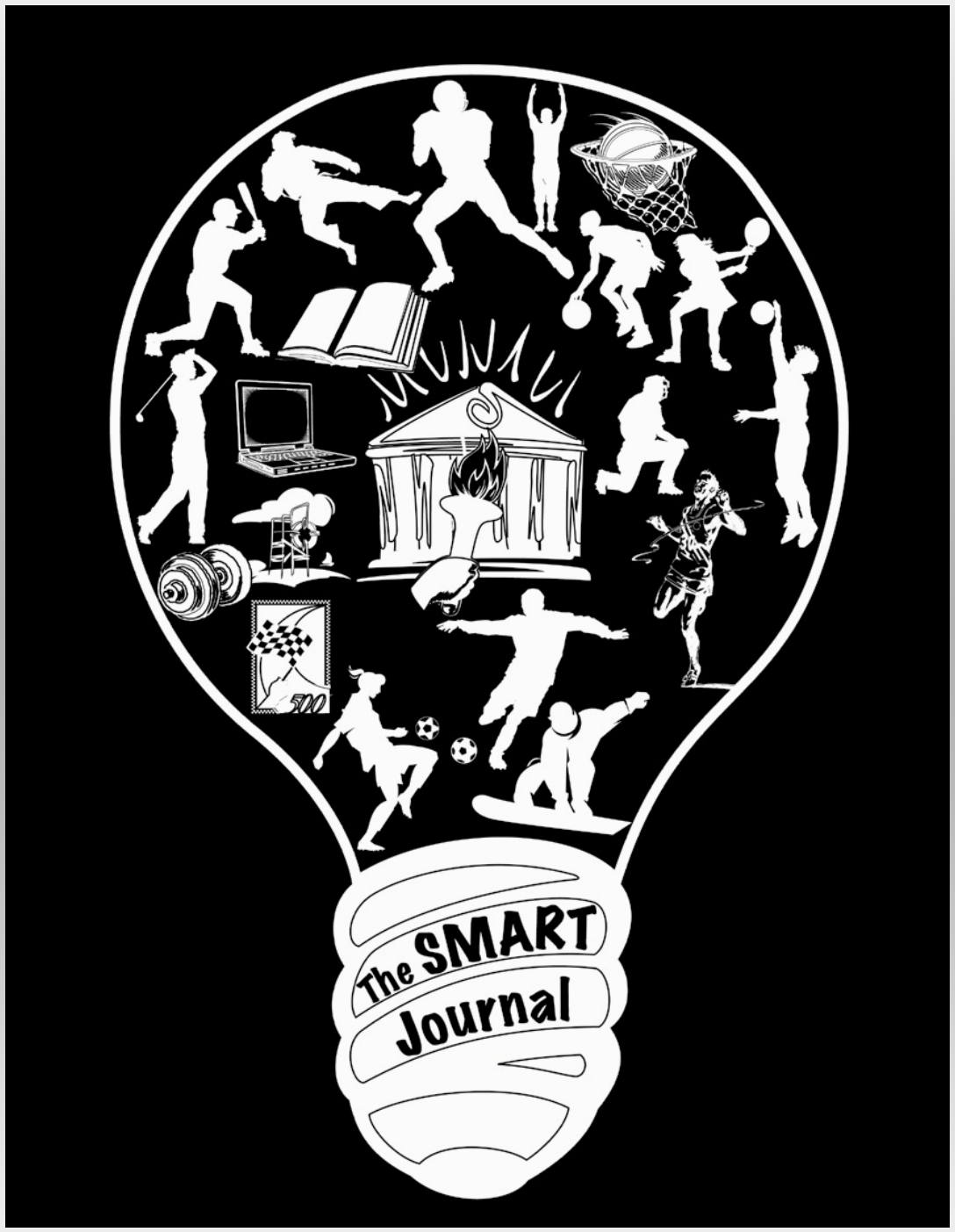
TABLE 2
Activities Participated In By Female NCAA Division I Athletic Directors

Merged	%	n=19
Participated in Organized Activities Before H.S.	84.2	16
Girl Scouts	68.8	11
Participated in Organized Activities in H.S.	89.5	17
Clubs	76.5	13
Student Government	70.6	12
Participated in Organized Activities in College	73.7	14
Clubs	57.1	8
Sororities	57.1	8
Separate	**%**	**n=4**
Participated in Organized Activities Before H.S	100	4
Girl Scouts	75	3
Participated in Organized Activities in H.S.	100	4
Student Government	75	3
Band	100	4
Participated in Organized Activities in College	100	4
Clubs	75	3

TABLE 3
Qualitative Responses

Merged	%	n=17
Primary Motivation		
Career Aspiration to Lead	76.5	13
Barriers in Becoming Athletic Director		
Gender Bias/Discrimination	64.7	11
Barriers That Currently Exist		
Perception Women Cannot Lead	76.5	13
Why Do You Believe There Are So Few Female NCAA Division I Athletic Directors		
Stereotypes	47.1	9
Demands/Difficult Job	41.1	7
Advice to Other Women Who Aspire to Be An NCAA Division I Athletic Director		
Get Relevant Experience	70.6	12

Separate	%	n=4
Primary Motivation		
Career Aspiration to Lead	75	3
Barriers in Becoming Athletic Director		
Gender Bias/Discrimination	75	3
Barriers That Currently Exist		
Perception that a Woman Cannot Lead	25	1
Lack of Support/Network	25	1
Why Do You Believe There Are So Few Female NCAA Division I Athletic Directors		
Stereotypes	75	3
Advice to Other Women Who Aspire to Be An NCAA Division I Athletic Director		
Get Relevant Experience	75	3


The SMART Journal

An Analysis of Leading Contributors to the *Journal of Sport Management*: 1987 – 2002

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INTRODUCTION

Acknowledging some debate may occur internationally, the *Journal of Sport Management (JSM)* is primarily considered the premier scholarly journal of the sport management field. Since the movement and academic acceptance of the field, a few scholars (Chelladurai, 1992; Olafson, 1990; Parks, 1992; Paton, 1987; Pitts, 2001; Slack, 1996; Zakrajsek 1993) have questioned and challenged the breadth and extent of sport management research over a decade ago. Olafson (1990), one of the founders of the North American Society for Sport Management (NASSM), professed that the challenge to critically investigate the state of sport management literature and to develop the directions for future endeavors must be met. In achieving the first rule of science, empirical verification principle, a complete examination of published research is critical (Olafson, 1990).

At the dawn of the new millennium, Pitts (2001) continued the quest of challenging sport management research when addressing a majority of North America's sport management academicians by stating, "it is now time to critically examine who we are and where we are in reality in relation to whom and where we think we might be" (p. 1). *The Journal of Sport Management* is a relatively young publication. Those presently engaged in sport management research currently have only a handful of scholarly journals dedicated to this field of study or any of its content areas. Pitts (2001) described this concept and termed it as a "yearling" (p. 4). The present investigation falls within the boundaries of the aforementioned challenges. The intent of the current investigation is to present tangible evidence for the sources of individuals and institutions that contributed most frequently to the scholarly articles published in the *Journal of Sport Management (JSM)*. *JSM* was selected for this investigation because it is recognized as the major publication outlet for scholarly articles in the field of sport management (Barber, Parkhouse & Tedrick 2001; Danylchuk & Judd 1996; Joo & Jackson, 2002; Pitts, 2001; Weese, 1995). Founded in 1987, *JSM* is the official publication of the North American Society for Sport Management. Scholarly articles in *JSM* cover:

> "A wide range of managerial topics dealing with voluntary, public, and commercial sport organizations and the complex social, cultural, political, economic, and technological environment in which they are located. As the goal is to advance the body of knowledge in sport management, articles must be theoretically grounded and must contribute new insights, explanations, or methodological approaches." (Instructions to Authors, 2003, p. 338).

During its first sixteen years, *JSM* significantly influenced the development of scholarly literature for the field of sport management. Faculty members, graduate students, academic departments, libraries and other individuals within colleges and universities in the United States, Canada, and many other nations subscribe to *JSM*. Since its founding, *JSM* has notably achieved a sufficient degree of academic maturity to warrant this type of investigation.

SIGNIFICANCE OF STUDYING RESEARCH OUTPUT OF THE FIELD OF SPORT MANAGEMENT

When searching the conceptual and data based literature in sport management, no studies were identified as empirical investigations of individual and institutional sources of scholarly articles published in the field of sport management. Within the last twenty years, several scholars have examined research productivity in several

other fields and disciplines, such as accounting (Bazley & Nikolai, 1975; Carpenter, Crumblely & Strawer, 1974); advertising (Barry, 1990); finance (Heck & Cooley, 1988; Heck, Cooley & Hubbard, 1986; Niemi, 1987); and marketing and sales management (Bush & Grant, 1991; Bakir, Vitell & Rose, 2000; Clark, 1985; Im, Kim, & Kim, 1998; Page & Mohr, 1995; Spake & Harman, 1997; Susan, Powers & Sobczak, 1991). According to such scholars, published research in scholarly journals has been recognized as a measure of success for the program faculty as well as the university. For example, Clark (1985), a scholar in marketing education, has professed that it is "a way to applaud… authors and … motivate scholars to continue their five year research efforts" (p. 32). Scholars from the field of economics (Goldsmith, 1984; Liebowitz and Palmer, 1984 have implied that journal analysis can be used to record the research progress of a field or discipline. It helps to keep academicians in tune with the quantity and quality of the research published as well as to enlighten readers as to who are the academic forerunners in the field (Frost & Taylor 1985). Barry (1990), a scholar/ writer in the field for advertising research, further suggested that such type of "studies are positive for the scholarly research of a discipline, the disciplines' scholars, and the scholar's respective institutions and departments" (p. 53). Overall, the majority of authors appear to agree with the opinion of Bush and Grant (1991) who stated that "studies investigating the research productivity of a discipline offer benefits to scholars, institutions, and students associated with that discipline as well as the discipline itself" (p. 48). Based on such rationale, it seems a scholarly presentation would provide relevant information about scholarly productivity in *JSM*. Such a presentation would also help to illuminate the maturity of the field of sport management and assist to identify the opinion leaders in the field of sport management. This assessment covers the inaugural period of 16 years for scholarly articles published in *JSM*. Specifically, the purpose of this investigation was to identify the individuals and institutions that most frequently contributed scholarly articles in the *JSM* between January 1987 and October 2002. In light of the purpose, the current investigation was designed to answer the following research questions:

Such a presentation would also help to illuminate the maturity of the field of sport management and assist to identify the opinion leaders in the field of sport management.

- What were the most frequent types of authorship of scholarly articles in *JSM* during its first 16 years?
- What were the most frequent types of individual authorship appearances of scholarly articles in *JSM* during its first 16 years?
- Who were the most frequent contributors of scholarly articles in *JSM* when ranked by total appearance of authorship during its first 16 years?
- What were the most frequent types of institutional authorship appearances of scholarly articles in JSM during its first 16 years?
- Who were the most frequent contributors of scholarly articles in *JSM* when ranked by adjusted appearance of authorship during its first 16 years?
- What academic institutions were the most frequent contributors of scholarly articles in *JSM* when ranked by total appearance of authorship during its first 16 years?
- What academic institutions were the most frequent contributors of scholarly a articles in *JSM* when ranked by adjusted appearances of authorship during its first 16 years?

METHOD

DATA COLLECTION PROCEDURES

A census of all scholarly articles (n = 236) appearing in *JSM* from January 1987 to October 2002 were surveyed. It should be noted that only scholarly articles were included in the analysis of the current investigation. Scholarly articles refer to those that were published as data based or conceptual in nature. Data based articles are presented in the forms of quantitative and/or qualitative research directed by the scientific method. Conceptual articles refer to scholarly articles that were grounded ideas, concepts, theories, and frameworks.

Excluded from this investigation were research notes, book reviews, journal abstracts, and management memos from conferences and conventions.

RESEARCH PRODUCTIVITY BY INDIVIDUALS AND INSTITUTIONS

Measures of research productivity for the current study were based on the suggestions of previous works of Barry (1990), Im, Kim, & Kim (1998), and Lindsey (1980). The aforementioned scholars have suggested that research productivity is evaluated in two ways: (1) by a total appearance approach and (2) by an adjusted appearance approach. For the total appearance approach, all articles published by an individual or institution were counted equally. For instance, an article with five authors was counted as a full article for each of the five authors or (1.00/1 = 1.00 credit for each author). Also, if each of the five authors were from five different institutions, each institution was credited with a full article (1.00/1 = 1.00 credit for each institution).

Unlike the total appearance approach, the adjusted appearance approach is a fractional count of each appearance of an author or institution. Using this approach, each author and institution was calculated with fractional credit in the current investigations. When a scholarly article was written by one author, adjusted appearance was 1.00/1 = 1.00 credit. When an article was written by two authors, the adjusted appearance credit was 1.00/2 = 0.50 (a half credit for each author). This approach was followed for articles written by three, four, five or six co-authors, respectively (1.00/3 = 0.333; 1.00/4 = 0.25; 1.00/5 = 0.20 and 1.00/6 = 0.167) (Bakir, Vital & Rose 2001). The same approach was used for each affiliated institution in the current investigation.

RESULTS AND DISCUSSION

All scholarly articles appearing in Volume 1 (1987) through Volume 16 (2002) of the *Journal of Sport Management (JSM*) were reviewed. Between January 1987 and October 2002, 236 scholarly articles were published in *JSM* that were written by 289 different authors whose names appeared 465 times as contributors. The same amount of articles were represented by 137 different institutions whose names also appeared 465 times as institutional contributors.

The data shown in Table 1 presents the types of authorship of all scholarly articles (n = 263) in *JSM* during its first 16 years. Single and two author articles accounted for the majority (82.5%) authorships. More than half of the articles were multi-authored with the majority of these (38.8%; n = 102 dual-authored). Slightly less than a fifth (17.8%; n = 46) were written by three or more authors. Although none of the articles were written by five authors, it should be noted that only one article (0.4%) was written by six co-authors.

The data in Table 2 show the number of total appearances of contributions to scholarly articles published in *JSM* during the time period analyzed. Overall, there were 465 appearances represented by 289 contributors. The majority of the contributors (45.8%; n = 213) had only one appearance in *JSM* for this period. More than half (54.2%; n = 252) of the scholars had two or more appearances in *JSM*. Two scholars (Packianathan Chelladurai and Trevor Slack) had the highest number of total appearances as individuals (3.5%; n = 16 and 3.2% n = 15), respectively. The most frequent contributors as individuals of scholarly articles to *JSM* are presented in Tables 3 and 4. A total of 289 different contributors were represented in *JSM* during the time period analyzed. Table 3 lists the most frequent contributors whose names appeared with a minimum of three publications. Using this approach, 36 of 289 (12.5%) of the contributors were credited with three or more appearances.

When viewing Table 3 from a total perspective, it reflects that the most frequent contributors for *JSM* articles come from different institutions across the United States and Canada. There were 19 different institutions where at least one faculty member had three or more total appearances. Eleven institutions had at least one faculty member with four appearances; seven institutions had a faculty member with five publications; five institutions had a faculty member with five appearances; and only two institutions (The Ohio State University and The

University of Alberta) had a faculty member with ten or more appearances. When looking at individual contributors, Packianathan Chelladurai has been the most frequent contributor with 16 total appearances. Trevor Slack was second with 15 total appearances, and Janet B. Parks was third with nine total appearances. Three other scholars, Karen L. Danylchuk, Donna L. Pastore, and James W. Weese were fourth with seven total appearances each.

Table 4 lists the research production of the top scholars based on the adjusted appearance approach. Based on this approach, only 13 of 289 (4.49%) of the scholars were credited with three or more adjusted appearances. When looking at authors and institutions, there were seven different institutions where at least one faculty member had three or more total adjusted appearances each. Only four institutions (Bowling Green State University, The University of Windsor, University of Alberta, and The Ohio State University) had a faculty member with five or more total adjusted appearances. The Ohio State University was the only university to have a faculty member with nearly ten (9.33) total adjusted appearances. Packianathan Chelladurai was also the most frequent contributor with 9.33 adjusted appearances. Trevor Slack (University of Alberta) was the second was a frequent contributor with 7.73 adjusted appearances. James W. Weese (University of Windsor) and Janet B. Parks (Bowling Green State University) ranked third and fourth, respectively, with 6.50 and 5.16 adjusted appearances.

Table 5 presents the frequency of institutional authorship appearances for the scholarly articles in *JSM*. Based on this summary there were 350 total appearances by 137 different institutions. The largest portions of the institutional contributions (25.4%; n=89) had only one appearance. Slightly more than one tenth (12.0%; n=422) had two appearances. Such findings make it evident that there have been contributions from a large number of institutions; however institutional dominance is evident by a small number of universities. It is further shown in Table 6 that nearly a fifth of the universities (27 of 137 or 19.7%) were credited with three or more total appearances. Twenty-one (12.4%) of the institutions were credited with four or more appearances; sixteen (11.6%) with five or more appearances; seven (5.1%) with ten or more appearances and three (2.1%) with 20 or more total appearances. This elite group of institutions primarily comes from the United States and Canada. In addition, institutions were also represented from such nations as South Korea, United Kingdom, New Zealand, Australia and Japan. Based on total appearances, the Ohio State University, the University of Western Ontario, Bowling Green State University, the University of Alberta, the University of Windsor, the University of Massachusetts-Amherst, the University of Texas were credited as the most frequent contributing institutions with ten or more appearances.

Table 7 identifies the top institutional contributors of scholarly articles that received three or more credits based on the adjusted appearance approach. Using this approach, 19 or 13.9% of the universities were credited with three or more unit appearances. Only five (3.6%) of the institutions were credited with 12 or more appearances, including Bowling Green State University, the University of Western Ontario, the Ohio State University, the University of Alberta, and the University of Windsor, Bowling Green State University led all academic institutional contributors with 16.83 adjusted appearances.

SUMMARY AND CONCLUSION

This article examined the research production of sport management scholars and their institutional affiliations by examining published articles in the JSM from its inception in 1987 to 2002. The total score approach and a fractional score approach were both used to evaluate the research productivity of the contributing scholars. The major contribution of this investigation was that it showed the leading individual and institutional contributors to *JSM*. While this article has provided some objective insights into the nature and scope of research productivity of sport management scholars, it has some limitations. First, articles in *JSM* do not cover the full range of topics addressed by all sport management scholars, nor is *JSM* today the only publication outlet available to members in the field. Currently, there are more than ten scholarly journals created for sport management studies (Pitts, 2001; Danylchuk & Judd, 1996). Therefore, the works and reputations of the authors and their respective

institutions of the other journals were not reported in the current investigation. Future research should include individuals and their respective institutions from such journals as the *International Journal of Sport Management*, the *International Sports Journal*, the *European Sport Management Quarterly, and Sport Marketing Quarterly*.

A second limitation was that this investigation addressed productivity from a quantitative perspective. The intent was not to evaluate the quality of the published research, but rather to only report individuals and institutions that most frequently contributed articles in *JSM* during the time period analyzed. No attempts were made to examine the quality of the articles of their contributions to the sport management literature. Thus, the orderings are not definitive measures of an author or institution's quality. The rationale is that one can agree that a contributor with one or two seminal scholarly articles is more relevant then one with five or six non-seminal scholarly articles. Nonetheless, it is our assumption that the scholars appearing in *JSM* over its first 16 years are at least somewhat indicative of the population of scholars in the field of sport management.

Periodic investigations like the current one provide a form of recognition for sport management scholars and their respective institutions. Such investigations are ways of recognizing past and current scholars in the field while concurrently motivating future scholars to make contributions. It is hoped that this investigation provided useful evidence to help support healthy competition that contributes to the development of intellectual capitol within the new and emerging field of sport management.

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TABLE 1
Types of Authorships in the *Journal of Sport Management*: January 1987 – October 2002

Type	N	%
Single-Author Articles	115	43.7%
Two-Author Articles	102	38.8%
Three-Author Articles	38	14.4%
Four-Author Articles	7	2.7%
Six-Author Articles	1	0.4%
Totals	263	100.0%

TABLE 2
The Frequency of Contributors to Scholarly Articles in the *Journal of Sport Management* by Number of Name Appearances: January 1987 – October 2002

Number of Appearances *JSM* Scholars	Total N	Appearances %
One Appearance by 213 Scholars	213	45.8%
Two Appearances by 40 Scholars	80	17.2%
Three Appearances by 16 Scholars	48	10.3%
Four Appearances by 8 Scholars	32	6.9%
Five Appearances by 5 Scholars	25	5.4%
Six Appearances by 1 Scholar	6	1.3%
Seven Appearances by 3 Scholars	21	4.5%
Nine Appearances by 1 Scholar	9	1.9%
Fifteen Appearances by 1 Scholar	15	3.2%
Sixteen Appearances by 1 Scholar	16	3.5%
Total Appearances by 289 Scholars	465	100%

TABLE 3
Most Frequent Contributors of Scholarly Articles in *Journal of Sport Management* by Total Appearance and Rank: January 1987 – October 2002 (3 or more total appearances)

Author	Institution	Total Appearances	Rank
Chelladurai, Packianathan	*Ohio State University*	16	1
Slack, Trevor	*University of Alberta*	15	2
Parks, Janet B.	*Bowling Green State University*	9	3
Danylchuk, Karen E.	*University of Western Ontario*	7	5
Pastore, Donna L.	*Ohio State University*	7	5
Weese, W. James	*University of Windsor*	7	5
Armstrong(-Doherty), Alison J.	*University of Western Ontario*	6	7
Chalip, Laurence	*University of Maryland*	5	10
Cuneen, Jacquelyn	*Bowling Green State University*	5	10
Hinings, Bob	*University of Alberta*	5	10
Inglis, Susan E.	*McMaster University*	5	10
Kikulis, Lisa M.	*University of Alberta*	5	10
Amis, John	*University of Alberta*	4	16.5
Lovett, Dorothy J.	*University of Texas-Austin*	4	16.5
Lowry, Carla D.	*Southwestern University*	4	16.5
Miller, Lori K.	*Wichita State University*	4	16.5
Olafson, Gordon A.	*University of Windsor*	4	16.5
Pitts, Brenda G.	*Florida State University*	4	16.5
Sutton, William A.	*Ohio State University*	4	16.5
Riemer, Harold	*Bowling Green State University*	4	16.5
DeSensi, Joy T.	*Western Carolina University*	3	28.5
Fielding, Lawrence W.	*University of Louisville*	3	28.5
Frisby, Wendy	*University of British Columbia*	3	28.5
Gauthier, Roger	*University of Ottawa*	3	28.5
Gladden, James M.	*University of Massachusetts*	3	28.5
Hansen, Hal	*University of Ottawa*	3	28.5
Howard, Dennis R.	*University of Oregon*	3	28.5
Hums, Mary A.	*University of Massachusetts*	3	28.5
MacLean, Joanne C.	*University of Windsor*	3	28.5
Mahony, Daniel F.	*University of Louisville*	3	28.5
McCarville, Ronald E.	*University of Waterloo*	3	28.5
McDonald, Mark A.	*University of Massachusetts*	3	28.5
Quarterman, Jerome	*Bowling Green State University*	3	28.5
Stotlar, David K.	*University of Northern Colorado*	3	28.5
Thibault, Lucie	*University of British Columbia*	3	28.5
Zeigler, Earle F.	*University of Western Ontario*	3	28.5

TABLE 4
Most Frequent Contributors of Scholarly Article of *Journal of Sport Management* by Adjusted Appearance and Rank: January 1987 – October 2002 (3 or more total adjusted appearances)

Author	Institution	Adjusted Appearances	Rank
Chelladurai, Packianathan	*Ohio State University*	9.33	1
Slack, Trevor	*University of Alberta*	7.73	2
Weese, W. James	*University of Windsor*	6.50	3
Parks, Janet B.	*Bowling Green State University*	5.16	4
Chalip, Laurence	*University of Maryland*	4.50	5
Danylchuk, Karen E.	*University of Western Ontario*	4.33	7
Armstrong(-Doherty), Alison J.	*University of Western Ontario*	4.33	7
Inglis, Susan E.	*McMaster University*	4.33	7
Pastore, Donna L.	*Ohio State University*	3.99	9
Cuneen, Jacquelyn	*Bowling Green State University*	3.00	11.5
Olafson, Gordon A.	*University of Windsor*	3.00	11.5
Quarterman, Jerome	*Bowling Green State University*	3.00	11.5
Zeigler, Earle F.	*University of Western Ontario*	3.00	11.5

TABLE 5
The Frequency of Institutional Authorship Appearances of Scholarly Articles in the *Journal of Sport Management*: January 1987 – October 2002

Total Appearance Institutional Authors	Number of Appearance	Percentage of Institutions
One Appearance by 89 Institutions*	89	25.4%
Two Appearances by 21 Institutions	42	12.0%
Three Appearances by 6 Institutions	18	5.1%
Four Appearances by 5 Institutions	20	5.7%
Five Appearances by 5 Institutions	25	7.2%
Six Appearances by 1 Institution	6	1.7%
Eight Appearances by 2 Institutions	16	4.6%
Nine Appearances by 1 Institution	9	2.6%
Ten Appearances by 1 Institution	10	2.9%
Twelve Appearances by 1 Institution	12	3.4%
Sixteen Appearances by 1 Institution	16	4.6%
Eighteen Appearances by 1 Institution	18	5.1%
Twenty Appearances by 1 institution	20	5.7%
Twenty-two Appearances by 1 Institution	22	6.3%
Twenty-seven Appearances by 1 Institution	27	7.7%
Total Appearances by 137 Institutions*	350	100%

*Includes 7 non-university settings

TABLE 6
Most Frequent Academic Institutions of Scholarly Article in *Journal of Sport Management* by Total Appearances and Rank: January 1987 – October 2002 (3 or more total appearances)

Academic Institution	Total Appearances	Rank
Ohio State University	27	1
University of Western Ontario	22	2
Bowling Green State University	20	3
University of Alberta	18	4
University of Windsor	16	5
University of Massachusetts	12	6
University of Texas	10	7
University of British Columbia	9	8
Pennsylvania State University	8	9.5
University of Ottawa	8	9.5
University of Maryland	6	11
McMaster University	5	14
Iowa State University	5	14
University of Louisville	5	14
De Montfort University, UK	5	14
Florida State University	5	14
Griffith University, New Zealand	4	19
University of Waterloo	4	19
Western Carolina University	4	19
Southwestern University	4	19
University of Regina	4	19
University of New Brunswick	3	24.5
University of Tennessee	3	24.5
Illinois State University	3	24.5
University of Northern Colorado	3	24.5
University of Oregon	3	24.5
Wichita State University	3	24.5

TABLE 7
Most Frequent Academic Institutions of Scholarly Articles in *Journal of Sport Management* by Adjusted Appearances and Rank: January 1987 – October 2002 (3 or more total adjusted appearances)

Institution	Adjusted Appearances	Rank
Bowling Green State University	16.83	1
University of Western Ontario	16.33	2
Ohio State University	16.32	3
University of Alberta	12.83	4
University of Windsor	12.33	5
University of Massachusetts	8.50	6
University of Texas	5.33	7
University of British Columbia	5.16	8
Pennsylvania State University	4.83	9.5
University of Ottawa	4.83	9.5
University of Maryland	4.50	11
McMaster University	4.33	12
Iowa State University	3.50	14
University of Louisville	3.50	14
Griffith University, New Zealand	3.50	14
University of Waterloo	3.33	16
Western Carolina University	3.00	18
University of New Brunswick	3.00	18
University of Tennessee	3.00	18

SPORT MANAGEMENT FIELD EXPERIENCES AS EXPERIENTIAL LEARNING: ENSURING BENEFICIAL OUTCOMES AND PREVENTING EXPLOITATION

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INTRODUCTION

A sport management field experience takes place when a student receives academic credit, as part of a formal sport management curriculum, for going to a sport management organization and being literally and integrally involved in the day-to-day operations of that organization. Typically, the field experience is referred to as an internship that takes place at a site *away* from the college/university campus that awards academic credit for the real-life (doing and learning) internship experience. In reality, internships can play an indispensable role in the education and professional preparation of sport management personnel (Stier, 2002).

EXPERIENTIAL LEARNING

Learning through experience, more formally known as experiential learning, is the process by which the student learns by actually doing or performing real-world tasks while engaged in a formal, structured field experience. A general goal of a field experience is to execute ideas and theory learned and discussed in the classroom within the real world setting of sport and sport business. "Through. . .the unique experience provided by internships. . .the sports management students are literally immersed in the culture of the business of sports" (Hunter & Mayo, 1999, p. 76).

The practical aspect of internships, in the curricula of sport management, is so important that the national standards promulgated by the North American Society for Sport Management (NASSM) endorse the requirements of inclusion of field experiences at both the undergraduate and graduate levels of professional preparation programs, in order to obtain approval as an "approved" program (Schneider & Stier, 2000; Stier & Schneider, 2000; Stier, 2000a). In fact, internships have become the modus operand of almost every professional preparation program in sport management in this country and abroad, both at the undergraduate and graduate levels (Stier, 2000b).

Learning through experience (experiential learning) has long been recognized as an effective means of learning. Dewey (1938) created the foundation from which experiential learning can be based, partly by identifying the close and necessary relationship between the process of actual experience and education. More recently, Heron (1989) reaffirmed that experiential knowledge is knowledge gained through action and practice. Heron also indicated that experiential learning is by encounter, by direct acquaintance and takes place through the process of being there, face-to-face, with the person, at the event, in the experience.

Learning through experience has long been recognized as an effective means of learning.

CONNECTION BETWEEN SPORT MANAGEMENT FIELD EXPERIENCES AND EXPERIENTIAL LEARNING

Rogers (1983, pp. 278-279) identified seven assumptions [presented below] that build a foundation for experiential learning. These seven assumptions can also be used as a framework to provide a more thorough understanding of sport management field experiences. Following each of the seven assumptions below (in italics), the authors have addressed each from a sport management field experience perspective.

1. *Human beings have a natural potentiality for learning*. Sport management students not only have the potentiality for learning but most also have a sincere thirst for learning both in field experiences as well as in the actual work place (post field experiences). The potential for learning in field experiences is great since the participants recognize that such learning and mastery of skills will have a major positive impact upon their sport management career and professional advancement.

2. *Significant learning takes place when the subject matter is perceived by the student to have relevance for [his/her] own purposes*. Since the "own purpose" of most interns is to gain knowledge and experiences that will lead them to full-time employment in the area that most interests them, field experience coordinators should keep this in mind when developing the field experience work contract with the on-site supervisor. One way to help ensure that interns perceive the content/subject matter of the field experience to be relevant for their own purposes is to seek their input throughout the development of the contract.

3. *Much significant learning is acquired through doing*. Field experiences must, by definition, be hands-on. Interns must be given responsibilities and must be held accountable for bringing tasks to closure. The intern should be actively involved. Learning will take place at a faster rate when real stakes are placed on work-related actions and behaviors.

4. *Learning is facilitated when a student participates responsibly in the learning process*. Responsible participation on the part of interns requires that interns be, among other things, punctual, self-motivated, and of a strong work ethic. To gain outcomes, interns must follow guidelines set forth in the contract and the operating procedures of the sport organization. Learning and appropriate outcomes cannot take place without responsible participation on behalf of the interns.

5. *Self-initiated learning, involving the whole person of the learner, involving feelings as well as intellect, is the most pervasive and lasting*. Interns must be proactive throughout the internship, making sure that they ask questions and obtain necessary information in order to effectively carryout their assigned tasks. When assigned a responsibility and held accountable for attaining major outcomes, interns will involve their "whole person" to successfully elicit the outcomes. Being involved as a "whole person" will result in the interns drawing deep from their intellect and passion as means to achieve the outcomes desired by the sport organization. These are the type of learning experiences that are not forgotten and are utilized by interns for future tasks and jobs.

6. *Creativity in learning is best facilitated when self-criticism and self-evaluation are primary, and evaluation by others is of secondary importance*. Parts of field experiences may include creative learning and other parts may not. Overall, there is a need for constructive criticism during and at the conclusion of the internship. Many, if not most, sport management related tasks include a structure specific to the task that can be perfected through supervisory feedback. Certainly, if interns are given a responsibility that requires complete creativity or requires a creative element, they must be allowed to bring the project to closure with limited supervisory criticism. If interns are not creative, obviously, they should not be assigned creative tasks.

7. *The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience, an incorporation into oneself of the process of change*. The on-campus sport management field experience coordinator must take a lead role in understanding the process of learning and implementing it into the field experience. To that end, the field experience coordinator must also be open to input and be able to change, based on feedback from the on-site supervisors, interns, and current literature.

The addressing of the above seven assumptions of experiential learning, from a sport management field experience perspective, provides a basic understanding of how these field experiences align nicely with

experiential learning. However, to gain a complete understanding of the sport management field experience as an experiential learning endeavor, further information is needed and is provided below.

Sport management field experiences require two qualified supervisors: one who represents the interests of the school's sport management program, commonly referred to as a field experience coordinator; and, another who represents the interests of the sport organization where the field experience will be taking place, commonly referred to as an on-site supervisor. In almost all cases, the field experience coordinator will be either a sport management professor or person on campus, identified as the individual responsible for placing the student interns *and overseeing* the students' internship experiences at the various site locations. And, in most cases, the on-site supervisor is generally a full-time employee who, in addition to one's primary role in the sport organization, assumes the added responsibility of managing and supervising – on a day-to-day basis – student interns. Each student, with guidance from the field experience coordinator working closely with the on-site supervisor, applies theory and knowledge learned in the classroom to the off-campus sport organization.

TWO TYPES OF FIELD EXPERIENCES – INTERNSHIPS AND PRACTICA EXPERIENCES

Field experiences are generally of two basic types: practica and internships. Normally, an internship is the culminating experience of the sport management curriculum. A sport management intern, in many cases, assumes the role of a full-time employee (most frequently without significant or meaningful pay) of the sport organization, for at least an entire semester.

As sport management interns, the students have reached the culminating phase of their academic preparation. At this point they should be able to apply and implement what they have learned from professors, textbooks, and prior experiences into a real sport organization. The interns should be required to complete tasks that are necessary for the organization to function productively. These tasks may or may not be leadership oriented, but nevertheless should be real and meaningful.

Upon successful completion, sport management interns receive the credit equivalent of anywhere from 3 to 15 semester hours of academic credit. In order to emphasize the importance of the internship, a grade should be provided rather than simply assigning a "pass" or "non-pass" mark. The on-site supervisor should have considerable input in the grade of the intern, but the ultimate determination of the final grade of the internship should rest in the hands of a sport management faculty member responsible for the interns. At the end of the experience, each student/intern should have: (a) developed and refined appropriate and necessary sport management skills, and (b) successfully established, for job networking purposes, potential long term professional relationships with employees within the sport organization.

Practica are part of the sport management curriculum and are usually part of a class. In many quarters it is thought of as a pre-internship experience, sometimes taking place on the campus of the school granting credit for this type of beginning practical experience. The "pre-internship has become more significant in recent years—so much so that more colleges and universities are incorporating formal pre-internship (practica experiences) opportunities for students early in their academic career" (Stier, 2002, p. 8).

Practica are similar to an internship except that it is not as time intensive, nor as sophisticated as a full-fledged internship. Practica experience also may not include as many hands-on responsibilities on the part of the sport management student. Since practica experiences usually take place "early on" in the sport management curriculum or academic program, the students, when beginning a practicum, often have to spend some time observing until they are ready to begin to engage in actual hands-on experiences. The overall purpose of the practica is similar to that of an internship in that it begins to bridge the gap between theory and practice—but the level of sophistication *and* the level of involvement and contributions, on behalf of the individual student, are far less than the actual internship.

PAID AND NON-PAID (INTERNSHIP) FIELD EXPERIENCES

Internships may be paid or non-paid. Both types of internships have advantages, depending upon one's perspective. The obvious advantage of the paid internship is the earning of income by the intern throughout one's experience. One obvious rationale for not wanting to pay the interns is that this tactic or strategy saves the sport entity money. And, with the overabundance of students seeking meaningful internships (over supply), there is often no incentive or real need for the sport organization to provide meaningful payment in the form of a sport management stipend, since there always seems to be sufficient would-be interns willing to accept a non-paying field experience, especially if the site is highly desirable or attractive to the student.

Another possible disadvantage with paying an intern may involve an unwillingness on the part of the sport organization to fully meet the needs of the intern and/or educational institution when the sport entity is paying good, hard cash for the services of the student intern. On-site supervisors at paid internship sites frequently make the argument that since the interns are receiving meaningful compensation from the sport organization, the on-site supervisor should have exclusive control over the interns' responsibilities and activities. Add to this argument the fact that the sport organizations are expected to further educate/teach their interns how to perform in the real world of sport business, it is no wonder that some sport entities and on-site supervisors think that they are often taken advantage of by the schools seeking internship sites. Needless to say, in the event that an on-site supervisor wants exclusive control over an intern's responsibilities, there is a very real potential for significant problems, unless those responsibilities are in line with those established by the field experience coordinator/professor.

There is much consternation on the campuses of those schools offering sport management curricula insofar as the payment question for interns. In reality, there is little incentive for sport organizations offering internship sites to provide meaningful pay to interns since the number of qualified interns greatly exceeds the number of quality and prestigious internship sites. The result is simply a matter of supply and demand, and with a greater number (supply) of would-be or wanna-be interns, is it any question that so few sport entities with internships actually pay a suitable or appropriate wage?

INTERACTION BETWEEN THE FIELD EXPERIENCE COORDINATOR AND THE ON-SITE SUPERVISOR

Acquainting and educating the on-site supervisors at the sport organizations providing the internships, as to the overall purpose of sport management field experiences, is absolutely essential. Field experience coordinators/ professors must assume this essential, and often time consuming role. Specific goals and objectives of field experiences should be cooperatively established and agreed upon by the school's field experience coordinator with input from the sport organization's on-site supervisor and the intern.

It is imperative that a working relationship be established and cultured between the on-site supervisors and the field experience coordinator. Although the field experience coordinator might dutifully develop a well-organized outline as to what should take place during the field experience, there are many ways an on-site supervisor can circumvent the outlined goals and objectives. One way to prevent this circumvention is to have a well-established working relationship between the on-site supervisor and the school's field experience coordinator.

MEETING SPORT MANAGEMENT OBJECTIVES AND THE EXPLOITATION OF THE INTERN

To help insure that students actually gain meaningful sport management job-related experiences from internships, specific goals and objectives of the field experience must be established, well in advance of the actual internship. Well thought out goals and objectives will provide a structured guideline from which both the on-site supervisor and the intern can operate. The three

To help insure that students actually gain meaningful sport management job-related experiences from internships, specific goals and objectives of the field experience must be established.....

primary parties involved in the field experience – the field experience coordinator, the on-site supervisor, and the intern – should create the objective of the field experience. Unfortunately, sometimes field experience objectives are not met. Below, is an outline of three of the more common reasons why field experience objectives are typically not met.

The first reason why field experiences are not realized fully is also the most obvious, as well as the least excusable. Specifically, it is because no objectives are even established. The primary responsibility of spearheading the task of establishing objectives falls on the shoulders of the sport management faculty member who is responsible for overseeing, coordinating and supervising field experiences. This faculty member must initiate a meeting or establish communications that involve both the on-site supervisor and the intern in the process of creating objectives and goals for the successful field experience.

The second reason why objectives may not be met is because objectives may not align with the tasks and duties available for and assigned to interns at a particular sport organization. Sport management faculty members who serve as field coordinators must work closely with (off campus) on-site supervisors to insure that the objectives are reasonable, suitable and attainable within each sport organization. And, the third reason for failing to realize field experience objectives is simply because on-site supervisors merely choose to ignore them, sometimes in a rather blatant fashion.

The sport management intern may be considered to be exploited if an on-site supervisor consistently ignores the objectives and places the intern on a different work agenda than outlined on the contract. This type of exploitation takes place as a conscious effort on the part of the on-site supervisor to modify or change the contract in a way that benefits the sport organization, but not necessarily the intern. When an intern is directed to perform roles outside of the parameters of the original field experience objectives – with or without intent to do so by the on-site supervisor – exploitation of the intern is taking place. Unless agreed upon by the field experience coordinator, on-site supervisor, and intern, the contract should remain and be followed as it was originally drawn up.

To prevent this type of intern exploitation from taking place, a system to monitor the week-to-week progress of the intern is advisable. Something as simple as requiring a brief end-of-week update, each week, in the form of an e-mail or snail mail from the intern to the school's field experience coordinator is often an effective means of ensuring that tasks engaged in are in alignment with the objectives.

Instead of providing the sport management intern with necessary experiences to become more marketable for the workforce, often the intern is exploited by the on-site supervisor for the gain of the sport organization. Sport management interns are exploited in a number of ways, most of which are preventable by a well defined and agreed upon description of intern responsibilities by the field experience coordinator, on-site supervisor, and the intern. The key, in many instances, is nothing more than having three-way communication among the school, the sport organization, and the intern.

WHAT CAN TAKE PLACE IN A FIELD EXPERIENCE—THE GOOD, THE BAD AND THE UGLY

Generally speaking, there are three things that can happen to the sport management intern. First, the intern can be almost neglected and not required or expected to do anything of value. In effect, the intern is merely expected to do "nothing" of value but to "wait out" the term of the internship. An example might be the fitness club that assigns the intern to baby sit the children of patrons in the facility's day care center. The second consequence involves the site that goes to the other extreme and assigns unreasonable tasks and responsibilities to the intern expecting the intern to perform at the level of a seasoned professional, rather than as a beginning intern. And, finally, the third possibility involves a site that combines an educational experience with appropriate, timely and suitable jobs and tasks given to the intern, all under the constant (daily) supervision and guidance of a caring, experienced, and competent on-site overseer.

One of the more insidious types of intern exploitation, however, takes place by sport organizations that operate with a revolving door of interns, never having to hire full-time employees. Even though meaningful experiences may be gained by the intern, paying job opportunities never become available.

A related type of exploitation takes place when the sport entity grants a student an internship experience, without pay – or at, or below minimum wage – and expects the intern to perform *as an employee*, thereby effectively taking the place of a would-be paid employee. The term coined to reflect this type of questionable employment/staffing strategy is called the "*Internship Model of Staffing*" (Stier, 1990).

The phrase "*internship model of staffing*" was coined to refer to the situation in which: "sport organizations are more than willing to take advantage of interns, most of whom are unpaid volunteers, by using these individuals in lieu of hiring entry-level professionals to work within their organizations" (Stier, 2001, p. 5). This strategy of securing staffing is not only unethical, but may also be illegal as well, under certain circumstances (as explained below), if the interns are not paid for their services.

The 1938 Fair Labor Standards Act provides six criteria that allow companies and organizations to avoid paying the student-intern even the prevailing minimum wage. These include: (a) the employer should not immediately and materially benefit from the presence, work and contributions of the intern, (b) the intern should not replace a regular, paid employee, (c) the internship experience should be similar to what would be offered in a vocational school, (d) the intern must be cognizant that no pay is forthcoming, (e) the intern is not guaranteed employment following the field experience, and (f) the field experience is for the benefit of the student intern (not primarily for the sport entity or business).

In reality, the Labor Department uses the criterion: *Who Benefits Most?* Thus, if the greatest benefit of the internship (field) experience is realized by the student intern, rather than the sport business or organization providing the internship experience, there is no need for pay to be given to the student intern. However, if the student intern's work and contributions to the company/organization outweigh the benefits gained by the student, financial remuneration for the student is in order, or else the student is being exploited and the company/organization might well be violating the law (Unpaid Interns, 1996).

ONE INSTITUTION'S STRATEGY TO INSURE MEANINGFUL AND PRAGMATIC FIELD EXPERIENCES FOR THE INTERN

The State University of New York (Brockport) was among the first three institutions within the United States to initiate an undergraduate program of sport management (Stier, 1999, p. 13). From the beginning, the faculty members were very concerned with (a) providing a sufficient number of real-life practical experiences throughout the students' undergraduate experience *and* (b) insuring that the graduates of the sport management program were indeed competent, experienced and skilled young professionals ready, eager, and willing to enter the sport business profession.

To accomplish these twin goals, the faculty instituted (a) a series of practical field experiences, in addition to a core of courses devoted to the study of sport management, as well as (b) a critical assessment mechanism to insure that only the most qualified students were admitted to and graduated from the sport management program.

FIELD EXPERIENCES

The first of these field experiences were referred to as *Practica I* and, to this day, still involves a requirement for students, in their very first sport management course, to be engaged in a field experience, for a minimum of 30 clock-hours, within an established and appropriate sport business entity. This initial field experience is followed by another requirement (in a subsequent major course requirement) for an even more in-depth field

experience (*Practica II*), which involved a minimum of 60 clock-hours of supervised activities at an appropriate off-campus sport business site.

The third aspect of field experiences required of the sport management students at SUNY Brockport is the off-campus research project required of all students, as juniors. This field experience requires each student to initiate an independent (but supervised) research project involving a problematic situation or challenge at an (outside) existing sport entity or business. This active involvement on behalf of the student at a sport organization, entity or business enables the student to gain valuable insight, knowledge and experience in the real world of sport and the business of sport, particularly at the site/organization where the research project takes place. Upon completion of the sophisticated research project, the student completes a formal report of the study and makes the findings and recommendations available to the sport entity. In addition, the student also must conduct, at a formal setting, a power-point presentation (open to the public) at the university.

The fourth and final piece of the field experience puzzle at SUNY Brockport is the traditional sport management internship in which a student is actively engaged in an off-campus sport business site, working under the auspices of both the campus field coordinator and the on-site supervisor. The field experience may be paid or not paid, depending upon the particular situation and the duties/responsibilities of the intern.

THE "EXIT" INTERVIEW

The exit interview is the final unique aspect of the SUNY at Brockport's sport management program and provides a realistic means of critically assessing students who are making formal applications to begin their full-time internship experiences during the next semester. The exit interview provides for 4-6 experts, currently engaged in the sport business world, to come to the campus and actually interview each senior student (45-60 minutes per student), in a formal group interview setting. Each student is required to complete a formal, written application for this exit interview. The completed application is duplicated and sent to each of the professionals making up the exit interview group, at least two weeks prior to the scheduled date of the interview.

The goal of the exit interview is to make sure that only qualified students are allowed to proceed in the sport management curricula, and to begin their internships, and graduate from the program. Students are provided, throughout their undergraduate courses, questions that may be asked in the exit interview session by the sport management/business experts. Each interviewer is provided with a score sheet (rubric) with which to score the responses of each interviewee.

Following the conclusion of each interview session, the committee confers and makes a recommendation to the program coordinator/director. If the recommendation is that the student is ready and competent to begin the internship, the student is so notified by the program director at a private meeting scheduled the next week with that student. If, however, the recommendation is that the student is not ready or competent to initiate an internship, the student is also made aware of that fact during a meeting with the program director. In a subsequent meeting, the program director provides to the student a list of deficiencies revealed in the interview session and is provided with a list of remedies that are open to the student. For example, the student may pursue additional course work, attend workshops and clinics, pursue individual readings and research, as well as experience other types of learning—all in an effort to remedy deficiencies or areas of weakness of the student.

This student, in the post exit interview session with the program director, may agree to complete these further learning experiences and, when completed, may then apply for the next round of exit interviews during a subsequent semester. If the student fails to compensate for these shortcomings or deficiencies, the student may not proceed to begin an internship and may not continue within the sport management curriculum.

The exit interview is very similar to the bar examination for lawyers. An individual may graduate from a law school but is not considered a lawyer or attorney-at-law until that person has successfully passed the bar in the

state where the individual resides. So too, the sport management student at SUNY Brockport may not proceed beyond the exit interview stage unless the student "passes" the interview evaluation session. Failure to pass prevents the person from graduating with the sport management certification.

CONCLUDING STATEMENT

The field experience component of sport management is an essential element of the overall educational experience for producing future leaders in the business of sport. Without meaningful field experiences, whether they be practica, independent research projects, internships, or some variation of exit interviews, the reality of the matter is that practical, real-world experiences are a vital part of one's education—if one is to understand and master the nuances of the business world of sport. It is the responsibility of those individuals in charge of the sport management programs, graduate and undergraduate alike, to insure that meaningful field experiences remain at the forefront of the educational experiences of our future leaders in the sport industry.

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Insider's Perspective: Melanie Watts, Marketing Analyst, Pepsi Sports

Interview By: Jason W. Lee, Troy University

JL: Please explain to our readers what the image of Mountain Dew is truly all about?

MW: The brand Mountain Dew is about individuality, a slight irreverence and living life to the fullest.

JL: In what ways does your company's involvement with Dew Action Sports Tour helped to enhance your product?

MW: The Dew Tour enhances our association with the action sports community, a very important base for us. Dew has been a supporter of action sports for over 20 years. The Dew Tour is complementary to our continuing support of the X Games (a sponsor since early 1990's). There is no better way to get a halo effect from a property like the Dew Tour than by becoming the tour's title sponsor.

JL: What responses or reactions have you noticed in your competition since you made took over the naming rights of the Dew Action Sports Tour?

MW: We can't speak to the marketing initiatives of other companies, but we are very pleased by the reaction we have received from consumers who came out to the tour this season.

JL: How long is this sponsorship naming rights deal in place for?

MW: It's a long-term agreement, but we cannot get into specifics on the exact number of years.

JL: What direction do you see your company's involvement in extreme/action sports over the next 2 years? 5 years?

MW: We will continue to pursue opportunities and experiences that allow us to not only support action sports but also to connect with teens in a fun and relevant way.

JL: What words of advice do you have for any potential fans out there—that have not latched on to the Dew Action Tour Series yet?

MW: The Dew Tour features some of the most talented athletes in the world. The competition is exciting and will have you on the edge of your seat. The Dew Tour will be traveling to several markets this summer, but if we don't come to a city near you, don't forget to watch the competitions on NBC. We're sure that you won't be disappointed by the action. [Continued on Page 61]

The History of Gaelic Football and the Gaelic Athletic Association

Jaime Orejan, PhD, Elon University

INTRODUCTION

Towards the end of the nineteenth century some people feared that the Irish games could face extinction. There was concern that the English games would take over Ireland and the native games would fade away. The establishment of the Gaelic Athletic Association (GAA) in 1884 was the defining moment in the history of Ireland's native games. Today the GAA regulates four distinctive games. The most popular are Gaelic football and hurling; the others are camogie and handball. Camogie is a field game played by women while handball is like squash without the rackets. The state of health of the GAA and the level of support for the games is a stunning endorsement of the vision of its founders, and the games are enjoyed by millions of people – players and spectators – every year (Healy, 1998).

The Gaelic games of football, hurling, camogie, and handball are far removed from the glittering ranks of global sport. In fact, large figure endorsement deals and international stardom do not entice Gaelic players. In a world focused on millionaire sports professionals, these Gaelic games provide a remarkable example of thriving amateur sports. Amateur in their character, Gaelic games exist through the bonds of identity they forge among participants and devotees.

Founded out of national pride, sustained through the lean times with that same emotion, few things run so deeply through the core of Irish society than the connection with place and home which the games provide. In a sporting world where players change allegiances for the price of a shoe and satellite television holds fans to ransom, there remains in Gaelic games vital proof of a purer ideal - amateurism, and love of the game (Prior, 1997).

ORIGENS OF THE GAELIC GAMES

Irish games and sports were the main attractions of the Tailteann games (named after a Celtic Goddess), an ancient Celtic sporting festival, which began in 1829 BC (GAA Museum, 2001). The games occurred annually during the feast of Lunagsha (August 1) for almost 4000 years until 1169 AD. In the 17th and 18th centuries the gentry landowners and noblemen organized the games of hurling, and gambling was very common. Hundreds of people would gather to watch the matches and sometimes the players would be paid for their efforts. The games became a major religious and sporting festival on the Irish calendar. At that time, many trade fairs were held where livestock and goods were bought and sold. However, this fair was more like the Olympic Games (GAA Museum, 2001).

Before the founding of the GAA, Gaelic games had existed in various forms for many centuries. TTThe game's origins are not clearly known. A rough and tumble form of the game was common throughout the middle-ages, similar versions of which abounded over Europe and eventually became the forebears of both football association and rugby. Some believe it was brought to Ireland by the English centuries ago and over time it developed into the Gaelic football we know today (Prior, 1997).

The earliest record of a recognized precursor to modern Gaelic football date from a game in County Meath in 1670, in which catching and kicking the ball was permitted. A six-a-side version was played in Dublin in the early 18th century, and 100 years later there were accounts of games played between County sides (Prior, 1997). Limerick was the stronghold of the native game around this time, and the Commercials Club, founded by

employees of Cannock's Drappery Store, was one of the first to impose a set of rules which was adapted by other clubs in the city. Of all the Irish pastimes the GAA set out to preserve and promote, it is fair to say that Gaelic football was in the worst shape at the time of the association's foundation (GAA Museum, 2001).

There are historical references to a form of Irish or Gaelic football being played in Ireland as far back as the 14th century. It seems that Gaelic football games were cross-country marathons involving hundreds of players, and violent exchanges were the norm. This cross-country football was called 'caid in County Kerry, taking its name from the ball of horsehide or oxhide which had an inflated natural bladder inside it (Healy, 1998).

As recently as the mid-1800's, a typical game of football in Ireland involved hundreds of people playing across miles of open countryside, with the obligatory frequent pauses for bouts of wrestling and fist fighting. The object of the game seems to have been to spend the day crossing fields while eluding flying fists and sprawling legs. The ball was more of an accessory, and the game was a social event as much as a sporting one (O'Heihir, 1984).

At the end of the game all the players joined up in the house of the winning gentleman (a leading figure in the village who organized the fun), and had a few pints of beer. Historically, aggression has always been a feature of Gaelic football. Even when football graduated to a point where two teams consisting of the same number of players met on a marked pitch, wrestling and some violence was still permitted (Healy, 1998). With violence rampant and organization virtually non-existent as recently as 150 years ago, all that could be said for Ireland's native games is that they were being handed on from generation to generation, surviving despite their coarseness, because they offered the people moments of pleasure and respite from everyday problems (Healy, 1998).

The fact that Gaelic games were so popular and caused some considerable damage frightened the ruling class, and through the centuries, laws were passed to ban the games. The Statutes of Kilkenny in the 14th century banned all Gaelic games, while in 1527 the Statutes of Galway allowed only football to be played (GAA Museum, 2001). In later centuries, prohibition of the games had more to do with religious Puritanism than political control. In 1695, the Sunday observance Act banned hurling, communing and football on Sundays and imposed a 12 pence or the equivalent or 12 pennies penalty for each offense (Tierney, 1972).

By the 17th century, the situation had changed considerably. The games had grown in popularity and were widely played. This was due to the patronage of the gentry. Now instead of opposing the games it was the gentry and the ruling class who were serving as patrons of the games. Games were organized between landlords with each team comprising 20 or more tenants. Wagers were commonplace with purses of up to 100 guineas an old unit of currency (Prior, 1997).

By late 19th century, Gaelic games had once again fallen foul of circumstance. A feature of Ireland's history was the demise and rebirth of the games at many intervals in different counties (GAA Museum, 2001). Their survival came under particular threat with the Great Irish Famine, which began to take its toll around the mid to late 1840's. During that time the survival of the people became a more immediate concern than the survival of their games. It took the spirit out of the nation and the politically charged society of the time succeeded in nurturing militarianism, not a cultural sense of identity. It is estimated that nearly two million people died and an additional two million or more emigrated as a result of the hardship presented by the famine (Tierney, 1992).

However, there were some who saw the revival of the games and Irish culture as an effective way to display independence from England. Within a decade or so of the famine, however, a resilient people had again turned to football and Gaelic sports as pastimes. It was from this ideal that the GAA came into existence.

THE GAA IS BORN

The establishment of the GAA took place at a time when the Irish people had an intense desire to gain national independence (the Irish people were under British rule), and when the influence of British games at the expense of the native games was much resented (Humpries, 1996). Its founding was set against a backdrop of much political turbulence. It was founded at the beginning of an era in Ireland, which was emerging from the misery of the famine years, and was now once again ready to assert itself both politically and culturally (Prior, 1997).

The people wanted an improvement in their economic circumstances as well as their political freedom. The Irish Republican Brotherhood (IRB), also known as the Fenians, (a secret oath-bound society) founded in 1858, sought to establish an Irish Republic by physical force, and took as its motto "Sooner or Never" (Tierney, 1992). It was their intent to fight the British in a bid to gain Irish independence, and this ideal would be shared by the founders of the GAA out of concern about the British games in Ireland (Healy, 1998).

Even though Irish games were being played, there was no central body to organize competitions and draw-up rules and regulations. In fact, Irish had more of a tendency to take up the games of English origin, made popular by the police and military in the garrison towns (O'Brien, 1960). Any athletic meetings that were held had to abide by the rules of the Irish Amateur Athletic Association, which was an Anglo-Irish body, dedicated to maintaining English standards and regulations (Cuiv, 1969; Tierney, 1992).

Native games were clearly in desperate need of a guiding hand, and many felt that their national sports and pastimes would be forgotten altogether. What the country wanted was an "Irish" organization, to bring order and unity into sport, on a nation-wide basis (Larkin, 1965). A great deal of credit for this being prevented goes to two men that had that vision and desire, Michael Cuzack and Maurice Davin (Ryan, 1965). Cuzack was a fluent Irish speaker from County Clare, who established a school in Dublin called the Civil Service Academy. He was determined to found a purely Irish based and controlled athletic association (Prior, 1997). Davin, who came from Carrick-on-suir in Waterford, was Ireland's most famous athlete of the time. His youth had been devoted to boxing and rowing, and it is said he never lost a race in a boat of his own construction. Davin's fame gave the GAA considerable prestige, and he was noted for his meticulous sense of fair play (Healy, 1998). By mid-summer 1884, Davin and Cuzack's planning was reaching an advanced stage, and one of the most pressing needs was to establish the support of some prestigious patrons. In late 19th century Ireland, this meant the Catholic Church (Ryan, 1965).

They approached the archbishop of Cashel. Dr. Thomas Croke, one of the more liberal clergymen of the time who was known to have a passionate interest in sport. He was more than enthusiastic, providing Cuzack and Davin the momentum they needed to convene the historic meeting in Thurles, which took place on All Saint's Day, November 1, 1884 (Prior, 1997).

Two other important patrons were Michael Davitt, a Fenian who had recently been released from prison, and was the leader of the Land league (aimed at enabling Irish tenants, then at the mercy of landlords, to gain control of their land), and Charles Stewart Parnell, the leader of the Irish Parliamentary Party. Both Davitt and Parnell were in favor of such an organization being established. Nationalist Ireland was at one: Irish games were to be revived and the British influences resisted (Cuiv, 1969).

On November 1, 1884 at "Haye's Commercial Hotel in Thurles, County Tippperary, the GAA was born. Reports vary on the size of the attendance, with some reports mentioning between seven and thirteen men being present (Tierney, 1992). It is significant to note that of the original seven founders of the GAA, four were members of the IRB (Prior, 1997). By the end of the meeting the Gaelic Athletic Association (Cumann Luthchleas Gael) had been formed. The stated aims of the strictly amateur body were to preserve and cultivate Ireland's national pastimes. Finally, Gaelic games would have a sense of direction.

The GAA made a considerable impact upon the life of the nation. First, it acted as a de-Anglicizing force, by its determined effort to sponsor native Irish games and discourage English games. Second, the GAA helped to build a healthy and vigorous Irish manhood. Unwittingly, it provided a kind of militant separatism, and gave the youth of Ireland a feeling of belonging, which stirred their loyalty and patriotism. Third, the GAA provided a recruiting ground for the IRB, due to the fact that the Fenians had infiltrated its ranks since its inception. Fourth, by basing its organization on the parish and county units, the GAA gave birth to a new local spirit in rural Ireland. Ever since the famine, the Irish countryside had become more depressed and depleted with mass emigration. Thanks to the GAA a new focus was given for local enthusiasm and for pride in parish or county.

Finally, the GAA was one of the first great democratic movements in modern times, completely controlled by Irishmen. The movement embraced every form of national opinion in Ireland, and the only people excluded from its membership were the military and the Royal Irish Constabulary (RIC) to avoid the presence of potential spies in their ranks (Tierney, 1992).

THE BAN

Given the nature of its values and aims - the promotion of Irish sport and culture – it is perhaps inevitable that politics and the GAA would be frequent cohorts (Prior, 1997). The one issue that was more divisive than any other in the history of the GAA is "The Ban" as it is officially referred was introduced into the Official Guide, the GAA's constitution in 1902. The legislation banned members of the Northern Ireland security forces from participation. Additionally, it banned GAA players and its members from participating in "foreign" games such as football association, rugby, cricket or hockey (Cuiv, 1969). The ban was lifted in 1971. The rules, however, still deny GAA membership to the British security forces, including those stationed in British-ruled Northern Ireland. Inevitably, sport in the six counties of Northern Ireland reflects the religious divisions of the region. Catholics play Gaelic games, while Protestants play football association or rugby (GAA Museum, 2001).

Prior (1997) noted that the reason for the ban's initial existence was a fear among the association's leadership that the Anglicization of Irish sport, culture and politics would, if left unchecked, become hugely detrimental to the culture of the Gaelic Games. The GAA felt it could not compete on a level playing field with football association and rugby, and rely solely on the patriotic instincts of its members. Thus, the motion written into the rule book read: "Any member of the Association who plays or encourages in any way rugby, football, hockey or any imported game which is calculated to injuriously affect our National Pastimes, is suspended from the Association" (Prior, 1997, p. 38).

The GAA is more than a sports' organization, it is a national trust, an entity which the Irish feel they have in common. It is there to administer their shared passion. They are the unifying and identifying force throughout their country, and the games are the thread that runs in all of their lives.

THE GAME OF GAELIC FOOTBALL

The sport of Gaelic football has indeed evolved greatly from its wild origins. Refined and improved throughout the years, Ireland's national game is now a sophisticated sport which, when played with imagination and in a free-flowing manner, can be beautiful and exciting to watch. When it reaches its heights, it easily compares with any field game in the world. From its primitive origins it has developed into an exciting physical contact sport of which the Irish are understandably proud.

Gaelic football can best be described as a mixture of football association and rugby, although it predates both of those games. It is a field game which has developed as a distinct game similar to the progression of Australian Rules football. It is thought that Australian Rules evolved from Gaelic football through the many thousands of Irish people who were either deported or emigrated to Australia from the middle of the twentieth century (All about football, n.d.).

Modern Gaelic football is played by two teams with fifteen-a-side players. The pitch as the field of play is normally called, is 130 meters (minimum) to 145 meters (maximum) in length, and 80 to 90 meters in width. At either end of the pitch there are two goalposts, which are 6.5 meters apart and are situated at the center of the endline. They are a minimum of 7 meters in height with a cross bar fixed to the goalpost at a height of 2.5 meters above the ground (GAA Museum, 2001).

The two forms of scoring are goals and points, with a goal having the value of three points. A game is won by the team with the greater total score (from either goals or points) at the end of the game. Thus, a team that scores 1-3 (one goal and three points) has a total of six points (Healy, 1998). Most goals are kicked, but it is permissible to score by striking the ball with the hand or hands when it is in full flight. However, at present it is not permitted for a player in possession to fist or punch the ball into the net. Points can be fisted over the cross bar, although the vast majority are scored with the foot (GAA Museum, 2001).

The ball used in Gaelic football is round, and slightly smaller than a soccer ball. It can be carried in the hand for a distance of four steps and can be kicked or hand passed a striking motion with the hand or fist. After every four steps the ball must be either bounced or "solo-ed", an action of dropping the ball onto the foot and kicking it back into the hand. The ball may not be bounced twice in a row. Players are not allowed to pick the ball up off the ground with their hands, with the exception of the goalkeeper, who is allowed to do so inside his own parallelogram. The other players must either catch the ball before it reaches the ground or flick it into their hands with their feet. When the ball is not on the ground, it can be played with any part of the body.

The essential difference between Gaelic football and football association (apart from the scoring system) is that in Gaelic football all fifteen players can handle the ball. However, unlike rugby, the players are not allowed to carry the ball at will. As mentioned before (Figure 1) each team consists of fifteen players, with the lining out as follows: one goalkeeper, six defenders, two mid-field (or center-field) players and six forwards (Figure 1) (All about football, n.d.).

Also, goalkeepers may not be physically challenged while inside their own parallelogram, but players may harass them into playing a bad pass, or block an attempted pass. Teams are allowed a maximum of three substitutions per game. Officials for a game include a referee, two linesmen (to indicate when the ball leaves the field of play at the sidelines and 45" free kicks, and four umpires to signal scores, assist the referee in controlling games and to assist the linesmen in positioning 45" frees. A goal is signaled by raising a green flag, placed to the left of the goal. A point is signaled by raising a white flag, placed to the right of

Figure 1

Basic Alignment of Players on the Field (All about football, n.d.)

the goal. A 45/65" is signaled by the umpire raising his outside arm. A 'square ball', when a player scores having arrived in the 'square' prior to receiving the ball, is signaled by pointing at the small parallelogram.

As the game has evolved over the years it has become more scientific, with less emphasis on physical aggression, and more on ball skills and coordinated team movements. Gaelic football, however, remains a very physical game, and in fact, this is part of its great appeal (Healy, 1998). To outsiders the physical nature of the physicality of the game can seem brutal, but they are much more refined than in the past, are accepted as a vital part of the game by players, and in most instances are loved by the fans.

Gaelic football has always been the most accessible sport of all the games sponsored by the GAA. Any Irish is more likely to get his hands on an old football than a hurley (the name of the stick used for the game of hurling. Gaelic football is therefore in the healthy state it is in largely because its roots are so widespread, and only County Kilkenny opts not to enter the All-Ireland football championship, because they are more obsessed with hurling, and thus, stunting the development of a good county team (Healy, 1998). The game of Gaelic Football is also very strong in the schools, despite the counter-attraction presented by other sports, most obviously football association.

Through the years, the people have remained loyal to the most widely played of the Gaelic games. The love affair between the Irish and the game they have nurtured through the ages shows no sign of fading. The excitement remains, and in thousands of pubs across Ireland every week men and women cheer on their Gaelic football heroes.

CONCLUSION

The Gaelic games, and in particular Gaelic football, have succeeded thanks to the manner in which the GAA has fitted perfectly within the culture, rituals and aspirations of Irish society. On an island where native culture has had to be subordinated for years, the games became a passionate and rugged expression of their souls.

The culture of Gaelic Football has been built upon the Irish need for collective self-expression, and the need for something representative of their indigenous culture. Throughout their history in which their laws and language were driven underground, the Irish needed to find a way to express their distinctiveness. Gaelic football and their games provide that. (GAA Museum, 2001).

Today, 750,000 Irish people are members of the GAA, but that figure is only a fraction of the Irish people who are touched by the games (Humpries, 1996). The influence of the GAA cannot be measured in units of membership or revenue, as even those who devote their lives to turning their faces away from the games are touched by them. The games are so much a part of who the Irish are. They are a national trust, an entity that binds them into common ownership, and passion.

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SMART Responses

Jason Lee, PhD, Troy University

WELCOME

What are you doing to enhance sport management academia? Various Sport Management academicians were asked this question in hopes of eliciting responses that would provide insight into some happenings within Sport Management academia. The replies were solicited for a new regular feature in the *Sport Management and Related Topics (SMART) Journal* entitled *SMART Responses*. The name is appropriate because it is to serve as a sounding board in which Sport Management educators are able to provide some insight into various issues of relevance to the field of Sport Management. The initial offering is this series provides insight into various educational methods that are being used to facilitate the learning process.

A variety of viewpoints were requested in an effort to illustrate a wide spectrum of perspectives so that the provided information could be shared with *SMART's* readership. By detailing real life examples of current methods and activities that are being used to enhance sport management education to other educators, as well as students and practitioners, new perspectives or reinforcement of ideas may be established. The goal of this feature is to provide *SMART's* readership with a substantive reference that can be of value and interest, not only in this installment of *SMART Responses*—but future installments as well.

SMART RESPONSES

This issue's *SMART Responses* are as follows:

Since I began teaching my graduate Facilities and Event Management class 8 years ago, I have required my students to complete a hands-on experience with a local sports agency. Prior to the beginning of the semester, I send an email to all Baylor head coaches and sports leaders in the community asking them if they have any projects they need help on. Initially I had difficulty convincing some of the coaches that the students were capable of doing quality work. As word has spread about the great job my students have done, I now have the problem of too many requests and not enough students. In the past these experiences have included planning Big XII Conference and NCAA Cross Country meets, Futures Tennis tournaments, NIRSA Regional Flag Football Tournaments, Baylor volleyball and basketball tournaments. This year, my students are working with Texas Special Olympics, the Waco Convention and Tourism Bureau, Baylor volleyball, Baylor equestrian, Baylor football, Baylor Men's and Women's basketball, Baylor Athletic Department's Ferrell Special Events center, and facility/event management with our baseball/softball/soccer complex. The students have to complete 100 clock hours with their project, produce a document and give an in-class presentation for their grade. In the past, some of these experiences have led to internships. They provide a great learning experience for the students because they have to apply some of the things we talk about in class in real-life settings.

~Andy Pittman, PhD

Baylor University

One of the objectives of my doctoral seminar in sport communication is for students to use their activities in the course to make a contribution to the academic literature. Throughout the semester they embrace the value of discovery by engaging in research that will add to the body of knowledge in our field. By the end of the course, students are expected to have conducted a scholarly investigation and submitted their manuscript to an

academic journal or conference. Because of the symbiotic nature of theory and practice, their research should be relevant to sport communication stakeholders. The students' findings should be rigorous and theory based (satisfying the academicians) as well as interesting, timely, and applicable (satisfying the practitioners). Therefore, their work throughout the course enhances both the study and practice of sport communication.
~Paul M. Pedersen, PhD
Indiana University, Bloomington

During the last year, in response to industry needs, we have developed a ticket operations class at Ohio University. The class incorporates a required "real-world" sales project selling season, group, and individual game tickets for Ohio Athletics and the Southern Ohio Copperheads collegiate summer league baseball team. In addition, the class provides a foundation in standard ticket operations functions such as customer service, ticket transfers, seat relocations, priority systems, staffing, etc.

During the last year, in response to industry needs, we have developed a ticket operations class at Ohio University. The class incorporates a required "real-world" sales project selling season, group, and individual game tickets.....

In forming the class, we partnered with ticketing software company TicketReturn, who donated their software to the program for educational purposes. After successfully completing the ticket operations class, qualifying students will receive a software training certificate from TicketReturn, who will then assist in placing students in internships with TicketReturn clients across the country.

Also, we have formed a partnership with the Sales Centre in the College of Business to create a Sales Certificate program for undergraduate Sport Management students. Ohio University is currently one of only 10 institutions in the nation offering a sales certificate. This partnership with the Sales Centre provides advanced sales classes for students as well as opportunities for role playing to better prepare them for sales careers.

We are excited about the direction of the program and the possibility for additional corporate partners in the future.
~Jim Reese, PhD
Ohio University

In my courses, I have created my own mini case scenarios. I do not have a scenario for each and every lesson yet, but I have about one for every two or three lessons. There are other courses where I have about one scenario per class. I usually develop and modify a few each semester. I allow them to get into groups for each scenario. These scenarios are things that I either encountered while working in the industry or I have witnessed over time as an academic. None of my case scenarios is particularly long (less than 2 pages). I just provide enough information for the students to get a clear picture. I always narrate the scenarios and explain the details before the students begin working on them. The other key is to walk around and interact with the groups as they attempt solutions. The idea is to get them thinking from an application standpoint when they learn material. Rather than just having one major application based project at the end, I spread out application throughout the semester. The technique has had positive results.
~Curt Laird, PhD
Winthrop University

Since I have been a faculty member at Grambling State University, I have made it a priority for my students to have practical experience in their classes. For example, my sport club/event management class is required to organize an actual sporting event. The students have organized a volleyball tournament and a 3 on 3-basketball tournament. The students love the experience and it allows them to build skills for the future. The students have also donated portions of their proceeds to the victims of Hurricane Katrina and to the Rick McCall Foundation (scholarship fund).
~Chevelle Hall, PhD
Grambling State University

I like to utilize "debates" in classes where there are numerous controversial topics. Sociological courses, Gender Issues, and Ethical Issues in Sport are all great courses to incorporate debates in. I have found debates get more class members involved as they are working in small groups, and the incorporation of "competition" with teams debating other teams has worked well to motivate students. Additionally, it seems to be very empowering for students, as they become the "experts" on any given topic for that day.

I create teams of 3-5, and assign them a topic with a "for" or "against" position. They do not get a chance to choose the side they are on, so often students may totally disagree with the position they get. However, the point is to get them looking at current research, and often times students will embrace the position they were assigned. Students are given the debate format, which includes a 5 minute introduction for each team, a 3 minute slot for each team, a one minute rebuttal for each team, another one minute rebuttal, and finally, a one minute closing for each team. Over the years, students have indicated they prefer the more back and forth interactions, and thus the shorter time slots. I really emphasize being prepared, organized, and working as a team. I use a timer, and students are stopped if they are going over the allotted minutes allowed. Students are told they must provide an outline of their main points, as well as an outline of the anticipated points of the other team (this forces them to really think through the arguments for each side). Students must also turn in a reference list of all research they plan on using in the debate.

On the day of the debate, I put a table in between the two teams that are facing each other. We flip a coin for who goes first, and the debate begins. Teams cannot talk to their other teammates during the debate, they can only write notes, so they must be very organized. At the end, the entire class points out and we summarize the strong points for each team, as well as statistics or facts they felt were particularly informative. The entire class then votes on who they think won the debate. The enthusiasm and increased involvement of all students have really made this a worthwhile project over the years.

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~Heidi Grappendorf, PhD
Texas Tech University

In our program, at SUNY Brockport, I have been involved in creating 75 case studies [each dealing with a different situation or problem or challenge facing an administrator or a manager] in which students at the graduate level are asked to review and react to. I feel fortunate since I have written the book in which the 75 cases appear and the book, in addition to the cases, has five chapters dealing specifically with the challenges facing administrators and managers as they attempt to PREVENT, RESOLVE, AND SOLVE PROBLEMS (and the aftermath of such difficulties). Students are thus introduced to the problem solving process (through the five chapters) and then are asked to put this newly acquired knowledge to good use in reviewing the various cases via the case study method.

The students are asked to respond in writing to some 15-18 questions pertaining to a particular case and then in small groups (involving 4-6 students) they discuss the ramifications of the case - in general as well as various specific elements of the case.

In this advance graduate class (the last class before the culminating internship experience and graduation) the students can elect to study specific cases which might interest them or they are assigned various cases by me. The students have indicated that they really benefit from the combination of traditional textbook learning coupled with an active case study discussion-type approach to learning.

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~William F. Stier, Jr., EdD
State University of New York

I will explain two different programs with which I have had success:
During the fall semesters, I teach socio-cultural issues courses on the both the undergraduate and graduate levels. Due the topics addressed in these courses, I have found that the use of film as a learning tool has been an extremely valuable. For these classes, I select a sampling of sport-themed films that provide be a valuable compliment to my traditional classroom methods. I also ensure that students are given ample opportunity to discuss themes of the film and provide feedback regarding the relevant issues covered by these works. Thus far, students have thoroughly enjoyed this added dimension and have expressed appreciation for me taking the time to utilize this underused medium.

Additionally, for the last several years, I have had my sport marketing classes take part in intercollegiate sport promotions projects. The joint effort between the sport marketing courses and the university's intercollegiate athletic department has led to a mutually beneficial relationship as the students are able to provide valuable human resources to the athletic department, while being able to take part in a hands on learning experience. This "real world" experience provides a means for enhancing the traditional classroom learning methods, while enhancing the students' professional skills and adding a quality work experience to be included in their resumes. These projects have been extremely successful and have served as a springboard for the career progression for some of my students.
~Jason W. Lee, PhD
Troy University

We try to offer students as much "hands-on" application of sport management concepts as possible. These experiences can be through internship/practicum activities and through simulation activities. One such simulation we utilize is the "Board Room" concept. Our second year graduate students are required to enroll in Contemporary Issues in Sport. Rather than offer this course is a standard classroom lecture format, we treat the once a week meeting as a "staff meeting". The class is held in a conference or "Board" room and students are seated around a large conference table rather than in desks in a classroom. Students are required to dress appropriately for the meeting (business casual) on non-presentation days and to dress more formally on presentation days. Definitions of both of these types of dress are distributed to students PRIOR to the first class.

Each class session has a specific topic or theme for discussion. Two students are required to present articles from the current issue of the Sport Business Journal that are related to the topic. These students are required to distribute a summary of the article and action points for its potential use to the group. PowerPoint slides are required to augment the presentation. The entire board discusses the pros and cons of the information and proposed action points. As "Chairman" the professor is often required to serve as "Devil's Advocate" to prompt students to probe deeper into the content.

Two additional students are responsible for the formal presentation of the topic for the Staff meeting. Their presentation should be between 25-30 minutes followed by questions and answers. Students are evaluated on the thoroughness of their presentation and the support they have collected. Presenters are also required to identify actions points that sport administrators can use to deal with the particular topic. Each presenter is required to distribute an article to the staff that they feel best represents the topic they have presented.

The added formality of this setting seems to have had a positive affect on our students and their preparedness for the "Real World." At worse, it offers the student and the instructor a welcome change of pace from the traditional class room environment.
~Andy Gillentine, PhD
University of Miami

[Continued on Page 60]

Insiders Perspective: Pat Summerall

Interview By: Jason W. Lee, Troy University

JL: I know that you are out of the same level of national spotlight that you've been in the last couple of years. What kind of things are you currently involved in?

PS: Well a year and a half ago, I had a liver transplant. That is one of the reasons I got out of the broadcasting business. And that's been very successful. I'm feeling great. My health is good. My transplant has worked tremendously well. I've been doing some work for the Cowboys. I live in Dallas. And I've been doing some work for ESPN along the way. I did some games for them last year when Mike Patrick was sick so I filled in for eight games. I'm still active in the broadcasting booth. I'm just not as active as I was.

JL: With this time of year coming up, with the playoffs getting rolling and getting ready for the Super Bowl, what thoughts do you go through with your decade as a player and your better part of three decades involved as a broadcaster?

PS: Well I'm going to Detroit. I'm going to the Super Bowl. There's a luncheon on Friday, before the game on Sunday, that's a luncheon in my honor [for] an award named after me as a result of my liver transplant. I'm involved in the donor program around the country. So we'll be in Detroit before the game and the activities the week before. I'm sort of still involved with what's going on in the NFL. I will see a lot of friends when I'm in Detroit. Everybody in the football world is there. I'm sort of looking forward to that. Other than that, I'm just like any other fan. I'm looking forward to Sunday afternoon and Saturday afternoon.

JL: We all know that you've had a very distinguished career. If you could, would you tell us some of your more memorable highlights that you've had [being] involved in the world of sport?

PS: There's so many. I don't know how many NFL games I did over the years. A couple of thousand I imagine. It's hard to pick out one game that sticks out among the rest of them. The most emotional moment I ever had involved in broadcasting involved golf, which was 1986 at Augusta, at the Master's, when Jack Nicklus won the tournament—when nobody gave him a chance. He was 46 years old. I remember sitting on the 18th tower, when Jack came up the 18th fairway. His son was caddying for him. The crowd was giving him such an ovation every step that he took up the 18th fairway, as I said. It was an ovation like I had never heard in sports before or since. And when he made the putt on 18 and dropped his putter on the green and his son dropped the bag—and they embraced on the 18th hole. It was something. I was overcome with emotion as I think everyone that was there or saw it on television was. It's a good thing that I didn't have to say anything. The picture told the story itself. Because I was so emotionally involved myself, I couldn't have said anything, I don't think if I had to.

JL: Just recapturing that moment there, you can visualize it all just now (PS: Yeah). That is one of the beautiful things about sport—there's just so many powerful moments that have been experienced.

PS: That's one that sticks out to me.

JL: Absolutely. I know that we've already talked about you involvement in football and you just mentioned some about your involvement in golf. Could you just mention some of your other sport

involvement as far as broadcasting goes? I know that you have been involved in a number of major sport activities?

PS: Well, I did tennis. I did the U.S. Open Tennis Championships for 30 years. I did the French Open for the years that CBS had the rights to broadcast it. I did all of the other tennis that was ever television for CBS, I did two years of the NBA, in the early 70's when Boston had people like John Havlicek , Dave Cowens, and Jo Jo White…I did five heavyweight boxing championship fights. I did dog shows. I did horse shows. I did everything CBS had. Whatever they told me to do, I did. I wasn't always well versed on it, but when they asked me to broadcast an event or sport, I did it.

JL: How did you begin your broadcasting career?

PS: It was all totally by accident. I was playing with the Giants. I played 10 years in the NFL. I was playing for the Giants and I was in New York with a friend of mine and we were just sort of experimenting; looking to see what New York was all about, and he got a call. I didn't get the call. And he got a call from CBS reminding him that he had an appointment that afternoon for an audition at CBS to read an audition script for a radio show. And he couldn't come to the phone, so the gentleman that was on the phone asked me if I could relay the message to remind him that he was supposed to be over at CBS that afternoon to read this audition script. Then I told him that I'd be glad to tell him, but just before I hung up the phone, I heard him say something and I put the phone back to my ear. He said to me, "What are you doing this afternoon?" and I said, "Nothing. I don't know what—I'm going out with the boys and we're going to look around somewhere." And he said, "Why don't you come and read the audition script?" So I went with the guy that was my roommate and teammate, with the Giants at that time; and they liked the way I sounded. So I got the job. That's the way I got started in broadcasting.

JL: How do you think the field of sport broadcasting [has changed] today compared to how it was when you were first getting started?

PS: For one thing, the biggest change is that there are a lot more people in it. The equipment that we use and have access to is so much more mobile; so much lighter; so much more technically good. I think those things are the biggest changes. The performance of the individuals who are involved haven't changed a lot, but like golf there are a lot more of them than there were. There are a lot more people interested in getting into broadcasting than there were when I first began. The mechanics of the job itself, the dedication and the work you have to do—the love that you have to have for the profession hasn't changed a lot. If you don't enjoy it; if you don't like it—it doesn't take the public long to find out that you are not sincere in what you're telling them. You can lie to a lot of people, but you can't lie to that camera or that microphone. They can detect pretty quick how sincere [you are] and how much you love your job.

JL: I know that you have been recognized in many forms and fashions. You've been honored in many ways through the success of your career, but who do you feel are some of the best sport commentators going today in sports?

PS: Well you know I've sort of always made it a policy not to evaluate those people who are in the same business that I am in, although I might not be as active as I once was. There are a lot of people I enjoy. I listen to every broadcast and what is said in every game and I try to evaluate what kind of job they're doing. I don't think it's wise to evaluate, or publicly evaluate, the kind of people that are in the same business that I'm in. I never have made a comment about anybody else. There are some I think are good and some I think are not so good. I just don't comment on them.

JL: Sure. I totally understand that. One of the other things that I did want to ask you today—obviously people are familiar with your work in front of the camera, but what about your involvement in some of the most popular video games of all time? I think that's one thing that might interest our readers—is to get a little insight on what that was all about.

PS: Well, I was involved for years in the All-Madden games that are so popular now. There's a golf game [Golden Tee] that I am involved in. That's the hardest work, I think, that I've ever done in broadcasting. The tracks for those video games—you sit in a little cubicle and they tell you, the people who are building the game, they want you to say for example if Emmitt Smith scored a touchdown for Dallas from five yards out—and they want you to use different inflections in different ways; maybe 20 different ways. So you say the same thing over and over again, but you try to sound differently each time you say it. And then they edit the track together and put it on the track of one of those games. It's a labor that you can do for a while. I'd say a couple of hours. And you try to emphasize the inflections in each word. After a while you start to forget what you've done and how you've done it. You're saying the same words over and over again and that want you to say it differently, but sometimes you can't remember how you said them to begin with. It's just hard work to sit there and do it hour after hour, after hour. And sometimes it takes as much as three days of reading just to get one series of plays ready for one of those video games.

JL: It sounds like it would be quite challenging to get involved with that.

PS: It is.

JL: At the beginning of our interview you made some mention about some health issues that you've had to deal with over the last couple of years. Would you like to tell us how everything is going with your health these days?

PS: Everything is fine. The liver transplant, which I had at the Mayo Clinic in Jacksonville, Florida, a year and a half ago. There was some doubt—I guess there's always some doubt when you have an operation of that magnitude, whether it's going t work. Are you not going to reject or whatever? But I still take medicine, anti-rejection medicine, but I feel as good as I've felt in 20 years. The transplant worked. It worked perfectly. I met the family of the donor about 6 months ago. [The donor] was 13 years old, from Pine Bluff, Arkansas. We had a pretty emotional meeting. It's a pretty rational thing. A pretty devastating thing to think as I lay there in the bed thinking that somebody had to die for me to live, and I started to wonder. I've had a great life. I've had a full life. Why do I deserve another chance? The justification of that other chance and the fact that I'm going to live when somebody has to die is a very emotional thing to go through. I thank God everyday that the transplant operation was a success and that I have no problems, and that I'm still enjoying life. It's just a very gratifying thing. And I thank God everyday because I'm still enjoying life while somebody else had to die.

JL: I know that you've accomplished so many things, both as a player, as a broadcaster, and the many things that you've done outside of the public eye. Could you tell us some things that you are involved with? I know that you've got Summerall Sports and some other activities that you're currently involved in. Could you just share with us some other tings you are doing outside the public eye these days?

PS: Well most of the stuff that I'm doing is in the public eye, just not on the national scene. As I mentioned, there's a luncheon Friday before the Super Bowl that's for the organization that oversees organ transplants around the country. I'm involved with some other charities here in Dallas, in this area. I do a

lot of speaking trying to spread the word of how good the Good Lord has been to me. So I do a lot of that about my own experiences through the transplant and before that. I went to the Betty Ford Center back in 1992, to overcome addiction to alcohol. And I've successfully done that. There's just a lot of things. I'm on the board now for the Betty Ford Center, the Chairman's Council it is. It is a group of people that are involved in the administration at the Betty Ford Center in Palm Springs. So it's a full schedule. Although I'm not on the air as much as I used to be, it's still a full schedule and a gratifying schedule.

JL: Well, with all of the things that you have going on, what is left for you to accomplish? Is there anything else out there that you want to get involved with?

PS: I'd like to be a better golfer.

JL: Oh, wouldn't we all? Do you have any words of advice or a favorite quote that you would like to pass on to our readers?

PS: I would just say I think that everybody deserves a second chance. All of us are going to fail at some point in our life in something. And I think as long as you keep a positive attitude about the things that God has put into your life and the opportunities that will come along—as long as you keep a good attitude, I think that's a very, very important thing for all of us to do.

JL: I appreciate your time and all of the answers and honesty that you gave us, everything that you've done and just sharing some insight about your experiences and your background.

PS: Thank you very much.

Pat Summerall's Words of Advice

I would just say I think that everybody deserves a second chance. All of us are going to fail at some point in our life in something.

SMART Responses

(Continued from Page 55)

The next installment of SMART Responses will provide the opportunity for Sport Management educators to share some insight into an issue that should prove to be of immense interest to educators and students alike. Any interested educators in the field of sport management can reply to the following: "What is the strangest (most bizarre) occurrence that you have ever encountered in a class environment?" We are looking for personal recollections pertaining to:

- An unusual occurrence that have taken place in the classroom
- A unique happening during a presentation
- Student excuses
- Problems encountered
- And so forth.

What is the strangest (most bizarre) occurrence that you have ever encountered in a class environment?

To submit a reply to "SMART Responses," please send the information via email to Jason W. Lee, Editor at jwlee@troy.edu.

Insider's Perspective

(Continued from Page 44)

JL: Looking at the Mountain Dew website, I see that there is a concentrated effort to get across a high energy, action-packed image to your audience. What else would you like to see done to get this brand image of Mountain Dew across?

MW: As with all of our brands, Mountain Dew has a comprehensive marketing program that includes advertising, sponsorships as well as a number of other tactics. In addition, we are seeking opportunities through Mountain Dew's marketing arm, MD Films. MD Films recently produced a wide-release motion picture, *First Descent*. The documentary chronicles the rise of snowboarding and is a natural evolution of Mountain Dew's support and our relationship to the action sports community. The goal of MD Films is not to secure product placements, but it is to create good entertainment for everyone.

JL: What other sport activities does Mountain Dew currently sponsor?

MW: Mountain Dew has a long-standing sponsorship commitment to ESPN's X Games and Winter X Games franchise. In 2002, Mountain Dew kicked-off the Free Flow Tour, a 16-stop amateur skateboard competition. The series is now the amateur component of the Dew Tour and Mountain Dew continues to be a strong supporter.

As for motorsports, Dew recently signed Hendrick Motorsports driver Brian Vickers to a multi-year agreement.

In addition, Mountain Dew also has a presence in the basketball community, as a sponsor of the *And 1 Mix Tape Tour* and *Mountain Dew Street Hoops*.

JL: Who are some of the notable athletes that are product endorsers of Mountain Dew?

MW: Mountain Dew sponsors many of today's top action sports athletes, including Shaun White (Snowboarding / Skateboarding), Paul Rodriguez (Skateboarding), Hannah Teter (Snowboarding), Chad Kagy (BMX), Allan Cooke (BMX), and Luke Mitrani (Snowboarding). As mentioned above, Dew recently signed Hendrick Motorsports driver Brian Vickers to a multi-year agreement.

JL: How has the development of new products, such a new flavor variation played into Mountain Dew's overall marketing and sponsorship scheme?

MW: The launch of a new product or variation on flavor warrants an announcement to both our customers and our consumers, usually through advertising and public relations initiatives. Each product, brand and sponsorship is different, but we always seek opportunities that will align with the brand's platform and reach our target.

JL: What other areas of sport sponsorship (or non-sport sponsorship) do you company plan to venture into in the future?

MW: Mountain Dew will continue to have a strong presence in the action sports world.

The SMART Journal

Review Board