

**Black Male Intercollegiate Athletic Administrators: Ascending the Career Ladder
A Qualitative Analysis and a Case Study**

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Abstract

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The purpose of this study was to analyze the underrepresentation of Black men in intercollegiate athletic leadership positions at the NCAA Division I level at predominantly White institutions of higher education (PWIHEs). This was accomplished through an analysis of how Black men advance to leadership positions in a setting and profession dominated by White men. Second, the study sought to understand and determine what personal, social, and institutional factors influenced the careers of Black men and what strategies they utilized to limit actual and/or perceived barriers that impact their career success.

The participants were eight Black male intercollegiate athletic administrators and two college presidents from major NCAA Division I level PWIHEs from around the country. The research method was a qualitative study and a qualitative case study. The primary data sources were telephone and face-to-face semi-structured interviews with the participants, phone follow-up

conversations, on-site observations at participants' universities, media releases, and institutional documents.

The data were analyzed using open coding and constant and comparative analysis in which four themes emerged from the analysis. These themes were: (1) mentoring, (2) networking, (3) institutional commitment to diversity and inclusion, and (4) institutional racism.

Dedication

This dissertation is dedicated to my mother, the late Ms. Agnes Barnes Champagne who always told me that whenever I grew up I could be whoever I wanted to be in terms of professional and career development, and achievement; and my aunt Dr. Bobby Cummings who always believed in and consistently encouraged and prepared me for the educational journey that led to the completion of this dissertation and all that will follow. Bobby, you also stayed close and you challenged and pushed me to start this process, and you insisted that I complete a Ph.D. You also inspired, mentored, and motivated me to be the best. You made me believe that I had a “Winner” in me and that I was always doing my best. You taught me everything that I know about surviving in higher education.

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Chapter One

Introduction

“Diversity has become the rallying cry of mainstream America including the hallowed halls of academia. Although colleges and universities across America are working to increase the number of women and minority faculty, this push for diversity in higher education seems to stop when it reaches the Athletic Department level.” Dr. Clarence Underwood (2005)

Changing Demographics

One of the most enduring characteristics of higher education in our nation has been its ever-broadening commitment to serve all of the constitutions of the diverse society that founded and supported its colleges and universities (Underwood, 2005). Our nation is now thirteen years into the 21st century and it is quickly becoming even more diverse as a society. In fact, by the year 2030, demographers project that approximately 40 percent of all Americans will be people of color U. S. Census (n.d.). As our country evolves and develops into a truly diverse society with amazing cultural, racial, and ethnic diversity, this new society will explicitly require significant changes in the nature and complexity of the nation’s colleges and universities (Underwood, 2005). According to Duderstadt (2002) every aspect of the modern university, from our most fundamental activities of teaching and learning, research and scholarship, to our most cherished values such as academic freedom, diversity, and tenure are being reexamined to determine whether they will continue to be relevant to our future.

Current State of Intercollegiate Athletics at the NCAA Division I Level

Given these remarkable changes currently taking place in our society, it is appalling and shameful that Boards of Trustees and college and university presidents continue to allow the

current status quo in their intercollegiate athletic departments -- specifically, the lack of Black men in leadership positions in intercollegiate athletics throughout the nation. Today, women and people from diverse populations who seek leadership positions in American higher education and in intercollegiate athletics face enormous odds. The leadership in the power structure in college sports remains overwhelmingly White (Lapchick, 2009). In essence, the low number of Black men in leadership positions in the nation's intercollegiate athletic program is because college sports (in general, and the major revenue producing sports specifically) continue to be controlled by "old White men" who have the power and perks, and are not about to share their power and perks with anyone who is non-White. This "old boys club" is comprised of institutional governing boards, university presidents, athletic directors, major sports coaches, print and broadcast media management, athletic department boosters, and major sponsors; all of whom benefit from the current status-quo (Lapchick, 2009; Sage, 2007; Underwood, 2005; and Shropshire, 1996). In addition, Sage (2007) specifically suggested "the higher levels in organizations of all kinds, where the greatest power, prestige, and material rewards reside, are more insulated from direct scrutiny, so those who control access to the higher levels tend to employ subtle strategies for maintaining discriminatory practices" (p.10). He further states that this discrimination has been, and continues to be, practiced by those individuals who control access to the coaching and sports management positions -- typically White, able-bodied, heterosexual males (Sage, 2007).

Moreover, these White men have made it extremely difficult for racial minorities to break into these higher paying, more prestigious positions in intercollegiate athletic leadership at the nation's colleges and universities (Fink, Pastore, and Riemer, 2001). This issue of exclusion and discrimination, such as denying a person access to an organization, profession and/or job based

on membership in a social category; (peruse Cunningham, 2007; Cunningham and Sagas, 2005), and the underrepresentation of racial minorities in athletic administration and head coaching positions in college sport at predominantly White institutions of higher education (PWIHEs) has been studied and analyzed, and scholars and critics have all reiterated the need for the diversity and inclusion issue to be addressed in college sports (Agyemang and DeLorme, 2010; Anderson, 1993; Brooks, Althouse, and Tucker, 2007; Brown, 2002; Cunningham, 2010; Cunningham, Bruening, and Straub, 2006).

Given the insights of the scholars and researchers mentioned earlier into issues of access, discrimination, and the underrepresentation of persons of color in intercollegiate athletic leadership positions, the conclusion might be drawn that, at this time in intercollegiate athletics, White men who control college sports may not believe that it is in their best interests to engage in a process and /or campaign to completely diversify the nation's intercollegiate athletic departments' leadership and management ranks. For example, Derrick Bell's (1980, 2004) interest-convergence principle asserts that Whites will tolerate or support the advancement of persons of color particularly when it promotes their own self-interest. By extension, Bell's arguments might suggest that the large numbers of Black men student-athletes at PWIHEs currently participating in the major revenue-producing sports advances the interest of White men who control access to college sports, and that these interests will continue to converge because college sports is now a multi-billion dollar industry as a result of including young Black male student-athletes over the last 40 years (Bell, 2004; Singer, 2005).

On the other hand, the "interest of White men" and "Black men" seeking high level leadership positions in intercollegiate athletic administration and sports management have not fully "converged" because these White men are not prepared and/or ready to allow Black men in

large numbers to provide leadership and management for a multi-billion dollar industry, regardless of their backgrounds. For instance, let's consider the case of one of the best Black men to ever participate in a sport and excel at the college and professional levels: Mr. Winslow Kellen. If he were a White man, he would be a perfect candidate sent directly from "central casting" for any intercollegiate athletic department in the nation. In Kellen Winslow's personal narrative (as written by him in the forward to Professor Kenneth Shropshire's [1996] book about his failed attempt to secure the athletic director's position at his collegiate alma mater) is a propitious and powerful story of how racism is so ingrained in the hiring process of intercollegiate athletics.

Even though, Mr. Winslow was approached by the search committee and then made the list which included the final three candidates for the position (Director of Intercollegiate Athletics) the University's Chancellor decided to hire the then Associate Athletic Director for the position. Winslow questioned how his race might have factored into the Chancellor's decision not to hire him. He pointed out how everyone involved in the final decision process was a White male over the age of 55 years with a background much different from his own. In acknowledging that the individual who was hired could possibly have been more qualified for the position, Winslow speculated, given his own impressive background (i.e. law degree, practical business experience, former student-athlete status, leadership skills, stellar professional football career), that had he been a White male the job probably would have been his to turn down. In Winslow's words:

What my experiences have taught me time and time again is that race is still and will for some time to come, be a major factor in the decision-making process for off-the-field positions in professional and college sports. In the world of sports there exist two sets of rules: those for the field of play and those for off the field (Shropshire, 1996. xv).

Racial and Gender Report Card: College Sport

The current demographics of the majority of intercollegiate athletic departments in terms of leadership and who serves in those leadership positions are not reflective of the current racial and ethnic diversity existing in our society (Lapchick, 2009, 2010, 2011, and 2012). For instance, according to the latest Race and Gender Report Card (RGRC) report from The Institute for Diversity and Race in Sports, White men held the overwhelming percentage of positions in all three of the NCAA's divisions at 88.8%, 92.7%, and 96.2% in Divisions I, II, and III, respectively. This compared to 90.0%, 92.0% and 97.0% in 2007-2008 respectively. In comparison, African-Americans (Black men) held 7.4%, 3.1%, and 2.2% of the positions respectively in Divisions I, II and III. This is in comparison to 7.2%, 3.8% and 1.8% in 2006 respectively. In addition, at the Associate Director-level positions, White men comprised 88.5%, 82.8%, and 92.6% of the total population at Division I, II and III respectively. And, African Americans held 8.2%, 14.4%, and 5.4% of the positions at each level. Moreover, as of October 2010, there were eight African American athletic directors at Football Bowl Series (FBS) institutions; and of the 120 Athletic Directors who oversee FBS football-programs; there were 106 (88.3%) who were White men. The Black men included the following eight: Warde Manuel, University of Connecticut; Derrick Gragg, University of Tulsa; McKinley Boston Jr., New Mexico State University; Gene Smith, The Ohio State University; Daryl J. Gross, Syracuse University; Kevin Anderson, University of Maryland, College Park; David Williams II, Vanderbilt University, Craig K. Little Page, University of Virginia and Bernard Muir, Stanford University.

Diversity and Leadership in Intercollegiate Athletics: An Illusion

Leaders in college sports are responsible for overseeing and supervising one of the most prized possessions of a major college or university. The risks associated with a major NCAA Division I Intercollegiate Athletic Program are very high and when college or university presidents and boards of trustees launch national searches for intercollegiate athletic leaders they always purport to seek the most talented and qualified candidate for the position. However, according to Lapchick (2010) this may not be the case. In fact, the most recent report published by Lapchick's Institute of Diversity and Ethics in Sports (IDES) tells a completely different story. Black men are not being hired in increasingly large numbers to lead major intercollegiate athletic programs. The numbers of Black men hired in any athletic administration positions remain low, and many of the Black men who are successfully hired do not progress from one position to another at the rate of their White counter parts. There appears to be a "glass-ceiling" that is preventing the successful progression and/or advancement from one intercollegiate athletic leadership position to the next for Black men (Lapchick, 2010). Furthermore, modern intercollegiate athletics has been transformed by "big money" and the "participation" rates of increasingly large numbers of young Black male student-athletes in the major revenue producing sports such as football and men's basketball. This, in turn, has transformed intercollegiate athletic departments into "mini-sports" franchises.

Consequently, the underrepresentation of Black men in leadership positions in the athletic departments at our nation's colleges and universities will continue to be a major issue facing boards of trustees and presidents at PWIHEs. And the issue of diversity and inclusion has been, and will continue to be, a major issue facing college and university leaders in the remainder of this 21st century -- especially if persons who are different (e.g., Black men) from the historical

and traditional majority [holding leadership positions] in sport organizations (i.e., White, Protestant, able-bodied, heterosexual males) continue to face an antagonistic environment (Fink et al., 2001).

Bringing a Critical Race Perspective to Intercollegiate Athletics and Sports Management

Critical Race Theory (CRT) can assist researchers and scholars in identifying, analyzing and advocating for and/or changing those structural and cultural aspects of intercollegiate athletics that maintain subordinate and dominant racial positions in and out of college sports, and sports associations and organizations (Singer, 2005; DeLorme & Singer, 2010). In addition, CRT and qualitative research can allow scholars to make sense and better understand how the exclusionary structures and practices negatively impact persons of color in intercollegiate athletics and college sports, and what needs to be done to either dismantle and/or eliminate these exclusionary structures and practices. As researchers and scholars, we need to implement critical race methodology into our examination and study of racism (covert), lack of diversity, exclusionary policies and practices by including the “voices” and “narratives” of those persons who are, and continue to be, the victims of racism and/or other forms of discriminatory practices in our research processes (Singer, 2005).

Subsequently, as researchers and scholars, we must be aware of, and consider the challenges and obstacles to, conducting research in intercollegiate athletics and college sports. First, there are Whites and persons of color who have wholeheartedly embraced the “color blind” and race neutral perspective constructs that form some of the foundational basis of Critical Race Theory, as well as the premise that racism is a normative cultural behavior in American society that will be resisted, if not completely rejected (Singer, 2005). Second, Duncan (2002) pointed out that there are problems that emerge when persons of color are socialized to embrace perspectives of

members of the dominant group. For example, persons of color who are socialized in various institutions that certify them to assume positions of responsibility in society uncritically accept and/or identify with the values that inform the institutions to the destruction of communities of color. Third, it may be very challenging to conduct what scholars call “emancipatory” research with persons of color who have “favorable” and “successful” experiences in society, and as a result believe and assert that racism is an old “ism” buried in the past. Fourth, proposing to conduct research through the lens of Critical Race Theory may be difficult for the few persons who are currently benefitting and having success in intercollegiate athletic administration and sports management as they may not be easily convinced to support research studies designed to critically investigate and analyze cultures, structures, and policies of intercollegiate athletic departments and sports organizations where they work (Duncan, 2002; Singer, 2005).

Real Reasons for Underrepresentation in Intercollegiate Athletics

It is *sine qua non* that the “real” specific and/or exact reasons for the underrepresentation of Black men leaders of modern successful Division I intercollegiate athletic departments (that are purportedly committed to diversity, inclusion, and social justice on their campuses) be diligently examined and studied. This is because Black men have become, and will continue to be, the major contributor to the multi-billion dollar “economic” engine that drives today’s intercollegiate athletic programs at the nation’s big-time college and university athletic departments. And qualified Black men in the field of intercollegiate athletic leadership and administration are not being hired for senior leadership positions at the same rate as their White counterparts at these institutions.

This problem has perplexed scholars and researchers for many years. In fact, in 1993, Anderson began to systematically investigate the lack of racial diversity among the NCAA

Division I coaching and athletic director ranks and concluded that Blacks were missing from the most “prestigious” positions in intercollegiate athletics. In 1996, the prominent legal scholar Kenneth Shropshire wrote, “In the harshest of terms, the sports industry resembles a black-bottomed pyramid: large numbers of African-American athlete-participants, but few African-Americans in non-playing positions at the highest levels” (p. 456-457). Shropshire (1996) concluded that the disparities in African-American representatives in coaching and managerial positions might be due in part to racism at the institution and unconscious or “old boy” sponsored mobility philosophy at the next level, thus excluding ethnic minorities from leadership positions in sport. Additionally, Brooks and Althouse (1999) concluded head coaching and administrative career paths of African-Americans differ from White coaches and administrators. These scholars found factors such as “old-boy networks”, “isolation on campus”, “stereotyping”, “racism”, and “tokenism” have an impact on hiring and termination decisions. In 2001, King and Springwood stated, “Race continues to imprint intercollegiate athletics, as well as the idioms, identities, and imaginaries animated by it and intercollegiate athletics (sports) has become an increasingly important space in which individuals struggle over the significance of race” (p. 8). We are well into the 21st century of intercollegiate athletics at our nation’s colleges and universities and presidents are still adhering to all of the myths, biases, and stereotypes of the 20th century for why they cannot hire African Americans for leadership positions in their intercollegiate athletic departments.

My Positionality and Personal Investment

Researchers such as Alexander (2006a) and Griffin (2008) call for us (scholars) to bring our identities, history, assumptions, desires, and beliefs to the forefront of our work rather than disguising our positionalities with illusionary objectivity. In an effort to respond to Alexander’s

and Griffin's call of embodying self-reflexive research, I must admit to and own the assumptions that I bring to this particular study, and explain my reasoning for pursuing this study. First, I assume that the world of sports management and the profession of intercollegiate athletics are not entirely exempt from and devoid of racism. Second, I assume that PWIHEs are truly not color-blind organizations. And third, I unequivocally believe that there is more than meets the eye operating within the world of NCAA Division I Athletics regarding higher education institutions' hiring of Black men and their career advancement, with my belief specifically being that hiring is not based solely on qualifications and merit.

Moreover, I am an African-American (Black man) in higher education who has done the following: (1) overseen and supervised an NCAA intercollegiate athletic program and its personnel in the role of an executive level higher education leader (an Associate Vice President for Student Affairs and an Assistant Vice President for Leadership and Diversity), and (2) overseen, and supervised an intercollegiate athletic department on a day-to-day basis as a sitting (Athletic Director) responsible for 14 NCAA Division II Athletic Program sports and their associated personnel. I am also a graduate of the prestigious Sports Management Institute and I have completed the National Association of Collegiate Directors of Athletics Sports Management Program. I have been a member of the Sports Lawyers Association. I have participated in several discussions and meetings at the NCAA's National Convention regarding intercollegiate athletic leadership and diversity issues.

I bring specific insights, expertise, observations, and narratives based on my lived and professional experiences in higher education and intercollegiate athletic leadership and administration. For example, during my six-year sojourn in intercollegiate athletics administration, I consistently heard the following quotes regarding the low numbers of Black

men leading athletic programs at PWIHEs: (1) “African Americans are not qualified and/or intelligent enough to lead intercollegiate athletic programs”; (2) “White men are a better fit than Blacks to oversee a major athletic program”; (3) “They [Black men] do not have the skills and networks that are required for long-term success in the field”; (4) “Black men will not be able to fundraise because persons with money do not want to give their money to Blacks in intercollegiate athletic leadership positions”; (5) “Influential White alumni are not comfortable with Blacks in leadership positions in college athletics”; and (6) “A Black man has a better chance of becoming a University’s President than its Athletic Director.”

Consequently, given my intercollegiate athletic administrative and diversity experiences, my position is a significant asset to this research because I possess insider experience, knowledge, and sensitivity; and I bring unique and special insights to the study of this phenomenon: the “problem” and/or “issue” that is the consistent and continuous underrepresentation of Black men in NCAA Division I intercollegiate athletic leadership positions at PWIHEs. Thus, I am inclined to conduct this particular study and to generate scholarship that raises the social consciousness, and strengthens and enhances the movement for social and leadership changes, needed in college sports. I am definitely seeking to interrogate and change the status quo of college sports and the profession of intercollegiate athletic leadership and sports management.

Intercollegiate Athletic Leadership and the Dearth of Black men

This study is timely because a small number of sports management scholars have focused their research on intercollegiate athletic leadership and diversity; thus, this study is designed to bring another perspective (an insider’s perspective) to the on-going conversation that is currently taking place at various levels: the National Collegiate Athletic Association (NCAA), Blacks

Coaches' Associations (BCA) and sports management programs around the country. With the application of Critical Race Theory (CRT) and Social Cognitive Career Theory (SCCT) to College Sports and Sports Management, this study will contribute to bridging the gaps in understanding what has been and is currently happening in a profession that continues to be dominated by White men year after year.

Theoretical and Conceptual Framework

In order to comprehensively investigate and interrogate the problem of the underrepresentation of Black men in intercollegiate athletic leadership positions at the NCAA Division I level at PWIHEs and to keep race at the forefront of my inquiry, I present Critical Race Theory (CRT) as the theoretical framework for this research combined with a conceptual framework of Social Cognitive Career Theory (SCCT), which offers numerous possibilities for interrogating and examining this phenomenon. If one is going to challenge and/or confront the limited inclusion of some Black men in senior leadership positions in college sports based on race, Singer (2005) posited sport management scholars should begin to develop a thorough understanding of race-based epistemologies. He recommended the use of Critical Race Theory to confront the prevailing (Eurocentric) ways of knowing and doing in college sports and specifically "intercollegiate athletics". The focus on race and institutional racism cannot be dismissed or ignored for, or by, Black men immersed and embedded in predominantly White sports organizations, fields and professions.

Moreover, Social Cognitive Career Theory (SCCT) allowed me to explore the personal, social and institutional factors that influence the careers of Black men in intercollegiate athletic leadership and administration. SCCT also assisted in examining the factors which allow Black men to develop coping mechanisms to manage and navigate challenges and obstacles in their

path on the way to reaching their current positions (Hackett and Byars, 1996). In essence, SCCT permitted a thorough examination of how the intersections of particular influences signified precursors of self-efficacy, outcome expectations, and personal goals that may have influenced career choices and behavior. Social Cognitive Career Theory also integrates factors to explain how careers are chosen, what individuals expect from their choices, and how they cope with barriers to achieve and attain their goals (Sitt-Ghodes, 1997). Coping efficacy is the ability to possess confidence in one's ability manage complex and difficult situations one may encounter in their career paths (Bandura, 1997). In addition, Luzzo and McWhiter (2001) reveal evidence that coping efficacy in people of color can counteract the negative effect of perceived barriers on career development and achievement. These obstacles can include racial discrimination. Thus, it is from this conceptual framework that I interrogated career socialization, career advancement, and institutional factors that impact the career success of Black men in intercollegiate athletic leadership and administration. By linking Critical Race Theory (CRT) and Social Cognitive Career Theory (SCCT), I am utilizing the premises and tenets of (CRT) complimented by the ideas from (SCCT) together to focus on race and personal agency to expand our understanding of this phenomenon.

Chapter Two

Review of Literature

This literature review includes a review of the essential theories, tenets, and concepts that will inform and guide my work. Specifically, I will provide a review of Critical Race Theory and Social Cognitive Career Theory that relate to the underrepresentation of Black men in Intercollegiate Athletic leadership positions at PWIHEs that sponsor NCAA Division I athletic programs. Each of these theories is vital to the foundation of, and supports the rationale for, studying this phenomenon in the nation's college and university intercollegiate athletic departments.

Critical Race Theory

Critical Race Theory: The Lens for Understanding and Examining the Experiences of Black Men in Intercollegiate Athletic Administration

Critical Race Theory (CRT) has been successfully utilized to explain various phenomena in the law, and most recently in the field of higher education. As a result Critical Race Theory is an appropriate lens for investigating, examining and understanding the experiences of Black men in intercollegiate athletic departments at the nation's colleges and universities.

Premises and Foundational Ideas in Critical Race Theory

Critical Race Theory (CRT) is a theoretical position that challenges the mainstream notions of race, racism and racial power in American society. Ladson-Billings (2000) argued that an epistemology is the nature, status and production of knowledge, and the way one knows and understands the world, but it is also a "system of knowing" (p. 257) that is linked to worldviews based on conditions under which people live and learn. She also asserted that learning

institutions, society and the structure and production of knowledge have been designed to create individuals who internalize the dominant worldview (i.e., a Eurocentric perspective), and knowledge production and acquisition processes (Ladson-Billings, 2000). In essence, racism is evident in all social institutions and cultural practices within our society, including sports and the media.

Critical Race Theory (CRT) began as a movement of activist legal scholars whose goal was to expose and resist the workings of racism in our society. It began in the nation's law schools with the ground breaking research and scholarship of individuals such as Derrick Bell, Richard Delgado, Kimberley Crenshaw, and Patricia Williams when, as a group, they were disenchanted with the stalled progress of traditional civil rights litigation to produce meaningful racial reform (Taylor, 1998). Several defining principles and tenets of Critical Race Theory are embraced, and adhered to, by scholars, these include:

- 1) Racism is endemic in American society: deeply ingrained legally, culturally, and even psychologically. In short racism is still a part of our society and it's in many social institutions including college sports. Even though Critical Race Theory advances a strategy to foreground and account for race and racism in social institutions, it works toward the elimination of racism as part of a larger goal of opposing or eliminating other forms of subordination based on gender, class, language and race (Matsuda, 1991).
- 2) Critical Race Theory is an interdisciplinary approach to issues of race, borrowing from several traditions such as feminism, critical legal studies and others provide a more complete analysis of people of color. This element of Critical Race Theory encourages researchers and scholars to question the appropriateness and potential of their theoretical frameworks to explain the experiences of people of color (Tate, 1997). This is an

excellent example of why scholars who study, and want to study, intercollegiate leadership and sports management should consider utilizing Critical Race Theory when investigating, examining, and analyzing the experiences of people of color in college sports organizations.

- 3) Critical Race Theory grows out of a history of re-examining and reinterpreting civil rights law(s) in light of their inherent limitations, and suggests that the laws designed to remedy racial inequality were often undermined before they were implemented. Critical Race Theorists insist on the critique of liberalism, arguing that liberalism has no mechanism for sweeping changes that are needed to properly address institutional and systemic racism. Progressive change in American institutions such as intercollegiate athletic leadership, and college sports in general, is slowly taking place (Ladson-Billings, 1998, 2007).
- 4) Critical Race Theory poses a challenge to the dominant legal claims of neutrality, objectivity, color blindness and meritocracy and posits that these claims are camouflages for the self-interest of the power entities in our society who preside over powerful and prestigious institutions (Tate, 1997).
- 5) Critical Race Theory suggests that Whites will tolerate and/or encourage racial advances for people of color only when they also promote White self-interest (Bell, 1980, 2004). When considering the increasingly large numbers of Black student-athletes participating in intercollegiate athletic programs at PWIHEs and the low number of Black men in intercollegiate athletic leadership positions at the same types of institutions, Davis (2007) suggested that the motive to win games and generate revenue is a plausible explanation for why Whites integrate on the playing field in large numbers, but not within the

leadership positions of the nation's college and university intercollegiate athletic departments. And lastly,

- 6) Critical Race Theory challenges history and requires a historical examination of law and the acknowledgement of the experiences, stories, and personal narratives of people of color in analyzing the law and what is inherent in our society. Critical Race Theory scholars continue to discuss the importance of "voice" and how personal narratives and stories of people of color can be used to challenge the "prevailing narrative" and/or "discourse" and "add necessary contextual contours to the seeming 'objectivity' of positivists perspectives" (Ladson-Billings, 1998, p. 11).

Critical Race Theory scholars have asserted that any examination of race and racism must begin with an understanding that "Whiteness" has been positioned as the optimal status criterion in our society (Donnor, 2005; Singer, 2005). That is the present social order where Whites have created a system of human domination or a constellation of institutions, ideas, and practices, which have successfully enabled them (Whites) to achieve and maintain power and privilege over other racial groups and people of color (Morris, 1993).

Applications to Intercollegiate Athletic Leadership and College Sports

Critical Race Theory allows researchers and practitioners to examine seemingly large systems and institutions such as colleges and universities, and sports associations and organizations, to influence opportunity without systemically and institutionally reducing the role of individuals as important agents and actors in the access and opportunity process (Tate, 1997). Harrison and Lawrence (2003) also argue that Critical Race Theory brings to light the inherent racism in college sports and colleges and universities. Additionally, Critical Race Theory scholars contend that modern racism does not occur indiscriminately. Instead modern racism and racial inequality

are systematic because it privileges and normalizes cultural messages, institutional policies, and practices that function to provide Whites with certain advantages directly and indirectly. Hylton (2009) posits that the racial structuring and co-modification of modern college sports are multi-billion dollar enterprises that provide an important context where racism works (sometimes overtly and covertly) to protect the special and/or particular interests of Whites while maintaining the racial status quo.

Thus, when applied to intercollegiate athletic leadership and college sports, Critical Race Theory can uncover and/or ferret out the underlying social mores and institutional prejudices that assist in perpetuating those racial stereotypes that are a part of the fabric of sports in our society. Critical Race Theory can certainly serve as the framework for challenging both past and present institutional arrangements in sports that racially discriminate, subjugate, marginalize, and oppress (Nebeke, 1998; Delgado and Stefancic, 2001; Singer, 2005).

Americans have believed in recent times that college and professional sports in this country are supposed to be a “level playing field” where race does not matter. However, Critical Race Theory allows us to really see sports in our country for what they really are: another racially charged and contested arena that senior academic leaders and governing boards turn a blind eye and deaf ear to, thereby ignoring what is really there -- racism, discrimination, and exclusion. In terms of race and intercollegiate athletic leadership, Critical Race Theory offers a different way of knowing and engaging in a conversation about the current nature and state of intercollegiate athletic leadership, and college sports in general. Within the past few years, some researchers in college sports and/or sports management who have gravitated toward, and continue to embrace positivism (Frisby, 2005); Olafson, 1990), have acknowledged that interpretive (Inglis, 1992)

and critical science scholars are important to intercollegiate athletics and sports management research.

Nevertheless, Singer (2005) urges researchers to seriously consider how Critical Race Theory's epistemological and methodological bases can be applied to research in intercollegiate athletics. There are several research issues and problems within intercollegiate athletics and sports organizations that researchers could use Critical Race Theory and qualitative research methods and techniques to address. Among these are the underrepresentation of Black men and the lack of racial, gender, and ethnic diversity among the ranks of leadership within intercollegiate athletics (Fink and Pastore, 1999; Fink, Pastore and Reimer, 2001; Lapchick, 2003); and discrimination based on race, ethnicity, and gender (Brooks and Althouse, 2000).

Emerging Community of Critical Race Theorists in Intercollegiate Athletics and College Sports

Over the past several years, an emerging small community of sports-researchers has utilized Critical Race Theory to examine the current state of racism, diversity, exclusion and discrimination in intercollegiate athletics, and college and professional sports. In studying these salient and provocative issues and problems, researchers have applied the constructs, tenets, and elements of Critical Race Theory to make sense of the current state of affairs in college, and other, sports organizations. Through observations, focus groups, interviews, surveys, and case studies these researchers have pinpointed that racism and discrimination are having a significant negative impact on the experiences of Black men at various levels in college and professional sports.

Several scholars have used race-based epistemologies in conducting their research in intercollegiate athletics, applying Critical Race Theory as the framework to examine, analyze, and understand issues and problems.

First, Singer, Harrison, and Bukstein (2010) applied the tenets of Critical Race Theory to the five grading components used by the Black Coaches' Association (BCA) Hiring Report Card, including communication with the BCA, time frame, search committee demographics, candidates interviewed, and affirmative policies to assess the hiring process of NCCA Division I college football programs from 2004 to 2009. Upon concluding their analyses, they found that "race" does indeed matter and that it is an important consideration as we attempt to understand and address the dearth of racial minorities in the head coaching ranks of NCAA college football programs at the FBS and FCS levels.

Second, Agyemang and DeLorme (2010) also sought to understand the underrepresentation and paucity of Black head coaches at NCAA football bowl subdivision level utilizing Critical Race Theory. They specifically analyzed the Report Cards on Collegiate Demographics and Hiring Practices (RCCDHP), they found that although head coaching opportunities tend to come open every year, White coaches are the ones who are actually being hired for these head coaching roles as more and more Black coaches are passed over.

Third, Agyemang, Singer, and DeLorme (2010), in a case study focusing on Black male athletes at a major university in the United States, applied Critical Race Theory to understand the perspectives on race and athletic activism in the context of American society and sports. These scholars found that Black male student athletes believed: (1) race is still an important issue in American society and sports; (2) knowledge about the activism of Black athletes from the past is important; (3) differences in the mindset and attitude toward activism between current and past

Black athletes exist; and (4) Black athletes have a responsibility to speak openly on social issues and causes today.

Fourth, Singer (2008) conducted a focus group and interviews with four African American male athletes regarding their educational experiences as participants in a “big-time” college football program at a PWIHE. Singer found that: (1) although these African American males felt that they derived certain tangible benefits from being participants in this football program, the term “student-athlete” was an inaccurate description of who they were, especially given the expectations and tremendous time demands their participation in football-related activities placed on them as students; (2) their football-related responsibilities counteracted their ability to take full advantage of the “free education” that they were supposedly receiving as college sport participants on athletic scholarships; (3) there were structural constraints in place that limited and inhibited their ability to fully reap the benefits that associated with being members of the student body.

Fifth, Singer (2005) in a case study which included a single focus group and in-depth interviews with four African-American male football players in a high-profile college sports program at a PWIHEs in the Midwestern United States elucidated the experiences of these students. He observed that these students felt that racism manifested itself in terms of African Americans: (1) being denied access to leadership and major decision making opportunities in college and professional sports; (2) being treated differently than their White counterparts; and (3) having to impress the White male power brokers with their athletic prowess on the fields of play before they are even considered for opportunities to be in high-level management positions of leadership and authority in professional and large college organizations.

It is only recently that this small community of scholars has been utilizing Critical Race Theory as an analytic and explanatory mechanism for providing insights into the current state of affairs in intercollegiate athletic leadership and college sports regarding issues and problems such as the under-representation of Black men in intercollegiate athletics in highly visible positions, such as intercollegiate athletic directors and major sports-head coaches. As demonstrated by the five studies outlined above, Critical Race Theory is an appropriate lens and its major constructs, tenets, and elements are applicable for the consistent and continuous examination of the issues of race, racial discrimination, racial privilege, and racial diversity (or the lack thereof) in intercollegiate athletics and college sports.

The community of scholars cited above has provided, through their research, a significant foundational starting point for those of us who have a desire to conduct research that addresses issues and/or problems in intercollegiate athletics and college sports. I realize these scholars' research only begins to uncover the veil of what has traditionally and historically been taking place in college athletics over the last 40 years. As an emerging researcher, I fully embrace the small body of work that has already been completed regarding racism and the lack of diversity in college athletic leadership and administration. The research that I am seeking to conduct will build upon, and extend, the important work that has already been done regarding racial minorities (in particular, Black men) within intercollegiate athletics.

Furthermore, in my research, I intend to examine and analyze the underrepresentation of Black men in "senior leadership" (professional) positions in intercollegiate athletic administration at PWIHEs that sponsor NCAA Division I level athletic programs. I will do this through an analysis of how Black men advance to "senior leadership" positions in a setting and profession dominated by White men. I am seeking to understand and determine what personal,

professional, social, and institutional factors influence the careers of Black men, and what strategies they have utilized to limit the actual and/or perceived barriers that impact their career development and advancement.

As Ladson-Billings (2002) stated, all of the researcher's "selves" are invested in this work and in this case that "self" is me: a Black man and former intercollegiate athletic administrator. I am aware that my experiences as an athletic administrator could be an advantage (or disadvantage). However, I came to this study with the expertise, experience, and credibility that will be needed to establish trust, rapport and a relationship with research participants.

Consequently, for me as a researcher in this study, Critical Race Theory is an appropriate epistemological and theoretical foundation for studying the underrepresentation and career ascension of Black men in intercollegiate athletics because it provides a context and/or clear guide (Arimino and Hultgren, 2002) for the research process. Throughout history, PWIHEs have institutionally and systemically discriminated against Black men. My use of Critical Race Theory recognizes this context, and confronts this study's inquiry in a manner guided by the structure and guidance posited by the theory.

Social Cognitive Career Theory

Application of Social Cognitive Career Theory to Intercollegiate Athletics

Social Cognitive Career Theory (SCCT) was derived from research conducted by Lent, Brown, and Hackett (1994, 1996). SCCT is grounded in Bandura's (1997) general social cognitive theory, which emphasizes the importance of personal agency in the career decision making process and attempts to explain the manner in which both internal and external factors serve to enhance or constrain that agency (Bandura, 1986, 1997). On point with Bandura's (1997) theory, SCCT recognizes and acknowledges the mutual interacting influences between

people, their behavior, and their environment. Bandura (1997) identified this interaction as “triadic reciprocity”, in which personal attributes such as internal cognitive and affective states, physical attributes, external factors, and overt behaviors or actions, all operate as interlocking mechanisms that affect one another bi-directionally as a causative agent in the process (Albert and Luzzo, 1999).

Further, SCCT explains the development of career and academic interests, the career choice process, and performance outcomes (Chartrand, 1996). Additionally, according to Lent, Brown and Hackett, (1996) career interests directly influence career choice goals and career aspirations that increase the likelihood of certain career choices or choice actions to be attained.

Accompanying the triadic causal system (which refers to the mutual influence between three sets of factors-the personal, environmental and behavior), SCCT operates in a framework that places the importance on three social cognitive mechanisms which appear to be especially relevant to career decision making and career development: self-efficacy, outcomes expectations and goal setting (Chartrand, 1996).

Moreover, self-efficacy is defined as “people’s judgment about their capabilities to organize and execute courses of action required to attain the desired types of performances” (Bandura, 1986, p. 391). Self-efficacy, which appears to be the most important element of personal agency, derives from four major sources: (1) actual personal accomplishments; (2) internal states; (3) observational or vicarious learning; and (4) responses from the social environment that can impact views of personal accomplishments and/or internal states (Lent and Brown, 1996).

Another important component of SCCT is outcome expectation. Outcome expectations are, as one would expect, an individual’s belief in how things will turn out (Lent, Brown and Hackett,

1994; Lent and Brown, 1996). These outcome expectations are based on past experiences and/or accomplishments (either successful and positive, or unsuccessful and negative).

Lent, Brown and Heckett, (1994, 1996) assert that a third important component of Social Cognitive Career Theory is establishing goals and the roles that they play in the self-regulation of an individual's behavior. Goals may be defined as the determination to engage in a particular behavior or activity, or to predict a particular future outcome (Albert and Luzzo, 1999). By setting goals, individuals help to plan, organize, and guide their own behavior. The goals are interrelated and influenced by self-efficacy and outcome expectations. This process of developing interest; a skill set; and expertise in a particular assignment, endeavor, or task (and experiencing positive outcomes) will result in the overall development of goals to enhance and/or continue an individual's participation (Bandura, 1997). According to Lent and Brown (1996) if the opportunities in which an individual is exposed are narrow or if individuals feel they have little probability for success in that endeavor, the result is an inaccurate occupational self-efficacy or outcome expectation. Bandura (1997) informs us that goals appear to be an important aspect through which individuals are able to exercise their personal agency. SCCT informs us that there is a complex interplay among and between self-efficacy, outcome expectations, and goal setting; and all of these aspects work together to help individuals exercise personal agency and become self-directed especially with their career decision-making and career development (Lent, Brown and Hackett, 1994, 1996).

The Role of Perceived Barriers in Career Success

We must understand that the interplay between the three major components of SCCT (self-efficacy, outcome expectations, and goal setting) do not occur inside a vacuum, nor do they function alone in shaping interests and various career outcomes. The exploration of issues such

as race, ethnicity, gender, external and internal factors, and barriers on career choice have also been an essential and integral component of SCCT (Bandura, 1997). The external and internal factors are explained through SCCT as being “objective and perceived influences” (Lent, Brown and Hackett, 2000). The objective factors such as exposure to the quality of educational experiences and financial support available to pursue training options can potentially impact an individual’s career development and advancement. Just how an individual decides to appraise and respond to the social, personal, and environmental factors (either positively or negatively) can impact the meaning and sense making and/or construction of the environment and/or the person (Barrett, 2000).

Additionally, SCCT may be particularly relevant to the perception of career-related barriers in its explanation of the importance of coping efficacy. Coping efficacy refers to the degree to which individuals possess the confidence in their ability to cope with more complex and difficult situations (Bandura, 1997; Albert and Luzzo, 1999). According to Bandura (1997), perceived barriers and/or obstacles that might otherwise prevent certain successes or accomplishments related to specific tasks may not be detrimental to those who exhibit high levels of coping. In essence, individuals who possess relatively high levels of coping efficacy are more likely than those with low coping efficacy to engage in efforts to overcome perceived and/or actual barriers associated with a particular goal or objective. Hackett and Byars (1996) explained, “Strong efficacy for coping with obstacles and barriers can result in successful performance despite expectations of barriers and impediments such as racism and discrimination” (p. 329).

SCCT (similarly to traditional models of career theory presented by Super and Holland, such as personal agency) is connected to an individual’s interests, attitudes, core values, and career choices (Chen, 2006; Lent et al., 2002; Pope-Davis and Hargrove, 2001). Under optimal

conditions, the theory holds that people will select careers that are consistent with their interests (Barrett, 2000; Stitt-Ghodes, 1997). Nevertheless, Social Cognitive Career Theory is dissimilar from those theories (Super and Holland) by providing a cultural context for understanding career development (Lent et al., 1996; Perrone, Sedlacek and Alexander, 2001; Pope-Davis and Hargrove, 2001). Particularly, Lent et al. (1996) recognized and acknowledged that optimal conditions do not always exist. They posited, “economic need, educational limits, lack of family support, or various other considerations may inhibit the pursuit of an individual’s primary interest or preferred career goals” (p.392).

There are researchers (Barrett, 2000; Pope-Davis and Hargrove, 2001) who contend that more studies are needed relative to SCCT and its application to African Americans and the cultural specifics of this population. They argue that as a theory, SCCT does not address how the unique history of slavery, Jim Crowism, and persistent racism and discrimination has impacted the self-efficacy, outcome expectations, and personal goals of African-Americans. Also, according to Barrett (2000) SCCT does not articulate how an individual’s motivation and sense of personal agency are maintained when outcomes consistently fall below expectations regardless of self-efficacy and behavior, which is the experience encountered by many African-Americans. The concerns of these researchers are duly noted.

Nevertheless, Lent et al., (2002) have successfully applied SCCT to understand how the social cognitive process relates to African American women’s career development. Since the experiences of African-American men regarding racism and racial discrimination may be similar to Black women, excluding sexism, I am comfortable with the proposition that SCCT can be appropriately and successfully applied to the career development and ascension of Black men in intercollegiate athletics leadership in America. Although there are no published studies where

SCCT has been applied to the career development and ascension of African-American men, I believe that SCCT is an appropriate theoretical framework to examine and understand the following: (1) career pathways; (2) barriers and obstacles; and (3) experiences of Black men in intercollegiate athletics and sports management. As a result, I will use SCCT as an additional framework for exploring the personal, social, institutional, and environmental factors that affect Black mens' career development and ascension, and what strategies they have utilized to limit actual and/or perceived barriers that impact their career development and advancement.

Summary and Implications of the Literature

First, through the application of Critical Race Theory, research on racism, discrimination, and the lack of racial and ethnic diversity in intercollegiate athletics leadership has elucidated that racism in intercollegiate athletics operates similarly to that in our greater society. It is systemically and institutionally inherent in the world of college sports and in the profession of intercollegiate athletics leadership. The Black male is a primary stakeholder group in sports (particularly in the context of intercollegiate athletics) career aspirations and outcomes of marginalized groups (particularly athletes and students of color). Researchers also now know that Critical Race Theory can be used as a successful mechanism or tool to call for and produce positive changes in intercollegiate athletics. Perhaps, as a result of this kind of research, scholars and higher education leaders can develop and implement strategies to dismantle the current exclusionary systems and practices in intercollegiate athletics. In essence, Critical Race Theory is a framework from which to explore and examine how racism in our society privileges "Whiteness" as it disadvantages others because of their "Blackness" (Hylton, 2009).

Second, researchers have successfully applied Social Cognitive Career Theory to understand the social cognitive process as it is related to persons of color-especially African-

American women. Thus, SCCT can appropriately and successfully be applied to the career development and ascension of Black men in intercollegiate athletics leadership. Overall, SCCT offers researchers a framework to examine and understand the career pathways, barriers, obstacles and experiences of Black men in intercollegiate athletics; a profession dominated by White men. In applying the lens of Critical Race Theory and Social Cognitive Career Theory, we can better examine and understand this phenomenon: the underrepresentation of Black men in “senior leadership” positions at Predominantly White Institutions of Higher Education at the NCAA Division I level.

Chapter Three
Research Strategy and Design
Purpose of the Study

The purpose of this study was to examine the underrepresentation of Black men in intercollegiate athletic leadership positions at Predominantly White Institutions of Higher Education (PWIHE) that sponsor NCAA Division I athletic programs. This was done through an analysis of how Black men advance to leadership positions in a setting and profession dominated by White men. This study sought to understand and determine what personal, social, and institutional factors influence the careers of Black men and what strategies they have utilized to limit actual and/or perceived barriers that impact their career development and advancement.

Questions to be Answered

The questions that will undergird this study are foundational and interrelated questions that will assist in defining the scope of an overall multiple method qualitative research study. These questions are as follows:

1. What are the career paths of Black men in intercollegiate athletic leadership or administration?
2. What factors influenced Black men to choose careers in the field of intercollegiate athletic leadership or administration?
3. How and what factors have influenced and/or hindered the decision making by university presidents when it comes to the hiring of Black men for intercollegiate athletic leadership positions at NCAA Division I level institutions?
4. Why have certain university presidents hired Black men as intercollegiate athletic directors at the NCAA Division I institutions when so many others have not hired Black men?

- a. How have university presidents perceived the hiring of Black men as intercollegiate athletic directors at the NCAA Division I level?
 - b. What influenced their decision to hire Black men to lead their institution's athletic programs, and to what effect?
5. What factors have influenced Black men's career development and/or advancement in the field of intercollegiate athletic leadership at the NCAA Division I level, and what obstacles and challenges have Black men in these positions encountered along their career paths? How have they successfully managed and navigated the obstacles in the path on the way to reaching their current positions at the NCAA Division I level?
6. What factors, conditions and/or processes have truncated the career advancement of Black men in intercollegiate athletic leadership at the NCAA Division I level?

Design of the Study

Given the overall research questions undergirding this qualitative study, I employed two different qualitative research strategies: (1) A basic qualitative study and (2) A case study (partial case study). Employing these two qualitative research strategies yielded two chapters of findings. This multiple methodological approach to the study allowed me to deepen the knowledge base and uncover descriptions of the lived experiences of the participants that are rich and thick. Below, I will explain each qualitative research strategy, the basic qualitative study strategy and the (partial) case study strategy.

Section I - Basic Qualitative Research Study

Basic qualitative research served the methodological approach for conducting part one of this study. First, Merriam (2009) explained that the basic interpretive qualitative research is

interested in “understanding the meaning a phenomenon has for those involved” (p.37). All forms of qualitative research have the basic premises of understanding the meaning individuals have about their words. Qualitative data was collected for this study that offered thick, rich descriptions about the phenomenon being studied. According to Merriam, for a basic interpretive qualitative study, “... the researcher is interested in understanding how participants make meaning of a situation or phenomenon, this meaning is mediated through the researcher as instrument, strategy is inductive, and the outcome is descriptive” (p. 6).

A “basic interpretive” qualitative design and a (partial) case study were best suited for this particular study because this design enabled me to conduct an in-depth exploration of a phenomenon that has received little scholarly attention (i.e., understanding the career socialization, development, and advancement of Black men in intercollegiate athletic administration at Predominantly White Institutions of Higher Education (PWIHEs) at the NCAA Division I level.

A basic qualitative study for this part of my research was more beneficial in exposing and teasing out the complexities of Black men’s career socialization and advancement in relation to how race and other factors have been perceived to influence their career paths. As the researcher, I was the primary data collection instrument. In essence, I had the flexibility of collecting information about the research context and study participants by communicating with them face-to-face and over the telephone. These interviews resulted in vivid, honest, and colorful illustrations of their current and past lived-experiences in intercollegiate athletic administration and leadership.

Sample: Settings and Participants

In selecting the participants for this study, my goal was to specifically identify participants within the populations who could contribute the most insight about careers in intercollegiate

athletic administration. In order to gain results that are steeped in rich thick description, purposeful sampling was used to identify and select the participants for this study (Merriam, 2002). Purposeful sampling is based on selecting “information-rich” subjects for in-depth study. Merriam (1998, 2009) posits that purposeful sampling furthers the “assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (p. 61). Patton (2002) further concludes purposeful sampling and the use of “information-rich cases yield insights and in-depth understanding rather than empirical generalizations” (p. 230).

A purposeful sampling technique was used to identify select six (6) Black men with at least 15 years of experience, who were between the ages of 40 years of age and 63 years of age, and who were currently working in the field of intercollegiate athletics at NCAA Division I level athletic programs at Predominantly White Institutions of Higher Education. These participants worked at institutions from across various regions of the country (e.g., Pacific Northwest, Southwest, South, Northeast, East, and Midwest. The participants were in the following types of leadership and administrative positions: three (3) held the most “senior” leadership positions of Athletic Director, and three (3) held the position of Senior Associate Director. I selected these Black male intercollegiate athletic leaders because they were all working at PWIHEs that sponsored premiere NCAA Division I level athletic programs with rich histories and traditions. All of the participants were also employed by universities that fielded major revenue-producing sports such as football and men’s basketball and these institutions also had long histories of having rosters in each of these sports that were comprised of mostly African-American student athletes. In addition, all of the participants held masters and/or other professional degrees. Moreover, they each provided me with the opportunity to conduct face-to-face in person and

telephone interviews. At the time of the study, “six” participants was a manageable number for a qualitative study of this nature, but it should be noted that these six also constituted a fairly sizeable proportion of the entire population of Black male athletic administrators at the Division I level.

I specifically conducted interviews in the following settings: (1) on site within each of the Division I level NCAA Intercollegiate Athletic Departments, and (2) at the NCAA Annual Convention. I conducted my interviews at the places and events listed because these settings provided me with the best opportunities to interview, and spend “real time” with, my study’s participants. Furthermore, these settings were environments in which the participants were most at ease and comfortable to have in-depth conversations.

The sample participants I arranged for this study offered a range of insights into their career socialization, career development, career advancement, career success, challenges, and barriers impacting their own trajectories (but, by extension, also those of other Black men in intercollegiate athletic leadership).

Black (African-American) men see the world differently in terms of race and race relations. This is based on history and experience with various social, political, and educational institutions in this country, and also a result of encountering both “institutional” and “individual” racism in America. Intercollegiate athletic leadership and administration is a field and profession that is currently, and has historically been, dominated by White men. Thus, I interviewed Black men working in the field and profession to determine how they have actually been treated and responded to such treatment in the profession.

I sent all requests for participation in the study via e-mail (see Appendix A), and all of the participants responded via e-mail either personally or through their administrative assistants. All

responses and dates and times for our interviews were confirmed via telephone. In confirming their participation in this important study, I answered all of their questions. In our conversations, all of the participants stated that they understood the need for such a study and they voiced that it was long overdue in college sports.

After agreeing to participate, I sent the following materials to all of the participants: interview consent forms, (See Appendix B), and the interview guide-questions (See Appendix C).

Data Collection Strategy and Procedures

The primary method for collecting data for this part of study was semi-structured interviewing. I utilized semi-structured interviewing because I realized from viewing the work of critical ethnographers that the interviewee is not constructed as a mere subject, but rather a person with significant personal agency, history, experience, expertise, and insight (Madison, 2005, Griffin, 2008). Thus, the semi-structured interviews allowed some rapport to be gained between the interviewer and interviewee (Hammersley and Atkinson, 1995). In essence, according to Burgess (1992), “the researcher has to establish a framework within which the interview can be conducted.... it is flexible, but it is also controlled” (p. 107). The interviews were conducted with a list of questions, with embedded follow-up, and-with prompting questions. The interviews flowed like regular conversations, as we discussed the field and profession of intercollegiate athletic leadership and administration, with special emphasis placed upon the participants’ descriptions of their entry into the field and profession, and of their career ascension as Black men. The questions were designed with the goal of putting all of the participants at ease regarding their entry into the profession and their ascension up the career ladder in intercollegiate athletics. The interviews were representative of the hierarchy of the

administrative structure of a typical NCAA Division I level intercollegiate athletic department and what I brought to the interviews in terms of my own personal agency, history, experience, and insights from my years in the profession allowed me to appreciate the substance and value of human details without clinging to the positivistic notions of objectivity, validity, and reliability (Madison, 2005, Griffin, 2008).

From the interviews with these participants, I learned about their career paths, experiences with institutional racism, impact of their mentors, their professional networks and networking strategies, their educational backgrounds, and the factors that positively or negatively impacted and/or influenced their careers. I recorded all of the interviews using two digital recording devices. I had all of the digital recordings professionally transcribed to ensure accuracy, which ultimately produced excellent transcripts. Each interview was transcribed as quickly as possible to identify any needed improvements and additional questions to be explored and/or clarified. This allowed me to quickly capture and comprehend interviewees' current work setting climate issues and/or any other environmental factors or pressures that impact, or may have impacted, these participants in a previous and/or current professional setting, thereby guiding my follow-up conversations with each of them.

Data Analysis

Given the large volume of data that I collected and the iterative nature of data analysis, I developed a plan for managing data for easier retrieval and analysis. For example, I followed Marshall and Rossman's (2006) analytic procedures for conducting analysis: (1) organizing the data, (2) immersion in and wallowing in the data, (3) generating themes, (4) coding the data, (5) offering interpretations through analytic memos, (6) searching for alternative understandings, and (7) writing the report or other format for presenting the story" (p. 165). For this study, the

transcribed digital recordings of the interviews were used for data analysis using the constant comparative method. According to Goetz and LeCompte (1981), this method “combines inductive category coding with a simultaneous comparison of all social incidents observed” (p. 58). As social phenomenon the data were recoded and classified; and they (the data) were also compared across categories that began with the analysis of the interviews. In addition, “As events are constantly compared with previous events, new topological dimensions, as well as relationships, may be discovered” (p. 58). The participants’ interview responses were organized according to the questions and responses. This sequencing and the data organization allowed me to note and document themes that emerged from the interviewees’ responses. For example, if all of the participants repeatedly mention the importance of “networking” and “mentoring” to their career ascension in intercollegiate athletics this could emerge as a theme. This process was employed throughout the data analysis process. The next step consisted of coding by segmenting the themes into larger clusters and primary codes that were assigned these themes. Miles and Huberman (1994) argue that “coding is analysis; to review a set of transcripts--transcribed and/or synthesized, and to dissect them meaningfully, while keeping the relations between the parts intact--is the stuff of analysis” (p. 56). My initial coding revealed themes such as mentoring, networking, institutional commitment to diversity and inclusion, and institutional racism and exclusion. These themes represented what participants communicated about their experiences, stories, and felt senses as intercollegiate athletic administrators.

Limitations and Issues of Data Quality

Ensuring Trustworthiness and Credibility

I evaluated and critiqued this qualitative research based on the paradigm from which qualitative methods have been derived. Qualitative concepts of validity and reliability, or

trustworthiness and credibility, are strategies to describe the specific criteria that are used to evaluate qualitative research studies (Glaser and Strauss, 1967; LeCompte and Goetz, 1992; Lincoln and Guba, 1985). I ensured that this was a credible study by confirming that the findings that were generated were understood and based on the data to be derived from the study.

Trustworthiness is the extent to which research findings are believable.

To ensure credibility and trustworthiness I used strategies such as thick description (reflected complexities in the data), member checks (going back to the informants to see if the analysis made sense to them and reflected their experiences), and keeping a journal that enhanced my reflection and processing. Also, I asked questions in this study in a manner that allowed and insured that all participants had the same opportunity to respond equally to the questions. In my analysis I used verbatim transcripts, which provided “rich and thick” descriptions of participants’ career experiences in the field of intercollegiate athletics leadership.

Moreover, I analyzed field notes, observations, bios, and media releases for triangulation. I took steps to clarify and validate my interpretation of the collected and gathered data such as: (1) acknowledging and disclosing my subjectivities, assumptions, biases, experiences, expertise, and core values; (2) reviewing field notes, conducting actual interviews, and listening to digital recordings for tone, cadence, voice reflections associated with personal thoughts and feelings which came about as a result of the interview process; (3) engaging in member checks or checking with participants to verify the accuracy and meaning of statements or answers to questions; and (4) reviewing the coding process and initial or preliminary themes for accuracy in the coding and analysis processes.

Furthermore, I maintained an audit plan for the data collection and analysis. I had colleagues review my field notes, research journal, and analytic coding scheme. With such processes, I was

aided in the decision-making that assisted in enhancing the study's credibility (Merriam, 1998). My methodical organization of the data collection, use an analytic journal, and other notes enhanced the credibility of this section of the research study.

Ethical Issues and Limitations

I engaged in and conducted this qualitative research in a very respectful and ethical manner. My only role in this study was that of an objective researcher and scholar and I did not mistreat and/or exploit anyone being interviewed for, and associated with, this research. I embraced and adhered to all traditions and positive expectations for conducting excellent and responsible qualitative research. I fully understood that part of demonstrating the trustworthiness of my data was to recognize the limitations of my study and I know that as a researcher and scholar I have a responsibility within the context of my study to help readers of my completed study to understand the nature of the data that were collected and analyzed. I discussed what was different, unique, and particular about my study's site, sample and/or respondent-participant selection and why that might be of interest to others who will read my study. Also, I was aware that the size of the pool of respondents or (the limited number of respondents) in this section and/or part of the study may be seen as a limitation, and some of my own biases that I may bring to this study can be seen as limitations also.

Section II- A Qualitative Case Study Approach

Research Design

As indicated earlier, the other qualitative research strategy that I am employing for this part of my study is a case study (partial case study) approach, which included two institutions: (1) A Midwestern State University Intercollegiate Athletic Program and its University President and

Intercollegiate Director; and (2) an Atlantic Coast University, Intercollegiate Athletic Program and its University President and Intercollegiate Athletic Director. The (partial) case study approach was aimed at better understanding the specific decision making of two different University Presidents to hire Black men to lead and oversee their major and successful intercollegiate athletic programs. In conducting this research I specifically utilized a (partial) case study in order to explore the decision making of two major university presidents to hire Black men as Intercollegiate Athletic Directors at their respective institutions, why those decisions were made, and how those decisions were actually implemented and received at these two major universities. By focusing on these two universities and their respective presidents, I had a better understanding of the two university presidents' behaviors and decision-making processes as leaders; the institutions' visions, missions, climates, cultures, core values; and what messages were sent to the world of intercollegiate athletics with their respective hiring decisions and their subsequent announcements.

The (partial) case study method provided me with the opportunity to gain a “rich”, “thick” [an embedded] description of the phenomenon under study in a manner that brings a clear and concise understanding to the reader (Yin, 1994; Merriam, 2009). Also, a “case” is generally a bounded entity (a person, organization, behavioral condition, event, or other social phenomenon) (Yin, 1994). The case serves as the main “unit of analysis” in a case study. The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions why were they made or taken, how were they implemented, and their result (Schramm, 1971).

A (partial) case study approach gave me the opportunity to examine a complex unit of analysis (i.e., two major universities with very large NCAA Division I athletic programs) that

have multiple variables that are very important in understanding the two major university presidents' decisions; how and why they were made; how those decisions were implemented; and the actual impact of those decisions (Merriam, 2009; Schramm, 1971). According to experts in case study methodology, case designs do not offer the basis for "generalizing findings to larger groups of participants or cases"; by including more varied cases, the findings are likely to be viewed as applicable to a variety of contexts, and further allow the phenomenon to be explored more deeply by testing its conceptual boundaries under different conditions (Yin, 1994; Merriam, 2009). Moreover, Yin (2003) notes that when compared with the single case study design, the multiple case study design is most likely stronger and will often produce more compelling evidence and more robust implications.

A qualitative, (partial) case study approach to this part of my study enabled me to capture informants' interpretations of reality and their lived experiences. The best way to get this information and data was to visit these two universities, to observe, and interview the presidents and athletic directors. I recorded the interviews, took field notes, and sought to begin understanding the two cases' institutional cultures, presidents' decision making, and the presidents' attitudes and behaviors. Qualitative research according to Strauss and Corbin (1998) is "any type of research that produces findings 'not' arrived at by statistical procedures or other means of quantification" (p. 10-11). It can refer to research about lived experiences, behaviors, decisions, emotions, or feelings, as well organizational leadership, functioning, cultural phenomena, and social movements. In addition, Miles and Huberman (1994) state that the power of words can prove to be more convincing to the reader than quantifiable and/or summarized numerical data, and what a person says in his or her own words is more believable than the numerical data which may be too difficult to comprehend.

This particular tradition of qualitative research (i.e., case study research) is the most appropriate strategy for this second part of my study because of the nature of the research problem. According to Patton (1990) a few of the attributes of qualitative research include being holistic; offering broad perspective; encouraging inductive analysis, personal contact, insight development; and providing unique case orientation and design flexibility. These are characteristics that are right on point with the overall goal of this second part of my study; and facilitate and allow for direct contact with informants/participants required to uncover answers the research questions.

Gaining Access

Gaining access to conduct research with elite persons can be time consuming and difficult. Elite persons (e.g., university presidents, athletic directors, and associate athletic directors) are segments of society that are typically not easily accessible and/or available through normal channels. Engaging and conducting research with well-known and/or famous persons may require the researcher to confront and overcome many unexpected challenges and roadblocks to gather much desired and needed information (Agyemang, 2011). For example, gate keepers and handlers for these persons and their organizations value the time of their employers. As such, requires great and consistent persistence in order for the researcher to begin their investigation or study (Altinay and Wong, 2007; Okumus, Altinay, and Roper, 2007; Agyemang, 2011 & 2012).

Patten (2002) articulated that for researchers interested in conducting research with elite populations, there will certainly be considerable time and effort spent gaining the desired access. Moreover, Lee (1993) stated researchers have “to ‘put-up’ with constant and dedicated hard work, loneliness, powerlessness, confusion, and quite possibly some suffering at the at the hands of those being studied” (p.120).

In addition, Singer (2005) asserted this as it related to research done with student-athletes in big-time college sports programs. Considering this fact, one can empathize with the potential difficulties when referring to university presidents and/or big time intercollegiate athletic leaders. This is certainly the case with university presidents and major intercollegiate athletic leaders responsible for sports programs and organizations. Although their administrative staff, chiefs of staff, and public relations personnel helped and assisted in gaining access, the two presidents initially identified later decided that given the nature of my research they would not participate in my study. For example, when the president at Atlantic Coast University learned of the nature of my research study, he refused to grant an interview. Also, the president at Midwest University who previously agreed to grant me an opportunity changed his mind after he resigned from the university. However, both of these presidents did grant full access to all university documents, and strategic and diversity plans. In spite of some difficulties, I was granted interviews with both of the intercollegiate athletic directors and I was allowed visit the two universities and attend athletic department meetings. However, if not for tenacity, persistence, diligence and repeated attempts to contact the staffs of these elite persons, I may not have been granted interviews with anybody (Agyemang, 2011).

Sample: Settings and Participants

I conducted the (partial) case study part of this dissertation at two major NCAA Division I level institutions for the following reasons: (1) each has historically and traditionally longstanding successful intercollegiate athletic programs, (2) both presidents have hired Black men to lead and oversee their intercollegiate athletic programs, (3) each university has a demonstrated commitment to diversity and inclusivity, and (4) each president is an attorney and

ascended to the president's position after first serving as a dean of a law school. At these two Universities, I interviewed both of the intercollegiate athletic directors.

Research Sites

The Midwestern State University, President

Dr. James Smith is president of The Midwestern State University, a world-class public research institution and one of the nation's most distinguished land-grant universities. As chief executive officer, he oversees Midwestern State's six campuses, 65,000 students, and 48,000 faculty and staff. Smith is among the most highly experienced and respected leaders in higher education, having been named in 2009 by Time magazine as one of the top 10 university presidents in the United States. Prior to his service at Midwestern State, he led Southeastern University (2001-2007), Ivy University (1998-2000), The Midwestern State University (1990-1997), the University of High Mountain (1985-1990), and Westside University (1981-1985).

The Midwestern State University Intercollegiate Athletic Director

Calder Michaels is in his seventh year as director of athletics at Midwestern State University. He is widely recognized among the leaders of his profession and he has been named "one of the most powerful people in collegiate sport." Michaels was named the university's director on March 5, 2005. On March 17, 2008, President Smith promoted Michaels to assistant vice president/director of athletics, and he has subsequently been named associate vice president/director of athletics. Michaels is the eighth person to hold the athletic director's position at Midwestern State, and the second African American to do so. At Midwestern State Michaels oversees the nation's most comprehensive and one of its most successful intercollegiate athletic programs. The department sponsors 36 fully funded varsity sports with more than 1,000 student-athletes regularly competing for Big Ten Conference and NCAA championships. Under

Michaels' leadership, the Midwestern State athletics department has thrived, winning many conference and national athletic championships and awards.

Atlantic Coast University President

August Anderson is the president of Atlantic Coast University. As the 33rd president, Anderson leads the state's flagship institution with 37,000 students, 12 colleges and schools, 9,000 faculty and staff, an annual \$ 1.7 billion operating budget (including \$500 million in external research funding) and a \$1 billion dollar fundraising campaign. In support of academic excellence, his priorities are innovation and entrepreneurship, diversity, and globalization, the land-grant mission of public service, and the development of a mixed-use neighborhood center in the city.

Previously, he served as the executive vice president and provost at The University of Up West. He also served as the dean of arts and sciences at Private University, director of executive policy and chief policy advisor to Governor Jackson Johnson of State-West (now the U.S. Ambassador to China), vice chancellor for academic affairs and dean of faculties at the University of Mountain, and dean of the University of Northeast Law School.

The Atlantic Coast University, Intercollegiate Athletic Director

Gary Jones was hired in September of 2010 as the athletic director at Atlantic after serving in the same position at the Academy. Despite two years that saw unprecedented change in Atlantic's Athletics, Jones has led the Giants on a path that has begun with unparalleled success. In his first year on the job as director of athletics at the Atlantic Coast University, Jones completed two outstanding head-coaching hires in football and men's basketball that gave the Giants a head start at success in those two high profile sports. In launching the Giants on their path to success, Jones has instituted an inclusive management style that combines a passion for providing a

quality experience for Atlantic's student-athletes with a thoughtful business acumen that has him managing the Giants' \$59 million dollar budget and more than 180 employees. His leadership skills are also prominent nationally, as he was elected president of the National Association of Collegiate Directors of Athletics (NACDA) in June 2012. He previously served as the vice president of the organization.

Data Collection Strategy and Procedures

To provide a rich and thick data description of my-partial-case study (Patton, 2002), I collected data based on my experience in intercollegiate athletics and from the following sources: interviews, administrative and media-release-related documents, video recordings of press conferences announcing hiring decisions and introducing new intercollegiate athletic director hires to the public, participant and direct observations to successfully complete this qualitative case study research. According to Yin (2003) sources of evidence for case studies include documents, archival records, interviews, participant and direct observations, and physical artifacts. I used all of these sources of evidence to collect data for this (partial) case study. In order to avoid potential restrictions due to the availability of limited sources, Yin (2003) recommends that numerous forms of information be gathered from university documents such as press and media releases, publications, media guides, brochures, letters, and websites.

Interviews

I used open-ended semi-structured questions when interviewing the two university athletic directors to gain an understanding of and special insights into the decisions of the university presidents regarding the unique hiring of Black men to lead and oversee their large and successful intercollegiate athletic programs, and to interpret their experiences regarding the hiring of Black men in Intercollegiate Athletic Leadership (Merriam, 2009). In interviewing

these two Black men hired as intercollegiate athletics leaders by these presidents, I sought to determine how they interpreted their hiring by these two major university presidents and the impact on those hiring decisions on the field of intercollegiate athletics and other Black men in the profession. The semi-structured interviews allowed for some rapport between the researcher and the interviewee (Hammersley and Atkinson, 1995). In essence, according to Burgess (1992), “the researcher has to establish a framework within which the interview can be conducted...it is flexible, but it is also controlled” (p. 107). The interviews were conducted with embedded follow-up and prompting questions and the interviews flowed like a regular conversation, as we discussed their hiring as Black men to lead intercollegiate athletic programs at the NCAA Division I level and the impact of those hiring decisions. All of the interview sessions lasted 35 to 60 minutes and I recorded all of the interviews using two digital recording devices. I had a professional transcribe the interviews to improve accuracy, which ultimately produced excellent transcripts. Each interview was transcribed as quickly as possible to identify any needed improvements and/or additional questions to be explored or clarified. This allowed me to accurately capture the essence of lived experiences, interpret and analyze leadership styles, decision-making, and behaviors of participants.

Observations

I visited the two institutions to engage in direct observation to see the how the institutions’ visions, core values, and commitments to diversity and inclusivity were implemented and/or practiced, which may have informed policy decisions and resulted in certain kinds of hiring decisions and actions by the institutions’ presidents. Also, my visits to these two institutions allowed me to see how certain institutional elements influenced leadership decisions and the impact of those decisions. I did this by attending the intercollegiate athletic directors’

management team meetings at each institution. I observed the leadership behaviors and styles of these athletic directors and observed how these leaders were viewed by those at their respective institutions. I also gained insight into how the presidents and intercollegiate athletic directors related to one another. I kept detailed journals and field notes for every observation undertaken.

According to (Lincoln and Guba, 1985):

Observation maximizes the inquirer's ability to grasp motives, beliefs, concerns, interests, unconscious behaviors, customs, and the like. Observation allows the inquirer to see the world as his subjects see it, to live in their times frames, to capture in its own natural, on-going environment (as cited in Guba and Lincoln, 1981, p. 193).

In addition (Lincoln and Guba, 1985) believe that observations can and do take place in either everyday/natural and/or created or fixed settings. Many researchers/inquirers prefer natural settings because they do not know what is known or what is to come or occur.

Review of Documents

Document Analysis

I used documentary evidence to complement, supplement, and highlight what I learned from the interviews conducted with the intercollegiate athletic directors at each university. The various institutional documents also assisted in understanding the overall institutional climate, institutional commitment to diversity and inclusion, culture, core values and priorities at each of the universities, and the climate in each of the intercollegiate athletic departments. All of the documents assisted me as a researcher in understanding the leadership styles of the highly visible leaders at these two institutions. Moreover, the documents assisted in the identification of prominent themes that were connected to my research questions (Miles and Huberman, 1984).

The following documentary sources were reviewed: (1) media/press releases, (2) internet-posted videos of press conferences announcing the hiring of the athletic directors, and posted interviews with the athletics director, (3) websites, (4) university strategic plan; intercollegiate

athletic program strategic plans, and diversity and inclusiveness plans and (5) university and intercollegiate athletic department annual reports. The sources of evidence that I used varied from institution to institution depending on record keeping and subject availability. Thus it was critically important that I diligently followed all leads of information (Peterson and Spencer, 1993). Multiple documentary sources allowed me to collect and organize a wide range of concepts and were intended to lend support to my claims and/or findings. According to Yin (2003), the researcher's assertions gain strength if "converging lines of inquiry" point to the same conclusion (p. 92).

Data Analysis in Case Studies

According to Merriam (1998) a case study is an intensive, holistic description and analysis single bounded unit and providing an understanding of the case is the significant consideration in analyzing the data. Stake (1995) explains:

Keeping in mind that the case(s) we are trying to understand, we analyze episodes or text materials with a sense of correspondence (for consistency within certain conditions). We are trying to understand behaviors, issues, and context with regards to our particular case... We try to find the pattern or the significance through direct interpretation, just asking ourselves "What did that mean?" For more episodes or passages of text, we must take more time, looking them over again and again, reflecting, triangulating, and being skeptical about first impressions and simple meaning (p. 78)".

In an effort to do so, the data analysis was guided by a strategy of thick, rich description. For my data analysis, I utilized strategies by Merriam (2009) and Miles and Huberman, (1994). I approached my analysis by: (1) reading each interview transcript, observation, and all field notes, along with each document review analysis, and coding the data using open coding; (2) assigning themes to the data which enabled me to use the coded phrases and/or labels to identify patterns and themes; (3) identifying themes which prepared and allowed me to create analytic and/or focused codes, enabling me to scan the entire data set systemically for instances of themes at

work; (4) performing content analysis of institutional records to identify prominent themes; and (5) generating assertions from the themes by linking and connecting them together and seeing how they were related to one another and what greater information they provided about my research questions. Each code was connected by research questions, as recommended by Miles and Huberman, (1994).

In addition, I analyzed each participant's answers to the interview questions separately. I performed three levels of content analysis on the data to thoroughly understand the theme, trends, and interview responses emanating from observations, field notes, institutional records and documents. For the interviews, I analyzed only the information that was provided by participants in direct response to specific interview questions. The second level of analysis was conducted utilizing the constant comparative method of analysis designed by (Glasser and Strauss, 1967; Strauss, 1987). A "narrative method of analysis" (Connelly and Clandinin, as cited in Merriam, 1998) was used to analyze the stories and experiences of the (partial) case study interviews in order to understand perspective, decision-making, core values, institutional commitments, and worldviews. The use of semi-structured and open-ended questioning format was used for perspectives, core values, and leadership-decision making styles to emerge.

I maintained field notes from observations and various documents in a chronological manner. I collected and analyzed my data simultaneously, which allowed me to accurately and precisely define a phenomenon as it emerged and enabled me to focus more specific sites and interview questions. After each data collection period, observation of meetings, and/or interview, I compared and coded data in order to identify and locate similar and divergent themes (the constant comparative method). I worked to bridle my previous knowledge and experience as much as possible to avoid biases when emphasizing the "lived experiences" of informants. I

employed a coding system that enabled me to analyze the data and consider changes that may occur according to the emerging themes.

Limitations of the Case Study Design and Issues of Data Quality

According to Patton (2002), in qualitative inquiry the researcher is the key instrument in the data gathering and collection, therefore, the researcher needs to be sensitive to the data and to have a skill set that will assist in making good decisions regarding the filtering of the data as he or she collects, analyzes, and interprets that data. Regarding data quality, by drawing from various data sources and different informants to create information-rich cases, this study yielded credible data. In any research study, complications and limitations arose. For example, one of the presidents who I previously identified to be interviewed for this part of the (partial) case study decided he did not want to be interviewed for this particular research study at the time. Both of the university presidents dropped out of the study which was an unintended occurrence and I recognize the limitations inherent in not having those presidents' perspectives-especially when trying to understand the motivations and behaviors of presidents. I realize that there are usually limitations in the interview process when one is attempting to collect data due to elite persons and/or populations not being available. The intention of the (partial) case study was to add to the knowledge base for understanding the underrepresentation of Black men in intercollegiate leadership positions at NCAA Division I level at PWIHEs, and why they are hired and not hired. I also intended to provide a meaningful jumping off point for further research and practices regarding the hiring of Black men for leadership positions in the nation's college and university intercollegiate athletic departments, which could lead to social and organizational changes in higher education in general and, specially, in college sports. The matter of gaining entry to a university and access to its elite leaders required constant efforts to build trust with everyone

who will be affected by the study (Lincoln and Guba, 1985). In addition, I was aware that my skills as an up and coming researcher might lead to the weakness in the data quality in that I may not have been able to mine for data in a manner that yielded the most relevant information and/or probe responses from my participants in the most effective ways.

Nevertheless, I addressed this by engaging in thorough preparation that included verifying questions with relevant persons such as my colleagues who were conducting their own research; and my knowledge and experience from a previous study as a resource. Moreover, my experience as an intercollegiate athletic director and as a higher education administrator and leader provided me with expertise, experience, and an insider's perspective. Given that the goal of this study was to capture the real and unfiltered voices of university presidents and intercollegiate athletic directors, I remained as credible as possible as a researcher. I did constant member checks with all participants who were interviewed to ensure accurate interpretations of what each informant said during interviews. I used a peer review system with researcher colleagues who were not involved in the data collection to assist me in double-checking for probable biases.

Validity and Reliability

Merriam (1998) has identified two-types of validity: internal and external. Internal validity deals with how research findings match and mesh with reality. The observations and interviews in this study would not be able to stand alone, for the core values, ways of knowing and doing of each participant will probably determine their constructed realities. In a qualitative case study, constructions of reality are studied and reality is viewed as ever changing, holistic, and multi-dimensional. Given this perspective, internal validity is a strength, rather than a limitation, of qualitative study research because multiple perspectives viewed in context are not being ignored.

Merriam (1998) suggests six basic strategies to enhance internal validity which are: (1) triangulations of data sources and methods of analysis, (2) member checks, (3) long and short term observation, (4) peer examination, (5) participatory or collaborative modes of research, and (6) researcher's biases. In order to achieve credibility for this study, I engaged in all of the strategies that are listed about by (Merriam, 1998) and utilizing "document analysis" in concert with the semi-structured face-to-face and telephone interviews also enhanced this process.

Generalizability

This part of the overall study focused on two university presidents and two Black male intercollegiate athletic directors. In case study research, findings are generalized in the manner traditionally attached to the term in experimental research. The desired is, rather, to bring to light the personal experiences of those subjects who play various major roles in the universities and their leadership styles and decision-making. Information collected and obtained from research subjects may provide other university presidents and others with a better understanding of, or new insights into, the hiring of Black men for intercollegiate athletic director positions. According to Patton (1990) generalization in qualitative research demands that it be practical, arguing that it should "provide perspective rather than truth, empirical assessment of local decision makers' theories of action rather than generalization and verification of universal theories, and context bound extrapolations rather than generalization" (p. 491). In essence, while, I did not generalize to other universities and presidents, my goal was to provide rich, thick and useful descriptions that will allow for "reader generalizability" (Merriam, 1998). Reader generalizability refers to the extent to which a study's findings apply to other situations and the people in those situations. Firestone (as cited in Merriam, 1998) calls this case-to-case transfer. It is entirely the practitioners' decision and judgment of the applicability of one case to another,

and what to determine what applies and what clearly does not apply. In the case of this particular study, others may choose to replicate this case study (partial case study) in their own research regarding Black men in sports management.

Reliability

Reliability refers to the extent to which the research findings can be replicated, and reliability is created when there are enough data from exhaustive and complete sources to ensure confidence in the study (Merriam, 1998). Also, since the term reliability in the traditional sense appears to be something of a misfit when applied to qualitative research Merriam (1998), Lincoln and Guba (1985, p.228) suggest thinking about the “dependability” or “consistency” of the results obtained from the data. In essence, rather than demanding that outsiders get the same results, a researcher wishes outsiders to concur that, considering the data collected, the results make sense, they are consistent and dependable (Merriam, 1998). Thus, I was as detailed as possible about my intent to use triangulation and other strategies to enhance the internal validity of this case study part of my overall study.

Confirmability

Lincoln and Guba (1985) stated that confirmability is achieved when those researched are the persons who answer the questions and not the researcher. Additionally, confirmability takes place when the appropriate methodology is taken advantage of or exploited. There has to be an adequate distance between the researcher and the researched; and this ideal defines the neutrality of the researcher. For example, when I conducted the interviews, I was very careful not to share my opinions, values, or beliefs on how I felt about the topic at hand. Engaging in such behavior as the researcher would have influenced participants’ responses or answers. Lincoln (2009)

stated that keeping a reflective journal assists in achieving confirmability. Thus, I utilized a reflective journal to help me in accomplishing this goal.

Transferability

Lincoln and Guba (1985) and Patton (2002) all stated that the goal of qualitative research is not to generalize to the general population; instead, the term refers to the level to which a study can be transferred or applied in a different context. This can be done by providing-thick-rich description of the research so that the researchers working to conduct studies in different settings can utilize your study as a guide or benchmark when conducting their own studies.

Ethics and Ethical Behavior

I abided by and adhered to all of the ethical considerations of qualitative case study research as a researcher. For example, I submitted all of the required proposal and supporting documents to the Human Subjects Review for approval and endorsement; I also stated how I planned to implement and carry out my investigation. And, once I received approval for Human Subjects Review, I contacted all of the study's participants and provided them with information regarding the parameters of the study. My document informed them of their participation in the study being voluntary and that they would not be penalized if they chose not to participate in the study. Moreover, the document also notified all participants that the interviews would be digitally recorded and I informed them that their identities would be kept confidential that all files will be stored and locked in my office.

Prior Knowledge

During the analysis process I was tempted to assign a label to what I considered the "trues" or the "truth" any preexisting concepts and theories of Critical Race Theory and/or Social

Cognitive Career Theory. I worked to set aside any perceived notions, assumptions, theories before analyzing and interpreting any data and I allowed the data to speak for themselves while maintaining a critical look or view of any values, assumptions, and theories to be gleaned from the literature. I prepared myself and I guarded against bringing up, or imposing, prior knowledge and concepts or ideals to my view of the data. I simply allowed meaning(s) to naturally come forth and to evolve through the data analysis and interpretation processes.

Conclusion

I fully recognize and acknowledge that limitations exist in the study and design in this section of the overall study. Nevertheless, the strengths outweigh them. My selection of a (partial) case study for the research in Section II of my study is very suitable for the research questions being posed and the nature of the problem being investigated. I hope my study will have a probable and potential impact on intercollegiate athletics and presidential decision-making regarding the hiring of Black men for Division I athletic director positions at PWIHEs, and perhaps on the climate for diversity and inclusion. These results will provide a rich and holistic account of this phenomenon. Qualitative “case study” research as a vehicle can deliver good results in spite of the limitations that I outlined above.

Chapter Four

Section I: Findings from the Basic Qualitative Section of the Study

In order to explore the phenomenon of the underrepresentation of Black men in intercollegiate leadership/administration at Predominantly White Institutions of Higher Education (PWIHE) at the National Collegiate Athletic Association (NCAA) Division I level, six Black male intercollegiate athletic leaders/administrators participated in this study. Three of the men were Athletic Directors and the other three were Senior Associate Athletics Directors. All of these intercollegiate athletic leaders/administrators were at major sports institutions and/or flagship universities from different regions of the country. This chapter presents the findings of the interviews with the goal of determining what personal, social and institutional factors influence their careers in a profession dominated by White men, and what strategies these Black leaders have utilized to limit actual and/or perceived barriers that impact their career development and advancement. As I will describe in more detail below, the data analysis identified the following themes: (1) mentoring, (2) networking, (3) commitment to diversity and inclusion, and (4) institutional racism.

Study Participants

All of these Black men in this study are currently working in the field of intercollegiate athletics at major institutions around the country. In order to gain some insight and better understanding of these Black men and what makes them and their stories so special, I have provided a brief description of each of them in the following pages. I have also assigned a pseudonym for each of them. The Black men in this study all shared common experiences,

narratives, and stories about how they entered the profession and subsequently ascended the career ladder to reach their current roles as intercollegiate athletic leaders-administrators.

Brief Description of Intercollegiate Athletic Leaders-Administrators

Phillip: Phillip has had a distinguished career in intercollegiate athletics that ranges from being a student-athlete to a director of athletics. He became an athletic director at his second major university in March 2012. He is a graduate of a Big Ten university where he played both football, and track and field. He has been an Athletic Director for the past seven years. Sports Business Journal honored Phillip as a 2008 national 40-Under-40 honoree. He has served on a number of national and conference committees and boards. In September of 2011, he was only one of three athletic directors asked to serve on the Collegiate Model Rules committee, a working group of the Division I Committee on Academic Performance charged with broad overview of the current NCAA Rules Manual. He was just recently appointed to an Athletic Director Advisory Group by the NCAA leadership.

John: John is a bold leader and he leads one of the most innovative athletic programs in the nation. John has been an Athletic Director for a very long time at two major universities and he is currently the highest paid Athletic Director in the nation. He has played an increasing role in collegiate athletics with his service on a number of NCAA panels and committees. He is a member of the Division I Academic Cabinet, which reviews all measures dealing with academics before they are passed on to the Board of Directors. He is chairman of the five-member Infractions Appeals Committee, which is responsible for hearing all the appeals for NCAA violations and makes the final decisions regarding those appeals. He is a member of the working

group on NCAA enforcement that is planning the adoption of an expanded four-level violation structure for infractions as part of the NCAA President's intercollegiate reform effort. He is also a member of the SEC team of leaders responsible for negotiating national television contracts for the conference.

David: David is currently the Athletic Director at a major west coast university. He was the first Black Athletic Director in the Big Ten Conference. He once served as the Senior Student Affairs Officer (Vice President for Student Affairs) while serving as the Athletic Director. He served as the president of a consulting firm that assisted colleges and universities in the development of strategic business partnerships planning. He currently serves on the NCAA Management Council Leadership cabinet, which is the highest level of oversight addressing the legislative process of the NCAA. David is also a member of the NCAA Certification Committee and served for five years as a member of the Division I Men's Basketball Committee.

Danny: Danny was a former student-athlete who has worked in Athletic Administration at a major SEC university since 1992. He currently serves as the Senior Associate Athletic Director. He supervises and is responsible for football operations, football scheduling, and all athletic construction projects. He also oversees all Olympic sports and athletic training facilities.

Mark: Mark is a Senior Athletic Director who is responsible for the internal business operations and fiscal planning, facility and long-term capital planning for the Athletic Department. Mark served six years at a major catholic university in the Midwest where he implemented specialized student programming designed to facilitate the holistic development of

student-athletes. During his tenure at the university, the institution received the prestigious Program of Excellence Award for Student Welfare and Development for the National Association of Collegiate Directors of Athletics (NACDA) in 2000, and he was named three times to the National Consortium of Academics and Sports (NCAS) Community Service Honor Roll between 2003 and 2005.

Martin: Martin is a Senior Associate Athletic Director who was a former student athlete at a major mid-western university where he led the team in rushing and played in two consecutive Cotton Bowls. He is the former Director of Enforcement at the NCAA. He has served on a number of NCAA Committees including the Leadership and Development Training Committee, Special Events Committee, Post-Season Football Sub-Committee and staff task forces that concentrated on public relations, compensation and employment opportunities for women and ethnic minorities. He is the former President of the Black Coaches Association and he has chaired the NCAA Committee on Sportsmanship and Ethical Conduct. He has also served as president on the Board of Directors for the National Association of Athletics Compliance Coordinators and he is a former member of the NCAA Academic Eligibility Compliance Cabinet. He frequently participates on panel discussions on current topics in the National Association of Collegiate Directors of Athletics and the American Bar Association.

Emerging Themes

The findings presented here are representative of the themes that emerged during data analysis utilizing the constant comparative process. The findings that emerged from the data analysis are presented in detail with direct stories and narratives from the six intercollegiate athletic leaders capturing their lived experiences, collective thoughts, and narratives. The

following themes emerged from the data analysis process from the personal narratives and stories of the six Black men: (1) mentoring, (2) networking, (3) commitment to diversity, and (4) institutional racism.

Mentoring

During the course of the interviews all of the participants commented on the importance of mentoring to their entry and success in the profession. Their mentors significantly influenced the professional lives of all of the participants. For example, according to the following administrators, mentors and continuous mentoring influenced their pursuit of graduate degrees followed by their career success in intercollegiate athletic administration and leadership.

Phillip explains,

My mentor in higher education was the Vice Provost for Minority Affairs at the University of Michigan and he was influential and facilitated my remaining in higher education. In terms of me moving administratively into athletics my mentors were the Administrators who first hired me and later a number of Athletic Directors all served as early influential mentors for me: the former University of Michigan Athletic Director, former University of Washington Athletic Director, and former Boston College Athletic Director. The former Athletic Director of Georgia Tech University also mentored me. Today my mentors and major supporters in intercollegiate athletics are major Athletic Directors who have been very influential in my career success as a sitting Athletic Director. I turn to these two athletic leaders because they are major successes in our profession.

In addition, David notes that his first two mentors were very instrumental in his academic development and career success.

An Administrator from Harvard University who was the first Black to ever play football at Harvard and completed his degrees (MD, Ph.D., and an MA in Psychology) was the person who had the greatest impact on my personal, academic, and athletic success. In fact, he was the one who pushed me to pursue a Ph.D. and to think about a career in teaching and college athletics.

John added that his mentor and university president facilitated his entry into, and subsequent success in, the field of intercollegiate athletics.

I was a faculty member in the School of Law at my university and the president of the university asked me to serve on various athletic committees and task forces always called me upon. As a result of all of my service, the president asked me to join his administration as the Vice President for Student Affairs and University Athletics. So, it is a funny thing. I mean, I started in the administration piece of being in a world where the athletic director reported to me, then I came down here as a General Counsel and that same guy, who was now the chancellor here, sort of when there was a problem in an area, he would always send me over there to (Athletics) to address whatever problem he had. Well, from that point, I became the General Counsel and Director of Athletics. I guess I was in the right place at the right time. I was asked to assume full responsibility for the day-to-day operations of athletics.

Mark noted that his entry and success in the profession came as a result of his mentors, his college football coach and his university athletic director. These professionals both encouraged him to seek and pursue a career in intercollegiate athletics.

He added,

I cannot say that I picked my profession. It was actually something that was, I think, picked for me. My first job in athletic administration was at a Catholic university in the Midwest. My supervisor when I first got there was the person who would eventually become the Athletic Director at Stanford. I was surrounded by incredible and supportive people. And, that is where I learned the most about athletic administration. I learned about the importance of working as a team, developing, and growing in this profession from my mentor and supervisor at this institution.

Martin remarked that his entry into the profession resulted from his relationships with his mentors and pure luck. He stated,

Really, you know, I think a lot of it is luck being in the right place at the right time. It really was; I mean, I think particularly for minority administrators trying to break into athletics and it is certainly true still today; I do not think as much as it was in 1975 when I started and had all luck. My law school professor at the University of Washington suggested that I consider a career in sports. I thought maybe a sports agent. My professor mentioned to me maybe you should try the NCAA. I did not know much about the NCAA or how they worked. I called out of the blue this law firm in Kansas City. They informed me that they only represented the NCAA in legal matters and they did not hire for them. So after this, I called the NCAA and asked about employment opportunities and

three weeks later I received a call from the Executive Director of Enforcement at the NCAA. He explained what his office did and he asked me if I wanted a job because he was looking for a Black person because of all the Black players coming into college sports at the time. It was all pure luck and because of my first mentor; my law school professor.

Danny gave an account of how his mentor helped him to get his first job in athletic administration. He recounted,

An African American who was an academic advisor for athletes at my university when I was playing football said your senior year is coming to a close and you should take this job when I leave. This man sent me to see a college football hall of famer and former NFL pro-bowler who was at that time the Associate Athletic Director. This man became my first mentor and he hired me after graduation to work on his staff as an advisor for student-athletes. I did this work for seven years and when he moved on to a new position he recommended to the Athletic Director at the time that I take his position. Once I started this position, I began to think and believe that I could become an Athletic Director one day and I started getting more interested in all areas of college athletics. How do I become an Athletic Director or something of that nature? Once I decided I wanted to become an Athletic Director, I left academic advising and went on to The Tiger Foundation to get fundraising experience something which most African Americans do not get a chance to do early in their careers.

The emphasis placed on mentors and mentoring heard through the voices of these Black men highlighted the importance of mentors and mentoring, as the impetus for earning advanced academic degrees, entry into the field, and advancement and career success in the profession.

Also, the career choice and career paths in intercollegiate athletic administration and leadership of these men were significantly influenced by their academic, athletic, personal and professional experiences and relationships with their mentors. Mentoring made a difference for these men because they were successful student-athletes in college that allowed them to experience social acceptance in predominantly White settings such as college and intercollegiate athletic leadership (Harris, 1995). According to Bell (1980) individuals change systems and Whites may support social justice and equity-oriented practices yet still believe that injustice can be “remedied effectively without altering the status of Whites” (p. 522). In addition, Castagno and Lee (2007) stated those in the majority (in this case intercollegiate athletic leadership) will advance social justice and diversity agendas “when such advances suit” (p. 4) their own interests. Therefore, according to Milner (2008) people in power are sometimes, in practice supportive of policies and practices that do not oppress and discriminate against others as long as those in power do not have to completely alter or change their own ways, systems, and privileges.

Networking

The second theme from the personal narratives of these Black men uncovered the importance of a powerful network and networking to one’s career success in the profession of intercollegiate athletics. Networking has been a major aspect of this study and networking benefits those connected to powerful administrators and leaders in the profession. Being a part of a powerful network means developing, nurturing and sustaining positive relationships in the profession. And the strategies and resources available to these Black intercollegiate administrators and leaders in intercollegiate athletics were definite factors in their career development and advancement in the profession over an extended period of time. There was a

definite richness in the personal narratives of each of these Black men regarding the importance and positive impact of a powerful network and utilization of networking on their career advancement and ascension in the profession. All of these Black men had access to a powerful a network of intercollegiate administrators and leaders who provided opportunities and guided and facilitated their career advancement and success in the profession. For example, Phillip spoke of how networking shaped and advanced his career:

I did not get here alone; I learned from and emulated a lot of people. I talk with a lot of other administrators in the profession and I ask questions about various situations that an Athletic Director will be confronted with. I have a network of mentors who have and continue to help me. I utilize my network of advisors to understand how they came to a certain decision. Part of leadership is weighing different perspectives on how to solve a problem. And, so, that is part of leadership that I have these mentors and advisors to help me understand and grow with in the profession. In order to have long-term success in this profession as a Black man you have to surround yourself with people who will help you write your success story. And, others will say they have their own personal board of directors or a cadre of professionals who they lean on. And, I would say that I have had a significant group of people -- and still do -- who are considered some of the best at what they do in the business that I can pick up the phone or see at a meeting and talk about a problem that I am having. Or, I can ask them about something they did and really understand it because I built up whether you call it networking or a group that I have had open dialogues with over time and trust their input to try to help me grow in the business or profession.

Additionally, David enthusiastically spoke about the networking and leadership development program (“The Pipeline”) that he and other successful long-standing Black Athletic Directors have informally instituted to assist up and coming Black men at the Senior Associate Athletic Director level who show great promise and potential to become Athletic Directors at major universities.

He explained,

I think networking and leadership development are underutilized tools. I feel that they are very valuable. One of the programs that we older long standing Black Athletic Directors put together about six years ago was the creation of a special network that we call the “pipeline.” Our goal and strategy is to bring young African Americans who were preparing to make that transition from Associate Athletic Director and to start the interviewing process. We spend two, two-and-a-half days at various places around the country to help them. We are committed to making ourselves available as a resource as these young people were moving toward real career change and advancement. It is valuable. You can’t underestimate it. It has been a tool that has been used by a majority of people for a long time. We are just catching up as Black people in that vein. The pipeline has been a valuable strategy in helping to bring young Black administrators along and to promote, develop, and advance their careers.

Networking in intercollegiate athletics is very personal and professional and it plays a major role in the success of athletic administrators who have access to these powerful people who are a part of such a network.

Mark shared his experience and view of a network and networking.

In this profession, I have been around and have had access to some incredible people. And, that is where I learned the most about athletic administration and the importance of operating as a team. It is about working as a family. It is the kind of camaraderie that helps you to develop. Everybody is at the top of their game. You are around outstanding professionals who are always there to help you to accomplish great things in the profession. Three of my former supervisors are now Athletic Directors at major sports institutions. So, I am in a family with and connected to some very outstanding people in the field who are always there for me. These are just dynamic people. I was a participant in the Sports Management Institute and I walked away from that institute with a broader sense of who people were and what they were doing in the profession. I walked away knowing the importance of networking and what a powerful network I had access to.

Martin explains the impact of networking on his career in terms of his development and advancement in the field.

From 1975 to 1995, I worked at the NCAA in the Enforcement area. During my time there I work with a group of men who are now some of the most powerful people in college sports. For example, some of my former colleagues are major conference commissioners and athletic directors. We all worked together for 20 years at the NCAA and we have remained close personal friends and professional colleagues throughout the years. So, when I need something or I want to recommend a young person for a position in athletics, I can just make a call and get them in the door. So you know, that was over 20 years ago that we all worked together. For instance, I get a call from an Athletic Director and he says you knew my father and you worked with him when he was an Athletic Director. We got some problems down here and my dad tells me you are the

only one that he knows who can work all of these problems out. Are you interested in coming to work with me on these problems? So this is the networking thing. He says I am not going to interview anyone else. The job is yours if you want it. When you know a lot of influential people this how it works and happens in college athletics.

Moreover, Danny explains how his personal and professional network had profound impact on this career in intercollegiate athletics.

All of the athletic administrators that I met and worked during my early years in the profession became my personal and professional network of advisors. For example, when I was supervised by all of the men they gave me experiences that young Black men in the profession do not receive. I was given the opportunity to do fundraising as a new professional. I had meetings with donors, boosters, raising money and doing all of fundraising for a new academic center for student athletes at my university. Having access to this kind of network and these powerful men was the thing that kicked off my career and pushed me into an area of athletic administration where I could really grow and develop in the profession. When one of my network advisors moved to another institution they still advocated for me and pushed my career with the administrators that replaced them. When the new president arrived on campus, he assigned me all of the Governmental Relations assignments and duties based on the recommendation of my former athletic director. This opportunity allowed me to learn about the entire university system because I worked with legislators and members of the governor's staff. My former athletic director remained in the community after he retired and the network that he was a part of greatly influenced my success in the profession as an athletic fundraiser and because of him I gained access to all of the corporations and corporate leaders in the

state. He put me in the position to raise millions of dollars for my university. This also made me a saleable athletic administrator. Now, I am one of the few Black administrators in intercollegiate athletics who has distinguished myself as an excellent fundraiser. I now fly on a private jet engaging in fundraising activities and events across the country.

The impact of mentors and networks contributed significantly to the career choice, development, and advancement of the Black men in intercollegiate athletics. For example, the use of powerful networks and influential mentors who intentionally and purposefully networked on behalf of these Black intercollegiate athletic administrators influenced their career progression and advancement in the profession on an on-going basis. These men were able to leverage the traditional White intercollegiate networking structure of as result of a convergence of interests. For example, Lopez (2003) posits that interest convergence centralizes the belief that Whites (in this case powerful men in college athletics and higher education) will tolerate and advance the interests of people of color (up and coming Black Intercollegiate Athletic Leaders) only when they promote the self- interests of Whites.

Commitment to Diversity and Inclusion

One of the overarching themes that emerged as a result of these interviews with these Black men was the importance and impact of an institution's commitment to diversity and inclusion. Through this theme the Black men spoke of an institution's commitment to diversity and inclusion which resulted in university presidents' decision to hire many of them as intercollegiate athletic directors. The comments that follow highlight the narratives, experiences, and feelings of these Black men intercollegiate administrators.

David shared his views regarding diversity, inclusion, and "affirmative action":

I was the first African-American Athletic Director in the Big Ten. I think being a Big Ten athlete, being a professional athlete, having been a professor, having had the doctorate and, remember I was coming up in intercollegiate athletics at a time when the focus wasn't on appreciating diversity but on affirmative action. There were lots of people who wanted to and who recognized the face of college administration, and who wanted to do something about it. So, I come along at a time where I was what they were looking for. I hate to say it this way, but no one could say "No, because you aren't ready." I had all of the credentials and more than what most other people at the time had. So, they couldn't say, "Well, you come back in three or four years." Thus, was because of this commitment to affirmative action and some presidents were talking about and looking to bring different voices to the table. I was at the time one of those token and different voices. Now, college presidents are starting to see the value of having diversity in leadership. This kind of leadership provides modeling opportunities for all young people and I think it is very important that we have different and challenging voices because you need these different and challenging voices in the room at the table in college athletics.

John spoke of the university president who hired him and stated,

My president had a firm commitment to diversity and inclusion and in seeing athletics and thinking differently about it and thinking about the meshing of it between Student Affairs and Athletics. In addition to having a commitment to diversity, he was always asking me to help him to better understand the issues and problems around diversity and diverse groups. And, I think when you start to think on the issues or issues of diversity, which I always like about my president, he never played like he had or knew the answers. He was very dedicated and committed to being inclusive. He believed that athletics

should be just as committed to diversity and inclusion as the rest of the university. He believed that you had to keep pushing this inclusion and building partnerships in the name of diversity.

Martin noted,

I worked in the deep-South and at the time I was also responsible for compliance and it was my president and athletic director that communicated to everyone that they were both very committed to diversity. They stressed this to send the word out to everyone connected to and involved with our athletic program that I was in charge and I was supported and empowered by them to do my job; the job they hired me to do. Their commitment to diversity and inclusion allowed to have great success in my role as the second in command and as the Senior Associate Athletic Director responsible for all legal matters impacting the Athletic Department and its student-athletes and personnel. In the case and at that university the president clearly set the tone regarding diversity.

Danny shared his views,

During my tenure at my institution, I served under two university presidents and two athletic directors who were firmly committed to diversity. I have grown and developed as a professional in athletic administration because of my university's commitment to diversity and inclusion at all levels of the university. I have been given opportunities to learn and grow that many Black men do not receive at other large powerful athletic universities because of a commitment to diversity on our campus. The majority of our student-athletes and many of our coaches here are Black. I must say that I have successfully climbed the athletic administrative career ladder because of a supportive senior university administration that is strongly committed to diversity.

Phillip noted,

I have a great relationship with my president and she is strongly committed to diversity and inclusion. She works to create a great climate on campus for every member of the university community.

A university president's demonstrated commitment to diversity and inclusion was mentioned by many of these Black men as the reasoning for them being hired at certain universities and/or their growth and development in the profession.

Institutional Racism

For many of these Black men, their ascent to these powerful positions in intercollegiate athletic administration and leadership did not occur without some challenges and obstacles. They expressed concerns regarding race and racism in intercollegiate athletics and how, at times, it is manifested covertly in college athletics. Their voice-tone, cadence, and vernacular spoke volumes about their experiences and the impact of race and racism on a person in this profession. The personal narratives of these men revealed the experiences that they encountered during their path to their current positions.

David expressed what was challenging for him about this profession. He explains,

I mean the typical, for example, challenge for me that was different than the other 300 Division I ADs I'd go to an NCAA Convention and there'd be 297 White ADs and three Black ADs at the time, there was one at Eastern Michigan, University of Pennsylvania and me. It wouldn't take but 15 minutes for the three of us to get together. Obviously, it's the watering hole effect, you know we were looking for a level of comfort and we found that amongst ourselves. But the other ADs (Whites) didn't think about that obviously.

They were mainstream; there were a lot of people that looked like them. You know, those were the little things that would happen that we knew were different, obviously, for us than for the majority. But overall, it wasn't that I didn't see barriers, you know, like "Keep out."

John who has been in intercollegiate athletics for a very long time at two major universities one in the Midwest and the other in the South shared his experiences regarding race and racism in intercollegiate athletics and college sports. He remarked,

You are in a lonely profession; it is not that people are not nice to you; but it is like everything else. They're more comfortable or appear to be more comfortable with people like them. I go to SEC meetings and there are two very noticeable things when the ADs sit down in this conference: there is no woman and there is only one person of color. And that's the case kind of wherever you go. And so I think that is just -- you gotta kind of get over that point where they really, you know it is kind of like the legitimacy of it all. You do have the skill set. I mean, I'm an attorney. I went to law school. That wasn't an easy feat; so I am not a dumb person, but the fact of the matter is, "Yeah, but you may not understand athletics." Okay, so you do have to constantly be able to show that you are competent. But at the same token, and this is where the real hard part comes from. So I sit in the situation where there are 14 ADs and there's a conference staff. Okay? No women, all White males and me. We are dealing in a money game, okay? And that money game, which really is being pushed by football, even in this conference (and even more in this conference) is being played by maybe 70 percent Black kids.

As our conversation continued John began to open up more about race and racism in intercollegiate athletics and college sports and how people of color are impacted.

John continues his personal narrative,

Now as a Black man, you may have a leg up if my colleagues like you or me or maybe even getting a job in this profession; but it this profession is not an easy place for a Black person. I think it is almost impossible for a Black female. But it is not an easy place to get into the AD's seat especially in the south. Remember, the vast majority of universities that compete are in small towns. Could I successfully run the athletic department at Mississippi State? Absolutely. Could I get the job in Starkville, Mississippi? I really do not know. People hire and bring in people to work with them that they are comfortable with. These are institutional barriers that are serving as an obstacle to keep Blacks out of athletics in general. Now, I do not think that they are purposely designing things to do that. I think it just how they do things. You look around universities and when they are having the discussion about why there are so few Black head coaches, my answer was, "Well who is hiring the head coaches?" The athletics directors are hiring; how many Black athletics directors are there? Very few; Well, who is hiring athletic directors? The presidents are hiring them. How many Black presidents are there? Very few; who's hiring presidents? The Boards of Trustees are hiring presidents; how many Boards of Trustees are Black?

John speaking of institutional racism in in athletics, specifically and generally in higher education stated,

It is all about who is doing the hiring and the decisions that they are making about how to hire or not hire. If you look at my institution, we have eight deans and we just recently hired the first African American Dean of a College at this University. She is the Dean of the Divinity School. We have ten Vice Chancellors at this University and I am the only

Black Vice Chancellor (Vice Chancellor of Athletics and General Counsel). Thus, in the institutions your White Board of Trustees, Presidents, and Athletic Directors are hiring people who look like them unless they have a real commitment to diversity and inclusion. And, by looking at the state of athletics and higher education very few institutions have a real commitment to diversity and inclusion. Higher education has this reputation of being liberal profession. You know, "Liberal crazies!" I'm like, "If these are liberals, they certainly haven't gotten the message about hiring people of color!"

John shared another example of how institutional racism operates in intercollegiate athletics and college sports. He noted,

The case with the former athletic director at the University of Georgia is the other side of this saga that people need to understand. This young man would love to get back into the profession; but I do not know if this profession will ever give him a second [chance]. That is not what happens to or with White guys in this profession. They get second chances. Fall down, put you up on somebody's back, and then they will end up at West Texas State and work their way back up. But you know, we (Blacks) get only one shot, the one bite at the apple.

John also stated,

There are many Black men working in higher education; they have worked hard to get there; they have advanced degrees; they work in other areas of these universities as higher education administrators. There are not that many differences between other areas of the university and athletics. I mean there is no magic. This used to be a profession, you know, where the old football coach got the job, it is not like anything else you manage. I always say the playing the game is the easy part. It's everything else. There is absolutely

no reason why I mean, I always say, if a Black man can be the President of the United States, we (Black men) can certainly run an athletic department.

Similarly to John, Martin shared his experiences in intercollegiate athletics regarding institutional racism and exclusion. He reflected,

It is really difficult for people (White) people to get away from wanting to hire people who looked like them and think like them. It really is hard to break out of that mold. Some do. A lot don't. You have, most of your university presidents are White. They are just White. In these cases, you get a university president who has little or no real connections with athletics so they are asking their other president friends at other universities who are also white or members of their community who are also white for advice about athletics and hiring. So it just leads one white university president to consult with his friends and this president ends up just hiring a white athletic director because that is all these presidents know. So these presidents end up listening to a lot of other White people about what kind of guy he oughta be hiring. Now, there are a lot of things that are slowly changing. And, you know there has been very, very few Black athletic directors and coaches.

Danny's views echoed those shared by Martin regarding the hiring of people who look like them. He expressed,

I saw a situation at a Pac 12 University where a well-qualified Black man who was a sitting Athletic Director at an institution where he experienced great success be passed over by that University's president for a white guy who was a senior associate in the South Eastern Conference less experience and not much success. Now, I don't see this as a case of individual racism on the part of the university,

but I think the president is a part a larger system that practices institutional racism meaning that he is just doing what he is comfortable doing. You know, just hiring a person who looks like him. You just have to realize that some people are just used to being around and hiring their own; they just feel comfortable with their own people. We (Black men) only get these kinds of job when you have a university who is comfortable with and hiring Black people, or truly believe in diversity.

Although these Black men shared their views regarding institutional racism and exclusion, which at times can slow down a Black man's career development and advancement in intercollegiate athletics, they believed that the road to success for them has been paved by mentors, powerful networks of their mentors, and institutions that have a commitment to diversity and inclusion. These mentors, their powerful networks, and institutions' commitment to diversity and inclusion have positively impacted and greatly enhanced the career development and advancement in the profession for these Black men.

Chapter Five

Section II: Findings from the Qualitative Case Study Section of the Study

In order to gain deeper insight and a thorough understanding of the phenomenon of the underrepresentation of Black men in intercollegiate athletic leadership and/or administration at Predominantly White Institutions of Higher Education (PWIHEs) at the National Collegiate Athletic Association (NCAA) Division I level, a qualitative (partial) case study was also used in this study. As stated earlier, the intent of the case study was to understand and determine what personal, social, and institutional factors influence the careers of Black men and what strategies they utilized to limit actual and/or perceived barriers that impact their career development and advancement.

Emerging Themes

The findings presented here are representative of the themes that emerged during data analysis utilizing the constant comparative process. The findings that emerged from data analysis from the case studies are presented in detail with direct personal narratives and stories from the two athletic directors capturing their lived experiences, collective thoughts, and narratives, document analysis, and observations. The themes that emerged from the data analysis process echoed those found in the first part of the study: (1) mentoring, (2) networking, (3) commitment to diversity and inclusion, and (4) institutional racism.

Mentoring

During the course of the interviews with these athletic directors they commented on the importance of their mentors and mentoring to their entry and success in the profession. Their

mentors significantly influenced the professional lives of these men. According to these participants, their mentors influenced their career success in intercollegiate athletic leadership and administrations.

Willie explains,

Mentoring is very important because I believe that if you are going to move up in this business (college athletics) you have to have a mentor and people who will make recommendations for you and bring you to the forefront. Also, before I went into athletics, I had a mentor from Yale University when I worked at the Xerox Corporation and he always told me, "You have to inspect what you expect." And at West Point, I was mentored by a General who taught me that you have to "walk amongst the troops."

Willie goes on to note how he got his first position in intercollegiate athletics,

One of my high school teammates and inspirational persons in my life had been a football game at the time with the Athletic Director and Associate Athletic at Stanford University and they stated that they were looking for somebody to help them in fundraising and athletics. He (my teammate) said to the Athletic Director that I have someone in mind for you. He asked me for my resume and I later received a call from the University and I was hired after I interviewed for the position.

Willie continued,

I was also mentored by the first Black Athletic Director to ever serve at the University of Michigan and he always reminded me that intercollegiate athletics was in fact a business and it should always be run like a business.

Jackie concurs with Willie regarding the importance of mentoring in intercollegiate athletics and how he first gained entry into the profession.

He explained,

I was working at IBM at the time and had not aspired to get into athletic administration. And, then a guy that I played football for at Norte Dame had become the Athletic Director at Eastern Michigan University and he talked me into coming to work for him. I fell in love with the profession then, in 1983. This gentleman was my first mentor in athletics. The Athletic Director at the University of Arizona who ultimately became the president of the NCAA also mentored me. And, the former Athletic Director at the University of Texas and the Executive Director of the National Association of Collegiate Directors of Athletics (NACDA) Association.

Networking

The second theme from the personal narratives of these two Black athletic directors uncovered the importance of a powerful network and the impact that networking has on one's career in the profession of intercollegiate athletics. Networking has been a major aspect of this overall study and networking benefits those who are connected and have access to powerful leaders and administrators in the profession.

Willie and Jackie both concur on the importance and impact on mentoring in this profession for Black men.

Willie spoke with a heavy heart of the program called "The Pipeline" that some of the Black intercollegiate athletics directors spoke about in Section One of this study. He stated,

As sitting Black Athletic Directors, we are concerned about the low number of Black athletic directors in the profession. We are doing everything possible to increase those low numbers. Three, four years ago, I thought there was a lot of promise because there

were 10 to 12 of us (Black men) in this position (Intercollegiate Athletic Director). We (Black Intercollegiate Athletic Directors) got together on our own and we started developing a “Pipeline” and helping these young brothers and sisters to pursue these positions. Now, the numbers have dwindled and quite frankly, I am disappointed. We have to keep mentoring and pushing younger brothers and sisters forward.

Jackie noted,

We have to keep doing what we are doing with the “Pipeline”. We have to prepare and position young African American males and females for senior positions in the profession. We have help them to position themselves for the interview process and helping them to understand that it is going to take multiple opportunities, the right place, and the right leader to hire someone of color. And, so we have to be pretty structured in our approach to helping these young people to get ready for these senior opportunities.

Jackie further explains,

Mentoring, coaching, and networking are all about having the right environments. You know, a great colleague of mine, the Athletic Director at Oklahoma hired a young Black man that I recommended as one of his number twos. This young man was provided a tremendous opportunity to grow, develop, and learn so that he could become an Athletic Director. It is really just about giving young Black people an opportunity and that is what it is all about. As Black men (Athletic Directors), we have to come together and have our list of guys. When the opportunity comes where we have one of our guys who is in a position to move to a senior level position, we all need to be supportive of helping him or her to get the job. I think it is the positive approach to making sure we have someone

ready is more important than a rule or some policy. Rules and policies say you must interview a person of color for a senior position is just frankly more symbolic. We are trying to do things in a very institutionalized and systemic manner. We are working with the search firms and making sure that they know whom our top men and women are. You know, we are working with the Parker, with Beaudine; we are working with Hughes; we are working with Neinas all to get these search firms to call us when they have been hired to find an athletic director.

Jackie also explains that his years in the profession and his role at his institution provide him with a platform to be a voice for change in the profession specifically and college sports in general.

He remarked,

I was the first Black president of the National Association of Collegiate Directors of Athletics (NACDA) in 1994. This was a huge honor for me to sit in that seat and serve our association and be on that platform and represent our association in a very public way. It was a validation of my work performance, but without regard for my color and that was huge for me in this profession. And then obviously the opportunity to be a major athletic powerhouse institution is a huge platform which to speak from. I lead the largest most comprehensive athletic program in the country. This is a testament to the work that I was able to be a part of everywhere that I have been with different people. So, I can play a role in changing the profession in terms of promoting diversity and inclusion through major networking. For instance, a young Black man being hired as the Athletic Director at Stanford University is an example of what we (Black Athletic Directors) are striving

for in this profession. He is another example of what happens when we consistently and continuously work the “Pipeline” to do what we designed it to do.

The impact of mentors and powerful networks continued to contribute significantly to the career choice, development, advancement, and on-going career success of Black men in intercollegiate athletics. The Black Intercollegiate Athletic Leaders spoke fondly of the “Pipeline”. They spoke with “voice” or experiential knowledge about the fact that our society and intercollegiate athletics are deeply structured by racism. Thus, this collective “voice” allowed us to understand and feel what they have encountered and experienced in intercollegiate athletics- in that they see the “Pipeline” as a successful tool to overcome racism and exclusion in college athletics (Delgado, 1995). These men fully understanding this are using their voice, experience, knowledge, and access to leverage the traditional White network and networking structure to increase the number of Black intercollegiate athletic leaders at the (PWIHEs). According to Ladson-Billings (1998) naming one’s own reality is to illuminate the “voice” of the marginalized and dispossessed in efforts to eventually effectuate positive social change. In this case the “Pipeline” (“Black Pipeline”) is a mechanism that is being used by established and long-standing Black intercollegiate athletic leaders to change the status quo by developing and increasing the number of Black men in the profession.

Commitment to Diversity and Inclusion

Commitment to diversity and inclusion continued to be one of the overarching themes that emerged from this study. Through this theme it was very obvious that Black male intercollegiate athletic leaders and administrators ascended to athletic director positions because university presidents in their cases were committed to diversity and inclusion.

Regarding diversity and inclusions, Willie offered this,

My president and I, we have a great relationship. He is fully committed to diversity and inclusion at the University; he hired me. We are tightly together; we have already been through some battles by going into the Big Ten Conference and leaving the Atlantic Coast Conference. We had to remove some sports and everything else that goes along with that. He is Asian American and I am African American; we are just great together because we share the same core values and vision for diversity and athletic success.

Jackie explain his experience with his president's commitment to diversity and inclusion in this manner,

He is my man. He is a major player. I love him. We work very well together. He and I share the same philosophy on higher education. We share the same commitment to diversity and inclusion in an institution. We share the same philosophy on athletics and where it fits in higher education. He is a personal friend and mentor. I respect him a lot. We have a great working relationship. We both have a lot of fun doing our jobs.

Jackie continued,

You know he really gets it. He is a big picture thinker. He thinks at the 500,000 feet level. He truly understands the value of diversity. He is Mormon and he just gets it. He has been around the block. When you think about it, he was the president at West Virginia. He was the president at Colorado. He was the president here twice. He was president of Brown. He was president of Vanderbilt. All of these are different cultural environments. West Virginia is definitely a different place than Colorado. Brown is a different institution than Ohio State and Vanderbilt. And so, he is a man who has had a multitude of experiences with people from various backgrounds in many different and

diverse educational settings. He is easy to work with; he is a straight shooter; there is no gray area and there is no politics. He is just great human being who knows how to change things in an educational institution and I enjoy that because it is very refreshing.

Jackie comments further on the importance of diversity and how it is slowly having an impact in a few places. He noted,

Now, you go into a number of athletic departments across this country and there are African Americans in senior leadership positions in an athletic program. And that was not the case a few years ago. People are committed to diversity and inclusion. So the opportunities are starting to grow. There are opportunities for more African Americans to be Athletic Directors in certain parts of the country where they are committed to diversity. And now there is a pool of people. Now there are more Black Athletic Directors who can call an institution, campaign for a Black person give strong recommendations. Things are improving for African Americans; when I look at Athletic Directors across the country, I know that they, in their environments, are hiring people of color. For example, my friend at Duke and formerly at Norte Dame has always hired, mentored, and networked on behalf of African Americans. He has always been a forward thinker, very inclusive, has always understood the value of and has been committed to diversity. You know he is one of those guys who looks around and says things have got to change in this profession. My friend has always been one of those guys who called for diversity and inclusion. Besides my friend, there were not a lot of guys (White Athletic Directors) who wanted to or attempted to create a diverse athletic department. He was back in the day, and still is today, that person who is committed to diversity and who knows how to create a diverse and inclusive athletic department.

In addition to the personal narratives of the athletic directors, the theme regarding a commitment to diversity and inclusion is clearly revealed through document analysis of the various documents from the two universities at hand.

In an excerpt from the first university's diversity plan, here is what follows:

“The University is committed to becoming a leader with the higher education community with regard to diversity and the creation of campus culture of inclusion that creates a learning environment essential for educating students who will work and live in an increasingly diverse culture. In order to achieve this recognition, bold steps must be taken to recruit and retain greater numbers of women and minority faculty, administrators and staff, and to create a supportive environment in which they can succeed and reach their fullest potential.”

“The president, provost, vice presidents, deans and all senior administrators must be held accountable for progress (or lack thereof) made in advancing the goals of increasing diversity and changing the campus climate to be a more supportive one.”

In another section of this same diversity plan is a statement from the university president that reads,

“We stand committed to fostering and sustaining a pluralistic, inclusive environment that empowers all members of our campus community to achieve their highest potential without fear of prejudice or discrimination.”

Moreover, in a document published by the athletic department entitled “*A Higher Purpose*” the department shares one of its core values:

“We will celebrate a climate of mutual respect and diversity by recognizing each individual’s contribution to the team.”

The second university in this case study also demonstrated a strong commitment to diversity and inclusions as noted in its diversity plan entitled: *Expectations for Excellence in Diversity and Inclusion*. The following excerpts are from the plan that includes a state from the university’s president:

“I am proud to be continuing the tradition of recent presidents at the university who led us to outstanding accomplishments in the area of diversity and inclusion. I embrace and am committed to our vision of promoting diversity as a core value and recognizing that a diverse and inclusive community is one of our greatest strengths as a university. The diversity of our faculty, administration, staff, and students is fundamental to who we are and strive to become. Our commitment to our diversity plan is visionary, inspirational and inclusive; and calls on our university to serve as a leader for the nation in terms of diversity and inclusion.”

In addition, to my document analysis, I gathered through my observations that these two universities in the study are led by university presidents who have a demonstrated commitment to diversity and inclusion, and they are willing and working to achieve their diversity goals with an unwavering vigor. The journey towards a diverse and inclusive institution appears to begin with university leaders who fully understand and willingly accept the university’s role in a changing and ever increasing diverse world. I found that these presidents and Black athletic directors genuinely appreciated, understood, respected and valued each other; and their core values and commitments regarding diversity and inclusion in higher education and intercollegiate athletics. Especially when you hear statements such as “we are into this together;”

he my man;” or when the Athletic Directors’ say “he is Mormon and he gets it;” And, we you here a statement like this “I am African American and he is Asian American--we just connect and know what it is like;” I found this interesting because African Americans and Mormons, and African Americans and Asian Americans who have not, in many instances, had such positive connections and bonds in the work place, including higher education and college sports.

The Black intercollegiate athletic leaders above spoke with such pride about theirs and their university presidents’ commitment to diversity and inclusion on their respective campuses. If we are to fully understand what has transpired on these university campuses with these presidents, we have to look beyond their magnanimous behavior. In fact, we have to focus on their self - interests regarding diversity and inclusion. For example, what is evident on these university campuses is that the interests of these Black intercollegiate leaders have converged with the interests of the white university presidents. Bell (1990) posits that the interest of Blacks in achieving racial equality will only be accommodated when it converges with the interests of whites. University leaders and other individuals change systems, policies, and practices at their institutions to support diversity, inclusion and social justice effectively without altering and/or changing the status completely for whites. (Bell, 1990). In essence, white university presidents will tolerate and advance the interest of these Black intercollegiate athletic leaders because it truly promotes their self-interests (Lopez, 2003) because on today’s university campuses white university presidents of celebrated and rewarded fiscally for their commitments to diversity and inclusion at all levels of their institutions. For it is always in a university president’s best effort to promote diversity and inclusion.

Institutional Racism

The Black men in this study expressed concerns that race and racism are never far from the surface or from people's minds in intercollegiate athletics and college sports and that racism at times is manifested in intercollegiate athletics many different ways. In their personal narratives the Black men here shared their experiences.

Willie specifically shared an experience he had based on how university boosters viewed and referred to him and his president. He noted,

We've have made a healthy impression, both of us. There was one donor who referred to us as the "Chinaman and the Black boy." Willie also stated that there are still some White boosters who still are afraid of a Black Athletic Director and his ability to make decisions for a major intercollegiate athletic program. For example, he shared this provocative information.

For the most part, I mean my experience has been great in this position. Everywhere I've been, I got most people to buy in and they understand. I always talked about why do we do this, and why we do it is because of the student-athletes. Now, when I was first here and I fired the football coach in my first two, three months, I had some serious - at least one serious death threat - where the police were outside my house for about a week or so. You go around and look, and I get emails and stuff. They refer to me as a monkey and a nigger and everything else. But the one thing I'll say is that yeah, this University is below the Mason-Dixon Line, and there are some people that I believe would like to see somebody who looked more like them and less like me in this position.

Willie further commented on how the institution plays a role in the exclusion of more Black men in senior intercollegiate roles at major institutions. He explained,

I remain hopeful that we will see an increase in the number of Black athletic directors but the problem is that the people who are hiring and putting the list together usually ask one or two (White) folks in their Rolodex and they recycle them. The ones who continue to get recycled, there's a reason why they (Blacks) don't get jobs.

Willie shared that the NCAA has to play a major role in addressing the underrepresentation of Black men in leadership. He remarked,

Well, they (NCAA) have to commit-I'll give you an example. The former NCAA President was a friend of mine and he was committed to diversity and inclusion. So, he formed a task force. He had people come to Indiana and participate in a workshop that people had to stay there two or three days and he himself would be an active participant. He'd be there for each and every session. A year ago, I went to Indianapolis and the current president had a diversity and inclusion meeting. He addressed the group, welcomed them for five minutes and left, and was never seen again.

Jackie shared the challenge that he dealt with as he attempted to move from his first job as an athletic director to a position at another university. He explained,

Now, there was a time when Equal Opportunity and Affirmative Action were huge. You know most institutions couldn't interview a candidate unless they could demonstrate they had a diverse pool. So at this time, there were only four Black Athletic Directors who were in Division I A athletics. At that time there were about 118 schools. So, I was always in the pool to be interviewed. So, I went through I think it was nine interviews before I ended up landing my next opportunity. And frankly, I went through a number of interviews knowing that they were not going to hire me. I knew who they were going to hire. I was taught by my mentors to just keep going through the interviews because all of

this would make me better in the interviews and I would meet people and learn more. And so, I continued to do interviews even though I knew I was not the guy they were going to hire. So that was very challenging for me. It was really just so challenging for me. I looked at the positive side things. So the positive side of all of this was that I was becoming an expert interviewee he says with chuckles. So my ability to respond to questions and that type of thing, I became proficient-an expert. So, I finally landed my next opportunity at Iowa State.

Jackie also gave me his view point the National Football League's (NFL) Rooney Rule--a rule that say all NFL teams must interview minority candidates for head coaching positions.

Jackie was vehemently opposed to such a rule in intercollegiate athletics. He responded,

I am not a fan; I am not a proponent of that; I really think what we need in college athletics is to develop the systemic "pipeline" to develop and prepare Black men and women for advancement in the profession.

Jackie's opposition to the Rooney Rule is based of his years of going to interview after interview based on the institution's application and adherence to affirmative action policies during his early years in the profession. He commented,

You know the Rooney Rule is not truly providing, creating more opportunities frankly when you look at its effect because at the end of the day all it says is you have to interview someone of color. That is all they are doing. So, it is important that those of us who are committed to diversity and inclusion in college athletics develop and get young Black men and women ready for these athletic director jobs systemically and getting access to the right networks of people.

As witnessed above, these Black men are fully aware of the role institutional racism and race play in the underrepresentation of Black men in intercollegiate athletic director positions at the NCAA Division I level at (PWIHEs). In order to make sense of and to better understand the institutional racism that these Black men intercollegiate athletics speak of, we have to consider intercollegiate athletic leadership-positions- as the property of whites or the construct of “whiteness as property” and the role it plays perpetuating institutional racism and maintaining the exclusionary structure and practices in college sports which still continue to negatively impact Black men in intercollegiate athletics. According to CRT scholars such as Harris (1995) whiteness as property for and with Whites in United States comes with a distinct set of ideological assumptions and dispositions, privileges, and expectations that are linked to their phenotypical appearance and sociopolitical status. For example, White people over time and by virtue of their existence have come to expect and rely upon a unique and exclusive set of benefits, predispositions, and socioeconomic privileges associated with their whiteness, that has been established through the legacy of conquest and domination of people of color globally (Harris, 1995; Lopez, 1996; Mills, 1997; Winant, 2001; Donnor, 2010, 2011). This is certainly evident in the case at hand and in college sports overall when we acknowledge that white men in general dominate the profession of intercollegiate athletic leadership and college sports.

Chapter Six

Discussion and Conclusion

The purpose of this study was to examine the underrepresentation of Black men in intercollegiate athletic leadership and/or administration at Predominantly White Institutions of Higher Education (PWIHEs) that field NCAA Division I athletic programs. This was done through an analysis of how Black men advance to leadership positions in a setting and profession dominated by White men. This study sought to understand and determine what personal, social and institutional factors influence the careers of Black men; and what strategies they utilized to limit actual and/or perceived barriers that impact their career development and advancement. The themes outlined -- mentoring, networking, commitment to diversity and inclusion, and institutional racism -- represent and illustrate participants' views on this relevant and timely topic. Even though tentative, the findings from this two-part study (basic qualitative and case study) offer some insights into a subject matter that has received little scholarly attention. In the following, I will discuss the themes in relationship to the research questions posed for this study. In doing this, I will offer some theoretical and practical implications. Following this, I will provide the limitations and future research directions.

The first research question of this overall study asked, "What are the career paths of Black men in intercollegiate athletic leadership-administration?" The primary objective was to determine participants' career paths in the profession. All of the participants in the study participated in intercollegiate athletics as students and had successful playing careers at major athletic programs. With some of the participants their college playing experiences were often a prerequisite to them obtaining their first positions in the intercollegiate athletics and with others their mentors who their mentors were at the time facilitated their gaining an entry-level position

in the field. More importantly, even though the participants in this study were successful students- athletes and they all have similar backgrounds as professionals their entry into the profession and career paths had a great deal to do with who and how they were mentored once they entered the profession. As evidenced by their narratives, the common career paths taken by many of these participants to the athletic director position were guided by purposeful and meaningful mentoring and career tracking on the part of the mentor and/or athletic director that supervised them.

Not surprisingly, this aspect is supported by the second research question of the study that asked, “What factors influenced Black men to choose careers in the field of intercollegiate athletic leadership-administration?” The majority of the participants in this study were influenced to seek employment in this field by a mentor whom they had contact with during their undergraduate years and/or during their years as students. This is in line with Bandura’s theory, Social Cognitive Career Theory, which recognizes and acknowledges the mutual interacting influences between people, their behavior, and their environment. Bandura (1997) identified this interaction as “triadic reciprocity”, in which personal attributes, such as internal cognitive and affective states, physical attributes, external factors, and overt behaviors or actions all operate as interlocking mechanisms that affect one another bi-directionally as a causative agent in the process (Albert and Luzzo, 1999). This is certainly the case with the majority of the participants in this study.

For example, let consider some of their remarks: Phillip stated, In terms of moving administratively into athletics my mentor was the university administrator who hired me for my first administrative position and the Vice Provost for Minority Affairs at the University of Michigan and this person was influential and facilitated my remaining in higher

education. In addition to Phillip many of the other participants shared very similar accounts of their entry into the profession.

The third research question focused on “how and what factors have influenced and/or hindered the decision making by university presidents when it comes to the hiring of Black men for intercollegiate athletic positions at NCAA Division I level institutions?” According to the participants in this study, university presidents’ hiring decisions were influenced by a commitment to diversity and inclusion first and foremost. You had presidents whose personal commitments to diversity and inclusion meshed with those of the institutions where they worked. This certainly rang true with the participants’ experiences in this study. For example, all of the current sitting Black Athletic Directors spoke of their presidents’ commitment to diversity and inclusion. In both sections of this study (the basic qualitative section and the (partial) case study section) the athletic directors and their university presidents were in agreement regarding diversity and inclusion. In fact, this is evidenced by what is shared in the personal narratives of the athletic directors and the excerpts from the two universities’ diversity plans cited in the case study section this study. This helps us to see the direct relationship between questions three and four.

Question four of this research study asks, “why have certain university presidents hired Black men as intercollegiate athletic directors at the NCAA Division I level when so many others have not hired Blacks?”; The second part of this two part question reads, “how have university presidents perceived the hiring of Black men as intercollegiate athletic directors at the NCAA Division I level and what influenced their decision to hire Black men to lead their institution’s athletic programs, and to what effect?”. As noted earlier, the university presidents who have hired Black men to lead their institutions have a demonstrated commitment to diversity

and inclusion on their campuses. Second, these presidents have perceived their hiring of Black men as a great thing on their campuses and it truly demonstrated them and their institution's commitment to diversity and inclusion as a real core value and achieving a desired university goal.

In addition, for these presidents and Black athletic directors, we are seeing “merging of their self-interests” or a “convergence of interest”. For example, a tenet of Critical Race Theory (CRT) states “Whites will tolerate and/or encourage racial advances of people of color only when they also promote White self-interest” (Bell, 1980, 1987). Thus, you have powerful university presidents who in our society preside over powerful and prestigious institutions making racial advances for Black men in the profession because their self-interest, their core values, and institutional commitment to diversity and inclusion are being realized.

Moreover, as evidenced in these findings, the Black men who were hired by these university presidents to lead their athletic programs are some of the most educated and qualified men in the profession. Many of the participants in this study hold professional and advanced degrees such as MBA, JD, and Ph.Ds., and they hold leadership positions in their professional organizations and serve on many of the NCAAs most prestigious committees. For Black intercollegiate athletic leaders possessing the proper academic and professional credentials is an important aspect of this narrative and discourse. For example, there is a belief among Black student athletes that in order to be able to successfully compete for leadership and management positions in college sports in the future they have to dominate and excel on the playing field (Singer, 2005). Also, there is a “prevailing narrative” in the Black community that states in order for Black people to be considered and hired for positions of leadership in the both the public and private sector we must possess the proper academic and professional credentials along with our expertise and experience

or we must be twice as qualified as and better than whites who are seeking and being hired for these same positions. Having academic and professional credentials such as MBA, JD and Ph.Ds. is the Black community's response to systemic and institutional racism, discriminatory, and exclusionary hiring practices in America and this is certainly the case for Black intercollegiate athletic leaders who are seeking to advance in the profession. Therefore, university presidents, even though they are committed to diversity and inclusion and who feel a sense of responsibility to wealthy and influential boosters for the intercollegiate athletic leaders that they recruit and subsequently hire are in a much better position to justify the hiring of a Black Athletic Director when that Athletic Director possess outstanding academic and professional credentials (MBA, JD, and Ph.Ds.) compared to a white Athletic Director who may not possess similar credentials.

The final three research questions pertained to: (1) the factors that influenced Black men's career development and/or advancement in the field of intercollegiate athletic and administration at the NCAA Division I level and the obstacles and challenges have Black men encountered along their career path, (2) how they successfully managed and navigated the obstacles in the path on the way to reaching their current positions at the NCAA Division I level, and (3) the factors, conditions, and/or processes that truncated the career advance of Black men in intercollegiate athletic leadership and administration.

First, this study demonstrated the importance of a powerful network and networking to Black men's career success in the profession of intercollegiate athletics. Being a part of and having access to a powerful were definite factors in their career development and advancement of Black men in the profession over an extended period of time. These powerful networks of

intercollegiate leaders provided opportunities, guided, and facilitated the career advancement and success of Black men in the profession. For example, several of the participants noted, first,

I have a network of mentor and advisors who help me to understand and grow in the profession.

Another participant who is an influential member of a powerful network stated,

We created this “pipeline” and our goal is to bring young African Americans who are poised to become athletic directors along and to prepare them to make the transition from the Associate Athletic Director to the Director by getting them ready for the interviewing process. We are committed to making ourselves available as a resource as these young people are moving towards real career change and advancement in the profession.

These two participants explained their experience with and the importance of a network.

Accordingly the first one remarked,

I was a participant in the Sports Management Institute and I walked away from that institute with a broader sense of who people were and what they were doing in the profession. I walked away knowing the importance of networking and what a powerful network I had access to.

The other participant explained,

From 1975 to 1995, I worked at the NCAA in the Enforcement area. During my time there I worked with a group of men who are now some of the most powerful people in college sports. For example, some of my former colleagues are major conference commissioners and athletic directors. We worked together for 20 years and we have remained close personal and professional friends throughout the years. So when I need

something or I want to recommend a young person for a position in athletic, I can just pick up the phone and get them in the door.

These participants' experiences illustrated the importance of a powerful network with influential intercollegiate leaders and how these networks have truly facilitated the career development and advance of Black men in the profession.

Second, the main challenge and obstacle that Black men encountered along their career path is institutional racism and its manifestations. Participants spoke of institutional racism in the following manner:

You are in a lonely profession; it is not that people are not nice to you; but it is like everything else. They're more comfortable or appear to be more comfortable with people like them. I go to SEC meetings and there are two very noticeable things when the ADs sit down in this conference: there is no woman and there is only one person of color. And, that is the case wherever you go. This participant goes on to state, Now, as a Black man, you may have a leg up if my colleagues like you or me maybe evening getting a job in this profession; but this profession is not an easy place for a Black person. I think it is almost impossible for a Black female. But it is not an easy place to bet into the Athletic Director's seat in the south. Remember, the vast majority of universities that compete are in small towns. People hire and bring in people to work with whom they are comfortable with. These are the institutional barriers that are serving as the obstacle to keep Blacks out of athletics in general.

As witnessed by this participant, who is a long-standing member of the profession, institutional racism is the main obstacle and challenge that are confronting Black men today in intercollegiate athletics. What we are witnessing, according to the experiences of Black men in intercollegiate

athletics, is “Whiteness.” According to Critical Race Theory scholars, any examination of race and racism must begin with the understanding that “Whiteness” has been positioned as the optimal status criterion in our society (Harris, 1995; Tate, 1997; Ladson-Billings, 1998; Ladson-Billings and Donnor, 2005). That is the present social order where Whites have created a system of human domination or a constellation of institutions, ideas, and practices that have successfully enabled them (Whites) to achieve and maintain power and privilege over other racial groups and people of color (Morris, 1993). This is certainly on point with what is happening in intercollegiate athletics with Black men as they continue to develop and advance in the profession.

With respect to the final-question—what factors, conditions, and/or processes that have truncated the career advancement of Black men in intercollegiate athletic leadership centered on institutional racism. The participants expressed their experiences regarding institutional racism, saying it stunted their career development and advancement along their path. In their personal narratives participants shared their experiences with race, racism, and institutional racism based on how university boosters viewed and referred to him and his president.

We’ve made a healthy impression, both of us. There was one donor who referred to us as the ‘Chinaman and the Black boy’.” He stated that there are still some white boosters who still are afraid of a Black Athletic Director and his ability to make decision for a major intercollegiate athletic program.

This participant also stated that he received death threats for a week based on his decision to fire the football coach at his university during his first few months on the job and the police had to be posted outside of his home for a week. He said,

“I get emails and stuff. They refer to me as a monkey and a nigger and everything else.”

In addition, another participant shared his experiences of attempting to move from his first athletic director position at a smaller university to a larger institution. He noted,

Now, there was a time when Equal Opportunity and Affirmative Action were huge. You know most institutions couldn't interview a candidate unless they could demonstrate they had a diverse pool. So at this time, there were only four Black Athletic Directors who were in Division I Athletics. At that time, there were about 118 schools. So, I was always in the pool to be interviewed. So, I went through nine interviews before I ended up landing my next opportunity. And, frankly, I went through a number of interviews knowing that they were not going to hire me. I knew the guy that they were going to hire. I continued to do interviews even though I knew I was not the guy they were going to hire.

These are clear examples of factors and processes based on institutional racism that have truncated and slowed the career development and advancement of Black men in the profession. These participants' responses support the Agyemang and DeLorme, (2010) contention that although head coaching opportunities tend to come open every year, White coaches are the ones who are actually being hired for these coaching roles as more and more Black are passed over. This kind of recruitment and hiring process is certainly similar to what is going on with Black men seeking intercollegiate athletic director positions in college athletics. This is also on point with the finding of a study conducted by (Singer, Harrison, and Bukstein, 2010) which concluded that after extensive search processes "race" does indeed matter and it is an important consideration as we attempt to understand the dearth of racial minorities in the head coaching ranks of NCAA college football programs at the FBS and FCS levels.

The comments emanating from the theme of institutional racism clearly demonstrate, in accordance with previous research applying the tenets of Critical Race Theory, that universities' recruitment and hiring processes and practices are based on race, which becomes an exclusionary practice in intercollegiate athletics grounded in institutional racism and "Whiteness."

Summary

Critical Race Theory (CRT) helps to us to understand the findings from this study in the following manner: First, analyzing and advocating for and/or changing those structures and cultural aspects of intercollegiate athletics that maintain subordinate and dominant racial positions in intercollegiate athletic leadership. Second, helping to make sense of and to better understand how these exclusionary structures and practices negatively impact Black men in intercollegiate athletics and college sports, and what needs to be done to either eliminate and/or dismantle these exclusionary structures and practices. Third, including the "voices" and narratives of Black men in intercollegiate athletics and college sports who are and continue to be the victims of institutional racism and/or others forms of discriminatory practices in college sports (Singer, 2005; Ladson-Billings, 1997, 1998; Tate, 1997). Forth, assisting in understanding how whites will tolerate and/or encourage and facilitate racial advances for Black men in intercollegiate athletics and college sports only when they also promote white self-interests of white university presidents (Bell, 1980, 2004). Fifth, understanding whiteness as property in intercollegiate athletic and college sports and the role it plays in excluding Black men from ascending to intercollegiate athletic senior leadership positions (Harris, 1995; Lopez, 1996; Mills, 1997; Winant, 2001; Donnor, 2010, 2011). Finally, enabling us to understand what progressive change is slowly coming about in intercollegiate athletic leadership and in college sports.

Contributions of the Study

This study can be an asset to Boards of Trustees, University Presidents, Intercollegiate Athletic Directors and the President of the National Collegiate Athletic Association (NCAA) by providing case-based evidence about the dynamics of athletic administration recruitment, hiring and career development, and the advancement of Black intercollegiate athletic leaders and administrators. This study can:

1. Establish a sincere open and honest conversation about the underrepresentation of Black men in senior leadership positions in the athletic departments of Predominantly White Institutions of Higher Education that sponsor Division I athletic programs.
2. Educate and inform Governing Boards or Boards of Trustees, and University Presidents, that they actually possess the authority and power to change the current landscape and ecology of college sports by systemically and institutionally applying the same strategies and initiatives to address the lack of diversity and inclusion in other areas of the university.
3. Encourage universities to engage in innovative and bold decision making in terms of recruiting, hiring and retaining Black men for intercollegiate athletic administrative positions in the same manner that they pursue Black student athletes for their intercollegiate sports programs.
4. Encourage the creation an institute similar to the Sports Management Institute (SMI) to specifically develop and train aspiring Black Athletic Directors who were not were student-athletes in college.
5. Encourage young Black men and women who are aspiring to become Athletic Directors to demonstrate their interest in intercollegiate athletics early in their

academic careers and assist them in gaining the proper internships and positions that will provide them with the requisite skills and experiences which will enable them to gain entry into the profession at an early age.

In terms of research, this study lends support to the tenets of Critical Race Theory (CRT) and it shines a light on how we can change the current state of intercollegiate athletics regarding race, racism, and institutional racism. This study can also add to the knowledge base of work regarding Black men and race at all levels of college sports. For example, this particular study focuses on the important impact that an institution's commitment to diversity and inclusion and institutional racism can have on the recruitment and hiring of Black men in intercollegiate athletic leadership positions at NCAA Division I level. And, we see what happens in college athletics when the "interest" of a few Black men "converges" with those of powerful and influential white men who have populated and dominated college sports for well over 50 years. In addition, this study provides a foundation for researchers to add to an area where little research is present in terms of professional leadership, diversity, racism, and inclusion in college sports.

Practical Implications

The implications for the study revealed suggestions for university presidents and boards of trustees and governing boards on how to respond to the paucity of Black men in senior intercollegiate athletic leadership positions. These suggestions include:

1. Blacks are not included in the hiring pools for senior level intercollegiate athletic leadership positions when university presidents are seeking to fill positions in their athletic departments.

2. Intercollegiate athletics is still a profession where one is hired based on whom he knows and/or who knows him, rather than his qualifications.
3. Intercollegiate athletics is still a “White male” dominated and exclusive profession.
4. Intercollegiate athletics lags behind other areas of a university hiring, and college sports, in general, lags behind other employment sectors in terms of diversity and inclusion.

Limitations

There are limitations to this study that should be acknowledged. First, my sample size for the basic qualitative section of my study was only six Black men and, in the case study section of the study, I was unable to get the university presidents to commit to an interview. One president did not want to participate in the study based on the subject and nature of the research. The other president resigned from his position after making derogatory remarks about another religiously based university. In essence, it is not as easy as I expected to select and land interviews with participants who are prominent university presidents. I mentioned earlier the difficulties that I had with attempting to conduct interviews with persons such as university presidents.

The study was also limited in that I only interviewed Black male intercollegiate athletic leaders and administrators at NCAA Division I level Predominantly White Institutions of Higher Education (PWIHEs). There are only 8 Black men currently serving in the role of Director of Athletics at the 120 NCAA Division I level (PWIHE). That is only 7% of the 120 NCAA Division I level Directors of Athletics are Black men. Whites overwhelmingly hold the largest numbers of athletic directors positions at non-FBS Division I institutions as well as at Divisions II and III. At the associate athletic director position, whites comprised 87.5%, 89.4% and 95.3% of the total populations at Divisions I, II and III respectively. Consequently, I was able interview

4.9% of the athletic directors and 4.0% of the associate athletic directors at the Division I level for this study.

Future Research Directions

There are a number of future research avenues for researchers:

1. Scholars should continue to utilize and employ the CRT framework in concert with qualitative research designs to continue to investigate issues of race and racism in college sports.
2. Future studies could continue to use the combination of basic qualitative and case study approaches to study the impact of racism on the career entry, development, and advancement of Black men in college athletics.
3. Future research should be done regarding presidential leadership and diversity and inclusion, and the impact on the career success of presidents who have a track record of successfully implementing diversity strategies and goals on their campuses.
4. Finally, research should be done on how White presidents and athletic directors can change the landscape of college athletics when their self- interests converge with the interests of Black men at all levels of college athletics.

Concluding Reflections

Considering the conclusions and insights drawn from this study, it is critically important that all of us who believe in and are invested in college sports solve this vexing problem. That is- the underrepresentation of Black men in leadership positions in the nation's major NCAA Division I level (PWIHEs). And, the only way this vexing problem can be solved is to fully converge the interests of Black men aspiring to these high level athletic leaderships positions

with those of the powerful white men who control college sports. Thus, the way to get more Black athletic directors is for those in powerful leadership positions in college sports is to completely diversified intercollegiate athletics at all levels in terms race and ethnicity. Whites will have to realize that the advancement of persons of color in college sports is indeed in their own self-interest. Until this happens, race, racism, and power will always be factors that matter in college sports for years to come.

If more university presidents and provosts had been intentional, purposeful, and strategic in the recruitment and hiring of Black men in intercollegiate athletics leadership positions, the career development and advancement narratives that this study revealed might be less a matter of good fortune, and more a matter of intention and strategy. Therefore,

1. University presidents may want to be more intentional and aggressive in seeking Black men for intercollegiate athletic senior leadership positions at their institutions, basing their hiring on a person's qualifications, expertise, and experience (and not solely on dipping into the same wells of former athletic directors, the majority of whom are White).
2. University presidents and intercollegiate athletic directors may want to create a Leadership Development and Training Institute to grow, develop, and create the next generations of Black Intercollegiate Athletic Directors, which will greatly assist in truly transforming the profession.
3. University presidents need to know that by hiring Black men as intercollegiate athletic directors on their campuses they can successfully move pass the status quo and eliminate institutional racism and "Whiteness" (White privilege) in college sports regarding who is hired to lead their intercollegiate athletic programs presently and in

the future. They have the authority and power to change college athletics for years to come.

4. University presidents, as evidenced by this study, who have a demonstrated commitment to diversity and inclusion should always have the hiring of Black men as a part of their leadership agendas in the same manner in which they have the hiring of other Black university administrators as a part of their leadership agenda such as provosts, vice presidents, deans and other senior administrators.

In my final moments of reflection, I caution the NCAA leadership, university boards of trustees, and university presidents against advocating for and instituting a college version of the National Football League's (NFL) version of the Rooney Rule. The Rooney Rule appears to be an illusionary process and practice that continues to allow whiteness as property in professional sports management and leadership that preserves the current status quo in the NFL. For example, it has been six long years since an African-American has hired by an NFL team via an external search as the Head coach. And currently there are only 3 Black NFL Head coaches out of 32 currently coaching today (Lapchick, 2012). This whiteness that is at work currently in the NFL must be constantly "affirmed, legitimized, and protected" (Harris, 1995, p. 277). Whether in professional and/or college sports, whiteness similarly to other forms of property, gains its value basically from exclusivity, and as a result of the boundaries it creates to enforce, re-enforce, and/or reorder the current and existing regimes of power and exclusionary structures and practices (Harris, 1995; Donnor, 2011). Furthermore, if we are truly going to change and/or completely overall intercollegiate athletics and college sports-thus- eliminate whiteness and eradicate institutional racism and discriminatory practices, Whites in power and Blacks men who

are seeking powerful leadership positions in college sports need to allow their respective interests to converge and whites in essence need to share their property interests with Black men. Therefore ensuring that intercollegiate athletics and college sports are the property of all men both Black and white who are seeking to play major roles in this social institution.

Consequently, whiteness will no longer continue to be enhanced through the social institution of college sports and structural interactions, economic, and educational status of superiority that has been traditionally and historically assigned to Whites by other Whites in power naturalizing the current state of affairs which forgives White people for creating and maintaining exclusive, institutionally racist and discriminatory social institutions such as college sports (Harris, 1995; Donnor, 2011).

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Appendices

A. Recruitment Letter – Black Athletic Directors

Recruitment Letters

Date

Athletic Administrator's Name

University

Address

City, State Zip

Dear Athletic Administrator,

I am writing to ask you to participate in a research study. According to recent statistics (Lapchick, 2010-2011), Black men are underrepresented in Intercollegiate Athletic Leadership positions at the NCAA Division I level in Predominantly White Institutions (PWI). I am conducting a study to examine why this is the case. I am interested in hearing from you, a Black Intercollegiate Athletic Director at the NCAA Division I level, regarding the underrepresentation of Black men in intercollegiate athletic leadership and administration. Your input is critical in assisting with this important study.

I am undertaking this study as part of my doctoral studies at the University of Washington. This study will contribute to the conversation about the underrepresentation of Black men in intercollegiate athletic leadership positions at the NCAA Division I level at Predominantly White Institutions (PWI) that is currently taking place in college sports. I may be able to create new strategies to address and improve the current dearth of Black men in leadership positions in college sports.

In this study my goal is to conduct an interview with you in your athletic departments. I am anticipating that each interview will take approximately 50 -60 minutes to complete. Although participants will receive no personal benefit or reward for their participation, your responses will contribute to the expanding sports management knowledge base.

Please be assured that your responses will be confidential. I will not use the names of participants, or any other information that would specifically identify participants.

Thank you for considering this opportunity. I will be contacting you soon by phone to discuss this further. If you have any questions, please feel free to contact me by phone at 509-899-1880 or email me at kmc34@u.washington.edu.

Sincerely,

Keith Michael Champagne

Doctoral Candidate

Educational Leadership and Policy Studies

College of Education, University of Washington

B. Recruitment Letter – University Presidents

Recruitment Letters

Date, 2012

University Presidents' Name

University

Address

City, State Zip

Dear University President,

I am writing to ask you to participate in a research study. According to recent statistics (Lapchick, 2010-2011), Black men are underrepresented in Intercollegiate Athletic Leadership positions at the NCAA Division I in Predominantly White Institutions (PWI). I am conducting a study to examine why this is the case. I am interested in hearing from you, a University President who has hired a Black man to lead your institution's Intercollegiate Athletic Program. Your input is critical in assisting with this important study.

I am undertaking this study as part of my doctoral studies at the University of Washington. This study will contribute to the conversation about the underrepresentation of Black men in Intercollegiate Leadership Positions at the NCAA Division I level at Predominantly White Institutions (PWI) that is currently taking place in college sports. I may be able to create new strategies to address and improve the current dearth of Black men in leadership positions in college sports.

In this study my goal is to conduct an interview with you in your office (University President's Office). I am anticipating that the interview will take 50-60 minutes to complete. Although participants will receive no personal benefit or reward for their participation, your responses will contribute to the expanding sports management knowledge base.

Please be assured that your responses will be confidential. I will not use the names of participants, and/or any information that would identify participants.

Thank you for considering this opportunity. I will be contacting you soon by phone to discuss this with you further. If you have any questions, please feel free to contact me by phone at 509-899-1880 by email at kmc34@u.washington.edu.

Sincerely,

Keith Michael Champagne

Doctoral Candidate

Educational Leadership and Policy Studies

College of Education, University of Washington

C. Interview Questions – Athletic Directors

Athletic Director's Interview Protocols: Study of the Underrepresentation of Black men in Intercollegiate Athletic Administration and Leadership

Part I. Interview Protocols

1. Please tell me about yourself?
2. Were you a student-athlete in college? When and what sport did you participate in? (Why not?)
3. When did you become interested in a career in athletic administration and leadership? Why? Please explain?
4. Did you have any mentors? Who were they? In what ways did they guide your career development?
5. What was your first job or position in athletic administration? How did you get this job? Were you helped by anyone to land this job? Tell me about that position?
6. How long did you hold this job? Why? Please explain?
7. What did you learn about the field of athletic administration and leadership during this time? Please explain in more detail?
8. How long have you worked in the field? What is the most important thing that you learned over these years about yourself and the field of athletic administration? Please explain?
9. What challenges have you faced in climbing an athletic administration career ladder? Have you overcome any adversity? (Can you explain in more detail?) Have your challenges been similar to or different from your white colleagues? Please explain?
10. What are your major accomplishments as a sitting athletic director? Why? Please tell me about them?
11. Have you been discriminated against and/or have you been treated differently than your white colleagues? Please explain? Do you have any examples of this? How did you handle it?
12. What has been your career path in athletic administration and leadership?
13. Were you advised while you were a student-athlete to consider a career in athletic administration and leadership? If so, by whom? How? Were you advised against this career path? Tell me more?
14. Did you receive a Bachelor's Degree and/or a Masters Degree in an Athletic Administration or Sports Management Program? What did you think of the program? How did this program shape your thinking and/or current practice? If at all, please explain?
15. If you were considering a career in the field today what advice would you want to receive? Why? Please explain?
16. How are you treated by major donors and athletic boosters? Please explain? Do you spend a lot of time with major donors and boosters? How do you spend this time? What activities and/or functions do attend together?
17. Is there any else that you would like to share with me? Why? What? Tell me more?

D. University Presidents – Interview Questions

The Ohio State University President’s Interview Protocols: A Study of the Underrepresentation of Black men in Intercollegiate Athletic Administration and Leadership

Part I: Interview Protocols:

1. Please tell me about yourself? When were you appointed as president?
2. What was your position before that?
3. Does your Board of Trustees or Governing Board hold you accountable and responsible for the state of Intercollegiate Athletics at this University? Please explain?
4. Do you think the Athletic Director’s position is an important position on your campus? Why do you consider this position to be an important position?
5. Can you describe your working relationship with the athletic director? Please explain?
6. Are you responsible for hiring the university’s intercollegiate athletic director?
7. What leadership skills, experience, and expertise are you seeking when you are hiring an intercollegiate athletic director at your university?
8. What do you think of the NFL’s “Rooney Rule”-which requires minorities to be included in the pool of candidates for head coach vacancies and Oregon State’s 2009 law-which states that all state universities in the state must include minorities in the pool for both head coach and athletic administrative vacancies? Please explain?
9. What factors influenced you to hire your current intercollegiate athletic director? Did the candidate’s ethnic background factor into your hiring decision? Please explain?
10. Do you think college presidents and chancellors who are responsible for hiring intercollegiate athletic directors and conference commissioners can change the “landscape” regarding ethnic and racial diversity in college athletics and sports management? Please explain?
11. Do you think prominent White athletic booster who are major donors and fundraisers for the NCAA Division I’s most successful athletic programs encourage or discourage college presidents and chancellors from hiring Black men for leadership positions in the nation’s intercollegiate athletic departments and as conference commissioners? Please explain?
12. Should Boards of Trustees and Governing Boards hold college presidents and chancellors accountable and responsible for increasing ethnic and racial diversity in the institution’s intercollegiate athletic department? Please explain?
13. What is your leadership philosophy regarding institutional and systemic diversity and inclusion in the modern university? Please explain?
14. Is there anything else that you would like to share with me?

E. Consent Forms – University Presidents & Athletic Directors

UNIVERSITY OF WASHINGTON

CONSENT FORM for University Presidents & Intercollegiate Athletic Directors

TITLE OF STUDY: Black male Intercollegiate Athletic Administrators: Ascending the Career Ladder

Investigator

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INVESTIGATOR'S STATEMENT

I am asking you to be in a research study. The purpose of this consent form is to give you the information you will need to help you decide whether or not to be in the study. Please read the form carefully. You may ask questions about the purpose of the research, what I would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When all of your questions have been answered, you can decide if you want to be in the study or not. This process is called "informed consent". I will give you a copy of this form for your records.

PURPOSE

The purpose of this study is to examine the underrepresentation of Black men in Intercollegiate Athletic Administration at predominantly white institutions at the NCAA Division I level and the analysis and understanding of participants perceptions of how Black men advance to leadership positions in a setting and profession dominated by white men in the field of intercollegiate athletics. This study seeks to understand and determine what personal, professional, social, and institutional factors influence the careers of Black men and what strategies they utilized to limit the actual and/or perceived barriers that impact their career development and advancement. This research is significant because there is little qualitative research on the experiences of professional Black men in intercollegiate athletic administration.

PROCEDURES

If you agree to participate in this study, you will be asked to participate in an in-depth, face-to-face semi-structured interview. If more information is needed after the interviews, I may ask you for follow-up interviews. With your permission, I will audio record the interviews so that I can have an accurate record of our interview-conversation. Shortly after the interviews, I will create a written transcript of our conversation-interview that will identify you by a numerical code only, and then I will destroy the original recording, leaving only coded transcripts of the interviews. If you desire a copy of the interview transcript, I will be happy to provide you with a copy.

OBSERVATIONS

In addition to the one-on-one interview, I would also observe the interaction between the participants (University President and Athletic Director) during your regularly scheduled meeting during my visit.

RISKS, STRESS, OR DISCOMFORT

All descriptive identifiers will be avoided. Your name and any other identifiers associated with you personally will not be used. Note that the small sample size may allow someone to recognize the participant from his responses. I am aware that during the interview that some sensitive information may be revealed. I will remind you before we begin the interview that you can stop at any time. You will have an opportunity if you chose to review transcripts to ensure that your thoughts and words express your true intent and are accurate.

BENEFITS

I will use information from this study as the foundation for my doctoral dissertation and/or in future publications. This study will document the professional experiences of Black men in the field of intercollegiate athletics and how they ascend the career ladder. Documentation of these experiences may highlight the personal, professional, and institutional barriers that Black male intercollegiate athletic administrators are presented with and how they learn to confront and/or overcome these barriers in their career paths. This study may also serve as a reference for colleges and universities seeking to increase the numbers of persons of color in the field of intercollegiate athletic administration. The participants will have an opportunity to tell their “career story” as an administrator in the field of intercollegiate athletic and/or as a senior administrator or university president who has hired Black men as intercollegiate athletic administrators or leaders. This could prove beneficial to the participant because this reflection and acknowledgement of hard work and dedication to their careers will be revealed in their own way. College and University leaders and leaders in intercollegiate athletics may also benefit from understanding the career path development of Black men who aspire to have careers in intercollegiate athletics. There is also the potential that you may not benefit from participating.

OTHER INFORMATION

Taking part in this study is voluntary. You may refuse to participate or stop at any time without penalty or loss of benefits to which you are otherwise entitled. Information about you is confidential. I will numerically code the study information. I will keep the link between your name and the numerical code in a separate and secure location until June 2015. After this date, I will destroy the information linking your identification to a numerical code. If the results of the study are published or presented, I will not use your name or any other identifying information. I may want to contact you again for future related studies. Please indicate whether you give me permission to re-contact you. Giving me permission to re-contact you does not obligate you in any way. If you have questions about this research study, please contact Keith Michael Champagne at the telephone number and email listed on the top of this form. If you have any questions about your rights as a research subject, please contact the University of Washington Human Subjects Division: 206-543-0098.

Signature of Investigator

Printed Name

Date

Participant's Statement

This study has been explained to me. I am volunteering to take part in the research. I have had a chance to ask questions. If I have questions later about the research I can ask the investigator listed above. If you have questions about my rights as a research subject, I can call the University of Washington Human Subjects Division: 206-543-0098.

I will receive a copy of this consent form.

I give permission for the researcher to audio-tape my interview.

I do NOT give permission for the researcher to audio-tape my interview.

I give permission for the researcher to re-contact me to clarify information.

I do NOT give my permission for the researcher to re-contact me to clarify information.

Signature of Participant

Printed Name

Date

Copies to Investigator's file
Participant