

University of Alberta

The Antecedents and Consequences of Intercollegiate Athletic Association  
Change of Colleges and Universities in Canada and the United States

by

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## Dedication

This work is dedicated to my family and friends that supported me through this process. To my mom and dad, without you I would not even be here. To Joey, maybe it was your secret plan all along to convince me to pursue this Ph.D., or maybe it was brotherly competition, regardless, your encouragement helped me through this path in my life. No Question. I would like to thank Tony Kornhieser and crew's radio program for the much-needed smart and entertaining escapes from my dissertation process. To all my family and friends (especially Mima, John, G-G ma, Roly and the rest of the Janzen/Sprunger clan) your continued support undoubtedly helped me through this adventure, thank you. I especially dedicate this dissertation to my wife, Maybelle, without your never-ending support through the good times and bad times during this era of our lives I don't know if I would have finished. Thank you so much. To my children, Dylan Edward, Houston James and Evelyn June, whether you knew it or not, I didn't put up with you, you put up with me and I thank you for that.

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## Abstract

The purpose of this dissertation is to identify and understand the consequences of organizational change. This change features the athletic departments of colleges and universities within the National Association of Intercollegiate Athletics (NAIA), and the National Collegiate Athletic Association (NCAA) of the United States intercollegiate athletic system, in addition, to the Canadian Collegiate Athletic Association (CCAA) and Canadian Interuniversity Sport (CIS).

Antecedents and consequences of intercollegiate athletic organizations were achieved by collecting qualitative data from colleges and universities within Canada and the United States that moved from one intercollegiate athletic association to another (i.e., NAIA to NCAA). Organizational change theory, with respect to archetypes and organizational tracks (Hinings & Greenwood, 1988) directed the research questions, data collection, and data analysis. Data collection was shown in two ways, primarily through a qualitative process including interviews with key college and university sources. Secondly, data was collected quantitatively using archival data to support the responses from interviews (Yin, 1994).

The results of this dissertation uncovered benefits and future challenges facing universities and athletic departments undergoing organizational change to Canadian Interuniversity Sport and the National Collegiate Athletic Association. It was observed that the transitioning athletic associations was an overlooked

process by athletic departments in the form of necessary resources (i.e., staffing and funding) and cultural considerations (i.e., values and beliefs of university). Results also showed reasons for leaving the NAIA were not to move toward the potential benefits of the NCAA, but to move away from the deteriorating NAIA. Contributions of this study add to the archetype and organizational track literature by introducing a 'new' track to the existing organizational change model discussed in this dissertation.

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## List of Abbreviations

AAU – Amateur Athletics Union

AAUC – Amateur Athletic Union of Canada

ACAA – Atlantic Colleges Athletic Association

ACAC – Alberta Colleges Athletic Conference

AD – Athletic Director

AUS – Atlantic University Sport

BCCAA – British Columbia Colleges Athletic Association

CIAU – Canadian Interuniversity Athletic Union

CIAUC – Canadian Interuniversity Athletic Union Central

CCAA – Canadian Collegiate Athletic Association

CIS – Canadian Interuniversity Sport

CWUAA – Canada West Universities Athletic Association

FBS – Football Bowl Series

FCS – Football Championship Series

GPA – Grade Point Average

HBC – Historic Black Colleges

MSU – Minot State University

NAIA – National Association of Intercollegiate Athletics

NAIB – National Association of Intercollegiate Basketball

NCAA – National Collegiate Athletic Association

NCCAA – National Christian Colleges Athletic Association

NIT – National Invite Tournament

NJCAA – National Junior College Athletic Association

NSO – National Sport Organizations

OCAA – Ontario Colleges Athletic Association

OUA – Ontario University Athletics

QSSF – Quebec Student Sport Federation

RSU – Rogers State University

SU – Suburban University

TCC – Track Characteristic Chart

UNCG – University of North Carolina, Greensboro

UBCO – University of British Columbia-Okanagan

UNO – University of New Orleans

WVU Tech – West Virginia University Institute of Technology

## **Chapter 1: Introduction**

Change has been a central research focus in the study of organizations for a number of years. Early organizational models suggested that change occurred because an organization's structure was adapted in response to contextual pressures (Ranson, Hinings & Greenwood, 1980; Miller & Friesen, 1980a, b; March, 1981; Miller & Friesen, 1984). One way that scholars have looked at the issue of organizational change was with the use of archetypes. Archetypes are the values and beliefs that give meaning to an organization while shaping the way an organization should be controlled (Hinings & Greenwood, 1988).

This dissertation will discuss the organizational change elements within a specific sector of intercollegiate athletics. This dissertation recognizes the consequences in response to organizational change intercollegiate athletic departments encounter when moving from one association to another. During the existence of intercollegiate athletics in the United States and, to a smaller extent, in Canada, intercollegiate athletics has seen organizations change through its individual colleges and universities, from student-athletes matriculating to the formation of new arenas and stadiums. Minimal research has been conducted specifically on colleges and universities and their athletic departments making organizational changes. To fully understand the constitutive configuration of organizational structures over time, an investigation of the "social mechanisms

that determine the process of structuring and shape the ensuing structural forms” is necessary (Ranson, Hinings, & Greenwood, 1980 p. 3). An understanding of intercollegiate athletics as an institution is necessary by reviewing a comprehension of the organizational change process that individual intercollegiate athletic departments undergo. Therefore, the following two sections of this chapter will look at intercollegiate athletics as an institution through a brief history, discussing the formation of the two dominating intercollegiate athletics institutional forces in the United States, the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA). In addition to these two athletic associations, it was necessary to include in this dissertation similar intercollegiate athletic associations in Canada, the Canadian Collegiate Athletic Association (CCAA) and Canadian Interuniversity Sport (CIS). The rationale for including Canadian intercollegiate athletic associations is two-fold, first, Canadian and United States institutions often compete for the same student-athletes. As this competition grows, the need for change between associations is evident between the United States and Canada. Second, with the recent addition of one Canadian institution (i.e., Simon Fraser University) joining the NCAA membership ranks, a comparison of Canadian schools making a similar transition within Canada (i.e., CCAA to CIS) may relate to Canadian schools moving athletic associations to the United States from Canada which could attract future research that may not have been perceived otherwise.

## **Intercollegiate athletics**

### **United States college athletics**

There was a tradition of sport played on college campuses for over a century before the first intercollegiate contest (Smith, 1988). Despite a religious resistance from school officials, eventually, the first intercollegiate athletic contest took place, a boat race between Yale and Harvard in 1852, followed by other sporting events such as the first ‘rugby’ style football game between Canada’s McGill University of Montreal and Harvard in 1874. During the early history of United States college athletics, the dominant actors were state or land grant colleges and the prestigious colleges from the East Coast (Smith, 1988; Washington, 1999; Washington, Forman, Suddaby & Ventresca, 2005).

By the end of the 19th century, intercollegiate leagues existed in tennis, baseball, lacrosse, basketball, swimming, wrestling, and soccer (‘soccer’, or ‘association football’, was used to distinguish football from ‘American football’) (Fleischer 1958; Stagg 1946; Washington, 2004). University officials from around the United States began to understand that the popularity gained by their colleges through involvement in athletics was helpful in increasing the visibility of the school (Washington, 2004). As this popularity increased, it was important to university officials that they set the precedence of academics and athletics by forming committees to provide a balance between the two activities. Conferences such as the Big Ten (1895) and the Ivy League (1898) were founded to regulate athletic competition between their member schools (Washington, 2004). But during the first years of the 20<sup>th</sup> century, football had already evolved far beyond



the control of the universities. Football and its rugged nature resulted in numerous injuries and deaths, which prompted many institutions to discontinue the sport. Others urged that football be reformed or abolished from intercollegiate athletics. In 1906, President Theodore Roosevelt became concerned about brutality and injuries. He summoned the leaders of 'The Big Three,' Harvard, Yale, and Princeton, to take the lead in restoring the ethical conduct of football. Roosevelt strongly supported the principle later adopted by the National Collegiate Athletic Association (NCAA): "No student shall represent a college or university in any intercollegiate game or contest...who has received, either directly or indirectly, money, or any other considerations," (Dunderstadt, 2003, p. 71). As a result of President Roosevelt's efforts, the National Collegiate Athletic Association (NCAA) was established (Dunderstadt, 2003).

By the early 20<sup>th</sup> century, the NCAA was in the beginning stages of dominance as the premier intercollegiate athletic association in the United States. However, by the 1930's basketball had begun to contend for attention in the NCAA (Land, 1977). In 1937, the inaugural National Invitational Tournament (NIT) began; a post-season intercollegiate basketball tournament held at Madison Square Garden initially developed by a group of New York City sportswriters, known as the Metropolitan Basketball Writers Association, came up with the idea of creating a tournament to determine a national champion (NIT, 2010a). That same year, the National Association of Intercollegiate Basketball (NAIB) started its interest association as a protest to the NCAA's subtle attacks against the NAIB, in addition to the NIT's post-season basketball tournaments. The smaller,

less prestigious colleges, which were not given the opportunity to compete in these basketball tournaments eventually created this new association (the NAIA), which formed its own 8-team tournament and expanded to 32-teams the following year (Hoover, 1958; Land, 1977; Washington, 2004; NAIA, 2010a; NIT, 2010).

The NAIB established itself as a national association when it changed to the NAIA in 1952. This associational change served two major purposes (NAIA, 2010a). First, there was dissatisfaction with the American Olympic Committee over how it selected its teams to compete in the Olympic basketball tournaments (Hoover 1958). Second, its members wanted to have a basketball tournament for NCAA excluded teams from the Amateur Athletics Union (AAU) or the NCAA's tournaments (Hoover, 1958; Washington, 2004). With less than 100 members in 1942, the NAIA grew to 435 members in 1955, almost as large as the NCAA's membership of 439 schools. The success of the NAIA was attracting additional schools as well as media attention. This gain in the status of the NAIA did not go unnoticed by the NCAA. The NCAA, "feeling the crunch of expanded NAIA membership created a college division to force the issue of a choice for college's participation" (Land, 1977, p. 32).

By the 1950's the NCAA decided to make an adjustment with the structure of their organization to put the pressure of membership back on the NAIA. In addition to creating a second division, the NCAA also created different membership categories. Under the names of 'allied' or 'affiliated', the NCAA created these categories as a way of increasing the membership of the NCAA without diluting power inside of the NCAA. Smaller colleges had the opportunity

to join the NCAA as an allied or affiliated member (Stagg, 1946; Falla 1981). In 1957, the NCAA created a small college tournament. The creation of this basketball tournament gave legitimacy to the smaller, less prestigious colleges that joined the NCAA. By the 1960s, Historically Black Colleges (HBC) were able to compete in NCAA sponsored events. The NCAA's attack on the NAIA, through the creation of different types of memberships, was the first step for institutional dominance carried out through pressure on the NAIA to make the 'next move' and pressure on the colleges themselves to eventually make a membership decision for one of the two institutions (Land, 1977).

The NCAA underwent a major restructuring as it changed from two divisions (university and college) into three divisions: Division I, II, and III. This additional attack by the NCAA toward the NAIA, eventually forced colleges to choose which athletic association they would support, the NCAA or the NAIA, because prior to 1974 colleges, were able to hold dual memberships with these associations (Land, 1977). This decision hurt the NAIA, as the NAIA needed its best teams to compete in its tournaments in order to generate revenue. The NCAA received most of its revenue from the newly developed university divisional process and did not view the college division as a money-generating organization (Falla, 1981). In 1974, the NAIA, hoping to reduce the uncertainty in its post-season tournaments, required its members to declare at the beginning of the season if they were going to participate in the NCAA or the NAIA post-season tournament. This rule change inspired many schools to leave the NAIA and join the NCAA (Washington, 2004), which eventually proved to be the 'last straw' for

institutional dominance within the U.S. intercollegiate athletic system as the memberships began to increase for the NCAA and decrease for the NAIA. There were 665 schools in the NCAA when it split into its current three-division structure in 1974. That total has increased 55 percent to the current 1,033 member colleges and universities as of 2008 (NCAA, 2010a).

Today, competition between the NCAA and the NAIA for institutional control is not much of a competition, with the NCAA having over 1200 schools in the association (NCAA, 2011a) and the NAIA having nearly 300 schools in their association (NAIA, 2011). The NAIA is currently struggling to keep members while the NCAA has developed a membership committee for schools such as those from the NAIA that apply to join the NCAA. In fact, in the 2008, the NCAA Division I adopted a four-year moratorium to review its membership criteria (NCAA, 2010b). This moratorium that no college or university may enter the Division I ranks until the moratorium has expired.

### **Canadian college athletics**

From the time that Canada established itself, to the turn of the 20<sup>th</sup> century, Canada witnessed amazing growth and development in all aspects of Canadian life. Canada, having always been an agricultural nation, began to see expansion in areas from the telegraph and telephone, to railways, gas and electricity (Morrison, 1954; Howell & Howell, 1969). The improved transportation played a role of major importance during this period. Trains rapidly covered the distances between cities; roads were better constructed; steamships occupied the lakes and

rivers; the telephone and telegraph brought distant regions into close communication (Howell & Howell, 1969). As life became more convenient for Canadians during this time, people had more time for leisure activities. People sought amusement as participants rather than spectators. Eventually, numerous organizations began to assemble in hopes to achieve the desire for physical activity. Fraternal organizations and athletic clubs began to form. Games such as lacrosse, hockey, skating, snowshoeing, tobogganing, curling and many other sports helped fill the leisure hours of many Canadians around the country. The eventual introduction of rugby to the United States, leading to the development of American football, paved the way for the relationships between Canada and the United States (Howell & Howell, 1969).

Universities throughout Canada began to play an important role in sports and athletics at the end of the 19<sup>th</sup> century. Hampered by the lack of facilities, determined teachers and professors sought means of constructing buildings and methods of arranging sporting events (McGill University, 1894, Moriarty, 1971). Several factors made this period distinctly different from its predecessors. One of these, the desire for better organizations of sports clubs, led to the founding of the Amateur Athletic Union of Canada (AAUC). The AAUC did much to standardize rules of play in Canadian sports during this time. The basic aim of its creators was to preserve amateurism and foster sport for sport's sake (Howell & Howell, 1969).

The influences on sports in Canadian universities during the 19<sup>th</sup> century were the same as those influencing the academic and organizational development

of universities: British, Scottish, French and American. The universities of Canada inherited from the British the basic love of sports and games, from the Scottish the Caledonian games, from the French the love of international competition and particularly the Olympics, and from the United States university knowledge of physical education and skill in athletic coaching (Savage, 1926, 1929; Hackensmith, 1966; Moriarty, 1971). Of these influences there can be little doubt that the British and American have been most influential (Moriarty, 1971).

Athletic development in the primitive (before 1898) and primary era (1898-1906) showed that with the initiation of sport, the British tradition of cooperative faculty and student sponsored sport outside the formal structure of education prevailed. Exposure to the sports tradition of the British schools and the evolving athletic approach in American universities led to a distinct Canadian pattern (Moriarty, 1971). Although the students on the campus of Canadian universities played many sports, it was the game of football that began the intercollegiate athletic competition, much as it did in the United States.

Before intercollegiate athletic competition began, there was confusion in the latter quarter of the 19<sup>th</sup> century regarding the various interpretations attached to the word football. Three varieties of 'football' evolved during this time: (1) Association football, which we know today as soccer; (2) English rugby, which was known as just a transitional stage for the game, which would come to dominate intercollegiate athletics in Canada and all athletics in North America, better known as football; (3) Rugby football was the predecessor of the game, which developed into Canadian and American football, as we know it today

(Calvin, 1941; Moriarty, 1971). During the 1870's English rugby football was primarily a college sport and McGill University was the team most prominent in all of Canada. The first intercollegiate athletic team was organized in 1874 and introduced the Canadian variety of rugby to the United States when they played two games against Harvard University in 1874 (Moriarty, 1971; Smith, 1988; Washington, 1999; Washington, Forman, Suddaby & Ventresca, 2005). As the popularity of intercollegiate athletics increased, the need for proper administrative practices followed with the forming of athletic committees, similar to those that universities within the United States formed to achieve balance between academics and athletics (Smith, 1988).

Athletic committees gradually began to form throughout eastern Canada through sport clubs and universities. In 1884, the Canadian Intercollegiate Rugby Football Union was formed (Football Canada, 2010), while a university athletic committee from the University of Toronto was formed in 1893. Other universities later followed McGill in 1894 and Queen's in 1898. These committees were supportive of their students in regards to physical activity, quite the opposite of their neighbors to the south (Moriarty, 1971, Smith, 1988). The university athletic committee's main responsibility was to the well being of their students. These athletic committees stated that students who took part in football or other violent athletic games must adhere to a thorough medical examination (Howell & Howell, 1969, Moriarty, 1971).

As the popularity of university athletic competition began to rise in Canada, the need for proper management of competition showed necessary.

Changing attitudes toward sport led to increased demand for competition and it was natural that the universities should feel the effect of this movement. The student's casual approach to sport moved toward a demand for a degree of organized athletics. It could be argued that Canadian sport was influenced by sport in the United States, in addition to the idea of managing intercollegiate athletics. One example of this was the national concern of the brutality of football in 1905. The president of the United States, President Theodore Roosevelt, brought 'The Big Three' together to resolve the problems of brutality in football. A representative of McGill University attended this meeting, which took considerable notice in Canada. While the United States formed the Intercollegiate Athletic Conference, today known as the National Collegiate Athletic Association (NCAA) from this meeting with the President, this national concern undoubtedly had an influence on Canada forming its own intercollegiate athletic association soon after the formation of the NCAA (Savage, 1929; Moriarty, 1971). Therefore, on May 26, 1906, McGill University invited the University of Toronto and Queen's University to the Windsor Hotel in Montreal to lay the foundation for the formation of the Canadian Intercollegiate Athletic Union Central (CIAUC) (Moriarty, 1971).

Formerly the Canadian Interuniversity Athletic Union (CIAU), today, Canadian Interuniversity Sport (CIS) consists of 52 member universities that organize into four regional associations. Under its support, over 10,000 student-athletes across Canada compete yearly in 12 sport disciplines with a schedule of close to 3,000 events (Canadian Interuniversity Sport, 2009a). The CIS is



composed of four regional conferences across Canada – Atlantic University Sport (AUS), Quebec Student Sport Federation (QSSF), Ontario University Athletics (OUA), and Canada West Universities Athletic Association (CWUAA).

Universities within these conferences compete for the opportunity to advance to national championships (Danylchuk & MacLean, 2007).

The Canadian Collegiate Athletic Association (CCAA) claims to be the sole coordinating body for college sport in Canada that fosters student-athlete development through intercollegiate sport via the associational leadership the CCAA provides while bestowing exceptional programs and services. Inter-provincial competition began in 1971 when colleges in British Columbia, Alberta, Saskatchewan and Manitoba formed the 4-West Championships for competition in seven sports. In 1972, Quebec and Ontario initiated similar inter-provincial competitions (CCAA, 2010).

Today, CCAA student-athletes compete for the Canadian title in nine national championships held throughout Canada. The CCAA accommodates 9,000 intercollegiate athletes, over 700 coaches and more than 150 sport administrators. The CCAA is the largest intercollegiate sport organization in Canada with 108 member institutions (CCAA, 2010).

Two organizational models for sport exist within CCAA and CIS schools. At some institutions, athletics programs are established within an academic unit (e.g. kinesiology, human kinetics), and the athletics personnel (administrators and coaches) might have additional duties such as teaching, research, and community service. At other universities, athletics is separate from academic units, and

athletics personnel become responsible with organizing and delivering the intercollegiate sport program (Danylchuk & MacLean, 2007).

### **Statement of the problem**

Over 1500 colleges and universities retain a membership within either the NCAA or the NAIA, while there are 108 members of the CCAA and 52 members in the CIS within Canada. Since the early 1900's many colleges and universities have made an organizational change from one association to another through several possible avenues: (1) by changing divisions within the NCAA (e.g. NCAA Division III to II or Division I to III), (2) leave the NCAA all together and join the NAIA or another athletic association, (3) an NAIA member leaves to join the NCAA rankings, (4) or a college or university will leave the NCAA or NAIA and join another intercollegiate athletic institution (i.e. National Junior College Athletic Association (NJCAA)). In the case of Canada colleges or universities three options could happen: (1) leave the CCAA for CIS, (2) leave CIS for the CCAA and (3) leave the CCAA/CIS for the NAIA or NCAA. Although we know that the organizational change literature is significant, the problem was that the organizational change literature has been limited in its application to the intercollegiate athletic atmosphere. For example, Table 1.1 shows that in 2009 fifteen schools applied for membership within NCAA Division II. The NCAA accepted some schools into the transition process, and the NCAA rejected others. This dissertation fills the gap that is missing within the organizational change

literature by using intercollegiate athletics as the setting, by discussing why these schools made the change to another organization.

Table 1.1

*Universities Submitting Bids for NCAA Membership in 2009 (NCAA, 2011b)*

University Name	City	State/Province
Academy of Art University	San Francisco	California
Cedarville University	Cedarville	Ohio
Minot State University	Minot	North Dakota
Notre Dame College	Cleveland	Ohio
Simon Fraser University	Burnaby	British Columbia
University of Sioux Falls	Sioux Falls	South Dakota
William Jewell College	Liberty	Missouri
California State University, San Marcos	San Marcos	California
Malone University	Canton	Ohio
McKendree University	Lebanon	Illinois
Monroe College	New York	New York
Mount Vernon Nazarene University	Mount Vernon	Ohio
Ursuline College	Pepper Pike	Ohio
Walsh University	North Canton	Ohio
Young Harris College	Young Harris	Georgia

Therefore, this dissertation creates the initial footprint in the organizational change literature in relation to intercollegiate athletic departmental change using qualitative methods. More specifically, this dissertation analyzed those universities that have made the change from the NAIA to either NCAA Division II or NCAA Division III for a United States perspective and those schools changing from the CCAA to CIS for a Canadian perspective. The NCAA Division II and NCAA Division III colleges and universities was the population, this was selected because the NCAA does not allow a school to come into the association (from another association such as the NAIA) and enter directly into NCAA Division I at the time of data collection. The researcher chose these

populations for two reasons: (1) the population size for these data sets was larger than any other option; (2) The opportunity to gather qualitative data was greater with the larger population size.

The researcher for this dissertation obtained qualitative data through the retrieval of newspaper articles, publicly available documents and most importantly interviewing key college and university informants. This is similar to Washington's (2004) work on historically black colleges and religious colleges leaving the NAIA for the NCAA. The results from this study indicated that defectors from an athletic conference influenced defectors from the same religious denomination or racial group. In other words, other schools from their rival conference rather than schools of the same racial or religious background influenced schools from the NAIA that made the switch to the NCAA.

### **Importance of the study**

An extensive body of literature has taken the opportunity to examine organizational change through several paths; (1) the strategic change of government agencies, local organizations, professional organizations and universities (Greenwood & Hinings, 1988; Greenwood & Hinings, 1993); (2) the environmental disturbances and transitional effects on two organizational case studies (Laughlin, 1991); (3) and the archetypes of organizational transition through longitudinal studies of several organizations (Miller & Friesen, 1980a) to name a few.

Sports and organizational change has been reviewed with great success in part to the findings of several researchers including (1) Cousens (1997) and her findings on the fast-changing environment of the professional sport industry; (2) Skinner, Stewart and Edwards (1999) results on environmental disturbances within the Queensland Rugby Union in Australia; (3) and the longitudinal study conducted by Cousens and Slack (2005) in which they explored the evolution of one organizational field within a North American major league sports team in order to enhance the understanding of the multifaceted nature of its change. Still, there is a lack of research specific to intercollegiate athletics and organizational change. What these three sport-related articles have in common is that they not only include sport as their topic of study, but they also look at the institution of that particular sport and how change has affected that industry.

This dissertation takes a similar approach, but by looking at the individual organizations within a particular sector of the intercollegiate athletic field and how change has effected college and universities athletic departments. This analysis is similar to Kikulis, Slack and Hinings (1992) and their research regarding organizational change and in the sector of amateur sport organizations of Canada. Kikulis and colleagues suggested an evolutionary movement, as opposed to a revolutionary movement, toward a more professional and bureaucratic design. While this view of change in Canada's National Sport Organizations (NSOs) provides strong descriptive support for understanding these organizations, it neglects the differences between them. The central premise of the Kikulis and colleagues' paper is that changes for the NSOs do not explain

system-wide trends toward increased professionalization and bureaucratization. Rather the variety in organizational design may be understood by identifying common design archetypes that exist within this institutionally specific set of organizations. Greenwood and Hinings (1988, p. 295) describe archetypes as the “... beliefs and values that shape prevailing conceptions of what an organization should be doing, of how it should be doing it and how it should be judged, combined with structures and processes that serve to implement and reinforce those ideas.” It will then be possible to precisely identify the nature of the change process that was occurring (Kikulis, Slack & Hinings, 1992). The NSO archetypes identified within the Kikulis et al. (1992) article were (1) The Kitchen Table Design Archetype, (2) The Boardroom Design Archetype and (3) The Executive Office Design Archetype. They concluded that rather than categorizing organizations and inferring the possibility of organizational structural design change based on archetypes, this article focused on understanding the structural designs of organizations in terms of the different values they hold (cf. Greenwood and Hinings, 1988; Hinings and Greenwood, 1988).

By introducing the coherence of structure and values, institutionally specific design archetypes provide models to assist our understanding of designs that are most viable for a set of organizations. In addition, the idea that structures underpinned by values move beyond static classifications of organizational design and introduces the dynamics of strategic change (Kikulis, Slack & Hinings, 1992 p. 363-364). In other words, Kikulis et al. (1992) were studying the NSO’s themselves and why they would be in the particular archetype. Through

understanding the structure and values of the NSO it was stated that

It is the identification of the values that underpin the structural arrangements of these organizations which supports an argument that movement toward a more professional and bureaucratic form requires more than a simple adoption of rules and specialized roles. (Kikulis, Slack & Hinings, 1992 p. 364)

This is what is important about this dissertation and that Kikulis and colleagues narrowly missed; they looked at the organizations themselves not the possible consequences of the change made by the NSOs from one archetype to the next.

Rather than categorizing organizations and inferring the possibility of organizational design change based on those classifications, this framework focuses on understanding the designs of organizations, not only in terms of the structural elements they do and do not share, but in terms of the different values they hold (cf. Greenwood and Hinings, 1988; Hinings and Greenwood, 1988). (Kikulis, Slack & Hinings, 1992, p. 363)

### **Purpose of the study**

The purpose of this dissertation was to identify and understand the consequences of an organizational change featuring college and universities within the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA) of the United States intercollegiate athletic system in addition to the Canadian Collegiate Athletic Association (CCAA) and Canadian Interuniversity Sport (CIS). This was the beginning of this research setting, involving a particular sector of intercollegiate athletics, and understanding the outcomes of an organizational change from one intercollegiate athletic association to another.

The next portion of this section has three phases: (1) To give an understanding of organizational sectors in relation to organizational change that sets the foundation for this dissertation; (2) Organizational change was the broad subject that encompasses many fundamentals of research as noted earlier with strategic change of government agencies, local organizations, professional organizations and universities (Greenwood & Hinings, 1988; Greenwood & Hinings, 1993) and the environmental disturbances and transitional effects on two organizational case studies (Laughlin, 1991) to name a few. This second phase will identify the ‘definition’ of organizational change most pertinent for this dissertation; (3) Clear summarization of how organizational change identifies the importance of the field of organizational change and sport management.

### **Organizational sectors**

According to Child and Smith (1987), there are three characteristics of organizational sectors which are important for understanding organizational change, (1) “the sector is taken to constitute an objective reality possessing identifiable and measurable characteristics which are of consequence for [organizational] strategy and structure,” (p. 566). In essence, objective conditions, defined as the economic, technical, and/or legislative demands of other organizations, may determine the design requirements and appropriate activities for a set of organizations; (2) the sector sets the “cognitive arena with which its members identify.” Specifically, the objective conditions are perceived and interpreted by organizational members who have a distinct set of values or



ideology regarding what was legitimate. Sectors are defined by a common understanding of the design and goals of an organization. These shared values provide a frame of reference to guide the organizational form that was adopted by organizational members; and (3) sectors provide a “collaborative network” of information and resources between constituents in an effort to enhance efficiency and productivity (Child and Smith, 1987, p. 566). It is important to understand that there are many different sectors of intercollegiate athletics that may be studied at any given time. It is certainly possible that intercollegiate athletics may be broken up into several sectors, such as studying the recent conference shifting between conferences including the ‘Big 12’ and the ‘Big 10’ currently underway or by studying the transition of colleges and their movement within the three divisions of the NCAA. In addition, researchers may study the potential phenomena of Canadian university athletic departments joining the NCAA with the most recent ‘probationary’ acceptance of Canada’s Simon Fraser University joining the NCAA as of 2010. Therefore, this dissertation’s empirical definition for the sector of study within the intercollegiate athletic field was those universities that have made the transition from the NAIA to the NCAA as well as those schools that have made the transition from the CCAA to the CIS between 2000 and 2010.

### **Organizational change**

According to Hinings and Greenwood (1988), organizational change comes from one organizational archetype moving to another organizational

archetype which involves the decoupling of structures and systems from the previously prevailing institutionally legitimated values and beliefs and the “recoupling of the structures and systems to the new set of values and beliefs,” (Hinings & Greenwood, p. 26). It is important to reiterate the definition of archetype best described by Greenwood and Hinings (1988) as the:

Beliefs and values that shape prevailing conceptions of what an organization should be doing, of how it should be doing it and how it should be judged, combined with structures and processes that serve to implement and reinforce those ideas. (p. 295)

To put these definitions of archetypes and organizational change into a general intercollegiate athletic setting example, organizational change would be a college or university moving from the NAIA (archetype #1) ‘decoupling’ or stripping down their current organization’s structures, systems, values and beliefs and joining the NCAA (archetype #2) and ‘recoupling’ or building up new or existing structures, systems, values and beliefs. With this explanation, one could assume that the NAIA and the classifications within the NCAA (i.e. NCAA Division I, II & III) are archetypes, this assumption would be correct, but further explanation needs to fully apply the label of ‘archetypes’ to the NAIA and the NCAA.

What was important about this section and previous sections throughout this dissertation is that it gives a broad understanding of what can be expected in order to ‘set the table’ for this dissertation. This plan was to look at the organizational change phenomena of schools that have made the transition over the last 10 years from the NAIA to the NCAA and from the CCAA to the CIS. From this section three definite points help the shaping of the rest of this study:

(1) the specific population that was intended to be studied, the NAIA to NCAA and CCAA to CIS; (2) The specific definitions to draw upon throughout the study to determine a clear outcome (i.e. archetype, organizational change, classification, and typologies); (3) Although this study identified universities that have changed from one association to another, it was the participating schools and the unique aspects of changing associations that were studied.

### **Research setting**

To give more of a comprehensible outline of this dissertation it was important to touch specific aspects of the population.

### *Population*

Between the years of 2000-2011, 29 schools changed from NAIA membership to becoming “full members” of the NCAA. In addition to these schools, it has been recognized that 4 schools within the Canadian intercollegiate athletic system have also made equivalent transitions from the Canadian Collegiate Athletic Association (CCAA), (one could argue that the CCAA is the NAIA equivalent), to the Canadian Interuniversity Sport (CIS), (one could also argue that this CIS the NCAA equivalent), the during this same time period. This was the total population for my research project.

## **Summary**

The overall purpose of this study was three-fold. (1) What are the consequences of colleges and universities making the changes from one archetype to another archetype? The idea behind this question was to show what type of impact, if any, has each school absorbed from changing associations. (2) What are the factors that impacted the decision of the schools going to the NCAA/CIS? (3) Is there a relationship between the schools that have made the change to the NCAA/CIS in relation to the organizational track that was determined? This research question described the similarities of the schools that have made the change to the NCAA/CIS.

The results of this research provided four direct benefits. The results uncovered some challenges facing universities and athletic departments undergoing organizational change. Second, due to the highly institutionalized nature of intercollegiate athletics particularly in the US (Washington, 2004), the results may provide insight into the overall institution of college athletics and how the organizational change can improve intercollegiate athletics as a whole. Third, the research exposed future areas of research to study in regards to organizational change and intercollegiate athletics that was occurring in universities throughout North America. Finally, with the integration of the organizational change literature, results show management and decision makers what future colleges and universities may encounter through organizational change within the same institution or changing to a different institution.

## **Research questions**

The general research questions for this dissertation include:

1. What are the consequences of colleges and universities making the changes from one archetype to another archetype?
2. What are the factors that impacted the decision of the schools going to the NCAA/CIS?
3. Is there a relationship between the schools that have made the change to the NCAA/CIS in relation to the organizational track that was determined?

## **Delimitations**

The delimitations of this dissertation marked the conceptual boundaries of this research project focused in relation to intercollegiate athletic organizational change. Previous research like Washington (2004) has examined the general population of the NCAA members; this dissertation focused on specific organizations that have made the change from one association to another association. While one way to answer the questions stated earlier based on the scope of intercollegiate athletics, may be to conduct a statistical analysis of all schools that have made the proposed change over an extended period of time. This particular type of quantitative research analysis has its advantages, but was not used for this study. Colleges and universities were selected (see Table 1.2) based on the argument of archetypes. If this dissertation was to look at all schools that have made this type of change over an extended period of time (i.e., over a 30-year period) then the theoretical background of archetypes (Miller & Friesen,

1980a; Hinings & Greenwood, 1988; Greenwood & Hinings, 1988) and its application would be ‘all over the board,’ as several different archetypes would be represented throughout all qualified intercollegiate athletic departments. The chance to study archetypes of intercollegiate athletic departments that have made the proposed change would be the opportunity to fill the gap in the current sport management literature that previous literature has narrowly missed (i.e. Kikulis, Slack & Hinings, 1992). By reviewing the archetypes of schools making a change from one association (NAIA) to another association (NCAA) opens the door for unique data that presents itself throughout this dissertation.

Table 1.2

*Population*

<u>University</u>	<u>Location</u>	<u>Membership Year</u>
University of Maine at Farmington	Farmington, ME	2004 - full member
University of the Fraser Valley	Abbotsford, BC	2006 - full member
Trinity Western University	Langley, BC	2006 - full member
California State University, Monterey Bay	Seaside, CA	2007 - full member
Finlandia University	Hancock, MI	2007 - full member
University of Mary	Bismarck, ND	2007 - full member
(North) Georgia College & State University	Dahlongega, GA	2007 - full member
Trine University (Tri-State University)	Angola, IN	2007 - full member
Bethany Lutheran College	Mankato, MN	2008 - full member
Brevard College	Brevard, NC	2008 - full member
Claflin University	Orangeburg, SC	2008 - full member
Crown College (MN)	St. Bonifacius, MN	2008 - full member
Flagler College	St. Augustine, FL	2008 - full member
Georgia Southwestern State University	Americus, GA	2008 - full member
Newman University	Wichita, KS	2008 - full member
Notre Dame de Namur University	Belmont, CA	2008 - full member
Penn State Berks College	Reading, PA	2008 - full member
Salem College	Winston-Salem, NC	2008 - full member
University of Texas of the Permian Basin	Odessa, TX	2008 - full member
Mount Aloysius College	Cresson, PA	2008 - full member
Mitchell College	New London, CT	2009 - full member
Mount Mary College	Milwaukee, WI	2009 - full member
Seton Hill University	Greensburg, PA	2009 - full member
Presentation College	Aberdeen, SD	2009 - full member
King College (Tennessee)	Bristol, TN	2010 - full member
University of Illinois (Springfield)	Springfield, IL	2010 - full member
Urbana University (OH)	Urbana, OH	2010 - full member
Lancaster Bible College (PA)	Lancaster, PA	2010 - full member
Lyndon State College (VT)	Lyndonville, VT	2010 - full member
Thompson Rivers University	Kamloops, BC	2010 - full member
Saint Vincent College	Latrobe, PA	2010 - full member
University of British Columbia Okanagan	Kelowna, BC	2010 - full member
Birmingham Southern College	Birmingham, AL	2011 - full member

## **Limitations**

The considerations of the limitations for this dissertation are based on the construction of the research questions and the possibility of collecting measurable dependent variables (i.e., undergraduate student applications, basketball attendance, grade point average of overall student population and student-athletes). The original time frame looked at schools that have made the change from the NAIA/CCAA to the NCAA/CIS was during the 10-year period of 2000-2011. This time period put the population size at a manageable 33 schools. This was the number of schools that have completed the process of moving from the NAIA/CCAA to the NCAA/CIS. This study does not look outside the time frame described above as the research may run the risk of gathering limited qualitative information from schools prior to the year 2000 as employee turnover and retirement was highly possible for those university officials needed to complete this study. In addition, the time frame prior to 2000 (i.e. 1980s) were a different time regarding reclassification rules and regulations. Therefore, it was possible for an NAIA school to apply for NCAA Division I status if they met the requirements. Finally, as of 1994, the reclassification requirements have solidified and not significantly changed, which makes the 10-year period proposed the ultimate possibility for consistent data collection (see Appendix A).



## **Chapter 2: A Description of North American Intercollegiate Athletics in Relation to Organizational Change**

Beginning in the late 1950s and early 1960s organizational change within intercollegiate athletics began to take shape. The NCAA established dominance as an association by gaining membership over the NAIA (Washington, 2004). By 1966, the NAIA had grown to 517 members, while the NCAA had 536 members. Between 1973 and 1996, the NAIA lost 196 members, during this same period; the NCAA grew from 757 members to 996 members, an increase of 239 schools (Washington, 2004). NAIA schools were not foregoing their membership to become 'independent' of a conference or association; the majority of these schools were leaving the NAIA to join the NCAA. These changes created three main divisions (Division I, II, and III) and, in some sports such as football, subdivisions are within the main divisions (ex. Division I-FBS and Division I-FCS). This restructuring brought a hierarchy to United States intercollegiate athletics and an opportunity for institutions to move up and down this hierarchy. Similar change has happened in Canada, but to a smaller extent, where schools from the Canadian Collegiate Athletic Association (CCAA) move to Canadian Interuniversity Sport (CIS). Trinity Western University became a full-member of the CIS in 2006 after being a member of the CCAA in prior years.

Athletic department change comes with responsibility of additional changes to an organization, such as complying with new association rules and

conference rules. Not only do schools that make such a change become affected externally, but the change also influences internal changes, for example, the hiring of additional staff members (i.e., compliance officer; senior women's administrator) and the need for increased revenue generation for items such as scholarships and the addition of sports to athletic programs.

Table 1.1 (p. 12) showed that in 2009 fifteen schools applied for membership from the NAIA to NCAA Division II. Some from this list were accepted into the transition process, and others were rejected. Since 1980 (see Table 2.1), more than 300 schools have joined CIS and the NCAA. While a majority of the 300 schools departed the NAIA for the NCAA, other athletic associations lost members to the NCAA as well. These other athletic associations were the National Junior College Athletic Association (NJCAA), the National Christian Colleges Athletic Association (NCCAA) and the United States Collegiate Athletic Association (USCAA). Similar intercollegiate athletic change occurred in Canada. The Canada West University Athletic Association (a subsidiary to Canadian Interuniversity Sport) accepted the University of British Columbia-Okanagan (UBCO) in May 2010 (CWUAA Communications, 2010). This acceptance was the first stage of a two-stage process to eventually join Canadian Interuniversity Sport (CIS). UBCO's change went from the Canadian Collegiate Athletic Association (CCAA) to Canada West University Athletic Association (CWUAA) to the strong possibility of becoming a member of CIS (CWUAA, 2010). While UBCO received acceptance into the CWUAA, other schools were rejected (i.e. Vancouver Island University & University of Northern

British Columbia) (CWUAA Communications, 2010). This representation of United States and Canadian colleges and universities making such an intercollegiate athletic organizational change was the setting of this dissertation.

Table 2.1

*Colleges and universities to join NCAA since 1980*

	<u>1980-1989</u>	<u>1990-1999</u>	<u>2000-2011</u>	<u>Total</u>
# of schools To join NCAA	109	151	40	300

The purpose of this chapter was to gain an understanding of the associations in which most intercollegiate athletic organizations reside. The population of this dissertation was current members of the NCAA and CIS. To maximize the potential response rate, some schools may be in the final stages of a ‘probationary’ period mandated by each association. While these schools may be in the probationary period, they are still considered members of CIS or the NCAA. A probationary period for a school essentially states that those schools would not be able to compete for national championships in their respective association. Full-members of the either association would be those not in a probationary status and no post-season restrictions are placed upon them. This chapter shows specific examples of how organizations may possibly change in the intercollegiate athletic context. The associations that are reviewed in this dissertation are the National Association of Intercollegiate Athletics (NAIA),

National Collegiate Athletic Association (NCAA), Canadian Collegiate Athletic Association (CCAA) and Canadian Interuniversity Sport (CIS).

### **Intercollegiate athletics in North America**

Intercollegiate athletics refers primarily to sports and athletic competition organized and funded by colleges or universities in North America. In the United States and also in Canada, college athletics is a two-tiered system. Two-tiered represents two levels or types of college athletics offered at an institution of higher education. Characterization of the first tier is by selective participation, since only the elite athletes in their sport are able to participate. The second tier includes all intramural and recreational sports and sports clubs, which are available to a larger portion of the student body (Rosandich, 2002). The first tier includes the sports that are sanctioned by one of the collegiate sport governing bodies. The major sanctioning organizations in the United States include the NCAA, the NAIA, the National Junior College Athletic Association (NJCAA), the National Christian Colleges Athletic Association (NCCAA) and the United State Collegiate Athletic Association (USCAA). The major sanctioning associations in Canada include the CCAA and CIS. For example, in the NCAA, the average university will sponsor at least 20 different sports and offer a wide variety of intramural sports as well. In total, there are approximately 400,000 men and women student-athletes that participate in sanctioned athletics each year (Rosandich, 2002), while to a lesser extent CIS has over 10,000 select student-

athletes across Canada compete yearly in 12 CIS sponsor sport disciplines (Canadian Interuniversity Sport, 2009a).

North American institutions that participate in a national intercollegiate athletic system typically have an athletic department under their university's 'umbrella' of departments. Several staff members contribute to the everyday operations. Those staff members include coaches and administrative personnel (i.e. associate athletic director, assistant athletic director, compliance director, ticket office manager). The individual (and sometimes two individuals) who leads the athletic department personnel is typically known as the athletic director (Parks, Quarterman, & Thibault, 2007). The athletic director (AD) position is a managerial role embedded into a larger system of colleges or universities that usually reports directly to the university president. The major educational ideals of a university serve to set the parameters within intercollegiate athletic departments must operate on a day-to-day basis (Danylchuk & Chelladurai, 1999). The AD typically assumes oversight for the following areas within the athletic department: budget, finance, facilities, risk management, television contracts, compliance, academic progress of student-athletes, communication with the media, scheduling, marketing games and other events, corporate sponsorship, ticket sales, community relations, alumni relations, campus relations, personal management, including the hiring and termination of coaches (Karlin, 1997; Staurowsky & Abney, 2007). It is not uncommon that ultimate control of the athletic department lies with someone other than the athletic director. For instance, the Dean of the Faculty of Physical Education and Recreation at the

University of Alberta has ultimate control of the athletic department and direct communication with the president of the university. At Vanderbilt University a unique instance has occurred where the senior administration for the university completely eliminated the athletic director position and placed the Vice Chancellor for University Affairs in charge of athletics.

The United States and Canadian intercollegiate athletic organizations and associations may look similar at first glance, but the popularity and functionality of these associations are two aspects where they are different. The NCAA, which divides its member institutions into three classifications and 'sub' classifications (which is discussed later in this section), created separate and sharp contrasts between divisions and associations. Differences between the United States and Canadian associations are as clear as the size of the organizations. In 2003, a United States government agency conducted a census of all 4-year colleges and universities revealing that there are 2363 colleges and universities. Subsequently, the same census noted that there are 1721 two-year colleges within the United States. The NCAA has 1090 members (NCAA, 2010a). The NAIA has 290 members (NAIA, 2010b). The total number of 4-year colleges and universities participating in intercollegiate athletics was 1380, which shows roughly 58% of all 4-year colleges participate in some form of intercollegiate athletics in the United States. Neither the NAIA nor NCAA has 2-year college members within the association. These 2-year colleges typically hold membership with the National Junior College Athletic Association (525 members). In Canada, data gathering procedures are different than the United States. Canadian colleges and

universities submit data to their respective province rather than one federal agency. Based on data from the Ministry of Education from each province in Canada, there are 408 2-year and 4-year colleges and universities. The CCAA (which has 2-year and 4-year colleges) and CIS have a combined membership of 160 colleges and universities. This was 39% of all college and universities that participate in intercollegiate athletics.

To put the depth and size of the NCAA and CIS into perspective when comparing the popularity of intercollegiate athletics in the United States and Canada the 2008-2009 NCAA hockey championship attendance figures are an interesting evaluation. The NCAA Division I men's ice hockey championships drew an attendance of 18,632 fans, while the NCAA Division III men's ice hockey championships drew an attendance of 4,770 fans (NCAA, 2008). The CIS men's ice hockey championships drew an attendance of 2,750 fans (CIS, 2009d). This simple championships attendance comparison gives a small look into the differences between United States and the Canadian athletic associations.

### **National Association of Intercollegiate Athletics**

The National Association of Intercollegiate Athletics (NAIA) (formerly known as the National Association of Intercollegiate Basketball (NAIB)) was in direct competition with the NCAA since its inception in 1952 (NAIA, 2010a). Two specific events could be argued as the beginning stages of the rivalry between the NAIA and NCAA. These events spurred the organizational change of many schools over the next several years. In 1953, the NAIA became the first

intercollegiate athletic association to invite historically black colleges and universities into its membership. In 1957, Tennessee State became the first historically black institution to win a collegiate basketball national championship (NAIA, 2010a).

Today, the NAIA is an athletic association that organizes college and university-level athletic programs. Membership in the NAIA consists of smaller colleges and universities across the United States and Canada. The NAIA has more than 50,000 student-athletes participating at 290 member colleges and universities throughout the United States and Canada. The NAIA sponsors 13 sports and 23 national championships. The NAIA has 28 member conferences, and 9 football conferences. The membership divides into regions which may vary based on sport. NAIA schools do not require athletic scholarships or assistance to their student-athletes (NAIA, 2010a). As stated on the NAIA Web site, their mission “is to promote the education and development of students through intercollegiate athletic participation.” Member institutions, although varied and diverse, share a common commitment to high standards and to the principle that participation in athletics serves as an integral part of the total educational process. Future members of the NAIA must consider the application process by revealing their athletics philosophy and operations that permits each applicant to become familiar with the NAIA’s mission, structure, operating policies and legislative requirements. The NAIA believes that by completing this process, a prospective member college or university can conduct a meaningful assessment of its interest in, and readiness to join the NAIA (NAIA, 2010b).



The governance structure of the NAIA allows each member institutions to play a part in the institutional construction of the NAIA. Broad policy for the NAIA was developed through governing councils comprising campus administrators and faculty members representing the affiliated conferences and independent institutions which was presented to the membership and voted on by that same membership (NAIA, 2010b).

### **National Collegiate Athletic Association**

The changes that occurred in the NCAA are numerous since its inception in 1906, but three specific events have staged the NCAA, as it is known today. The first was the *Sanity Codes* during 1940s and early 1950s. This was the first attempt at establishing the NCAA as a governing body to deal with clarification of rules to member schools and enforcement of those rules. The primary area that the sanity codes administered was the amateur status of student-athletes, academic standards, financial aid, and recruiting of student-athletes (Byers & Hammer, 1997). The second event was essentially two separate occurrences of NCAA restructuring in the 1950s and again in the 1970s. This restructuring took the NCAA to the next level of eventual dominance as an intercollegiate athletic association. During both of these instances the NCAA added divisions for smaller schools to join the NCAA. Before 1957, the NCAA was only for the elite school. Those elite schools were given financial support by the NCAA and not members of the NAIA or members who held dual membership (Land, 1977; Washington,

2005). Finally, Title IX of the Education Amendments of 1972 was the law that enacted equal participation rights for both men and women. The law states that,

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. (Shelton, 2001, p. 253)

The NCAA states through its Web site that their core values are established through its member institutions, conferences and national office staff. In addition:

The NCAA shares a belief in and commitment to the collegiate model of athletics in which students participate as an avocation, balancing their academic, social, and athletics experience. The supporting role that intercollegiate athletics plays in the higher education mission and in enhancing the sense of community and strengthening the identity of member institutions. This includes an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. (NCAA, 2010b)

The NCAA states additional core values as:

- The highest levels of integrity and sportsmanship.
- The pursuit of excellence in both academics and athletics.
- Respect for institutional autonomy and philosophical differences.
- Presidential leadership of intercollegiate athletics at the campus, conference and national levels.

Today, the NCAA considers itself a voluntary organization through which United States colleges and universities govern their athletics programs. It was comprised of athletic departments that are members of conferences strategically placed within certain states and regions of the United States. The members of the NCAA divide into divisions and subdivisions that establish programs that govern, promote and further the purposes and goals of intercollegiate athletics (NCAA, 2010a). Colleges and universities determine the level at which they will compete, and new members must petition to join the division they choose. Once division

affiliation is determined, members must comply with rules (personnel, amateurism, recruiting, eligibility, benefits, financial aid, and playing and practice seasons) that vary from division to division and conference to conference. The division structure enables each NCAA member institution to choose the level of competition that best fits its mission. The NCAA does not assign membership classification (NCAA, 2010b). The next three sub-sections discuss in detail the divisions offered by the NCAA through its Web site.

*NCAA Football Bowl Subdivision, Football Championship Subdivision, Division I*

All members participating in NCAA Division I must offer a minimum of 14 sports (at least seven for men and seven for women, or six for men and eight for women). Each institution must sponsor at least two team sports (for example, cross country, basketball or volleyball) for each gender. The school also must have participating male and female teams or participants in the fall, winter and spring seasons. NCAA Division I institutions must offer a minimum amount of financial aid but may not exceed established maximums. Financial aid equivalencies (one grant-in-aid package divided into smaller pieces) may be offered in all sports other than football.

Division I is divided into three subdivisions which allows for institutions to choose subdivisions based on the scope of their football programs. The three subdivisions are: (1) Football Bowl Subdivision (FBS) (120 members). This division uses the postseason ‘bowl game’ system rather than a playoff to determine a national champion in football. The FBS members must comply with

higher standards for sports sponsorship (the overall program must offer 16 teams rather than the 14 required of other Division I members), football scheduling and overall financial aid. (2) Football Championship Subdivision (FCS) (118 members). The FCS members determine their football champion through a playoff system. (3) Division I – non football schools (97 members) (NCAA, 2010b).

### *NCAA Division II*

NCAA Division II programs must offer a minimum of 10 sports (at least five for men and five for women, or four for men and six for women). The institution must sponsor at least two team sports for each gender. The school also must have participating male and female teams or participants in the fall, winter and spring seasons, and must have at least the minimum number of participants and contests for each sport. Each Division II program must play a minimum number of contests against Division II opponents. The minimums vary by sport. Division II institutions must offer a minimum amount of financial aid but may not exceed established maximums. Financial aid equivalencies are common in all Division II sports (NCAA, 2010a).

### *NCAA Division III*

The division consists of colleges and universities that choose not to offer athletically related financial aid (athletic scholarships) to their student-athletes. All Division III schools must field athletes in at least 10 sports, with male and

female competition in a given sport counting as two different sports (NCAA, 2010a).

## **Summary**

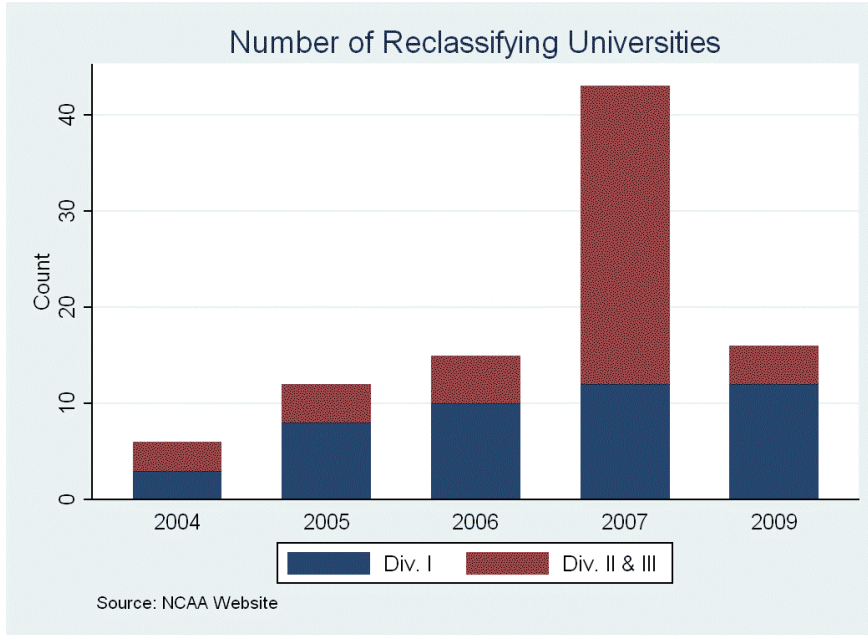
Tangible and intangible benefits are possible factors for a school to change from the NAIA to the NCAA or from the CCAA to CIS. Tangible benefits include lower membership fees and the potential of increased revenue through the NCAA's corporate relationships. In addition, the possibility of increased student-athlete recruiting opportunities as well as the potential of increased university applications to the universities that are members of the NCAA (NCAA, 2010a). Intangible benefits comprise of possible increased status within media outlets (i.e., newspaper articles and television coverage). Status as a university may also play a role as an intangible benefit. Dwyer, Eddy, Harvard, and Braa (2010) recently performed a case study of one university by reviewing stakeholder perceptions based on a reclassification from NCAA Division II to NCAA Division I. Dwyer and colleagues suggested that stakeholder perceptions of NCAA schools reclassifying themselves include an awareness of higher status for the athletic department and the university as well as increases in areas such as athletic department revenues, university applications and enrollment. Finally, making the transition into the NCAA may have a positive effect on the relationship with current alumni and sponsors.

Figure 2.1 presents the number of member institutions that play men's basketball at the three main divisions in the NCAA from the 1992-1993 season through the 2009-2010 season.<sup>1</sup> It was possible that men's basketball may provide an accurate count of the number of NCAA member institutions at each level while capturing the growth in NCAA membership over the time period. Notice in Figure 2.1 the growth at all three divisions within the NCAA. Some of the growth in the higher levels attribute to members moving from lower NCAA classifications. However, that cannot explain all of the growth in membership counts due to all three levels increasing during the time frame. Other growth options would be those schools moving from the NAIA to the NCAA (Smith, Soebbing & Washington, 2011).

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<sup>1</sup> Even though the NCAA has a link to 2008-2009 men's basketball counts, the link provides counts for football. As a result, I do not have the counts for the 2008-2009 season.

Figure 2.1



Each year schools submit bids for membership into and reclassification within the NCAA. Several factors may play a role for a school to consider the decision to make the transition from one association to another (i.e., (NAIA to NCAA), through the organizational ‘branding’ opportunities for the university and athletic department to increase the number of sports within the athletic department (in the case of Division III athletic departments, the more sports they have, the more tuition dollars they receive due to increased roster sizes. This increase would undoubtedly increase tuition revenues). Other factors that would play a role for a school in changing athletic associations would be the ability to offer athletic scholarships. For example, in their case study of one university changing athletic associations, Smith et al (2011) found that a major factor for this university to continue their athletic success was the option of offering athletic

scholarships to student-athletes. By staying in the NAIA they would not have that option and potentially lose local, regional and national athletes to those schools that could offer scholarships. In addition to athletic financial support, geographical considerations were a factor in changing from the NAIA to the NCAA.

In a recent newspaper article, Houghton College of New York was currently considering the change to NCAA Division III, not for the option of offering scholarships (NCAA Division-III schools are not able to offer scholarships), but because many of the nearby colleges and universities have become NCAA members. Their travel costs have increased significantly to find proper NAIA opponents therefore; geography and financial constraints are playing a major factor in the consideration of Houghton College changing associations. A Houghton College coach said about the possibility of moving to the NCAA, "We live in the middle of the [NCAA] D-III hotbed and this change makes the most sense," (Bremer, 2010). A similar example to Houghton College, Minot State University (MSU), located in North Dakota, produced a 'strategic plan' that found specific factors for a possible positive change to the NCAA.

MSU athletic director noted that,

We [MSU athletics] looked at 400 and some institutions in the Great Plains<sup>2</sup> and compared MSU with those that were of similar size, similar student-to-faculty ratios, salaries, communities and narrowed it down to the top 10 schools," Hedberg said. "Every school was a DII school," (Linnell, 2009).

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<sup>2</sup> The Great Plains covers a majority of the central portion of the United States including parts of Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming.



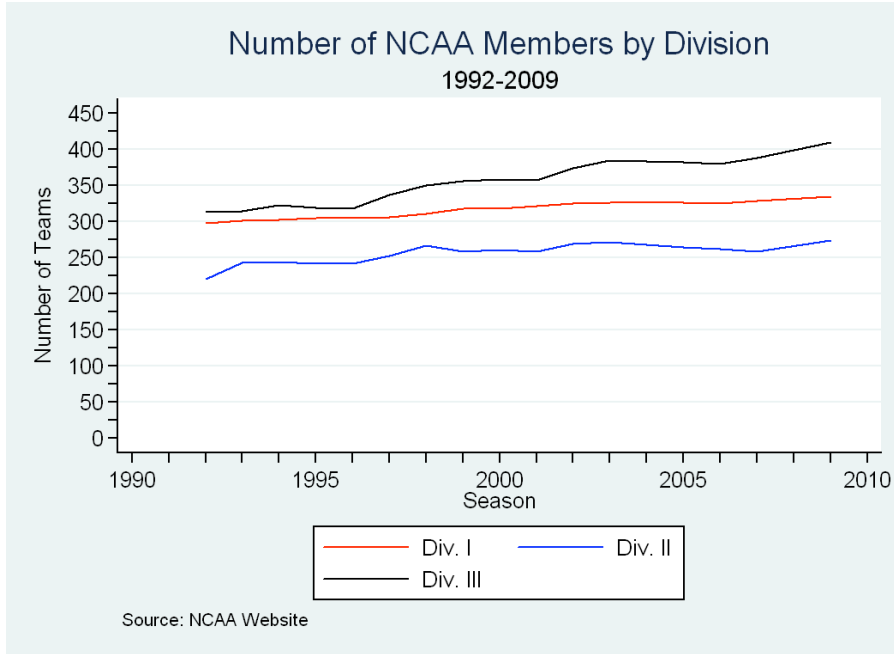
Similarly, in Canada, Mount Royal University of Calgary, Alberta was accepted into Canada West Universities Athletic Association (CWUAA) a conference within the Canadian Interuniversity Sport (CIS) association. Mount Royal University will continue to compete in the Alberta Colleges Athletic Association, a conference within the CCAA, until the beginning of the 2012 athletic season where they will then compete as probationary members within the CWUAA. This was a three-year probationary membership while the process of becoming a CIS member continues. For Mount Royal, this athletic associational change has been a long time coming. Mount Royal University athletics director Karla Karch recalls the extensive change process by noting, “This has been ten plus years in the making and there are so many people who have been involved in the application process and the decision that was made today.” While this process was a massive undertaking for many, the President of Mount Royal University discussed the university objective as important in the history of Mount Royal and the future as well, “It’s a landmark day for Mount Royal University,” says Mount Royal President David Marshall. “For us, it’s just another step in finalizing our transition to a university and another milestone in our 100-year history. It provides a tremendous opportunity and another option for student-athletes who are looking to stay in the city and compete at the CIS level and furthers our mandate to become Canada’s premier undergraduate university” (Mount Royal University, 2011).

Changing associations was not the only type of intercollegiate athletic organizational change; reclassification within the NCAA is also a viable option.

An NCAA reclassification may result in a school moving up a division or down in division(s). For instance, an NCAA Division-III school may consider reclassifying themselves to NCAA Division II for the ability to offer athletic scholarships. Another example of reclassification would be for a school to move down a division(s). The NCAA notified the University of New Orleans (UNO) of their acceptance to reclassify downward from NCAA Division I to NCAA Division III. Specific rationale for this reclassification was due to the lack of financial aid to student-athletes and the inability to financially support the 16 sports in which UNO sponsored (Plotkin, 2011).

Smaller levels of reclassification happen more often than universities changing NCAA divisions. Figure 2.2 shows the number of institutions that are reclassifying for men's basketball according to the NCAA figures. The data from the NCAA allows us to partition the number of schools reclassifying for Division I compared to the other two divisions combined. Since 2004, Figure 2.2 shows an increase in the number of institutions in the reclassifying process with a huge increase coming in the 2007-2008 season (Smith, Soebbing & Washington, 2011).

Figure 2.2



Not all universities that submit bids to the NCAA gain membership. Even those universities that move up within NCAA membership classification sometimes return to their original membership (Smith, Soebbing & Washington, 2011). Recently, West Virginia University Institute of Technology (WVU Tech) has experienced the need to return to its athletic association roots. Prior to 2006, WVU Tech was a member of the West Virginia Intercollegiate Athletic Conference within NCAA Division II. In the fall of 2006, WVU Tech joined the NAIA on the basis of several factors including recruiting and academic regulations. Then athletic director, Gary Prince, and men’s basketball Coach Bob Williams stated that WVU Tech “can get better players, have a bigger pool of players to recruit from. Transfer regulations will be a little more relaxed. The NCAA has really gotten difficult on its four-year and two-year rules recently,”

(Keenan, 2006). On June 1, 2010, WVU Tech applied to rejoin the NCAA Division II rankings. Strong moral and financial support from alumni and booster to rejoin the NCAA help prompt the decision to apply. This NCAA Division II application class of 2010 included 11 schools in addition to WVU Tech. To WVU Tech surprise, the NCAA rejected their application as well as California State-San Marcos and Trevecca Nazarene University of the NAIA and Young Harris College of the NJCAA (Stillwell, 2010).

### **Canadian Collegiate Athletic Association**

The Canadian Collegiate Athletic Association is the largest intercollegiate sport organization in Canada with 108 member institutions representing 5 regional athletic conferences.

- The Atlantic Colleges Athletic Association (ACAA) representing colleges and universities in Nova Scotia, New Brunswick and Prince Edward Island.
- The Quebec Student Sports Federation (QSSF) representing colleges, universities and high schools in Quebec.
- The Ontario Colleges Athletic Association (OCAA) comprised of colleges in Ontario.
- The Alberta Colleges Athletic Conference (ACAC) comprised of colleges in Alberta and Saskatchewan.
- The British Columbia Colleges Athletic Association (BCCAA) representing colleges in British Columbia (CCAA, 2010).

Athletic departments hold membership in the CCAA, while delivery of the programs and services is coordinated through the athletic director. The CCAA's membership consists of a wide variety of post-secondary institutions, including community colleges, universities, university-colleges, CEGEPs (postsecondary schools exclusive to Quebec) and technical institutions (CCAA, 2010).

The primary objectives of the CCAA is to provide a framework through which inter-provincial, national and international college athletic competitions may be conducted, developed and promoted. In addition, the CCAA seeks full and effective representation on committees, boards, study groups and other like bodies, which make decisions concerning the development of colleges and athletics in Canada. Finally, the CCAA provides support to each athletic department for the recognition and achievement of intercollegiate athletic excellence on a national level (CCAA, 2010). The mission statement of the CCAA states that:

The Canadian Collegiate Athletic Association is a national sport organization that enriches the lives of student-athletes through intercollegiate competition.

The CCAA describes their values and beliefs as:

- Intercollegiate sport enhances the total student educational experience.
- The advancement and pursuit of academic success and athletic excellence.
- The collaborative efforts and being an integral partner in the development of sport in Canada.
- The commitment to the principles of integrity, fair play, equity and diversity.

The CCAA (2010) also identify guiding principles as a focus of their organization noting that they are:

- Student-athlete centered
- Respectful relationships
- Act with integrity and strong leadership
- Enhance our brand
- Fiscally responsibility

## **Canadian Interuniversity Sport**

The original Canadian Interuniversity Athletic Union Central (CIAUC) was founded in 1906 and existed until 1955. The CIAU Central consisted only of universities from Ontario and Quebec. With the collapse of the CIAU Central in the mid 1950s, the call for a newly managed association for university sport accelerated. In the 1960s, the new CIAU established a role as an intercollegiate athletic national governing body that focused their governance structure as a voluntary, autonomous, educational sport organization, which was represented by the various universities from coast to coast (Canadian Interuniversity Sport, 2009a). The Canadian Interuniversity Athletics Union (CIAU) changed its name to Canadian Interuniversity Sport (CIS) in June 2001 due to growing misconceptions about the name of the organization since the term ‘athletic’ was associated with track and field and ‘union’ with labor movements.

Public funding for Canadian universities is primarily through provincial grants, and the federal government. The federal government gives the financial support while allowing each university the autonomy in determining their sport priorities (Reade, 2010). Funding of university sport programs leading to CIS championships vary across the membership. Funding sources include various combinations of student fees, university budget allocations, sponsorship, event revenues, donations and fundraising activities (Reade, 2010). CIS member institutions do not offer athletic scholarships. Universities do provide partial athletic awards, as well as academic scholarships and needs-based grants for athletes. This was different from NCAA institutions that can offer full and partial

athletic scholarships, which may cover the cost of books, tuition and housing.

Many of the best high school level athletes in Canada continue their careers in the United States, where they receive more money to pay for their education and, in some cases, money equal to the full cost of their education (CIS, 2009).

Decisions made in CIS are at multiple levels by the member universities typically at the Annual General Meeting (Reade, 2010). Committees developed by the CIS members and Board of Directors do most of the policy development activity of CIS. These committees have regional representation and gender equity as their foundational principles. These committees also make recommendations to the Board that can be either accepted or rejected. The Board, upon acceptance of a recommendation, then provides the recommendation to the Annual General Meeting where it may be accepted or rejected (Reade, 2010).

The mission of Canadian Interuniversity Sport (2009b) is to enrich the educational experience of the athlete through a national sport program that fosters excellence. Canadian Interuniversity Sport recognizes their values as:

- Quality educational and athletic experience. An environment which provides for the achievement of the academic and athletic potential of the participant.
- Unity of purpose, respect for autonomy.
- Canadian Interuniversity Sport will respect and accept the priorities and objectives of each of its Members while working together towards common goals.
- Integrity and Fair Play.
- Behavior which reflects the spirit of the rules; respect for the opponents' honesty. The focus is on principled behavior rather than on random action.
- Trust and mutual respect.
- Members will avoid sole reliance on written rules and contracts to govern the relationships between and among Member institutions.
- Equity and equality of experience.

- The needs of all Canadian Interuniversity Sport Members, their representatives and program participants are addressed through the decision-making processes, through progressive action, through program development and delivery and through Canadian Interuniversity Sport's organizational structure.

CIS distinguishes their vision as the destination of choice for Canadian student-athletes to pursue excellence in academics and athletics. CIS was recognized as one of the influential leaders in sport in Canada.

## **Summary**

The CCAA and CIS have seen minimal change between associations over the years. For example, CIS membership has increase by five schools between the years of 2000-2011. Prior to 1955, CIS membership was 15 schools (Moriarty & Holman-Prpich, 1987). Today's CIS membership stands at 52, an increase of 37 schools over a 55-year period. Minimal research has focused on organizational change within the CCAA and CIS. Most research efforts have come in the form of institutional change through the eyes of the former Canadian Interuniversity Athletic Union (CIAU). Research from an institutional standpoint reviewed strategic decision making in the case of CIAU conference realignment (Hill & Kikulis, 1999), analyzing conflict and change throughout the history of the CIAU (CIS) (Moriarty & Holman-Prpich, 1987), and future challenges the CIAU (CIS) as environmental disturbances bear down on the institution. There has been no research to date incorporating the CCAA or any of its conferences. The proposed research project took the Canadian intercollegiate athletic setting a step further by



analyzing organizations that have changed from the CCAA to CIS.

Change from the CCAA to CIS was an infrequent occurrence since only five schools have changed in the last 10 years, but the possibility of more schools making this type of change is on the rise. Talks of a merger between the CCAA and CIS have entered the organizational change conversation. Merger talks were so intense the CCAA and CIS hired an outside consulting firm to do a feasibility study to measure the potential success of such a merger (Morse, 2010). The study was said to be completed, which it was, but not to the excitement of a possible merger for either organization. In an interview for this dissertation, an athletic administrator from a CIS member school confirmed that the possibility of a merger would not happen at this time. The decision not to merge leaves the possibility of more CCAA schools to apply for conference membership and eventual CIS membership. During the same interview, a CIS member athletic administrator suggested that the growth of CCAA schools changing to CIS since the merger possibilities were doubtful. This athletic administrator responded by saying, “Yes. We know that there are already three applications to Canada West (which then ultimately would go to CIS) for this coming year, so yes, I anticipate continued applicants to a point.” This response and the reports of other CCAA schools (i.e. Mount Royal University, Grant MacEwan University, Southern Alberta Institute of Technology) are mentioned in this change conversation. As previously mentioned, Mount Royal has been accepted, as of May 2011, into the Canada West Universities Athletic Association. With the bright future of college and universities, changing associations within Canada implies the need for

research specific to this type of change.

## **Conclusion**

This chapter provided a brief background of each association involved with this research project. Similarities are from each association through the organizational structure, where the members of the associations are the ‘decision makers’ for associational decisions (i.e. rules and regulations). In addition to this organizational structure, organizational hierarchy was similar between the United States and Canada with the athletic director at the helm of most intercollegiate athletic departments. Specific differences are through each association’s athletic budgets. For example, Figure 2.3 shows the average NAIA program costs versus the NCAA Division II and NCAA Division III. The essence of this figure is comparing the NAIA to the NCAA Division II. This figure is available on the NAIA Web site to exploit the fact that changing from the NAIA to the NCAA Division II was not as great as it may seem. One of the NAIA’s claims as being a ‘better’ association than the NCAA Division II was, on average, the operating costs are lower than NCAA organizations. Note that Figure 2.3 shows two sets of data, the first being the cost of running an average institutions athletic programs *excluding* scholarships and the second being the cost of running an average institution’s athletic programs *including* scholarships. Both of these data sets showing that the average NAIA organization proves its values by having their organizations within their association operate lower athletic budgets than the

NCAA.

Differences between the NAIA and NCAA are described by a recent athletic department review by Rogers State University (RSU) (located in Claremore, Oklahoma) considering the switch the NCAA Division II ranks. A 23-member task force compared retaining membership in the NAIA to changing to the NCAA. After a thorough review of NCAA Division II in April 2010, the task force cited several positive factors for changing to the NCAA in comparison to their current affiliation with the NAIA. Benefits of NCAA membership included: “increased academic and recruiting standards for coaches and student-athletes, attaching the university [RSU] to the NCAA’s global brand and image, the opportunity to increase ties with other state and regional institutions, monetary savings through membership dues, revenue sharing and full reimbursement for all postseason game and the overall stability of the NCAA as a governing body,” (RSU Athletics Staff, 2010).

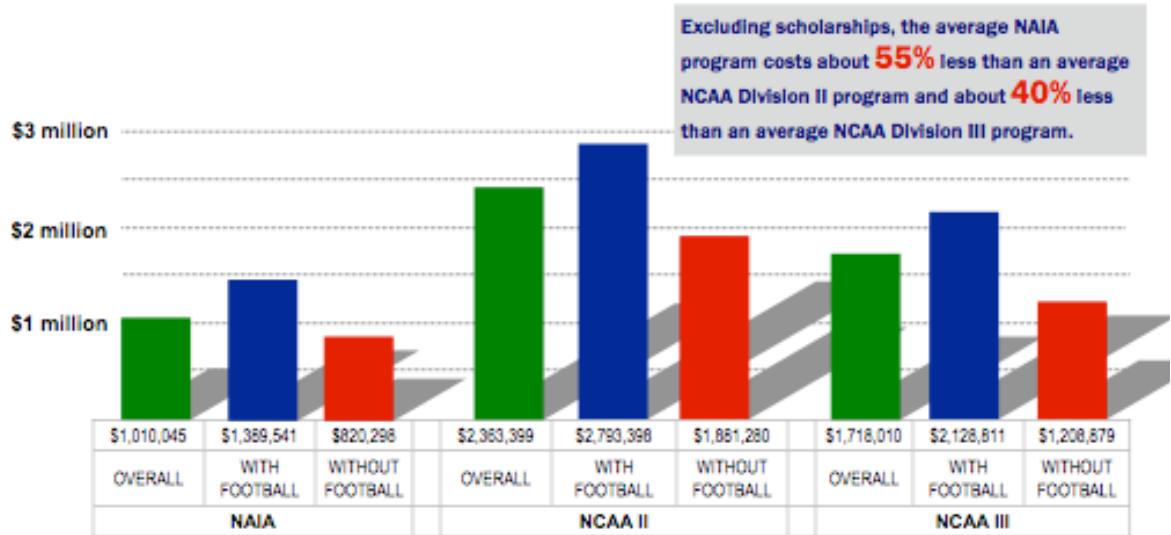
Similarities of the CCAA and CIS rest on the organizational structure from their institutional hierarchy to the organizational hierarchy of each member school. Difference between these two organizations may not be as clear. In an interview for this research project, an athletic administrator noted that overall; the CIS and CCAA recruit different types of athletes. This was partly due to the differences in academic requirements of the CCAA compared to CIS schools. This same interviewee noted that the development and policies, rules and regulations for both associations are very different from the development of policies and rules to the voting procedures for policies and rules.

While this dissertation mainly centers on the consequences of an organization changing from one association to another, identification of factors in this chapter may also play a role in an athletic department changing. In addition, the realization that similarities and differences also described may play a role in identifying the consequences that colleges and universities encounter by making an organizational change.

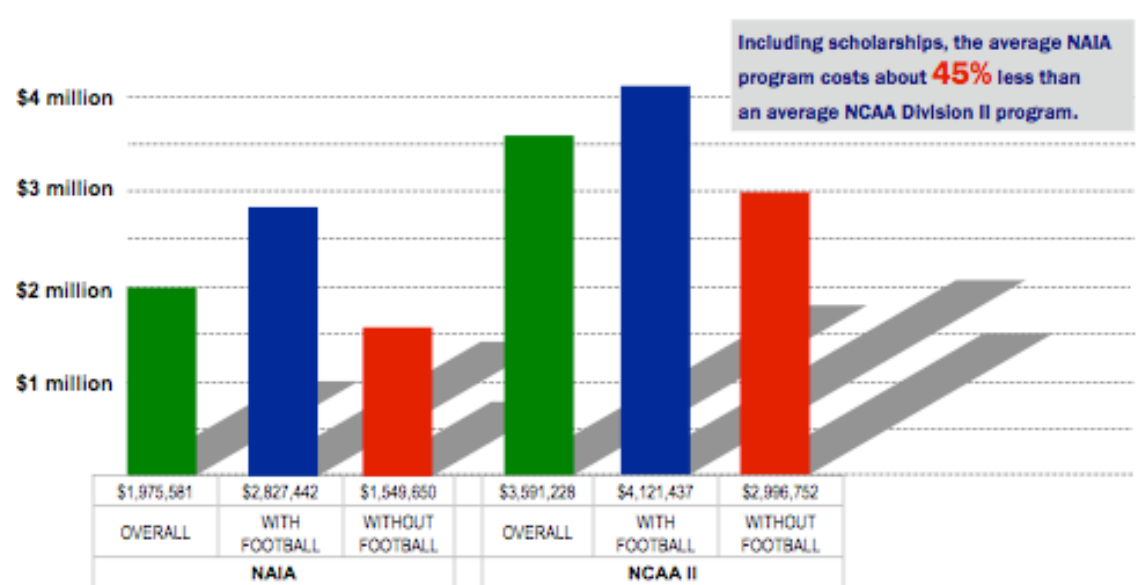
Figure 2.3

*NAIA athletic budget versus NCAA Division II and III athletic budgets (NAIA, 2010). This is promotional material provided to the public on the NAIA Web site*

**Cost of running an average Institution's athletics program EXCLUDING scholarships**



**Cost of running an average Institution's athletics program INCLUDING scholarships**



### **Chapter 3: Literature Review**

Organizational change is a prominent feature of intercollegiate athletics. The University of Nebraska recently changed from the Big 12 conference to the Big 10 conference. This change could be argued as an event that spurred the decision for other schools to change conferences. Additional examples include the University of Utah moving from the Mountain West Conference to the Pacific Athletic Conference and the University of Colorado moving from the Big 12 conference to the Pacific Athletic Conference. Change within intercollegiate athletics also comes through reclassification. The National Collegiate Athletic Association (NCAA) has five divisions (FBS, FCS, I, II, III) for member colleges and universities. Once a school has selected a division, the option of moving from one division to another division after the initial membership process is available. The most common reclassification option is those schools that move from a lower division to a higher division (e.g. Division III to Division II). Schools have been known to revert back to a lower division (i.e. University of New Orleans) (Dwyer, Eddy, Havard, & Braa, 2010).

Unique organizational change was also taking place where schools move from one association to another association. For example, a Canadian institution, Simon Fraser University, has successfully made the transition from one of Canada's intercollegiate athletic associations, Canadian Interuniversity Sport (CIS) and the National Association of Intercollegiate Athletics (NAIA) (dual

membership) to the NCAA, becoming the first international university to join the NCAA. This dissertation looks at the unique aspect of intercollegiate athletic organizations changing associations by specifically reviewing the antecedents of such a change. As the antecedents are uncovered, consequences of intercollegiate athletic change may also be uncovered. Three research questions helped guide the organizational change outcomes:

1. What are the consequences of colleges and universities making the changes from one archetype to another archetype?
2. What are the factors that impacted the decision of the schools going to the NCAA/CIS?
3. Is there a relationship between the schools that have made the change to the NCAA/CIS in relation to the organizational track that was determined?

This was a timely and important area of study as past research is scarce specifically related to this type of change involving intercollegiate athletics.

The study of athletic departments changing associations employed the use of archetypes as the basis for antecedent research and organizational tracks was used to determine consequences. Archetypes are examined from both points of view, before a school changes (antecedent) and after a school changes.

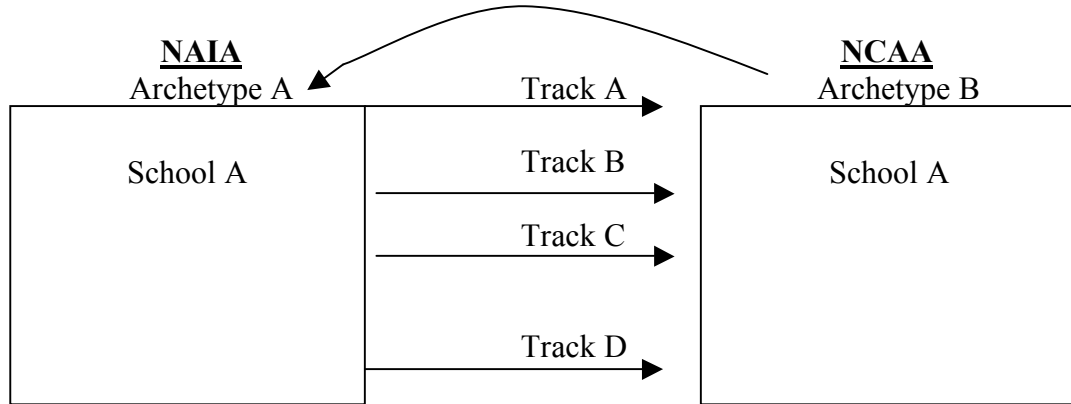
Organizational tracks help justify why an organization moved from one association to another through the understanding of certain characteristics each track has over another track (Hinings & Greenwood, 1988). The use of organizational tracks clarified the consequences of change. Organizations, such as athletic departments, that experience change similar to moving from one association to another encounter a specific track (Hinings & Greenwood, 1988).

Clarity of the term ‘archetype’ was critical to this dissertation. In this context, the NAIA and NCAA could be considered institutional archetypes. Within those institutional archetypes lie organizational archetypes that are the essence of this dissertation. Identification of certain characteristics that represent an athletic department’s archetype before an associational change and after an associational change was essential in determining the ‘change path’ an organization made. A subsequent characteristic of an athletic department’s archetype after an associational change was fundamental in this dissertation. Therefore, the athletic department archetype story at its current state (see Figure 3.1, Archetype B) understands the current beliefs and values and work backwards towards the previous athletic department archetype story (Archetype A). Each organizational track has certain characteristics that separate themselves from other tracks. By matching the characteristics from each athletic department’s archetypes (before and after) with the appropriate track, the researcher was able to identify which track an athletic department took to go from the NAIA to the NCAA. Essentially, the following questions are answered, are the values and beliefs of an athletic department change once they moved to the NCAA? If so, which track did that athletic department follow? For example, by conducting interviews with athletic director from School A, it is possible to determine which of those characteristics mentioned during the interview process best represent the track that was taken to move from Archetype A to Archetype B.



Figure 3.1

*Archetype A to Archetype B example*



The benefits of this research project through the process of uncovering the archetypes and organizational tracks of athletic organizations will expose future challenges facing universities and athletic departments undergoing organizational change. In addition, with the integration of the organizational change literature, benefits will show management and decision makers what future colleges and universities may expect through the outcomes of change from one association to another. In addition, this research will give additional understanding to the possible consequences of changing archetypes via organizational tracks that previous research was missing. This specific area of investigation has been limited in previous research. Prior research has focused on understanding the values and beliefs of an organization's archetype change, and not the possibility of consequences related to archetype change. Cooper, Hinings, Greenwood and Brown (1996) suggested that by, "understanding change in professional and knowledge-based organizations is important because change is seen to be a

regular occurrence in modern society and people want to manage change process better,” (p.624-625).

### **Organizational change**

The organizational change literature illustrates many managerial vantage points throughout professional organizations. This includes a look into the management style and the transition process of change (Kimberly & Quinn, 1984), a decision maker’s perception to crisis prior to the possibility of organizational change (Billings, Milburn, & Schaalman, 1980), and the analysis of environmental disturbances that may result in organizational change (Meyer, 1982).

Research examining some facet of change in intercollegiate athletics observes change from an organizational perception (Eitzen & Yetman 1972; Dwyer, Eddy, Havard & Braa, 2010; Soebbing & Washington, In Press; Weaver, 2010), institutional and organizational field perspectives (Cunningham & Ashley, 2001; Washington, 2004; Washington & Ventresca, 2004). Cunningham and Ashley (2001) examined isomorphism, the process that leads to a degree of similarity within a category. They reviewed upper administrators with athletic departments of different NCAA classifications. In a study of managerial duties performed by Canadian intercollegiate athletic directors, Danylchuk and Chelladurai (1999) recognized the presence of isomorphic tendencies, or the process that forces organizations within a population to resemble one another.

The purpose of the Cunningham and Ashley (2001) study was to expand Danylchuk and Chelladurai's (1999) findings and investigated the presence of isomorphism in NCAA athletic programs. To achieve this end, they incorporated competing theories (population ecology, institutionalism, and strategic choice) while analyzing the perceptions of athletic directors and their assistants regarding the importance and delegation of managerial activities. The results of these studies lent substantial support for the strategic choice perspective, as structural variation was present between athletic departments of similar success, thus indicating that the environment in which athletic departments operate was not as deterministic as once thought (Smith, Soebbing & Washington, 2011).

Organizational change evolved with the understanding of how an organization was structured. Ranson, Hinings and Greenwood (1980) suggested that the shaping of an organization was through "the actual operation of rules and the real working of authority, sustaining the distribution and conception of division of labor," (p. 3). These authors described the spirit of an organization's structure was through the 'meanings' of the organization via the values and beliefs of an organization. This description of the meaning of an organization was the essence of the term more commonly known as 'archetype'.

Ranson et al (1980) described five important factors of change in regards to the theory of the 'structuring of organizational structures,' that take the archetype notion to the next level by describing characteristics of how an organization's archetype might change. First, if organizational members change or revise the values and beliefs of the organization, then the structural change of

the organization was inevitable. Second, contradictions between the values and beliefs can hurt the overall structure of the organization. As a result, dilemmas and crises for organizational decision makers will suggest change. Third, changes in relations of power will generate structural change as revisions to existing values and beliefs will result to a new leader of the organization. Fourth, external influences such as new technology and environmental disturbances (i.e. economic downturn) will restrain organizational members, and change to organizational structures to adapt to the current organizational surroundings may be necessary. Finally, internal constraints, such as the sheer size of the organization, may force an organization to change by becoming more or less flexible in its meanings, values, and beliefs.

In respect to the particular path organizations take to change, researchers used a model of 'organizational adaptation' to identify with momentum of change, resistance to change and reversal of change (Miller & Friesen, 1980b; March 1981). These terms go hand in hand with the term known today as organizational tracks. The term momentum related to the model of organizational adaptation was essentially the period that an organization was moving between structures. There are three elements to the organizational adaptation model that provide its stability. The first element states that momentum was a critical feature in organizational evolution. This momentum towards a new organizational structure was so strong that the chance of a reversal or movement back to the original structure was quite rare. The reason for this resistance shows admission by the organization of past failure (Miller & Friesen, 1980b). The second element

to this model shows that momentum was likely to affect or may be affected by other variables. Other variables could be the environment, strategy-making or organizational variables (e.g. a new leader or new business owner). The third and final element to the organizational adaptation model relates to the first element by showing a rarity of structural reversal. This third element takes this unique aspect of structural reversal and characterizes it by stating, “Periods of dramatic revolution in which there are reversals in the direction of change across a significantly large number of variables of strategy and structure,” (Miller & Friesen, 1980b, p. 593). This quote recognized that there are several factors that affect decisions to change. For example, when an organization decides to change there was a period of evaluating old values and beliefs and creating new one. During that time period (long or short), the possibility of old structure may be eliminated and new values and beliefs may be processed, certain variables may affect the new values and beliefs and the consideration of this new structure was in jeopardy (Miller & Friesen, 1980b).

The intention for this section on organizational change was to give a broad understanding of the literature from the origin of archetypes and organizational tracks. The next two parts have two distinct purposes. First, the archetype section presents a clear understanding of this term based on the work of researchers Hinings and Greenwood (1988). The second section of organizational tracks was necessary for two reasons, to give a clear understanding of each organization track developed by Hinings and Greenwood (1988), and second to review related literature.

## **Archetypes**

Special attention to archetypes has advanced this subject alongside the study of organizational change. The central argument of several researchers is that archetypes are critical for understanding all aspects of change, from minor change adjustments (i.e. human resources) to major changes (i.e. an organization changing associations) (Quinn, 1982; Tushman & Romanelli, 1985; Hinings & Greenwood, 1988; Nadler & Tushman, 1989, Greenwood & Hinings, 1993). The archetype concept has been used to explain change in professional organizations, for example, architects (Pinnington & Morris, 2002), hospitals (Dent, Howorth, Mueller, & Preuschoft, 2004), and law firms (Pinnington & Morris, 2003).

The idea of archetypes is entrenched in issues of organizational design.

Hinings and Greenwood (1988) described the term archetype as,

The beliefs and values that shape prevailing conceptions of what an organization should be doing, of how it should be doing it and how it should be judged, combined with structures and processes that serve to implement and reinforce those ideas.” (p. 295)

Cunningham, Slack and Hinings (1987) suggested that archetypes are “derived from the belief of organizations operating with a fixed number of configurations of structure, strategy, and environment,” (p. 64). Therefore, an archetype was a set of structures and systems that reflect the structural integrity of an organization that revolved around the values and beliefs of that organization (Greenwood & Hinings, 1993).

## **Organizational tracks**

Archetypes are essential in understanding change of an organization. As an organization changes its archetype, organizational tracks consider the possibility that organizations may follow a certain path to go from one archetype to another. This dissertation uses the organizational track theory (Hinings & Greenwood, 1988) to study intercollegiate athletic departments changing associations. The central premise to understanding organizational tracks was to recognize that organizational change is inevitable and that change spawns from the variation of the values and beliefs of the organization. Once an organization has made important decisions to consider change, an organizational track begins to set in for that organization.

What is important to note about tracks begins with the organization itself. Hinings and Greenwood (1988) explain that,

Organizations can be sorted in terms of whether and how they change. The notion of tracks was an attempt to provide a systematic basis for the process of sorting. Therefore, it is important to be clear as to the meaning of tracks. An archetype is a composition of structures and systems given coherence by an underpinning set of ideas, values, and beliefs. Tracks are about the extent to which organizations remain over time within the assumptions and parameters of a given archetype or move between archetypes. (p. 26)

Tracks are the structural design (i.e., values and beliefs) of the organization that moves from one archetype to another. The experience during this change process encounters the ‘decoupling’ or ‘breakdown’ of the structural design and ‘recoupling’ or to ‘build up’ the same structural design or the possibility of the development of a new structural design. Hinings and Greenwood (1988) sum up organizational tracks by stating that, “the notion of

archetypes provides the tool to explain the incidence, nature and causes of movement between archetypes,” (p. 24). In essence, organizational tracks make it possible for the complete analysis of archetypes and the transition of organizations moving from one archetype to another archetype (Stevens, 2006).

During the discussion of tracks, considerations of three analytical positions are important. These positions, described by Hinings and Greenwood (1988) are strictly involved within the moving process and are possible effects from these movements. These positions are:

- (a) *Archetype coherence*: This idea shows each organization fully understands their place in the transition process. The organization has a “full-grasp” of their interpretive scheme, values and meaning (i.e. archetype A), but are fully aware of the potential of making the transition to another archetype (i.e. archetype B).
- (b) *Embryonic archetype coherence*: This position describes an organization that is uncertain of what to do at that given point. For example, during the *embryonic* stage, archetype A comprehends the decision to stay within archetype A or move to archetype B.
- (c) *Schizoid incoherence*: An organization has potentially adopted the design structure of both archetype A and B, but has no clear conclusion of which archetype to choose. (p. 28)

Hinings and Greenwood (1988) have developed a theoretical model that represents archetypes as being part of one of four tracks in relation to organizational change.

Organizations that move from either of the coherent positions experience the process of interpretive decoupling [breakdown] and, as they move towards the alternative position of coherence, experience the process of interpretive recoupling [build up]. The possible permutation of movements is considerable; however, four principle prototypical tracks can be envisaged. (p. 29-30)



Figure 3.2 summarize these tracks. The next four sections will discuss each of the four tracks as detailed by Hinings and Greenwood (1988). In addition, ‘real-world’ examples and some hypothetical examples of the ‘track’ change are put forward to begin to build the foundation for this dissertation.

Figure 3.2

*Organizational Track Chart (Hinings & Greenwood, 1988)*

TRACK A. Inertia



TRACK B. Aborted excursions



TRACK C. Reorientations (transformations)

(i) linear progression



(ii) oscillations



(iii) delayed



TRACK D. Unresolved excursions



### **Track A: Inertia**

Researchers suggest that organizations develop and eventually drift toward a specific structural design and remain there for an extensive period of time (Miller & Friesen, 1984; Greenwood & Hinings, 1988). The evolution of a structural design will eventually give meaning to the values and beliefs. An organization in Track A will gravitate toward the original design structure during a time of stress for an organization. In a hypothetical intercollegiate athletic department example, School A has chosen to move from the NAIA to the NCAA. The success of School A based on their own values and beliefs while in the NAIA carries over to the NCAA. School A changes associations, but the values and beliefs of School A do not change at all. Internally the design structure will stay the same throughout the change. There was no decoupling and recoupling pattern (Hinings & Greenwood, 1988; Greenwood & Hinings, 1988).

Starbuck, Greve and Hedberg (1978) discussed a good example of inertia through their case study description and analysis of three separate organizational industries, (1) the manufacturing industry, (2) the newspaper industry and (3) the railroad industry. Each of these organizations went through similar crises (i.e. market and industry fluctuation) that forced strong evaluation of their organizational structure. Starbuck et al. explain that some organizations are especially prone to encounter crisis, by describing how organizations typically react to crisis (i.e. 'knee jerk reaction' or decisions, such as infusing more capital into the deficient part of the organization, without contemplation of how that decision may affect the organization). The organizations may consider coping by

considering the insertion new leadership in key areas of the company described Starbuck et al (1978). With options of change brought before each organization in three separate industries, the decisions curtailed the possibilities of change. Each organization realized that the current values and beliefs of their organizations were too strong to dismiss. Each organization realized that archetype change was not necessarily the answer as they had seen other organizations around their industry make quick and unnecessary changes with limited success. These three particular organizations realized that “crises are times of danger, but they are also times of opportunity” (p. 135).

### **Track B: Aborted Excursions**

The second track involves a minor breaking away from the original design structure that an organization has established with a short-lived stay away from the initial structural design. What was interesting about Track B was that certain parts of the structural design become decoupled then movement occurs towards the new archetype. Then, for whatever reason, the organization begins to return to the original archetype, and eventually retaining the original structural design; thus, the identity of this track is known as an aborted excursion (Hinings & Greenwood, 1988; Greenwood & Hinings, 1988). For athletic department purposes, School B has an established set of values and beliefs within the NAIA noted as archetype A. For whatever reason (e.g., financially, stakeholder decision) School B makes a change to the NCAA Division II and adopts a new set of values that would form archetype B. After experiencing archetype B (NCAA

Division II), a revelation happens (i.e. decreased performance or decreased revenue compared to archetype A) and School B decides to abort archetype B (NCAA Division II) and return to the values and beliefs it once had in archetype A (NAIA).

Hinings and Greenwood (1988) note that aborted excursions are plausible for two reasons. First,

An organization may lose structural coherence by accident: for some reason structures develop out of alignment with the prevailing order but are recognized as deviations and adjusted. Such unintentional decoupling is more likely where considerable organizational ‘slack’ is evident, or where the institutionally prescribed form of organizing is ambiguous (p.31)

Second, an aborted excursion was considered a legitimate experiment by the organization. In this track, the experiments are often indefinite and eventually discontinued (Hinings & Greenwood, 1988).

### **Track C: Reorientations (Transformations)**

The design of Track C illustrates organizations leaving one archetype and moving on to another archetype or what was known as a design reorientation (or transformation). The significance of Track C shows that once an organization’s strong ideas and values have lost legitimacy and questions arise regarding the ‘nature’ of the organization, those associated with the organization may option toward change and eventual reorientation. Once the uncertainty of the organization was recognized, an alternative set of values and beliefs materialize with a different organizational model of structural arrangements (Hinings & Greenwood, 1988). Decoupling the old values and beliefs that are perceived as

legitimate, then recoupling the organization with new values and beliefs to achieve a new form of legitimacy completes the next step in this process. Therefore, a new archetype was established. This type of reorientation was very common in the intercollegiate athletic industry. Head coaches are hired based on the values and beliefs of how they manage their teams. If a head coach does not perform to the standards set forth by the athletic director and the university, the upper administration of the university may terminate the employment of that head coach and search for a different head coach that may suit the needs of the team, athletic department and university. This was very similar in an athletic director position, but not as common. Athletic directors have a certain set of values and beliefs that they portray within an athletic department. If this portrayal of values and beliefs begins to wear down, certain stakeholders (e.g. university president, alumni) choose to remove the old archetype (athletic director) and bring in a new set of values and beliefs by hiring a new athletic director.

Smith and Washington (2010) imply this type of archetype movement of leadership based on university presidents around the United States call for athletic directors to be more business-centered athletic directors rather than coaching-centered athletic directors (Huggins, 1996; Danylchuk & Chelladurai, 1999). Nevertheless, this call for a change in athletic director style has taken an evolutionary approach across the United States intercollegiate athletic system as well as Canada's intercollegiate athletic system. Smith and Washington (2010) suggested that although many athletic directors have coaching experience and athletic administration experience, the business experience necessary to manage

an athletic department like the CEO of a business was still behind the request of university presidents. To put reorientation into an organizational change perspective, School C decides that the legitimacy of their athletic programs has dwindled. School C decides to change from the NAIA to the NCAA to possibly improve their legitimacy to other schools in their area. School C realizes that with this change in associations comes a change in their values and beliefs, therefore, School C reorients itself from their known organizational 'NAIA' archetype to a new set of values and beliefs in their 'NCAA' archetype.

Hinings and Greenwood (1988) describe the movement from one archetype to another are inherent in terms of linear progression through the embryonic and schizoid categories. Track C (i) of Figure 3.2 was drawn this way. This progression through Track C considers the traditional path for an organization to transform. Linear transition from one archetype to another is not the only piece within the reorientation track. Short-lived reversals of direction could occur and positions (e.g. embryonic, schizoid) may be omitted. It is not difficult to imagine an organization whose reorientation track involves oscillations as example C (ii). A case of oscillation may involve two embryonic configurations alternated, or oscillated, back and forth, as external events influenced which values and processes prevailed over the other. Delays, or lags, may also occur as in example C (iii) of Hinings and Greenwood's organizational track model. A case of a delay or lag may consist of an organization staying for a short or long period in a particular position. Incremental movements from one transitional position to another may require varying amounts of time in the push

towards reorientation. For instance, when an athletic department was waiting for a newly hired athletic director to arrive and possibly implement new values and beliefs to the organization.

### **Track D: Unresolved Excursions**

There was an interesting situation with Track D, unresolved excursions. Of the three previous tracks discussed above, each of them has some sort of 'means to an end,' where Track D has no end in sight. "An organization could become locked between the gravitational pulls of competing values and beliefs if both are articulated within the organization itself," (Ranson, Hinings & Greenwood, 1980; Hinings & Greenwood, 1988, p. 34). Failure to obtain coherence was the spirit of Track D. An example of this track was West Virginia University of Technology (WVU Tech). When WVU Tech originally began athletics, their department was associated with the NAIA. In 1994, WVU Tech decided to make the change to the NCAA to show that their success at the NAIA level can continue in the NCAA. After a 12-year run in the NCAA, WVU Tech decided to move back to the NAIA citing the school wanted to regain some of its athletic glory it once had in the NAIA. In 2010, WVU Tech applied to rejoin NCAA Division II citing the alumni support of returning WVU Tech to its NCAA roots. The NCAA announced in July 2010 that they denied WVU Tech of entrance back into the NCAA, which leaves WVU Tech deciding whether to stay in the NAIA or continue its pursuit for the NCAA. This type of movement displayed by WVU Tech was unresolved excursion, which involves the sustained

movement from a logical archetype without accomplishing a reorientation (Hinings & Greenwood, 1988). WVU Tech had a desire to change back to its original values and beliefs it once had as a member of the NCAA. However, the NCAA denied WVU Tech's application. This left WVU Tech in an unresolved excursion state by having to make the decision to continue the pursuit of NCAA membership, stay in the NAIA or choose another path for their athletic department.

### **Archetype and organizational track research**

In recent years, change has become an increasingly prevalent feature of organizational life (Amis, Slack & Hinings, 2002). The study of transitions between organizations has become a popular topic for academic research (Slack & Hinings, 1992; Kikulis, Slack & Hinings, 1992, 1995; Hinings, Thibault, Slack, & Kikulis, 1996; Kikulis, 2000). To date much of this dissertation has focused on the structural change, but very little has focused on the possible consequences it has had on the organization itself (Arnott, 2008).

When an organization changes archetypes, the change does not exist without a track. For an organization to change and conform to the expectations of their institutional environment, it must do so with respect to the institutions rules and regulations, and thus to ensure a continued flow of management and resources necessary for their operations (Hinings and Greenwood, 1988; Arnott, 2008). An example of this was the Canadian National Sports Organizations (NSOs) during



the period 1984-1988 when the Canadian government agency Sport Canada created institutional pressures for these organizations to adopt a more professional and bureaucratic structure (Slack & Hinings, 1992). An extension to this study performed by Kikulis et al. (1992) discussed specific design archetypes for understanding change in NSOs. In order to identify specific archetypes for NSOs, Kikulis and colleagues used the approach taken by Greenwood and Hinings (1988,) who stated, “to establish an organizational archetype, underlying values have to be first isolated and the structural and processual implications analyzed by the observer,” (p.300).

Kikulis and colleagues discussed the variety in organizational design, suggesting that a better understanding by identifying common design archetypes that exist within an institutionally specific set of organizations was crucial in any change process (Kikulis, Slack & Hinings, 1992). Their approach was not to have a specific sample of NSO participants to analyze for the identification of archetypes, but rather to review the entire NSO system for further analysis and placement of NSOs into a specific archetype (i.e., Kikulis, Slack & Hinings, 1995). The NSO archetypes identified within the Kikulis et al. (1992) article were (1) The Kitchen Table Design Archetype, (2) The Boardroom Design Archetype, and (3) The Executive Office Design Archetype. These design archetypes derive from qualitative and quantitative data collected from several studies, and reports on the structuring of NSOs. This data demonstrates the typical relations between structure, values, and beliefs in the NSOs. This data discovered historical, empirical, and theoretical material from literature on amateur sport organizations

in Canada (cf. Cunningham, Slack & Hinings, 1987; Hinings & Slack, 1987; Macintosh & Whitson, 1990).

The 'Kitchen Table Design Archetype' characterizes volunteer control. A group of volunteers, a core of dedicated unpaid professionals who ran the organization from their homes made policy, program, and financial decisions. Eventually the federal government began to promote a different organizational design characterized by full-time administration (Kikulis, Slack & Hinings, 1992, 1995).

The 'Boardroom Design Archetype' became relevant with the help of increased federal funding and the desire for efficiency and effectiveness within the NSOs, something that the "Kitchen Table" design was lacking. Specific lines of communication were drawn within this archetype through the formalization of policies and procedures as well as development of specific positions within the NSO (e.g., Vice-President of Marketing, Technical Committee, Executive Director) (Kikulis, Slack & Hinings, 1992, 1995).

The 'Executive Office Design Archetype' design phased out most volunteer aspects to a NSO and focus' solely on professional control. A central theme to this archetype was the decentralization of responsibility for policy development and operation of the organization, which volunteers had the most control over. This meant that by decreasing, the development of policy reduced the need for volunteers and an increase for professional staff was essential (Kikulis, Slack & Hinings, 1992, 1995).

Kikulis and colleagues concluded that rather than categorizing

organizations and inferring the possibility of organizational structural design change based on archetypes, they focused on understanding the structural designs of organizations in terms of the different values they hold (cf. Greenwood & Hinings, 1988; Hinings & Greenwood, 1988). Kikulis et al. (1992) imply that their research into NSOs and their change between archetypes is inevitable. However, there was no mention of possible outcomes to those NSOs that change from the 'Kitchen Table' archetype to the 'Boardroom' archetype. The gap missed in this article was the concept of understanding the possibility of consequences of a NSOs changing from Kitchen Table design through the Executive Office design. No implied tracks were evident in this article to assess certain consequences.

Similar to the Kikulis and colleagues study, Cousens (1997) used archetypes to understand the changing industry of the minor league baseball system within the United States. Cousens assessed the impact on five minor league sport franchises based on the environmental shift in the business and revenue generation structure of professional sport franchises during a 10-year period from the late 1980s to early 1990s. The two archetypes developed by Cousens comprised of, (1) the sport-centered archetype and (2) the business-centered archetype. In developing these archetypes, Cousens used the theoretical framework of values and beliefs identified by Hinings and Greenwood (1988). This framework used by Cousens also keeps in line with Kikulis, Slack and Hinings (1992) research and their development of the 'Kitchen Table', 'Boardroom', and 'Executive' archetypes.

The sport-centered archetype represented a minor league baseball franchise that focused on the sport operations including, team performance, the ability for employees to perform specialized tasks with a hierarchy of centralized decision-making. The business-centered archetype focused on revenue generation, where the minor league baseball franchise was considered part of the entertainment industry. This archetype also focused on profit maximization with its employees specializing in specific areas of the franchise while incorporating a decentralized decision-making process.

Five Class AAA professional baseball franchises that competed in the same league were the participants in this study. Cousens used interviews as the primary source of data collection to underpin the structure and operations of professional baseball franchises' values and beliefs. Interviews were conducted with senior level associates of each franchise. Open-ended questions were used to uncover information about both the structural and value elements of the organizations along with specific questions related to organizational change (Cousens, 1997). Other data that was analyzed included franchise, league and media documents, newspaper articles and attendance figures were all gathered as supportive data (Cousens, 1997). Similar to Kikulis et al (1992), the data and identifying the archetypes was based on Greenwood and Hinings (1988) approach of establishing underlying values by isolating the implications analyzed by the observer. The data found specific values and beliefs consistent with either the sport-centered archetype or the business-centered archetype.

The results from this study showed that of the five minor league baseball

franchises that participated, one franchise was within the sport-centered archetype, three were in the business-centered archetype, and one was between the two archetypes. These changes to the industry were shown internally through a shift of archetypes (sport-centered, business-centered or both). The gap in this piece of literature was similar to that of Kikulis et al. (1992) in that Cousens does not link the shift of archetype to the potential consequences related to that shift. Representation of organizational tracks displayed throughout Cousens' article in the form of two specific types of tracks, inertia, and unresolved excursion. Inertia presented by the one franchise that did not change archetypes (sport-centered). This franchise felt that their values and beliefs fit well with their organizational goals (Cousens, 1997). One organization did not demonstrate design coherence specific to either the sport-centered archetype or the business-centered archetype; rather it exhibited elements of both archetypes (Cousens, 1997). Cousens suggested that this organization falls into what Hinings and Greenwood suggest as an "intermediate situation," (p. 328). Taking this "intermediate situation" a step further falls into the track of unresolved excursion.

Two studies have specifically focused on change within intercollegiate athletics through universities reclassifying themselves within the NCAA. Weaver (2010) examined two universities who attempted to reclassify themselves to NCAA Division I (i.e. University of North Carolina, Greensboro (UNCG) and Elon University). Weaver's study was to examine the impact of an institution's past on the administrative decision to move to NCAA Division I. This was similar the current research project in the sense that it will examine a universities

past archetype and relate it to the current archetype of participating athletic departments. Weaver analyzed the history of both universities by gathering data from archival records, semi-structured interviews, participant observation, physical artifacts, and direct observation. A thorough examination was required of all data related to the history of the athletic programs and the transition of the athletic department. The collection of data came from universities' libraries, archives, athletic department records, and university Web sites. Once the collection of university historical occurred, the data was then re-examined to narrow down potential informants. Informal interviews and conversations were conducted with constituents on each of the campuses to identify individuals who played the most significant roles in the transition. Eleven interviews with a variety of university staff took place at each university. Content analysis was performed on the archival records and institutional documents, and each interview to identify prominent themes (Weaver, 2010).

Weaver's research revealed major themes that suggested administrators at each school were unsatisfied with their past profile and hoped the reclassification would change constituents' perception of the university. "The move to Division I was beyond athletic desires, but rather an effort to improve the overall institutional profile," (Weaver, 2010, p. 137). UNCG history showed 'Track C' (reorientation) beginning with the change the university being a women's college then becoming UNCG in 1963 and entrance into NCAA Division III. Weaver (2010) notes,

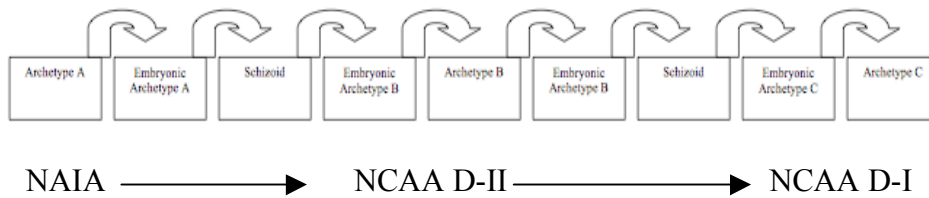
Since UNCG became part of the North Carolina's University system in 1963, it has struggled to develop an identity as a co-educational, research

focused state university. In an effort to bring attention to UNCG's new institutional profile and to create an atmosphere similar to other North Carolina state schools, the administration decided to move the intercollegiate athletics program from Division III to Division I. In the fall of 1986, UNCG's athletic programs began the five-year plan to move to NCAA Division I. The controversial move to Division I completed in 1991 and more than 18 years later still remains a debatable decision. However, the rationale for that decision was based heavily on administrators' beliefs that the reclassification would benefit the overall profile of UNCG. (p. 142-143)

In the case of Elon, status as a university was the main concern for its reorientation into NCAA Division I. The path was different than UNCG. History showed that in the 1970s and 1980s the institution sought to change the tiny school's position and status in the academic community. The plan for change began to happen in the early 1990s. The school's reputation began to change from an ordinary school to one of the "best private schools along the Eastern seaboard" (Keller, 2004, p. 2). To improve its status as an institution that competed on the highest levels, Elon moved from the NAIA to NCAA Division II to NCAA Division I-AA (see Figure 3.3) in 1997, all within roughly a 15-year period. Weaver's actual period of analysis for his study was Elon's move within NCAA Division II to NCAA Division I-AA. Aside from the analysis period, Weaver did note that Elon had NAIA membership prior to their NCAA Division II membership. As developed by this dissertation's author Figure 3.3 shows an 'extended' reorientation of Elon's track to the NCAA Division I-AA. During each period, Elon attempted to reinvent itself through the improvement in status as a university as well as improvement as a university through the eyes of their peer universities (Weaver, 2010).

Figure 3.3

Elon University 'Extended' Organizational Track C



Weaver's results showed that both universities believed that changing classification would provide them a competitive advantage amongst like institutions that are not reclassifying. Unfortunately, Weaver did not supply quantitative statistics to show results of a competitive advantage over like institutions after entering NCAA Division I. In addition to athletic success, the universities believed that changing classifications resulted in a better academic reputation that may lead to better quality undergraduate applications, but no specific dependent variables uncovered specific consequences of UNCG and Elon's change.

Similar to Weaver (2010) and his explanation of universities reclassifying within the NCAA, Smith, Soebbing, and Washington (2011) conducted a case study in which they looked at one university not only changing classifications, but also changing associations (NAIA to NCAA). They identified Suburban University (a pseudonym) as having a distinct athletic history being in the NAIA. To analyze the effect of the transition on the athletic department and to the overall University community, a series of open-ended questions were developed for face-to-face interviews with athletic officials of Suburban University. The open-ended questions pertained to topics revolving around positive and negative perceptions



of the transition, social environment, change in the structure and responsibilities of the athletic department. The authors examined the data separately and then exchanged notes to check to make sure that the authors were in agreement regarding the interpretation of the data in the transcripts. If there were any disagreements in interpretation of the data, a review of the audio portion of the interview in question was conducted. This approach was one example of what Campbell (1975) has called “pattern-matching,” in which separate data for a single case study may be used to conclude the similarities and discrepancies (Yin, 1981a).

Through the evolution of the conference that Suburban University (SU) participated, many schools within this conference chose to change associations themselves from the NAIA to NCAA Division II. SU was unsure of this change due and hesitation of university stakeholders (i.e. president, Board of Directors). SU chose to join a different association similar to the NAIA to compete in, while the decision process of important stakeholders continued. During the time away from the NAIA and not having applied to the NCAA, the ‘atmosphere’ around the university and especially in the athletic department began to deteriorate. Smith et al. (2011) noted one athletic administrator as saying,

We are a group of like-minded people that have accepted the journey that is ahead of us and are looking forward to the challenges of life in the NCAA. The culture here, there wasn’t a culture here. I don’t think, when the [the former AD] left, then there was a long stretch that things weren’t going that great, we lost that culture when [former AD] left. This transition into the NCAA will bring that culture back (p. 20).

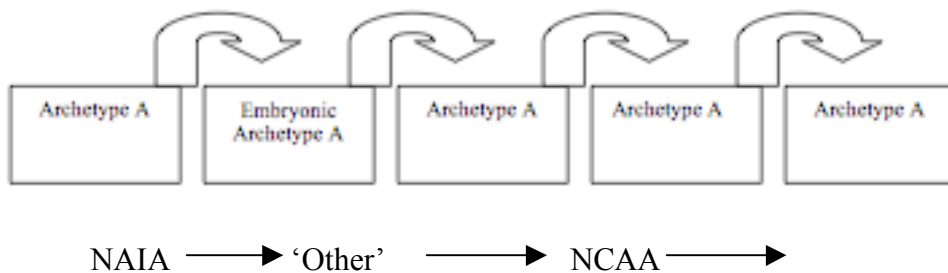
This statement implied that SU had a particular archetype that they felt was successful being in the NAIA. When SU left the NAIA to join a different

association, their stakeholders eventually realized that their values and beliefs were more similar to the NAIA than the different association. Since the option of joining the NAIA again was impossible due to the change factor regarding geographical constraints of other NAIA schools, joining the NCAA was the next best option. This was a clear identification of the aborted excursion track. SU had a certain set of values and beliefs, through no fault of their own, they changed associations thinking that their values and beliefs would sustain. When that failed their focus on returning to their original values and beliefs was paramount by joining the NCAA (see Figure 3.4 for aborted excursion description) (Smith, Soebbing & Washington, 2011).

This was a unique case of archetypes and organizational tracks. SU went through several stages of renewing their values and beliefs, not because of choice, but because of the environment around them with members of the NAIA conference leaving the NAIA to join the NCAA. If it were up to SU, it may be possible they would have rather experienced the inertia track rather than the aborted excursion track.

*Figure 3.4*

*Suburban University organizational track*



## **Conclusion**

Everything discussed within this literature review was relevant to the organizational change process as shown by several researchers (Miller and Friesen, 1980a, b; Ranson, Hinings & Greenwood, 1980; Meyer, 1982; Greenwood and Hinings, 1988; Hinings and Greenwood, 1988; Cooper, Hinings, Greenwood & Brown, 1996; Stevens, 2006). This literature review was an important aspect of the construction of the research project by demonstrating the key characteristic of the organizational change process. By laying the foundation for this dissertation, it recognized the archetype process and organization's structural design (i.e. values and meanings) which a theoretical framework can start to develop while beginning to expand the themes of change from one organization to another organization (Ranson, Hinings & Greenwood, 1980). Hinings and Greenwood (1988) believed that by clearly identifying organization design in terms of the foundational values and beliefs of the archetype, it is possible to understand the change from one archetype to another as a essential change in organizational values (Stevens, 2006). The knowledge of organizational tracks gives this project the opportunity to analyze intercollegiate athletic departments making the change from one association to another association in a way that has been limited in the past. This was achieved by recognizing the antecedents and consequences of change, if any, and how consequences may affect schools taking one organizational track over another. By demonstrating the foundation and construction of for this dissertation through the understanding and identification of the specific archetypes, progress of the

research questions restated at the beginning of this chapter can now occur. The original research questions from Chapter 1 are as follows:

1. What are the consequences of colleges and universities making the changes from one archetype to another archetype?
2. What are the factors that impacted the decision of the schools going to the NCAA/CIS?
3. Is there a relationship between the schools that have made the change to the NCAA/CIS in relation to the organizational track that was determined?

These research questions are now able to development and connect the information detailing archetypes and organizational tracks related research questions to better understand organizational change within an intercollegiate athletic setting:

- 1a. Do colleges that use a transformation track to move from one association to another achieve difference outcomes than colleges that use the inertia or aborted excursion track?*

Question 1a demonstrates the notion that schools moving associations do experience a track. This question extends the idea of schools experiencing a certain track. The ability to see outcomes from schools experiencing tracks (i.e., inertia or aborted excursion) was essential. Tracks are determined for participating schools by understanding current values and beliefs (NCAA) compared to previous values and beliefs (NAIA). Comparisons of the results from participating schools were conducted to find similarities and differences of schools experiencing the same track or a different track. Question 1a describes the need to understand the perceived benefits that schools consider in changing associations. Chapter 2 highlights several factors that schools use in making decisions to change. The factors discussed were, geographical considerations,

financial assistance for student-athletes, financial membership savings, increased academic and student-athlete recruitment standards. It was anticipated that finding other factors for change, such as stakeholder influence and NCAA branding opportunities and the potential for increased alumni donations may occur. Predictors of success based on the factors and track taken may show an increase in the dependent variables (undergraduate applications, basketball attendance, and graduation rates of undergraduate students).

*2a. What specific factors motivate schools to move associations?*

Question 2a describes the need to understand the factors that caused schools to changing associations. Chapter 2 highlights several factors that force schools to change, whether it is changing conferences, divisions or athletic association. The factors discussed other schools in the area were changing and financial restraints.

*3a. Does moving from one association to another association improve a college's tangible and/or intangible benefits (e.g., visibility, applications, higher status).*

The possibilities of Question 3a would be measured by the potential dependent variables collected in the current study. The most valid means of assessing indirect impacts would be to accumulate data related to variables potentially influenced by athletics (i.e., undergraduate applications, basketball attendance, graduation rates of undergraduate students) (Goff, 2000). If School A has a positive increase in basketball attendance after moving from the NAIA to the NCAA, this was considered an improvement of visibility for School A. Of course, these types of variables are collected based on the qualitative information provided by each participant of this study.

This dissertation reviews colleges and universities changing associations, from the NAIA to the NCAA and from the CCAA to CIS. This project analyzes the outcomes of the change through the theoretical view of organizational tracks. In the empirical section of this dissertation the description of the typical organizational structure of a colleges and universities that filled the sample size for this study occurred. At the present time, 33 intercollegiate athletic organizations (28 U.S. and 5 Canadian) are identified as changing from one association to another during the time period of 2000-2011.

The establishment of a theoretical base for this dissertation has been set through the ideas of archetypes to set up the current research project as an organizational track story. The gap in the literature was identified as understanding which track was undertaken by participating schools and the possible consequences arising from the track taken by each participating school. This dissertation reviewed colleges and universities that have made the change described above within United States and those schools within Canada. The following chapter describes the methodological foundation of this dissertation in detail.

## Chapter 4: Method

### Research Design

The method for this dissertation was devised on the discussion of the archetype and organizational track literature. The rationales behind this research focused on uncovering detailed outcomes of colleges and universities changing intercollegiate athletic associations. Previous sport related research has used archetypes to understand change related to the environment surrounding sport organizations (Kikulis, Slack & Hinings, 1992, 1995; Cousens, 1997; Amis, Slack & Hinings, 2002). This dissertation was designed for uncovering results that previous research using archetypes and organizational tracks neglected to discuss (i.e., consequences for change, motivation for change). The three research questions that created this dissertations specific design pattern for the data collection and analysis were:

1. *Do colleges that use a transformation track to move from one association to another achieve different outcomes than colleges that use the inertia or aborted excursion track?*
2. *What specific factors motivate universities to move associations?*
3. *Does moving from one association to another association improve a college's tangible and/or intangible benefits (e.g., visibility, applications, higher status)?*

The strategy to answer these questions will take a constructivist approach.

The results of this dissertation are essentially the description of experiences presented by participating athletic administrators. It is assumed that there are

multiple realities and multiple truths regarding organizational change, this dissertation is simply presenting one possibility (Denzin & Lincoln, 2005; Mayan, 2009). Constructivism is the essence of the research that features a qualitative multiple case study design with the possibility of quantitative data being collected as a result of specific consequences of change. As Yin (1994) suggested, the advantage of constructing a multiple case study design gives the researcher the benefit to modify the design as new knowledge arises, similar to the paradigm of constructivism.

### **Case Study Design**

The case study methodology does not suggest the use of a particular type of qualitative or quantitative research design. Case studies are conducted by using qualitative methods, quantitative methods, or a combination of the two. The evidence for case study work may come from fieldwork, archival records, verbal reports, observations, or any combination of these (Yin, 1981b). The use of a case study occurs whenever “an empirical inquiry must examine a contemporary phenomenon in its real-life context, especially when the boundaries between phenomenon and context are not clearly evident,” (Yin, 1981a, p. 98).

Case studies are important when there is an “attempt to understand the significance of particular factors within the context of the whole case rather than by screening out this context,” (de Vaus, 2001, p.247). A case study was the appropriate research design for this dissertation because the questions require the inclusion of the context in the research to answer the research questions. de Vaus



(2009) suggested that:

Multiple case studies, strategically selected, can provide a much tougher test of a theory and can help specify the different conditions under which a theory may or may not hold. Given the sufficient resources and access to cases, multiple case study designs will normally be more powerful and convincing and provide more insights than single case studies. (p. 227)

A qualitative multiple case study design was the most realistic method to guide the collection of data required to answer this dissertations research questions.

### **Theory in the multiple case study design**

The multiple case study design of this dissertation was guided by the use of organizational change theory specifically related to archetypes and organizational tracks. The intention for this dissertation was to elaborate on the previous archetype and organizational track theory with the understanding that the results could potentially build upon this theory.

Developing theory for case study designs is important. Yin (1994) suggested that:

The simple goal is to have a sufficient blueprint for your study, and this requires theoretical propositions. Then, the complete research design will provide surprisingly strong guidance in determining what data to collect and the strategies for analyzing data...theory development prior to the collection of any case study data is an essential step in doing case studies. (p. 28)

de Vaus (2001) continued by stating that, “Collecting and analyzing information from case studies must be guided by theory...Without a theoretical dimension a case study will be of little value for wider generalization—one of the goals of research,” (p. 223).

Hinings and Greenwood (1988) developed a 'blueprint' of organizational tracks that interpret the decoupling and recoupling of an organization. In Chapter 2, Figure 2.1 represented this blueprint. This blueprint characterizes four tracks (1) inertia, (2) aborted excursion, (3) reorientation, (4) unresolved excursion. Each track has certain characteristics that an organization may experience and those experiences determined which track that organization may have endured. The archetype portion of the organizational change theory represents the organization(s) and the decision(s) to change their values and beliefs or not change their values and beliefs. Therefore, the core of this research design was intended to use the Hinings and Greenwood's (1988) track theory as a base point to identify the tracks each participating school experienced.

## **Population**

The overall topic of this dissertation deals with organizational change of intercollegiate athletic departments within a college or university setting. The population was defined as colleges and universities that have made the following type of change, (1) by moving from either the CCAA to CIS, (2) by moving from the NAIA to the NCAA between the years of 2000-2011. As it has been recognized in Chapter 1, the employee turnover rate in the intercollegiate athletic setting was considered high; therefore, to maximize the opportunity to gather qualitative data from key athletic department informants, the 10 most recent years were selected to be a part of the population process.

Twenty-nine universities were identified as changing from NAIA membership to becoming ‘full members’ of the NCAA between the years of 2000-2011. In addition to these universities, it was recognized that four universities within the Canadian intercollegiate athletic system have also made equivalent transitions from the CCAA during this same time-period. The total population for this study was 33 universities. As Table 1.2 noted the earliest university in this dissertations population achieved full membership in 2004. This was considered a benefit to this dissertation results, as the participants in the interview process would not have to recall specific associational change information over an extended length of time. The identification of the population consisted of CIS and NCAA Web site searches relating to full-membership status. Newspaper articles then confirmed the acknowledgements of full membership from these Web sites during the time period of when full membership was received. This also helped the historical document collection as it added to the timeline of participating university change process.

### **Selection and sampling**

When selecting cases for a multiple case study design, researchers often use information-oriented sampling, as opposed to random sampling. For that reason, an average case is often not the richest in information (Flyvbjerg, 2006). Purposive sampling was employed for this dissertation. Purposive sampling has a distinct research context, especially to the sport management field. Purposive

sampling was used in unique cases that require informative data to be revealed by the researcher through selecting participants subjectively (Edwards & Skinner, 2009). The basis of purposive sampling relied on the availability of contacting universities that were eligible to participate based on the 2001-2011 time frame. These participating colleges and universities coincidentally had a full-membership change between the years of 2004-2011.

Once the final population list was set, further research was conducted to determine which athletic administration official(s) would be contacted. The collection of data occurred through each individual university's athletic Web site to confirm if the athletic officials were indeed present during the CCAA/NAIA time frame and during the transition process to CIS/NCAA. Email addresses and phone numbers of potential participants were then collected. Initial emails were sent to the entire population detailing the research project. Phone numbers were used to follow-up emails if no email responses were received. This process was done no more than three times. If by the third time, no response was received, the athletic administrator was labeled as a non-participant. Table 4.1 describes the sample for this dissertation using common university characteristics. Two CCAA to CIS participants and seven NAIA to NCAA participants accepted the opportunity to join this research project. Some universities had more than one interviewee participating in the interview process. In this case, (i.e., University B & D) both participants conducted the interview at the same time.

Table 4.1

*Participant Sample Summary*

<u>University</u>	<u>Affiliation</u>	<u>Location (Time Zone)</u>	<u>Public / Private</u>	<u>Enrollment</u>	<u>Canada / USA</u>	<u># of Interview Participants</u>	<u>Membership year</u>
A	NCAA II	Central	Public	4132	USA	1	2008
B	NCAA II	Central	Public	5174	USA	2	2010
C	NCAA II	Eastern	Public	3037	USA	1	2008
D	NCAA II	Eastern	Private	1949	USA	2	2010
E	NCAA III	Eastern	Public	1433	USA	1	2010
F	NCAA III	Eastern	Public	2347	USA	1	2004
G	NCAA III	Central	Private	1542	USA	1	2011
H	CIS	Pacific	Public	8611	Canada	1	2010
I	CIS	Pacific	Public	13072	Canada	1	2010

**Data collection**

This dissertation relied on two sources of data collection:

1. Personal interviews
2. Archival data/historical documents

**Personal interviews**

Personal interviews were conducted with key athletic department informants involved with the organizational change process from one athletic association to another. Semi-structured interviews were used as opposed to using a structured interview setting. Structured interviews are inflexible in the sense that the interviewer may not deviate from a set of questions prepared for the interview (Edwards & Skinner, 2009). Semi-structured interviews use a set of questions (or interview guide) as an initial starting point of the interview process, but leaves open the possibility for probing or follow up questions. Semi-structured interviews are often based on the knowledge of, or the assumption that

the participants have had a particular experience they can elaborate on (Edwards & Skinner, 2009).

The purpose of these interviews was to understand the antecedents and consequences of an athletic department before and after changing associations to determine the archetype each university experienced and which track a university may have experienced. Questions were specifically developed to ‘rule out’ certain archetype characteristics in addition to ‘ruling in’ certain archetype characteristics. Questions were developed from background information provided by researcher discussed in Chapter 3.

The development of archetype characteristics and questions were collected from much of the literature previously discussed up to this point (i.e., Hinings & Greenwood, 1988; Slack & Hinings, 1992; Kikulis, Slack & Hinings, 1992, 1995; Greenwood & Hinings, 1993; Hinings, Thibault, Slack, & Kikulis, 1996; Kikulis, 2000). The structural dimensions of specialization, standardization, and centralization established by Kikulis et al. (1992, 1995) guided the development of athletic department archetypes and the development of interview questions for the participants of the dissertation. Specialization referred to the degree that an organization was differentiated administratively and technically. Standardization referred to the existence of rules and regulations that guide the organizations operations. Centralization was referred to the level at which decision were finalized. These three dimensions ground the construction of the interview questions that supported the construction of archetypes for this dissertation. The three value areas shaped the design for the developed archetypes for each

participating university within the CCAA/NAIA and the CIS/NCAA: (1) domain, which refers to what products, services, and clientele are most appropriate for the organization (essentially the overall philosophy of the athletic department); (2) criteria of effectiveness, which refers to expectations of how the organization should be judged and evaluated; (3) principles of organizing, which refers to values regarding the proper roles, rules, and reporting relationships (Hinings & Greenwood, 1988; Kikulis, 1992; Kikulis, Slack & Hinings, 1992, 1995).

The questions for this dissertation (see Appendix B) were specifically guided by the definitions of domain, criteria for effectiveness and principles of organizing. The researcher felt it was important for the questions to be general enough for each participant to understand what was being asked of them, yet specific enough for each universities archetype(s) to blossom. Data from newspaper articles, Web site archives and NCAA library archival documents were considered a secondary data source aside from the interview data to determine each universities CCAA/NAIA archetype and CIS/NCAA archetype.

Conducting face-to-face interviews was considered the best opportunity to gather important information related to this research topic, however, the researcher recognized some limitations to conducting these types of interviews (i.e., acceptance of a face-to-face interview, scheduling of the face-to-face interview; time, funding).

Telephone and face-to-face interviews are the two options that were considered for conducting the interviews for this dissertation. Qualitative researchers typically rely on personal interviewing when performing semi-

structured and in-depth interviews. Conducting an interview by telephone is generally seen as appropriate only for shorter interviews (Harvey, 1988; Sturges & Hanrahan, 2004). Suitability needs to be taken into account when performing interviews mainly for the participant, but also for the researcher. In other words, not only should the participant be comfortable with the type of interview technique, but the interviewer should also feel comfortable in the style of interview they may be performing. The central concern when comparing telephone and face-to-face models was in the quality of the data collected. Creswell (1998) noted that conducting telephone interviews removes the researcher from seeing the respondents' informal and nonverbal communication that may help in the data collection process (Sturges & Hanrahan, 2004).

Telephone interviewing was recognized as a cost-effective method of data collection, particularly when compared to personal interviews located in the respondent's normal working environment (Tausig & Freeman, 1988; Aquilino, 1992; Miller, 1995, Sturges & Hanrahan, 2004). Using the telephone may make it possible to collect relatively inexpensive data, but this savings makes sense only when the data is of sufficient quality (Sturges & Hanrahan, 2004).

Pilot testing has allowed the researcher of this dissertation the opportunity to perform both telephone and personal interviews. Based on these experiences, conducting face-to-face interviews was the first choice for the researcher; however, both types of interviews were conducted for this dissertation. It was determined that using data from both telephone interviews and face-to-face interviews were sufficient. Dunning, Williams, Abonyi and Crooks (2008) used a



mixed method approach while administering face-to-face and telephone interviews for a neighborhood quality of life study in Canada. Dunning and colleagues revealed no negative implications for using both face-to-face or telephone interviews. The researcher of this dissertation has had the experience of conducting interviews with athletic officials.

### *Interview process*

The first stage of the interview process began with University of Alberta ethics approval. The University of Alberta Human Ethics Research Online review process approved this dissertation's ethics review application on May 20, 2011. A recruitment of participant letter and participant consent form were a part of the ethics process and can be viewed in Appendix 'C' and 'D' of this dissertation. The next phase was to recruit key athletic department informants. This recruitment was conducted by contacting each potential participant by email describing the research project. A subsequent 'follow-up' phone call was then conducted within 72 hours of an email being sent to acknowledge that the email recipient received the email. A positive response resulted in a timely scheduling of an interview. A negative (or decline to participate) response resulted in either a withdrawal of the participant from the study. A no response resulted in a follow up email and/or a phone call. No more than three email/phone calls were performed. If no response after three email/phone calls, the university would be put on a 'do not contact' list.

Once an interview was scheduled with a participant, the researcher sent the participant a reminder email between 48-72 hours prior to the scheduled interview. In this reminder email, a consent form (see Appendix D) was highlighted for the participant. Each interview began with the researcher asking the participant if they had any or additional questions regarding the study they were about to take part in. This question and answer period was then followed by a detailed review of the consent form and eventual acceptance by the participant. Once the participant accepted to be a part of the study the series of questions began. No 'withdraw from study' occurred.

### **Historical documents**

Historical documents were collected and reviewed to provide introductory background for each participating university prior to the interview process for each university. Historical documents relating to the decision to change athletic associations and the change process were collected. These documents consisted of archival data from the athletic department Web site, the university Web site and local newspaper archival documents. Other documents that were collected and reviewed were that of the university and athletic department mission statement, board of director meeting minutes (regarding the change, if available) and a chronological history of the university and athletic department achievements. This type of data was considered important to collect and review for further understanding of the decision to change and the change process of each participating university. Furthermore, current newspaper articles (up to months

and years after the change took place) were also reviewed for an understanding and confirmation of the outcomes described by the participant.

A variety of historical documents were collected for each university based on availability. A minimum of three historical document categories were collected for participating universities: (1) University Web site history. Each university's Web site had a section describing the history of the university. This gave a general understanding of how and why the university was established. (2) Chronological milestones. Several universities had a chronological list of 'milestones' experienced throughout the history of the university. Many of these milestones listed athletic achievements, such as national championships and athletic associational accomplishments. (3) Athletic Web site history. Several universities athletic Web sites had descriptions of historical athletic achievements that supported much of the data described by each participant. (4) Newspaper articles. Each university had corresponding newspaper articles that were collected describing the before, during and after stages of changing athletic associations. A minimum of 5 articles with a maximum of 15 articles were collected for every university.

The advantage of collecting and reviewing historical documents became an interview strategy as this knowledge aided in the review process and gave the researcher a greater understanding of the history of the universities participating in this research project. This greater understanding assisted the researcher in the interview process to better probe certain answers with follow-up questions. In a

sense, this historical documentation review supported the ‘antecedent’ information provided by each participant to ensure its validity.

## **Data Analysis**

### **Personal interviews**

Each interview was recorded with proper audio equipment and transcribed. Interview times ranged from 40 minutes to 100 minutes. Before the transcription process began, each audio interview was initially reviewed within 72 hours of the interview being completed. This stage was to ensure accuracy and understanding of the data prior to the data analysis phase. If data was unclear, the participant was then contacted for further clarification.

Data analysis began once the transcription and audio portions were reviewed separately and together to ensure no data was missed in the transcription. This analysis process served two functions based on archetype identification and eventual organizational track placement. It was determined by the researcher that rather than using text analysis software to analyze and count specific terms, a theme based or 'pattern matching' analysis was conducted (Campbell, 1975; Yin, 1994) using the existing knowledge of archetypes and organizational tracks characteristics by Hinings and Greenwood. This form of pattern-matching used was what Yin (1994) described as ‘explanation-building’. This data analysis strategy is best used for building explanation about a particular case (Yin, 1994), or in the case of this dissertation, multiple cases.

Describing a phenomenon using pattern-matching is to specify a set of connecting links about the phenomenon (Yin, 1994). This is the importance of using pattern-matching for this dissertation, specific links are found within the data provided by the athletic administration in relation to building archetypes before and after their athletic associational change. The pattern-matching technique unlocked the necessary information to correctly build ‘pre’ and ‘post’ athletic associational archetypes for this dissertation where previous research (i.e., Kikulis, Slack & Hinings, 1992; Cousens, 1997) did not use a specific data analysis technique in analyzing their data. For example, Cousens (1997) used data that was extracted from interviews that were consistent with the predetermined archetypes (i.e., sport-centered or business-centered archetype).

The pattern-matching procedure for this dissertation encompassed all of the data from each interview conducted. Themes or patterns were identified and put a corresponding chart related to domain, principles of organizing and criteria for effectiveness. Table 4.2 is an example of themes or patterns that developed from the interviews and placed into the appropriate archetype characteristic.

Table 4.2

<i>Domain</i>	
CCAA/NAIA	CIS/NCAA
*Unstructured athletic department (NAIA) *Opportunity for S.A. to participate and/or be competitive *Simplistic recruiting of S.A.	*Specific goals/objectives gives guidance for department *Intense department structure focused on compliance and compliance education

The first function of the analysis process was to review the transcripts to establish an archetype before and after the change of a university and their athletic

association. Archetypes were constructed using the background information of domain, criteria for effectiveness and principles of organizing in relation to the experiences of the participants before and after their athletic associational change. Once the archetypes were established an additional pattern-matching tool related specific experiences discussed by the participant in relations to organizational track characteristics. This self-constructed pattern-matching tool was known as the Track Characteristic Chart (TCC). The TCC was developed to match patterned characteristics from the archetype characteristics (i.e., Table 4.2). The track characteristics Hinings and Greenwood (1988) provided were then 'checked' off as each participant experienced them. The TCC (see Figure 4.1) aided in the process of determining each participants track. Essentially, the researcher was able to use the themes and patterns collected as Table 4.2 describes, then by using the TCC, the researcher was then able to conclude whether or not an athletic department experienced certain track characteristics as described by Hinings and Greenwood (1988). Appendices E and F show examples of participating universities and their corresponding TCC that determined the track experienced.

Figure 4.1

Track Characteristic Chart

Tracks	University A Track Characteristic Chart	
A Inertia	<ol style="list-style-type: none"> <li>1. Review of changes, but no changes made.</li> <li>2. Consistent sustained attachment to one set of V and B.</li> <li>3. No breakdown of structural elements from the basic V and B.</li> </ol>	<ol style="list-style-type: none"> <li>1 <input type="checkbox"/></li> <li>2 <input type="checkbox"/></li> <li>3 <input type="checkbox"/></li> </ol>
B Aborted Excursion	<ol style="list-style-type: none"> <li>1. Limited and temporary conflict of initial V and B.</li> <li>2. Selective parts of the structure become decoupled from the original values and beliefs.</li> <li>3. Movement to a new set of V and B.</li> <li>4. Political motivation suggests the change (Alumni, boosters, Board of Directors, President).</li> <li>5. A genuine experiment with new values and beliefs, then for some reason an abandonment from the new V and B occurs with a return to the original V and B.</li> </ol>	<ol style="list-style-type: none"> <li>1 <input type="checkbox"/></li> <li>2 <input type="checkbox"/></li> <li>3 <input type="checkbox"/></li> <li>4 <input type="checkbox"/></li> <li>5 <input type="checkbox"/></li> </ol>
C Reorientation	<ol style="list-style-type: none"> <li>1. Original values and beliefs have lost legitimacy.</li> <li>2. Experienced pressure to change, but not told to change.</li> <li>3. Gradual erosion of original V and B, with new V and B forming.</li> <li>4. Conflicting decision to finally choose new or old V and B.</li> <li>5. Adoption of new V and B.</li> </ol>	<ol style="list-style-type: none"> <li>1 <input type="checkbox"/></li> <li>2 <input type="checkbox"/></li> <li>3 <input type="checkbox"/></li> <li>4 <input type="checkbox"/></li> <li>5 <input type="checkbox"/></li> </ol>
D Unresolved Excursion	<ol style="list-style-type: none"> <li>1. Two sets of V and B have been established with no movement towards either.</li> <li>2. Incomplete decoupling, without completed recoupling.</li> <li>3. Failed attempts at reorientation</li> <li>4. No understanding of which set of V and B to take.</li> <li>5. Failure of which set of V and B to adopt</li> </ol>	<ol style="list-style-type: none"> <li>1 <input type="checkbox"/></li> <li>2 <input type="checkbox"/></li> <li>3 <input type="checkbox"/></li> <li>4 <input type="checkbox"/></li> <li>5 <input type="checkbox"/></li> </ol>

V and B = Values and Beliefs

Once all of the data was collected, a final six-step triangulation and validity process began to ensure the data was properly analyzed and the development of each university's archetype was accurate (e.g., NAIA/NCAA).

The researcher of this dissertation conducted the following six-step process:

1. Reviewed transcript while listening to audio interview to ensure accuracy of transcription.
2. Reviewed transcript while highlighting important points of interview
3. Reviewed transcript in relation to domain, criteria for effectiveness and principles in organizing.

4. Constructed 'table' summaries for each university using the results of domain, criteria for effectiveness, principles in organizing, 'notable results', and reasons for leaving to assist in determining a university's archetype(s).
5. Reviewed audio while evaluating 'table' summary for each university to determine accuracy to data.
6. A final review of the 'table' summary for each university in correspondence with the track characteristic chart was conducted for the determination of each participating athletic department's organizational track.

Once the archetypes were determined for each university, organizational tracks were then established and are discussed in Chapter 6. The determination of organization tracks was based on Amis, Slack and Hinings (2002) argument that,

Most changes take place within an archetypal design and involve the organization making a series of relatively minor alterations in an attempt to improve coherence among organization elements. These might include slight adjustments to strategy, structure, or personnel in order to improve the functioning of the organization. (p. 438-439)

However, major alterations involve the adoption of, "new values, providing a new and very different range of products or services, or making wholesale changes to the structures and systems in place within the organization" (Amis, Slack & Hinings, 2002, p. 439).

### **Historical documents**

Historical documents were reviewed pre and post interviews. Each university had a similar set of historical documents collected such as newspaper articles regarding the decision to change and change process, in addition to other documents such as a university and athletic department mission were collected for each university. The purpose of this type of review was to show extensive knowledge of participating colleges and universities. In the data analysis phase,



the historical documents were used to support specific personal interview data to triangulate certain information provided by the participant (i.e., important dates or events). This procedure helped uncover certain aspects about the change in intercollegiate athletic associations that may not otherwise occur during an interview alone.

### **Quality of research design**

A research design is represented by a reasonable set of statements that a reader can evaluate the quality of any given design according to certain tests (Yin, 1994). Four tests have been commonly used to determine the quality of empirical social research. Yin (1994, p. 33) described these tests as:

- (1) *Construct validity*: establishing correct operational measures for the concepts being studied.
- (2) *Internal validity*: establishing a causal relationship, whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships.
- (3) *External validity*: establishing the domain to which a study's findings can be generalized.
- (4) *Reliability*: demonstrating that the operations of a study – such as the data collection procedures can be repeated with the same results.

Throughout this chapter suggestions of validity and reliability have been described. Table 4.3 is a summary of those descriptions.

Table 4.3

*Validity and reliability summary*

Construct validity	Collection of multiple data sources (i.e., newspaper articles, press releases)
Internal validity	TCC, six-step analysis process
External validity	Multiple case study (Nine participants ranging from CIS and two division in the NCAA)
Reliability	Detailed description of data collection and data analysis process

**Conclusion**

This dissertation’s methodology consisted of a holistic method approach using qualitative multiple case study design (Yin, 1994). The researcher for this dissertation conducted semi-structured interviews of key athletic department informants across a variety of college and universities in North America. The interviews centered on the collection of information pertaining to the domain, criteria for effectiveness and principles of organizing for participating athletic departments before and after changing associations, in addition to the motivating factors of each college or universities change. The data analysis process consisted of a six-step process to ensure the data was accurate.

## Chapter 5: Results

The following chapter contains the results of data analyzed from multiple case studies of colleges and universities making an intercollegiate athletic associational change in the United States (NAIA to NCAA) and in Canada (CCAA to CIS). The results were grounded through the organizational change, archetype, and track literature with close incorporation to the structural dimensions of specialization, standardization, and centralization. The results are organized by the three value shaping archetype characteristics, (1) domain, (2) criteria for effectiveness and (3) principles of organizing.

The results chapter combines data from two data collection methods: historical document analysis, and personal interviews. The historical document analysis was conducted to aid and support the initial archetype development (NAIA/CCAA). Personal interviews also aided in the development of archetypes before and after changing associations. For ease of reading, the results for each participating school are presented as a combined sample of both United States and Canadian universities as there were no significant similarities or differences of results based on whether the university was in the NCAA Division II or III. A summary of results are presented in a 'table' format using the following headings as a guide for each schools archetype synopsis:

- (1) Domain
- (2) Criteria for effectiveness
- (3) Principles of organizing
- (4) Reasons for leaving (athletic association)

The purpose of this chapter was to identify archetype characteristics for each participating school before and, if necessary, after changing athletic associations. All participants are protected by a confidentiality agreement and recognized by an alphabetical association (i.e., University A; Athletic Administrator A, etc). In keeping with the confidentiality of the participants, there are several instances throughout the noted dialogue where parentheses are present. In these cases, words and/or phrases were adjusted to hide possible identifiers of the participants and to give clarification to what was discussed during the interview process.

The following tables are a summary of data collected from completed interviews with athletic administrators of participating universities. The contents of these tables are value and belief characteristics described by multiple athletic administrators as being important. For example, three or more athletic administrators described ‘an unstructured athletic department’ as a domain characteristic. It should be noted that the descriptions within the summary tables below are general terms used. The section following these tables provides specific support to these terms based on interview data.

Table 5.1

*Domain*

CCAA/NAIA	CIS/NCAA
<ul style="list-style-type: none"> <li>*Unstructured athletic department (NAIA)</li> <li>*Opportunity for S.A. to participate and/or be competitive</li> <li>*Simplistic recruiting of S.A.</li> </ul>	<ul style="list-style-type: none"> <li>*Specific goals/objectives gives guidance for department</li> <li>*Intense department structure focused on compliance and compliance education</li> </ul>

Table 5.2

*Criteria for effectiveness*

CCAA/NAIA	CIS/NCAA
<ul style="list-style-type: none"> <li>*Evaluation through academic and athletic success</li> <li>*Evaluation process took a simplistic approach</li> </ul>	<ul style="list-style-type: none"> <li>*Evaluation measurements; graduation rates, team GPA, S.A. retention, wins and losses</li> <li>*Measurements of success looks as teams being competitive year after year</li> <li>*Evaluation process evolved based on full-time coaches and suggestions from NCAA</li> </ul>

Table 5.3

*Principles of organizing*

CCAA/NAIA	CIS/NCAA
<ul style="list-style-type: none"> <li>*Organizational chart variation</li> <li>*Coach/S.A. handbook available (old/outdated)</li> <li>*Staff contributed throughout department, even if it was not a part of their job responsibilities</li> <li>*No coaches/S.A. handbook</li> </ul>	<ul style="list-style-type: none"> <li>*Organizational chart present, but no changes made</li> <li>*Coach/S.A. handbook evolved to fit NCAA standards</li> <li>*Dept. has become more specialized with addition of assistant coaches and staff (i.e., compliance, alumni relations)</li> </ul>

Table 5.4

*Reasons for leaving*

<ul style="list-style-type: none"> <li>*Branding opportunities</li> <li>*Uncertainty of NAIA as an association</li> <li>*Association w/ dissimilar universities</li> </ul>
--

The subsequent section provides support to the summary tables in the previous section. This section gives actual accounts from those participants that experienced certain value and belief characteristics displayed within each of the summary tables that were divided into headings of domain, criteria for effectiveness, principles of organizing and reasons for leaving. Within each of these headings, sub-headings of ‘CCAA/NAIA’ and ‘CIS/NCAA’ helped separate the common archetype change characteristics.

## **Domain**

Domain refers to what products, services, and clientele are most appropriate for the organization and how that organization should operate to potentially meet those needs (Greenwood & Hinings, 1988; Kikulis, 1992). In terms of an intercollegiate athletic setting, all participants were providing similar products and services (i.e., student-athlete performance) while maintaining a certain reputation. The clientele for athletic departments were boosters, alumni, fans, faculty, staff and students of the university. Many of the responses towards questions regarding the athletic department domain had a general connotation to how the athletic department operates in maintaining athletic department objective.

### **CCAA/NAIA**

#### ***'Unstructured athletic department'***

The unstructured athletic department took several forms throughout the participants, much of which resulted in criticism of the CCAA/NAIA related to poor guidelines for their members to follow. University B was a 'loosely run' athletic department similar to how the NAIA operated.

#### **Athletic Administrator B**

I thought it was a little bit looser, a little bit more unstructured than what I was normally used to or what I had experienced in the past. And I mean that from an NAIA standpoint.

#### **Athletic Administrator C,**

We really did not have any overarching goals or standard as an NAIA school, because the NAIA...in itself did not provide any huge amount of guiding principles as compared to what the NCAA does. I think when we

were in the NAIA we just kind of did what we could to get to the next day and the next season.

Athletic Administrator D,

I never did get any kind of communication, direction guidance...anything from the NAIA...but I was getting pretty regular contact with the NCAA...even contact that they initiated...even though we weren't fully NCAA.

***Opportunity for student-athlete to participate and/or be competitive***

While participating in the CCAA/NAIA, athletic administrators reiterated the overall participation on-the-field of their student-athletes rather than competing to 'win championships'.

Athletic Administrator C,

We were just here to play games and win the ones we could and if the kids graduate great...and if they (student-athletes) didn't then well 'eeehhhh' ya know.

Athletic Administrator E,

I think it was more a philosophy of participation, the opportunity to participate for our student-athletes. We didn't necessarily think about advancing onto a national championship. Winning was important but it was more hey you got a chance to come here and be involved in a collegiate athletic program and participate.

Athletic Administrator H,

I think I'd consider the biggest success is if student-athletes enjoy the experience, whether they win or lose. Whether they feel they've committed to participation has been a valuable component of their education. It then really doesn't matter what their end result was they have benefited from the experience and that's really, in my opinion

Athletic Administrator I,

Philosophically what we wanted to do was be as competitive as we could be. We still wanted to win championships, but we wanted to make sure we provided as good as an experience as we could while still trying to vie

for championships. So, our number one thing was making sure they had good opportunities.

*Simplistic recruiting of student-athlete*

Much of the recruiting processes of the student-athlete took a simplistic approach. Budgets of the athletic departments limited the recruiting footprint, partially due to the lack of recruiting standards that the CCAA/NAIA set for their members, partially due to the lack of notoriety the CCAA/NAIA would receive compared to CIS/NCAA and partially due to the overall philosophy of the athletic department.

Athletic Administrator B,

I don't want to sound like I am knocking the NAIA, but the NCAA I think opened a lot of doors from an air of legitimacy with recruiting student-athletes.

Athletic Administrator C,

With the NAIA, especially, you could recruit kids...the NAIA eligibility rules are much less stringent than those of the NCAA. It is much easier to provide eligibility for a student-athlete in the NAIA than it is in the NCAA.

Athletic Administrator D,

Due to our budget constraints, our recruiting footprint was limited.

Athletic Administrator E,

We were more focused on the home grown athlete, the student-athlete that was in the area. Didn't go out and do as much active recruiting. We did well enough in a number of sports to be successful in our conferences.

Athletic Administrator G,

The philosophy of running an athletic program at University G is simply to recruit the best student-athletes we can, educate them, get 'em graduated, help 'em grow as people, and give 'em a championship opportunity, and



those were the principles in the NAIA and they're now the principles in the NCAA, simple as that. That's our mission statement.

Athletic Administrator I,

I would think that the philosophy in the CCAA was that we recruited locally and then regionally in the province. (Our budget limited us in recruiting nationally).

### **CIS/NCAA**

#### ***Goals and objectives give guidance to athletic department***

A number of university athletic administrators suggested that by joining the CIS/NCAA their goals and objectives as an athletic department became clear. Other universities had specific goals while in the NAIA, but those athletic administrators (i.e., University A & B) felt that those goals were not achievable unless they changed athletic associations.

Athletic Administrator A,

We started the (athletic) program with really four major goals and the change to the NCAA was a component of accomplishing these goals.

1. Recruit student-athletes to bring in other potential students
2. Enhance the quality of student life (i.e., better facilities)
3. Increase publicity to athletic department
4. Improved community relations

Athletic Administrator B,

Our goal in the NAIA was to reach a university student enrolment of 5,000, once that was achieved; our new goal was to recruit a 'higher profile' student, including student-athletes. We felt that being a part of the NCAA would help us achieve that goal.

Athletic Administrator C,

When the new president came in, we revamped the mission of our institution, which included athletics. I think with us getting into the NCAA process just fell into the time period that the institution was

undergoing a ‘mental reset’ and re-focus towards a new goal and a new president.

We incorporated our ‘life and balance’ platform (similar to what the NCAA Division II promotes for their members) into what we are using as our standard and our strategic planning here. We have a sense of purpose here...we want to win.

Athletic Administrator D,

I don’t know that there was a whole lot of emphasis placed on (goals and objectives)...not anywhere in the same vein as the NCAA does. I think we are very defined as to what the NCAA expects especially in Division II.

Athletic Administrator E,

We came up with a three-pronged philosophy or set of goals to continue to strive for that we determine would make us competitive in the NCAA.

These goals were set prior to actually becoming members.

1. Increased recruitment efforts (i.e., better talent)
2. Recruit a ‘higher profile’ student-athlete
3. Strive for national championship play for all teams

***Athletic department focused on compliance and education***

It was made known throughout the interview process that compliance of rules and regulations within the CCAA/NAIA were less stringent than in the NCAA. Compliance education was also an important component of changing associations.

Athletic Administrator A,

When it looked like we may join the NCAA, we started to modify all of our compliance activities even though we remained an NAIA school making sure that we more closely followed the rules for eligibility.

Athletic Administrator B,

When I arrived, when we were in the NAIA, we were already implementing or running the department like an NCAA (member)...creating the same compliance forms that weren’t necessarily in the NAIA.

Compliance education was a big issue. We had to make sure that our staff in terms of coaches and department members were up-to-date on the “who, what, where, when, why, how” of the NCAA and their policies and procedures. The majority of the staff at that time had not...had only worked here and not spent a lot of time in the NCAA.

Athletic Administrator D,

Once we made the decision to go to the NCAA, we knew we had to step up our compliance enforcement here compared to when we were in the NAIA. When we were in the NAIA, our compliance person was part-time with other duties. Now that we are in the NCAA, our compliance officer is full-time, no other duties.

Athletic Administrator G,

I mean the only thing that’s changed is how we operate compliance wise, because obviously you go from an organization (NAIA) who had basically no compliance to one that has overkill compliant to the NCAA, I mean they wear you out with it, you know.

### **Criteria for effectiveness**

Criteria of effectiveness refers to the expectations of how the organization should be judged and evaluated (Hinings & Greenwood, 1988; Kikulis, 1992).

The evaluation process of the athletic department took many forms including a simplistic approach due to the part-time coaching staff to a subjective approach that included the AD evaluating coaches based on general observations. All universities experienced some form of formalized evaluation from their human resource department.

## CCAA/NAIA

### *Evaluation through academic and athletic success*

Many of the participants for this interview process revealed a form of evaluation through the results of academic success (i.e., team GPA, graduation rates) or athletic success (i.e., wins and losses) or both. University A experienced a remedial evaluation process from its AD due its part-time coaching model in the NAIA. However, this evaluation process did emphasize academic success and maturation of teams.

Athletic Administrator A,

The first couple of years were really brutal, so you couldn't look at wins and losses and say the team was successful or not. You really had to look for growth and maturation in the teams.

Athletic Administrator B,

I think it was more...honestly, I think in the NAIA it was more record...or wins and losses driven.

Athletic Administrator C,

(Our measurement of success in the) NAIA was winning...that is what we were shooting for, whether we won or not, that was a different story.

Athletic Administrator D,

Graduation rates and team GPA are the two things that come to mind as our measurement of success while in the NAIA.

Athletic Administrator G,

(Our measurement of success was) graduating all (our) athletes and winning championships.

### *Simplistic approach to evaluation process*

Several universities took a simplistic approach to their evaluation process. The reasoning behind this approach was due to the part-time coaching model and the AD that was served the responsibility of conducting evaluations of coaches and staff typically felt that it was a waste of time because the part-time athletic department employees were making minimal wages.

Athletic Administrator A,

My coaches (in the NAIA) were doing this on a part-time basis. So a real intensive and formal evaluation process...I did not think was particularly necessary. What was I gonna do fire them? My first basketball coach made \$2,000. And again it could be 'cause I was lazy, I didn't have time, I didn't think it was an effective use of time, whatever the case might be. I did come up with a instrumental tool to help with this particular case of evaluating my coaches, but it was to help them more so than to evaluate their performance.

Athletic Administrator C,

There was one report (of the coaches and staff) that we had to do every year for the president and I can't even remember what it was...to be quite honest...and he is gone now so I can say this...it was a waste of time and I doubt he ever read it.

Athletic Administrator E,

The previous athletic director did do coaching evaluations. It was not very structured as far as a format that was followed. It was very simplistic...so I wanna say did it exist in the past. Minimally. There was an evaluation of at least the coaches that was minimal...The part time coaches they had minimal type of evaluation or performance evaluation.

## CIS/NCAA

### *Evaluation measurements; graduation rates, team GPA, S.A. retention, wins and losses*

Many of the universities that changed athletic associations upgraded their measurements of success or added additional components to these measurements.

The most common measurements of success were graduation rates, team GPA, student-athlete retention, wins and losses.

Athletic Administrator A,

My expectation is really that the coaches will finish in the top half of the conference on a fairly regular basis. And I think that given the resources that we have that that's a reasonable expectation for a coach. Again, it would be unreasonable for me to say you need to win a conference championship in the first 3 years

Athletic Administrator B,

I think now that we have moved to the NCAA, obviously there are much more measuring sticks that the NCAA does in terms of graduation rates, retention, GPA averages...things like that. I see more of a focus...not that there wasn't before (in the NAIA), but more of a focus on the ancillary things like grades and community service and things like that. In that regard I think there is much broader scope of what is evaluated as opposed to just wins and losses now that we are a member of the NCAA.

Athletic Administrator C,

So every year with the coaches and the staff, we meet at the beginning of each year to go over what our goals are for the year and what they would like to accomplish. And for some of them it includes putting a number on what they want to win. A good example is that my basketball coach, my men's coach, when we met in August, his goals were to make sure that two of his senior graduated and to be the best team as far as conditioned and in shape and to always focus on the next game. He never said anything about how many wins he wanted to have, never said about winning anything overall. He ended up going from 7-20 last year to a 20-9 this year and he won the western division of our conference and went to the NCAA regionals.

Athletic Administrator D,

We concentrate more on GPA than anything else.

Athletic Administrator E,

I would say our wins and losses are a focus but also our academic success in the sense of how each team and how we're doing as a department academically. What's our team GPA? What's our academic department GPA at the end of the year?

***Measurements of success reviews teams as being competitive year after year***

Various athletic administrators noted that wins and losses were not as important as being competitive year after year. Athletic Administrator F looked at their measurement of success based on a cycle of years.

We never actually look at it in terms of wins. It's more, we use the word competitiveness as far as did they have the opportunity to be successful so it's within a given year and in a cycle of years. Basically within a cycle of years we should be in the top four in a conference periodically, and if not then is there something unique about that sport that puts us at a disadvantage...maybe its facilities, maybe it's something else but otherwise we should start competitive routines as one of the measures.

Athletic Administrator H,

I'd consider it a success if we are competitive...if our teams improve. I'd consider the biggest success is if student-athletes enjoy the experience, whether they win or lose. Whether they feel they've...that the time that they've committed to participation has been a valuable component of their education. It then really doesn't matter what their end result was they have benefited from the experience and that's really, in my opinion, what my responsibility is...is to ensure that they have a quality educational experience.

Athletic Administrator I,

Philosophically what we wanted to do was be as competitive as we could be. We still wanted to win championships, but we wanted to make sure we provided as good as an experience as we could while still trying to vie for championships. So, our number one thing was making sure they had

good opportunities. We still wanted to create something measurable for the coaches though. The biggest thing is trying to develop benchmarks and measurable criteria. There was obviously an amount of subjective evaluation. And our goal was always too...one of the things that we always looked at was the retention of students, so what was our retention in our athletic programs. And then looking at the number of students that stayed through four years or five years...those were the major measures.

***Evaluation process evolved based on full-time coaches and suggestions from NCAA***

Only three of the participants made major adjustments to their evaluation of coaches and staff due to their change in athletic association. The NCAA suggested many of the changes.

Athletic Administrator A,

(Now that we are in the NCAA) I've taken the things that they (NCAA) have said in the model athletic programs type documents from the NCAA manual in terms of things that they want us to evaluate and take care of. So I've taken components from all of those documents to incorporate into the evaluation document.

Athletic Administrator B,

Now (in the NCAA) there is a performance review done. The athletic director takes all of the coaches performance reviews and brings them to the Chancellor's division and they go over those and then they do an individual review of the department and the athletic director there. So it was kind of like, the AD meets with the Chancellor...they go over everything in the department and then the Chancellor reviews the AD.

Athletic Administrator C,

I do individual evaluations with staff members, but the tricky thing in our department is most of us, including myself...are paid by the Education Department because we teach classes over there. Many of us are evaluated for our teaching by the chair of the department. We created an athletic department evaluation four years ago so we go through that every spring on an individual. Then I get evaluated by the president because I report to him, but overall there is no athletic department evaluation form it is just on an individual basis.



Athletic Administrator D,

The one thing that we did do in our first year in the NCAA...we did go ahead and add broad section on everybody's job description in the athletic department that had some NCAA expectations that are pretty basic. You are expected to do X X X, and a lot of that had to do with NCAA guidelines. So we did add that to the job description because we want to make sure that was noted (since our move). This helped with the overall evaluation process.

### **Principles of organizing**

Principles of organizing refers to the values regarding the proper roles, rules, and reporting relationships within the organization (Hinings & Greenwood, 1988; Kikulis, 1992). Interview questions related to principles of organizing revolved around coach and student-athlete handbooks as well as the presence of an organizational chart. These descriptions for all universities can be easily described through a table format. Job responsibilities are discussed in detail within this section. It should be noted that each university was asked about their reporting lines of communication. Each university's reporting lines had different avenues taken to get to the president of the university. If the reporting lines of communication did change, it will be discussed in Chapter 6.

Table 5.5

*CCAA/NAIA Organizational chart summary*

No organizational chart, however, understanding of hierarchy throughout athletic department employees	Organizational chart present
A, B, C, E	D (flat), F, G, H, I

Table 5.6

*CIS/NCAA Organizational chart summary*

Unchanged	Newly developed	Adjusted
F, G, H, I	A, B, C, E	D (tall), F (major changes, new positions added)

Table 5.7

*CCAA/NAIA Coach/student-athlete handbook summary*

Coach/student-athlete handbook available	No coach/student-athlete handbook available	Coach/student-athlete handbook old and outdated
A, B, H, I	E	C, D, F, G

**CIS/NCAA coach/student-athlete handbook summary**

All universities, with the exception of one (University F) either updated their previous form of a coach/student-athlete handbook or developed a new handbook. University F does not have a coach's handbook and considers their handbook for student-athletes as a *code of conduct* handbook.

## CIS/NCAA

### *Job responsibilities*

Job responsibilities within athletic departments prior to changing athletic classifications had a 'de-specialized' approach. Many of the coaches and staff had additional responsibilities other than what their job title described.

Athletic Administrator B,

We had coaches coaching multiple sports and things like that. We had some of our administrative staff doing multiple jobs that when you look at larger schools; they had individual people with one responsibility.

Athletic Administrator C,

Prior to joining the NCAA, I was the head athletic trainer, the only athletic trainer, the assistant AD and compliance coordinator. That was very common for many of our employees to have several different duties other than what their job title stated.

Athletic Administrator G,

Well, you know when we were in the NAIA; we basically would hire someone already on the campus and pay them a stipend to be, say, the Athletic Director. For example, when I was the basketball coach here back in the '80s, the Athletic Director was also the Vice President for Business and Finance.

Athletic Administrator H,

A lot of the time, we were a staff that was available to each other all of the time. At some of our larger events, we were 'all hands on deck'.

Athletic Administrator I,

We all were very hands. So, it was...you did a lot more of the duties that...even to the extent of trying to do publications and doing sports information work. We didn't have sports information person in the CCAA. We ended up getting one as a shared position with the office of advancement, and we got them 20% of the time.

## CIS/NCAA

### *Job specialization*

A major part of the transition process for many of the universities participating in this research project was the specialization of many jobs around the athletic department. A few of the universities transitioned from the head coach coaching more than one sport to a one coach, one sport model. In addition, many universities added several positions to the administrative duties around the athletic department to create the job specialization desired by many athletic directors.

Athletic Administrator B,

So, more jobs were created. Every head coach...every sport has a head coach that solely coaches that sport. We added a compliance person, we added a sports information director, we added another sports medicine person, so they definitely would say that we became more specialized.

Athletic Administrator E,

We added them (positions) yes. We felt we needed them. We did some in house assessment and said these are things that will enhance our student-athlete academic performance. We need to have a structured fundraising program, boosters club so we developed those positions.

Athletic Administrator G,

We added so many sports going into the NCAA; we had to add more coaches. With that, we realized that if we didn't add other administrative positions, assistant AD, et cetera, then we would start our NCAA process behind the eight ball.

Athletic Administrator H,

(We) put together a three-year staffing, budget, 'roll-out'. We gradually added positions to the athletic department during this plan to improve the operations of the department.

## **Reasons for leaving (athletic association)**

Each university had unique reasons for leaving the CCAA/NAIA. This section highlights four reasons for leaving that were commonly discussed during the interview process. The four reasons that are emphasized in this section are branding, uncertainty of NAIA as an association, association with dissimilar universities and lack of structure in NAIA (much improved in NCAA).

### **Branding**

Branding opportunities with the CIS/NCAA was most relevant with universities in this study in two ways. The CIS/NCAA brand was well established around much of the geographical area each school was located. In addition, the CCAA/NAIA brand was irrelevant in many recruiting instances, which forced some schools to change athletic associations.

Athletic Administrator A,

People are more familiar with the brand. People actually aspire to be a student-athlete in the NCAA. We used to have to explain what the NAIA was all the time. You would introduce yourself to a recruit and say where your school is and they'd say what division are you? Then that's where the explaining would always have to start. Because there's not a familiarity with the NAIA brand, it's perceived as being inferior.

Athletic Administrator B,

(Being a part of the NCAA) opens the doors to a lot more...in the past they recruited when they were in the NAIA they recruited a lot of smaller town kids from around the area here...so there was more of a localized (recruitment/student-athlete)... now it is much more regionalized. We go into (our large metropolitan city nearby) and the suburbs and attract kids that we probably wouldn't have been able to get (in the NAIA) in the past. I think that is a big proponent for us is that it opens a lot more doors to attracting the kids that can do the work academically and compete athletically.

Athletic Administrator C,

The NAIA... nobody knows that or recognizes it so I think for us at this point in time as an institution we were really trying to grow as an institution and get larger as a whole. It was good for us to connect to that NCAA branding that was something that people recognized.

Athletic Administrator D,

Being able to be a part of the NCAA brand is key. I mean you can't speak enough to say that it does...and from what we understand and neither of us are coaches, but it makes a big difference when you can talk to somebody and say that we are NCAA Division II. We just feel it is a good fit.

Athletic Administrator E,

The visibility of the NCAA, the trademark of the NCAA I think we felt was important as well.

Athletic Administrator G,

We felt like that for a little bit more money, a little more investment, we'd get a lot more exposure (in the NCAA), a lot more branding of our institution.

Athletic Administrator I,

I think its part of branding the university and part of branding for the university...all of the universities have athletics, we want to have athletics, we support athletics, we feel that it is a great avenue for visibility for the university, not only locally, but nationally.

### **Uncertainty of the NAIA as an association**

It was noted by several athletic administrators that the NAIA membership was decreasing in their geographical region. This made it difficult to schedule teams and often increase the burden of traveling greater distances for competition.

Athletic Administrator A,

The issues that we had to deal with were competition and scheduling. So many teams around our area were leaving for the NCAA they wouldn't schedule us.

Athletic Administrator B,

There is that fear that the NAIA is shriveling up and you don't know what is going to happen to it. So that there was the uncertain nature or future of that too, but then again, not that it's (the NAIA) is going anywhere, but there was always that rumor that they were kind of...you never know what was going to happen.

Athletic Administrator E,

Probably the biggest reason was that the NAIA was dying in (our geographical region). It had gone from 30 or something members back in the early '80s, late '70s down to the teens and then when we finally left I think right now there's only seven or eight schools in NAIA in (our geographical region). So the number was shrinking. And the folks that were leaving the NAIA were I think the very stable structured schools and they were joining the NCAA and becoming members of conferences in the NCAA. And we held on, held on, held on and we said we can't hold any longer.

#### **Association with dissimilar universities**

Several universities felt that they should associate with other universities that were similar to their university. This may be associating with public universities rather than private, or of the same academic standards.

Athletic Administrator B,

I think one aspect of it...you look at the schools in the NAIA and the conference that we were in...they were small mostly private...some for-profit school that we were just outgrowing them. We are a public school. It got to a point where it wasn't, we didn't think it was mutually beneficial for us to be in that league...this is what I have been told...from a recruiting standpoint...recruiting student-athletes it would be a higher profile to be in the NCAA and play the schools that we play now in our league...in a high quality league, as opposed to some of the smaller NAIA schools that a lot of those kids have never even heard of.

Athletic Administrator C,

The conference that we were in...we were actually a better fit in the NCAA conference that we are in now, we are a public state funded school...in the NAIA we were in a conference with all private schools who could do whatever they wanted to with their money. We didn't really fit into that mold very well.

Athletic Administrator G,

The NAIA is an organization that basically has no rules and no restrictions to speak of. It accepts almost any institution that wants to be a part of it, including institutions that are non-accredited. That was the one element that bothered my president. My president is obviously very academic oriented. We were a high end academic school, rated as one of the top 100 liberal arts school in the country every year, and he did not like us being in an organization with non-accredited institutions. That's probably the number one reason why we decided to leave.

## **Summary**

The results show a static view of the archetypes that schools experienced from changing athletic associations. It was important to recognize each participating athletic department's archetype prior to changing athletic associations in addition to after the change has occurred as it was the foundation of building the organizational tracks for athletic departments. While this static view of the two different archetypes of each university has been identified, the next chapter discusses the mobility from one archetype to another.

The results shown in Chapter 5 were reoccurring characteristics displayed by three or more universities (i.e., branding, job specialization, etc.). Across the spectrum of athletic departments participating in this study, other characteristics



that did not occur as often were poor athletic department funding, lack of athletic department identity and irregular evaluation processes. Specific measurable benefits (i.e., undergraduate applications and student-athlete grade point average) were one of the characteristics that athletic administrators failed to mention because of changing athletic associations.

The essence of Chapter 5 began by identifying the values and beliefs of universities experiencing intercollegiate athletic associational change. These values and beliefs established a university's archetype within each association (i.e., NAIA and NCAA). These archetypes show the general organizational structures participating universities used to change associations. The following chapter gives significance towards the mobility of these structures, which are understood as organizational tracks.

## Chapter 6: Discussion

The need to understand organizations changing intercollegiate athletic association is documented. This understanding of organizational change was viewed through the theoretical concepts of archetypes and tracks. Chapter 5 summarizes the results pertaining to common archetype characteristics before and after changing athletic associations using a universities domain, criteria for effectiveness and principles of organizing as a guide to establishing these archetypes. The purpose of Chapter 6 is to connect the results from Chapter 5 and categorize the archetypes before and after change, as well as identify the organizational track experienced by each university. Chapter 3 recalled the importance of connecting the archetype and organizational track theory by recognizing that organizational tracks make it possible for the complete analysis of archetypes and the transition of organizations moving from one archetype to another archetype (Hinings & Greenwood, 1988; Stevens, 2006). Depending on which way tracks go with each university the contribution lies within the understanding of how archetypes and tracks work together in college athletics.

While schools changing athletic classifications are completely aware of their change, they may not be aware of the specific consequences from their change. Hinings and Greenwood (1988) remarked that organizations that do change should not assume success or disregard failure.

An essential point and one that has long been part of the change literature (cf. Beenis, Beene & Chin, 1984) is that movement in organizations does not occur easily. Not all organizations pass through transitions, nor do

they depart from similar positions or have common destinations. Organizations that attempt to transform themselves do not always succeed. Similarly, organizations find themselves in transformational situations without having planned to be there. (p. 24)

This quote is directly related to this chapter in two ways; first, Hinings and Greenwood suggested that it may be erroneous to assume organizations that change experience successes and/or failures. Secondly, the organizational track chart developed by Hinings and Greenwood (1988) was not a strict guide, but a holistic guide.

For the purpose of this dissertation, universities were not restricted to one track; they may vary depending on certain experiences. This was based on Hinings and Greenwood's holistic organizational track approach and the track characteristic chart developed for this dissertation. For example, University X may be characterized as having Track B (Aborted Excursion) qualities with embryonic and schizoid traits.

The discussion of tracks for each university is highlighted by a summary table then presented by tracks beginning with Track A. This chapter continues by discussing the archetype characteristics pertaining to Chapter 5 in relation to the rationale for selecting a Track for the corresponding university. The discussion will conclude with an examination of the data in relation to the research questions.

## **Archetypes**

Chapter 5 showed significant results in understanding the antecedents and consequences of archetypes before and after changing athletic associations.

Based on the data analyzed and the results suggested, the researcher was able to categorize each universities archetype prior to changing athletic associations and following this change.

Where there were similar archetypes prior to changing athletic associations it was interesting to find that of the nine participating schools, the researcher was able to identify three similar archetypes that these schools experienced prior to changing athletic associations. These three CCAA/NAIA archetypes were: (1) 'Treading-water' archetype. This archetype experienced characteristics described by Universities B, C, and D as "an unstable athletic department...a day-to-day operation...a loosely run athletic department." The 'treading water' label fits this group of universities as each university showed some form of a need to find structure for their athletic department. (2) 'Participation' archetype. Universities E, F and I described their athletic departments as one that centered on the participation of their student-athletes and not the competitiveness or 'winning the game' philosophy. (3) 'Values/Goal' archetype. This archetype described Universities A, G and H as a values and/or goal driven athletic departments taking pride in their universities mission statement and academic achievement in addition to having a winning tradition.

The archetypes characteristics described following an athletic associational change lent evidence to the identification of three similar archetypes that the participating universities experienced. These three CIS/NCAA archetypes were: (1) 'Clear Objectives' archetype. It was illustrated by universities B, C, D and F that the change to the NCAA gave their athletic

department a clear set of objectives and standards to abide by. (2) ‘Competitive’ archetype. Universities E and I chose to focus on being competitive within the athletic departments rather than the student-athlete participation route. (3) ‘Values/Goals’ archetype. This archetype is the same as the ‘Values/Goals’ archetype while in the CCAA/NAIA. However, Universities A, G and H experienced the ‘Values/Goals’ archetype took a different organizational track to get to their current archetype state. These different paths will be discussed in the following section.

Table 6.1

*Archetype summary*

CCAA/NAIA Archetypes	University	CIS/NCAA Archetypes	University
Treading Water	B, C, D	Clear Objectives	B, C, D, F
Participation	E, F, I	Competitive	E, I
Values/Goals	A, G, H	Values/Goals	A, G, H

Table 6.1 summarizes each universities archetype before and after their athletic associational change. This table simplifies the archetype development results and clearly suggests that the universities that experienced a CCAA/NAIA archetype as a group transitioned as a group to the corresponding CIS/NCAA archetype. However, University F was the sole university that experienced a different ‘grouped’ archetype. It is uncertain as to the specific understanding as to why University F experienced a different grouped archetype in the NCAA. It should be noted that University F held a dual membership with the NAIA and NCAA for more than 10 years prior to become a full-member in the NCAA and may have had a better understanding of the transition process, but further research

involving University F and their transition is needed to uncover this unique situation.

The archetypes represented in Table 6.1 focused on how the athletic departments thought about the athletic associational change process. There were similarities when archetypes were placed in groups that corresponded with the association. However, everyone in the same archetype group (ex. ‘Values/Goal’ archetype) did not experience the same organizational track. The following section that begins with a summary of the organizational tracks experienced by participating universities and continues with a complete organizational track discussion.

### **Organizational tracks**

Table 6.2

#### *Organizational track summary*

<u>Track A</u> Inertia	<u>Track B</u> Aborted Excursion	<u>Track C</u> Reorientation	<u>Track D</u> Unresolved Excursion	<u><b>Track E</b></u> <b><i>Combined Tracks</i></b>
University A, I	University G	University Adjusted – B, D Delayed/Schizoid – C, E, F		University H

### **Track A (Inertia)**

#### **University A**

University A was the lone NCAA institution within Track A (Inertia). While University A experienced no change within the domain, minor changes due to changing athletic associations effected the athletic department slightly (i.e.,

part-time to full-time coaches). Hinings and Greenwood (1988) explained that Track A demonstrates consistency throughout an organization however, change was inevitable.

Structural arrangements will develop a consistency and coherence given meaning by a pervasive interpretive scheme. Changes will be within the guided assumptions of the design archetype, i.e. changes will take the form of structural adjustments. Over time, in other words, there will be inertia. (p. 30)

Track A characteristics note these structural adjustments for the athletic department of University A with an initial review of changes conducted (i.e., self-study of athletic department), but no major changes are made. Athletic Administrator A explained that the values and beliefs of the athletic department are the same as they were in the NAIA (i.e., student-athlete balance in life, academics taken precedence over athletics). Athletic Administrator A continued by suggesting that simply because University A changed athletic associations it did not signify a change in their domain.

(Our athletic department) really hasn't changed (since moving to the NCAA). Really athletics is not supposed to have precedence or priority over academic achievement and any other aspect of the university.

This falls in line with Miller and Friesen's (1984) suggestion that when researchers study change of organizations it was common for these organizations to remain with a set of values and beliefs for an extended period of time.

University A experienced minor changes and structural adjustments (Greenwood & Hinings, 1988) within the criteria for effectiveness and principles of organizing, the former experiencing change from the priorities of their measurement of success (i.e., growth and maturation of teams to wins and losses);

the latter in the form the development of an organizational chart. Additional changes came in the form of hiring more coaches (with the addition of several sports) and changing from a predominantly part-time staff to a full-time staff. There was a significant delay in the change of hiring appropriate staffing possibly due to the poor funding of the athletic department. Athletic Administrator A described an example of this delay as an important piece of completing the transition to the NCAA by acquiring a compliance director. This compliance director acquisition took three years to complete.

So when it looked like we may join the NCAA, we started to modify all of our compliance activities even though we remained an NAIA school.

That first year I was the Compliance Officer. The second year we had a half-time Compliance Officer and then the third year we had a full-time Compliance Officer.

Although this was noted as a delay in transition, this delay did not affect the values and beliefs of the athletic department.

Each change was viewed as minor changes due to no specific breakdown of the structural elements of the domain. The reason for changing athletic associations was based on university and athletic department values and beliefs in relation to their specific goals that had been the same values, beliefs and goals during their membership in the NAIA and the NCAA. Therefore, the specific track that University A experienced was identical to that of Hinings and Greenwood Track A (Inertia) (1988).

The essence of University A was highlighted by the careful considerations of research going into the decision of changing athletic associations. University A did not take-for-granted the decision to change. Several universities that



participated in this research project hired ‘outside’ consulting firms to help with deciding if their university should change athletic associations. University A conducted its own research to decide to make the transition into the NCAA. Athletic Administrator A suggested that this university driven research was beneficial to truly see if the decision to move was acceptable in all aspects. With these careful considerations, University A did not take the transition to the NCAA for granted and experiencing Track A was the result. As it is shown throughout Chapter 6, universities specifically intend to change archetypes and others do not, University A took it upon themselves to specifically stay within the values and beliefs they originated with prior to joining the NCAA.

### **University I**

The archetype established for University I during its time in the CCAA was to provide a good experience for its student-athletes. Athletic Administrator I noted that the philosophy of the athletic department was to be a ‘congenial’ department that recruited local student-athletes with a competitive nature. Wins and losses were not a priority during their time in the CCAA.

I think that was the staffing and our philosophy was to do the best we can, it was congenial.

Several changes occurred to University I when transitioning from the CCAA to CIS. Once the decision was made to change, a ‘raised expectation’ of the athletic department was established in terms of how coaches, staff and student-athletes acted on and off the fields of play, in addition to the outcomes of its athletic contests. The department began to increase their recruiting footprint to

attract better student-athletes, which resulted in University I giving increased attention to wins and losses of each team. Other changes that took place were the increase in athletic financial aid and the improvement of athletic facilities. While these changes did occur, Athletic Administrator I did reiterate the ‘congeniality’ of the department in CIS and focused on providing a good experience for the student-athlete after changing athletic associations.

There were several changes to the athletic department of University I that affected how day-to-day operations were managed (i.e., improved facilities, larger recruiting footprint). An initial analysis of University I’s transition indicated a Track C (Reorientation), but after further analysis, the true values and beliefs of the athletic department (i.e., good experience for student-athletes and congeniality) stayed constant from the CCAA to CIS. There was no breakdown of values and beliefs. It could be argued that the changes that did occur may have improved upon the values and beliefs of the University I athletic department. During the interview process, Athletic Administrator I suggested that the athletic department was changing its value and beliefs to better prepare for the ‘raised expectations’ that were perceived. This may have been a ‘honeymoon’ effect where during the initial stages of transition a sense or feel of value and belief changes occurred, but in reality, original values and beliefs overcame this effect. University I experienced Track A (Inertia). It should be of note that University I experienced a delay/schizoid reaction to the transition as not all teams are participating with CIS sponsored sporting events. University I currently holds dual membership in the CCAA and CIS. It was determined that this delay in

transition may not affect the values and beliefs of University I through the Track A experience. However, a prolonged delay may affect the values and beliefs and future research would help in determining this consequence.

## **Summary**

According to previous discussion in this dissertation, most organizations are likely to drift in the direction of a particular design archetype and remain there for an extended period of time. Any changes to the archetype were based on the guiding assumptions of the design archetype, similar to what was shown with University I's 'honeymoon' effect (Hinings & Greenwood, 1988). Given that organizations are expected to experience Track A, it was surprising that more organizations in this dissertation did not experience Track A. It was possible that participating universities do not understand the concept of organizational tracks (it was interpreted that these participants were not aware of tracks), if they did, then Track A may have occurred more often than shown in this dissertation.

The similarities between University A and University I correlate with the knowledge of the overall transition process and the goal of knowing not to change its archetype. Sport managers may want to ponder a Track A option when organizational change was imminent. No assumptions were made by the athletic administrators from either University A or University I regarding the necessity to change archetypes simply because they changed athletic associations. This was

the variation between Track A universities and other universities in this study, other universities appeared to be compelled to change for one reason or another.

### **Track B (Aborted Excursion)**

#### **University G**

University G experienced a distinctive transition from the NAIA to the NCAA. University G was a nationally ranked institution of high academic quality with a winning athletic tradition. A focus on the student-athlete was paramount by educating its student-athletes, graduating its student-athletes, and giving its student-athletes a championship opportunity. Results showed that other than a minor domain change (i.e., rule compliance); due to the governance structure of the NCAA, University G did not experience major changes of its values and beliefs during the transition period. Many of the changes that did occur were the result of changes within the upper administration. These upper administration changes affected the track in which University G experienced.

Before becoming full-members of NCAA Division III, University G became full-members of NCAA Division I. The decision to join the NCAA Division I ranks revolved around three-archetype setting factors (1) financial, (2) affiliation and (3) visibility. During the time prior to joining NCAA Division I, the president of University G felt that the revenue generation opportunities were more beneficial in Division I than any other NCAA division. The president also noted that to maximize revenue, it had to be affiliated with other Division I

schools in the state. In addition, being associated with NCAA Division I included the increased visibility of the athletic programs and university.

Shortly after joining NCAA Division I, a new President to University G was hired. After evaluating the circumstances that had transpired for University G, both athletically and university-wide, the president decided that NCAA Division III was a better fit for the University G. The decision to change was partially financial as the expected revenues were unreachable. The primary decision to change was less about revenue generation and athletic visibility and more about University Gs previous values and beliefs it once held in the NAIA of academic quality and the overall success of the student-athlete. The upper administration chose to return to these values and beliefs, but within the NCAA Division III ranks rather than the NAIA. Athletic Administrator G summarized these events,

Since (the late 1990s), when we moved from the NAIA to the NCAA, we've had three different presidents (and) three different philosophies.

The president that made the decision to leave the NAIA and go to the NCAA, was here for the first 5 years of our move to NCAA Division I, then a new president came in 2004 and 2 years later he decided to take us to NCAA Division III. So we've gone through, you know, three different levels over the last 12 years.

These experiences are best explained as an 'aborted excursion' or Track B.

Hinings and Greenwood (1988) described the aborted excursion track similar to the experiences of University G.

Selective parts of the structure or systems become decoupled from the ordering assumptions of the prevailing interpretive scheme (a new archetype emerges).

Weakened structural coherence may produce declining performance (of the new archetype) which could push management to abort the (new archetype) and reinstate the previous (archetype). (p. 31)

The changes that affected the University G athletic department were introduced by the upper administration. At no point did the athletic administration play a major role in deciding if University G should consider another NCAA division. The embryonic phase for University G was its time in the NCAA Division I. The University G athletic department was forced by the upper administration to think in terms of generating revenue rather than academic quality and the overall success of the student-athlete, thus the overall result of University G experiencing Track B (aborted excursion).

University G experienced Track B for the simple fact that previous upper administrators did not take their traditional standards of values and beliefs into consideration prior to making the decision to change. The change was based on the materialistic ideas of revenue generation and media exposure through its athletic department participating in a division of the NCAA that other 'like' universities had mediocre success. Had clearer heads prevailed before the transition to the NCAA Division I ranks, a Track A (Inertia) experience would be likely.

## **Summary**

University Gs experience with Track B came to no surprise to the researcher of this dissertation. The surprising factor came with the ease of

selecting Track B. Key elements of Track B involve “limited or temporary fraying of an initial structural coherence...selective parts of the structure or systems become decoupled from the ordering assumptions of the prevailing interpretive scheme” (Hinings & Greenwood, 1988, p. 30). This description accurately depicts the experiences of University G. This was unexpected, as any anticipation prior to this study considered a deeper evaluation of universities possibility of experiencing Track B. Other unexpected outcomes were the lack of input the athletic administration had with upper administration and the decision to change athletic associations as well as which NCAA Division (I, II, or III) to select.

The Hinings and Greenwood (1988) organizational track model suggested when organizations experience one of four organizational tracks when change occurs. Of these four tracks, Track B and Track D have negative connotations within them such as what Hinings and Greenwood indicated that the “weakened structural coherence that may result in declining performance” (p. 31). Had University G been aware of the possibilities of negative outcomes with the Track B encounter, other considerations may have been considered by the athletic and university administration to avoid such an occurrence.

Sport managers may want to consider the lines of communication between the upper administration and the athletic department when making decisions regarding significant change. In this instance, it appeared that the upper administration prevented the athletic administration from providing proper contributions in the change process. This was stated throughout the interview

with Athletic Administrator G by implying that the president(s) of the university made the decisions to change rather than relying on athletic administrator to assist with an athletic department decision,

The president made the decision to leave the NAIA and go to the NCAA...

The new president came in (the mid-2000) and 2 years later he decided to take us to NCAA Division III...

Well when he decided we were going to leave the NAIA and go to the NCAA...

### **Track C (Reorientation)**

#### **University B**

University B had a distinct archetype change from the NAIA to the NCAA. The archetype for University B, while in the NAIA, was summarized as being a 'loosely run' department showing minimal attention toward the adherence to rules of the association and day-to-day operations. The archetype for University B now that they are in the NCAA has an intense structure focusing on compliance to the rules of the association and compliance education. These values and beliefs (both in the NAIA and NCAA) revolve around the goals of University B. The change of goals affected the values and beliefs of University B. In the NAIA, the goals of University B focused on university growth (i.e. enrolment). The goals of University B in the NCAA are to recruit a 'higher profile' student. This change in goals of University B essentially changed the values and beliefs of the athletic department towards being rule compliant.



Significant changes also occurred in the criteria of effectiveness (measurements of success changing from wins and losses to graduation rates, team grade point average and student-athlete retention) and principles of organizing (level taken out of reporting line, improved job specialization) attributed to the change in University Bs values and beliefs. It was implied by Athletic Administrator B that the NAIA values and beliefs lost legitimacy due to goals being met and new goals formed. This description falls in line with explanation of Track C provided by Hinings and Greenwood (1988).

Prevailing ideas and values have lost legitimacy and become discredited. In their place, an alternative interpretive scheme (i.e., values and beliefs) emerges carrying with it a different pattern of structural arrangements. Structures become decoupled from the old legitimating interpretive scheme and connected – recoupled – to a new one. A new design archetype is established. (p. 31-32)

The selection of a track that specifically associates with one of the three options of the Hinings and Greenwood (1988) Track C model was difficult as the circumstances that University B encountered do not suggest an *embryonic* phase or a *schizoid* phase. An embryonic phase would show signs of discordance between the NAIA archetype and the NCAA archetype (Hinings & Greenwood, 1988). University B had a successful set of goals achieved in the NAIA, those goals lost legitimacy due to their success. New goals were developed for University B and changing the athletic department was deemed necessary to attain those goals. A schizoid phase refers to contradictions between two archetypes (Hinings and Greenwood, 1988). It was made clear by Athletic Administrator B that there were no contradictions. Therefore, the specific organizational track that

University B experienced shows a clear path from Archetype A to Archetype B with no embryonic or schizoid obstructions.

University B was very aware of the implications of changing athletic associations. In fact, Athletic Administrator B also noted that the branding opportunities associated with the NCAA were intriguing to both University B and the athletic department. They had detailed goals as a university and athletic department. Similar to University A, they took the necessary steps to what may be considered a successful change. One specific step taken was the acquisition of an athletic director with both NAIA and NCAA job credentials, University B felt that this would facilitate a smooth transition. This, in addition to the changing of the goals as a university (i.e., enrolment to higher profile students) enabled the Track C reorientation process.

### **University C**

University C had two very distinct sets of archetypes before and after changing athletic associations. The archetype University C experienced while in the NAIA can be summarized by domain characteristics that disseminate from having 'no identity' as a department. This lack of identity stems from having no overarching goals, no outlook on goals, no guidance from the NAIA as an association and minimal focus on the student-athletes. Athletic Administrator C described the department as,

A day-to-day operation...we did what we could to get by.

There was a clear change in values and beliefs of the athletic department of University C when entering into the NCAA. The change focused the efforts of the athletic department towards importance of ‘life and balance’ of the student-athlete and setting specific standards for the athletic department employees to abide by. This change gave the athletic department and its employees a sense of purpose and goals to attain. The significance of this change occurred at the upper administration level of University C where a presidential shift took place. This shift may have been a blessing in disguise for the University C athletic department, as the previous president did not see the athletic department as a primary tool in achieving the goals of University C. During the NCAA full-membership transition process, a new president arrived on the campus of University C and immediately instilled a sense of purpose for the athletic department. Athletic Administrator C described the change in presidents as positive for the athletic department.

When the new president came in we revamped the mission of our institution, which included athletics...our new president here realizes the importance of athletics and tries the best he can to support the athletic department. There is more of a focus on trying to help athletics succeed here on campus.

These changes in the values and beliefs of the university trickled down to the athletic department to have an effect on much of the changes for the criteria for effectiveness and principles of organizing that were described in Chapter 5. It was clear however that the transition from the previous president to the current president had a *delayed* or *schizoid* effect on the University C athletic department

solidifying their values and beliefs in the NCAA and their experience with Track C (reorientation).

It was evident that University C experienced Track C. Unlike University B however, University C was subjected to a schizoid Track C through no fault of the athletic department. The conflicts with the upper administration played a significant role in the Track C path for University C. It was not until when a new president came to the campus of University C that the athletic department could ‘latch on’ to this new president’s own values and beliefs rather than developing its own. If the conflict between previous upper administrators was alleviated before the transition or not at all, a different track may be appropriate.

### **University D**

University D was similar to University C in that they had noticeable archetype differences between the NAIA and NCAA. These differences for University D were more pronounced with its domain characteristics than the relatively minor adjustments encountered through the transition of criteria for effectiveness and principles of organizing.

The domain for University D, while in the NAIA, was less than to be expected. The philosophy of the athletic department showed an unstable organizational structure, which was related back to the poor standards, set by the NAIA. These inadequate standards were commonly referred to as a “lack of professionalism” during the interview process. This lack of professionalism affected the operations of the athletic department at University D in addition to

contradicting the institutional and athletic department values and beliefs of focusing on the student-athlete life and balance.

Several changes occurred to the University D domain during the transition of becoming a full-member of the NCAA that shifted to a 'professional' athletic department. The NCAA instituted a strong set of rules and regulations University D could abide by. These standards gave the athletic department stability towards its philosophy of 'life and balance' for the student-athlete while incorporating an organizational structure that was lost in the NAIA.

University D was unique to this dissertation in that they did not show specific goals they were trying to achieve that lead them to change. University D was attempting to disconnect themselves from an association (NAIA) they recognized as detrimental to the values and beliefs as an institution. University D had a set of institutional values and beliefs; to keep in line with those values and beliefs it became necessary for the athletic department to change athletic associations and eventually change its own values and beliefs with no delay, embryonic or schizoid phase. In this sense, the NAIA values and beliefs of the athletic department lost legitimacy by association and new values and beliefs formed by entering into the NCAA. Similar to University B, University D knew what they had to do by changing archetypes and experiencing Track C (reorientation).

## **University E**

University E was a traditional NAIA school for over 50 years. The domain for University E, while a part of the NAIA, focused on recruiting local athletic talent and providing an opportunity of participation for those student-athletes that joined a sports team. The University E athletic department had a reputation of being a ‘blue-collar’ department that worked hard, but avoided innovations that may have advanced the progress and success of the department. The decision to change athletic associations was the result of other universities leaving and the general concern of the future existence of the NAIA in University E's geographical region.

The shift of domain for University E transitioning into the NCAA focused on a ‘three-pronged’ philosophy that university and athletic administration considered necessary for the future success of the department. This ‘three-pronged’ approach centered on (1) recruiting (regionally), (2) importance of academics of the student-athlete, (3) national championship play. This philosophy shifted the values and beliefs of the athletic department towards teams winning and looking to other NCAA members for guidance and ‘mimetic’ actions. It should be noted that minor changes occurred for the criteria for effectiveness and principles of organizing.

The actions that took place prior to transitioning to the NCAA held a delayed/schizoid approach. Before entering the NCAA and after leaving the NAIA, University E participated in a different athletic association. The association in which University E participated in for a one-season time period was

the United States Collegiate Athletic Association (USCAA). The decision to participate within the USCAA was to give the student-athletes the opportunity to participate in post-season play. In addition, University E was not entirely prepared to enter into the NCAA as the 'three-pronged' philosophy was delayed for implementation into the NCAA.

These characteristics of archetypes for University E pre-NCAA and post-NCAA fit in-line of Track C (Reorientation) of the Hinings and Greenwood (1988) organizational track model. However, University E took an embryonic approach by participating in the USCAA prior to becoming full-members of the NCAA.

University E had no choice but to change athletic associations. Many of the universities that associated with University E within their geographical footprint were already leaving the NAIA for the NCAA and the NAIA could not confirm or deny the continued existence of membership in the University E region. It was clear that University E placed great importance on the next stage in the life of the athletic department by changing to the NCAA. This was exhibited by creating a detailed model to help with the eventual success of the athletic department. In this particular case, the path was clear, University E was going to join the NCAA, and it was the steps in changing the ways the athletic department operated that was in question.

## **University F**

The NAIA domain for University F was described as conflicting. This conflict stemmed between the athletic administrator and the upper administration for University F. The athletic administration felt that the department should be managed with an ‘equitable sport system’ philosophy that focused on all student-athletes equally. The upper administration required the athletic administrators manage the athletic department in a ‘tiered sport system’ manner. This tiered sport system demonstrated importance (i.e., increased amounts of resources over other sports) toward a small number of sports (i.e., men’s and women’s basketball) while instilling student-athlete participation. Regardless of this conflict, University F was going to change to the NCAA as many nearby universities were already making the move.

The NCAA domain for University F shifted from a tiered sport system to an equitable sport system focusing on an ‘equitable’ broad-based competitive atmosphere while concentrating on the ‘life and balance’ of the student-athlete. University F experienced an extreme delay in their NCAA transition by holding dual membership with the NAIA and NCAA for more than 10 years. Several factors played a role in the delay of transitioning to sole NCAA membership. The opportunity to compete in certain sports with other NCAA members within the typical geographical region was not fiscally sound for the athletic department; however, further travel distances could have accommodated NCAA competition. In addition, the upper administration was reluctant in transitioning the new, equitable broad-based sport system, into sole NCAA membership. It was implied



that the delayed transition was a cautionary by the upper administration in case the NCAA was not the correct fit for University F. This delay, although lengthy, falls in line with University C and University E of experiencing Track C of the Hinings and Greenwood (1988) organizational track model, but with a delayed/schizoid occurrence between Archetype A and Archetype B.

Similar to University C and G, University F experienced upper administration conflict. In this case, the conflict was mutual with the athletic administration staff. If the conflict was one sided, either with the upper administration or the athletic administration then the reorientation track may not have experienced no delay/schizoid. Had there been no conflict at all a simplistic Track C or even a Track A would have occurred.

## **Summary**

It was predicted by the researcher that Track C would be a frequent track experienced by the participants in this dissertation. While this prediction was correct, it was not predicted that evidence of the 'sub' Track C characteristics (i.e., linear progression, oscillation, delayed) would not be in the same vein as the Hinings and Greenwood (1988) organizational track model, rather an adaptation of many of these characteristics doused each Track C participant (i.e., adjusted Track C & delay/schizoid Track C).

While each university appeared to have their own unique path in changing athletic associations and eventually changing archetypes, the similarities lie

within the holistic view of these universities. The athletic departments of Universities B, C, and D appear to have fallen victim to the potential benefits of the NCAA as a primary reason for leaving their previous association, rather than relying on the mission, vision and goals of the university to set a new archetype or stay true to the original archetype. Athletic Administrator E also admitted that the NCAA brand was an important in the decision in switching associations.

The visibility of the NCAA, the trademark of the NCAA I think we felt was important as well.

Sport managers should review the motives behind the decision to change.

In this case, athletic administrators may want to consider if branding was a logical motive for change in relation to the values and beliefs it holds. It was possible that a decision to give up traditional values and beliefs to gain beneficial branding opportunities may hinder future outcomes of a university.

#### **Track D (Unresolved excursion)**

Interviews conducted with nine athletic administrators presented no athletic departments experiencing characteristics that would suggest Track D (unresolved excursions). Hinings and Greenwood (1988) noted that attributes of Track D “exert a gravitational pull towards structural and processual coherence” (p. 34). It was not anticipated that one or more participating universities would experience Track D. However, it was not completely unexpected none of the participating universities experienced Track D as it was discussed in Chapter 3 regarding WVU Tech’s unresolved excursion experience.

## **‘Track E’**

### **University H**

Similar to University G, University H was insistent that the athletic department did not change domains between the CCAA and CIS. This was evident during the interview process in which a few minor changes occurred through the criteria for effectiveness and principles of organizing. No changes were evident through the domains from the CCAA to CIS. This would indicate a traditional Track A (Inertia) experience. However, severe conflict between the upper administration and athletic administration proved to have Track D (Unresolved Excursion) characteristics in addition to Track A characteristics.

The characteristics that suggest an adaptation of Track D stem from upper administration conflict with the athletic department personnel. University H was an extension campus of the main campus (University H<sup>2</sup>). It was the opinion of Athletic Administrator H that the athletic department and institution were treated as an experiment. It was implied that the support towards the athletic department was unsecured and could be withdrawn in a short period of time. Several personnel changes occurred with the upper administration of University H. These changes left the athletic administration inconvenienced during the transition of athletic associations and extended what was to be a ‘three-year roll-out plan’ for the transition, shifted to a ‘four-year-plus roll-out plan’ that affected the day-to-day operations of the athletic department. University officials and the athletic administration were not completely certain of the financial implications of changing athletic association. This gave the athletic administration a sense of

insecurity towards the change. This insecurity left questions regarding the change that resulted in the athletic administration not fully understanding CIS rules and regulations upon entering the new athletic association.

With these conflicting results towards the change to CIS and having domain strength to continue with the change, University H experienced characteristics from Track A (Inertia) with additional characteristics of Track D (Unresolved Excursion) merged within it. This would suggest that an additional 'hybrid' track (Track E – Combined track characteristics) would be combined with already existing organizational tracks of Hinings and Greenwood (1988) model (see Table 6.2).

The inertia experienced by University H were the set values and beliefs of the athletic department showing intensity in athletic competition, education, self-discovery as a student-athlete and strict adherence to the rules and regulations to either athletic association. The Track D (Unresolved Excursions) characteristics that University H experienced were described by Hinings and Greenwood (1988) as,

Intermediate categories, whether embryonic or schizoid, would, according to that assumption, detract from operational performance by creating stresses and strains resolved by coherence.

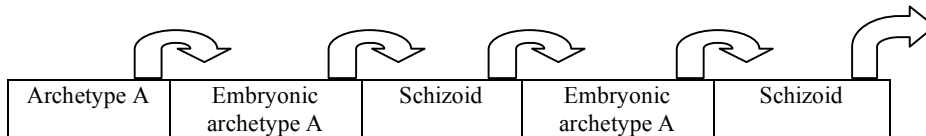
Failures to obtain coherence involve sustained movement from a coherent archetype without attaining a reorientation. (p. 34-35)

The archetype for University H was clear (see Figure 6.1); the stresses and strains of the upper administration limited the employees of the athletic department to conduct its affairs in an appropriate manner. Until the athletic administration and upper administration can cohesively come to an understanding of the future of the

athletic department and ‘infinite’ track may continue to occur (i.e., continued embryonic and schizoid phases).

Figure 6.1

*University H – Track E (Combined track characteristics) Track A (Inertia) with Track D (Unresolved Excursion) partial characteristics*



### Research Questions

The following section focuses on the relationship between the data collected, data analysis, and the research questions. Each research question is stated followed by further discussion. This portion of Chapter 6 integrates CIS and NCAA schools in the discussion.

- 1. Do colleges that use a transformation track to move from one association to another achieve different outcomes than colleges that use the inertia or aborted excursion track?*

The essence of research question one was to understand the possible benefits (or outcomes) of joining the CIS/NCAA in relation to the organizational track taken by universities in this research project. Two specific benefits for change overwhelmed the data: (1) improved status; and (2) branding opportunities. Table 6.2 summarizes these benefits. Seven of the nine

universities participating in this research project exclaimed that improved branding opportunities associated with changing athletic associations. Four of the nine universities stated that improved status was a benefit for changing athletic associations. Three of the nine universities stated that both branding and status was a benefit of changing athletic associations. One university suggested that improved status was a perceived outcome. One university did not anticipate any specific benefits for changing athletic associations. With branding opportunities and improved status being the predominant perceived benefits of change for many of the universities, there was no significant relationship between a track taken by a university and the anticipated benefits of changing athletic associations.

Table 6.3

*Benefits for change by university*

University	Question 1 (perceived benefits for change)	Track
A	*Branding	A
B	*Branding *Status	C
C	*Branding *Status (notoriety)	C (schizoid)
D	*Branding	C
E	*Branding	C (embryonic)
F	N/A	C (schizoid)
G	*Branding	B
H	*Status	A
I	*Branding *Status	A (with Track D characteristics)

Branding was a significant piece to the results of why universities left the CCAA/NAIA for the CIS/NCAA for two reasons. First, the CCAA/NAIA associations were not well known to potential recruits of the participating university, in essence, the so called brand of both the CCAA and NAIA as an association was not important to the future student-athletes of the participants as a member of these associations. Second, the CIS/NCAA had an established brand

that opened more recruiting possibilities that being a member of the CCAA/NAIA would not.

*2. What specific factors motivate schools to move associations?*

The essence of research question two was to understand what caused universities to change associations. It was important for five of the nine universities in this dissertation to associate with similar universities. As Table 6.3 notes, associating with similar universities had several sub-characteristics. Two universities wanted to associate with predominately public universities in the NCAA as those universities associated with private universities in the NAIA. Two schools wanted to associate with similar universities to establish credibility for themselves based on their newly appointed ‘university status’. One school specifically changed to associate themselves with similar schools with high academic standards. Two of the nine schools specifically noted their cause for changing athletic associations was due to the lack of structure displayed by the NAIA towards their athletic department. While two other schools noted their cause for change was due to other schools moving. This motivation for changing athletic associations could be related to the ‘lack of structure’ argument as that may have been the reason for ‘other schools’ in their region to change which forced universities in this dissertation to change athletic association.

Table 6.4

*Cause for change by university*

University	Question 2 (cause for change)	Track
A	*Quality of competition	A
B	*Association with similar universities (public)	C
C	*Association with similar universities (public)	C (schizoid)
D	*Lack of NAIA structure	C
E	*Other schools were leaving (NAIA uncertainty)	C (schizoid)
F	*Other schools were leaving (NAIA uncertainty) *Lack of NAIA structure	C (schizoid)
G	*Association with similar universities (academically)	B
H	*Association with similar universities (credibility)	A
I	*Association with similar universities (credibility)	E

By taking a closer look at the data and the reasons why universities changed athletic associations, several of the universities that wanted to associate themselves with similar universities also implied the disassociation with the NAIA. This goes with the notion that is mentioned in Chapter 7 suggesting that universities were not necessarily moving toward the benefits of the CIS/NCAA, but could also be moving away from the negative aspects of the CCAA/NAIA. While many of the interviews implied that the NAIA was a remedially operated association that ‘lacked professionalism’.

My impression from hearing the coaches and the AD talk is that there seemed to be a general view towards the NAIA...that it was an organization that lacked professionalism...liked we talked about the NAIA...and it lacked structure...I mean it was so under riding...because they (coaches) joked that they could do whatever they wanted to do. So, I think...as with any organization...I think there was the dissatisfaction with the NAIA because they felt like there were just no standards to it. That was my impression.

3. *Does moving from one association to another association improve a college’s intangible benefits (e.g., visibility, applications, higher status)*



The initial importance of research question three was to recognize the possibilities towards improvements of possible dependent variables (i.e., undergraduate application, graduation rates, etc) described by the athletic administrators during the interview process for this dissertation. The idea behind collecting dependent variables was to establish that when an athletic department changes from one association to another association that the measurable outcomes could be collected and the dependent variable would show a positive or negative affect because of change. In other words, the benefit of collecting dependent variables may support that changing organizational status leads to increased exposure, therefore would increase each of the dependent variables.

To truly extract the importance of tangible or intangible benefits from the interviewees, the researcher did not ask specific questions related to the improvement of intangible benefits. This technique avoided any assumption of intangible benefits from changing athletic associations and gave the athletic administrators the opportunity to honestly discuss if certain intangible benefits resulted from this type of change. While status and branding were perceived benefits, athletic administrator did not suggest that those or any other dependent variables were perceived as benefits by changing athletic associations.

### **Key findings**

Research regarding organizational change has indicated an emphasis on organizational values and beliefs (i.e., domain, criteria for effectiveness and

principles of organizing) are key characteristics in organizational schemes and coherence (cf. Hinings & Greenwood, 1988; Hinings, Brown, Greenwood, 1991; Laughlin, 1991; Kikulis, Slack & Hinings, 1992). Furthermore, Kimberly and Rottman (1987), Kimberly (1987) and Kikulis, Slack and Hinings (1992) suggested that the value and belief areas have apparent characteristics that form the structural designs significant for organizations. However, this dissertation's data suggested that intercollegiate athletic departments hold considerable importance toward the domain of the athletic department showing 'major' changes between athletic associations. The criteria for effectiveness and principles of organizing showed 'minor' changes if any changes at all.

Furthermore, during the interview process, the researcher did not specifically use the phrases and definitions of domain, criteria of effectiveness and principles of organizing. This technique was utilized to draw out the true importance of these athletic department characteristics from the interviewees. This method displayed the lack of knowledge by athletic administrators of these phrases and reiterated the need for athletic administrators to have a greater understanding of the construction of an archetype. It was also important to note that the research of this dissertation did not sense the knowledge of the athletic department's values and beliefs were evident with athletic administrators. A general sense of the athletic departments values and beliefs were implied and this may have hindered the overall importance of the values and beliefs set by participating universities.

During the interview process, six of the seven NCAA athletic administrators suggested that it was more important for their athletic department

to separate from the NAIA (i.e., lack of professionalism; other schools were leaving) rather than taking advantage of the perceived benefits of the NCAA. This was interesting, as much of the Chapter 2 suggested that schools entering the NCAA anticipated great benefits for joining the NCAA.

Administrative conflict between the upper administration and athletic administration occurred with four of the nine participants. This conflict was shown through disagreements between the two areas, upper administration taking control of the livelihood of the athletic department and lack of support towards the athletic department. Each of these conflicted universities experienced a schizoid phase.

The importance of this dissertation was to better understand athletic departments changing athletic association. Colleges and universities have been changing athletic associations for decades and this trend remains constant today. It was apparent that domain aspects of intercollegiate athletic departments are one key to a positive transition between athletic associations. Future athletic directors may want to consider their domain characteristics prior to changing athletic associations. While the research did not suggest athletic administrators took into account their domain characteristics when changing, it was clear that significant change occurred to those actually changing their domain. Furthermore, while the criteria for effectiveness and principle of organizing showed only ‘minor’ adjustments, careful consideration by future athletic directors changing associations should consider the ramifications of their criteria for effectiveness and principle of organizing as a result of change.

The poor relationship between the upper administration and the athletic administration clearly played a role in the delayed and ‘schizoidial’ affects of several athletic department tracks. It was interpreted that the tracks assigned were affected by the relationship between these two parties. Had this conflict been reduced or eliminated the concept of experiencing a different track may be inevitable.

The membership of the NAIA has been dwindling over the last several years while the membership of the NCAA continues to increase. Administrators of the NAIA may want to review their own institutional values and beliefs as many of the participants in this study attributed the poor governance of the NAIA as a reason for leaving the NAIA. This poor governance leads to a recommended in-depth review of the NAIA’s criteria for effectiveness and principles of organizing rather than its domain.

It became apparent in this chapter that the discovery of a new ‘hybrid’ organizational track (Track E) should now be immersed into the organizational change literature. It was understood that Hinings and Greenwood (1988) had good intentions for their organizational track model to help understand organizations that do change. These intentions were supported by the notion that organizational change should be examined with a holistic point of view. It was past literature using archetypes and organizational tracks (e.g., related the Canadian NSOs) that limited results to (i.e., Kitchen Table, Boardroom & Executive) to Hinings and Greenwoods organizational track model. This previous literature overlooked the holistic nature of archetypes and organizational track and

forced data into an existing model rather than letting the data determine the track and not considering the possibility of a fifth or even sixth track.

## **Summary**

This chapter discussed developed archetypes and pathways of intercollegiate athletic departments in North America changing athletic associations. From the data presented in Chapter 5 it was clear that prior to changing athletic associations the nine participating universities were grouped into three identifiable archetypes: (1) Treading water; (2) Participation; (3) Values/Goals. After changing athletic associations, these universities were grouped into three archetypes: (1) Clear objectives; (2) Participation; (3) Values/Goals. Although these universities were grouped in similar archetypes and, collectively, traveled to similar archetypes (except for University F) the universities path to changing athletic associations were clearly different than being grouped in similar archetypes. This would suggest that future universities considering this type of change should pay close attention to initial starting conditions and the pathway they choose.

When comparing the results of this dissertation with the previous literature specific to Kikulis et al. (1992) and the discussion of archetypes and tracks (i.e., Kitchen Table, Boardroom and Executive) it is necessary to take into account the motivation for Kikulis et al. piece. Sport Canada, the governing body of the NSOs in their study, was the motivating entity that insisted NSOs change their

archetypes to less volunteer organizations to more strategic and systematic organizations. This indicated a ‘top-down’ motivation from Sport Canada to the NSOs. CIS and the NCAA have similar motivations, but it is from the ‘bottom-up’. This dissertation shows specific instances where NCAA colleges and universities were joining to move from the volunteer, day-to-day, unstructured organization of the NAIA to a well-established professional organization. This is consistent in terms of the movement between what Kikulis et al suggested and what the results of this dissertation is suggesting. The contribution to the Kikulis et al paper and the archetype and track theory is that they had a ‘top-down’ formula where this study showed a ‘bottom-up’ formula. The NCAA, for example, is not making colleges and universities change athletic association, these schools choose to move. It could be argued that Sport Canada was pushing their motivation on the NSOs and CIS and the NCAA is inviting schools to change to their association. Both institutional motivations (i.e., Sport Canada and CIS/NCAA) have an effect on organizational archetypes and tracks.

## **Chapter 7: Conclusion**

The purpose of this dissertation was to understand organizational change from an archetype and organizational track development point of view featuring colleges and universities within the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA) of the United States intercollegiate athletic system in addition to the Canadian Collegiate Athletic Association (CCAA) and Canadian Interuniversity Sport (CIS). Over 1500 colleges and universities retain a membership within either the NCAA or the NAIA, while there are 108 members of the CCAA and 52 members in the CIS within Canada. Since 1980, more than 300 colleges and universities have changed athletic associations in Canada and the United States with applications for this type of change continuing to grow every year. This growth, along with the success and failures of intercollegiate athletic associational change suggested a need to conduct further research in this area specific to the challenges and consequences college and universities face when changing from one association to another.

### **Limitations**

Certain limitations arose that should be noted. One of these limitations was that there was only one perspective across a multiple set of universities. Previous research devoted as much as 12 years interviewing multiple

organizational personnel to acquire knowledge regarding the particular type of change experienced by an organization (Hinings & Greenwood, 1988; Kikulis, Slack & Hinings, 1992). Future research could look at multiple perspectives of intercollegiate athletic associational change within one university. This case study approach would give future researchers the availability to obtain several organizational perspectives for a broad, yet, itemized outlook on change. Other limitations included the historical data collecting process. The historical data was considerable for all universities in this dissertation. Specificity in the type of historical data may have reduced time constraints for collecting such data. Choosing schools with consistent or similar historical data would have also helped the collection process.

### **Organizational change**

The organizational change literature revealed many vantage points throughout several diverse settings. Research examining change in intercollegiate athletics observed organizational perception (Eitzen & Yetman 1972; Dwyer, Eddy, Havard & Braa, 2010; Soebbing & Washington, In Press; Weaver, 2010); institutional and organizational field perspectives (Cunningham & Ashley, 2001; Washington, 2004; Washington & Ventresca, 2004). Limited research has examined the antecedent and consequences of intercollegiate athletic associational change.



This dissertation provided a snapshot of the implications of intercollegiate athletic departments changing associations. While the organizational change literature is vast, this study corresponds with previous studies that acknowledge the change process was complicated and was not specifically measured by variables of success or failures. With a moratorium on colleges and universities entering the NCAA Division I level it is likely that, once this moratorium expires, applications towards this NCAA division is expected to increase. Therefore, several implications should be considered. Both the CCAA and NAIA should fully understand the reasons as to why members are leaving their association rather than what was typically stated (i.e., growth or association with ‘like’ institutions). For these associations to be viable options for colleges and universities, administrators for the CCAA and NAIA need to grasp the underlying motive(s) for change. Examples for underlying motives for change in this study were colleges and universities moving away from the NAIA rather than moving towards the NCAA due to ‘lack of professionalism’.

Implications for associations such as CIS and the NCAA may want to consider a review of the transition procedure of colleges and universities moving into CIS or the NCAA. This suggestion was interpreted by interviews conducted with the NCAA. These interviews suggested that colleges and universities adhere to the same standards for entering the NCAA (e.g., NCAA Division II) regardless of the type of situation (e.g., economic environment or future resource capabilities) (NCAA membership staff, personal communication, August 22, 2011). These dissertations findings suggest that all participating universities

experienced a different set of circumstances that made their change unique. This would suggest that associations accepting members may want to consider generalizing entrance standards (rather than the current specialized standards) and leave membership acceptance and denial up for more interpretation given a college or universities situation.

The implications for athletic administrators, university administrators and sport managers considering an organizational change should show greater attention to the values and beliefs of their organization than shown in this dissertation's results. Questions asked of the participants relating to the values and beliefs of their department implied little attention was made towards the schemes themselves and appreciation of these schemes needs special attention by all administrators. This statement was confirmed by the results that suggested several of the participants relied on the standards set by the CIS/NCAA for their transition rather than relying on existing or the establishment of a new set of values and beliefs based on their own athletic department and institution suggestions. Relying on the CIS/NCAA for help in the transition also implies that these associations may have influenced college and university archetypes.

This research showed that universities, in a general sense, underestimate the resources necessary to complete a transition of this nature. This undervaluation of resources came in the form of inappropriate staffing and funding for change, poor upper administrative support, as well as lack of appreciation towards the athletic department values and beliefs. These results suggested that all involved in the athletic associational change did not

conceptualize the change process along the Hinings and Greenwood template. Furthermore, this under appreciation was followed by assumptions of university officials that no changes were made in regards to their organizational design. If changes were made to portions or all of the values and beliefs characteristics (i.e., domain, criteria for effectiveness and/or principles of organizing), these changes were not done in vein of the values and beliefs of the athletic department and university but more to comply with the standards set by the proceeding athletic association (i.e., CIS/NCAA).

From a broad perspective of organizational change, it became evident from this study that the domain, criteria for effectiveness and principles of organizing are of utmost importance. Archetypes and tracks begin with these three characteristics and failure to address these may prove to be detrimental in the initial development of an organization or an organization deciding to change. Organizational managers must understand precisely what their organizations domain, criteria for effectiveness and principles of organizing represent then the process of developing the wanted or needed archetype can resume. This archetype characteristic understanding can play a critical role in the change process towards a certain track taken and the possibility of a change in archetype.

### **Archetypes and organizational tracks**

In this setting of universities changing athletic associations, it was assumed that an athletic department does not have any control over its antecedent

archetype (or Archetype A). This was due to the actual decision being made to change athletic associations. The key finding lies with how serious university administrators and athletic administrators take the values and beliefs of their organization. It was found that athletic administrators only had a general sense of the significance of the values and beliefs for their athletic department. If university administrators had an enhanced knowledge of their own values and beliefs then they could, in theory, affect the outcome of their future archetype and organizational track. It was also implied that for some participants a perceived disconnect between the values and beliefs of the university were unequal to those of the athletic department. This posed as a troublesome account towards the change process.

This research employed the work of Hinings and Greenwood (1988) and the use of archetypes and organizational tracks to understand how colleges and universities change and the potential consequences that occur due to this change. It was determined that previous investigations of archetypes accurately depict the process in which they are developed. Defining and shaping an archetype relies on the researcher to disembody the attributes of an organization in an adaptive way (Greenwood & Hinings, 1993). The researcher used this procedure to collect and analyze data provided by key athletic administrative officials to determine an archetype while members of the CCAA/NAIA and CIS/NCAA. No predetermined archetypes were shown based on the results from this dissertation. There was no intention to give the archetype labels of the participating schools as previous research on intercollegiate athletic associational change was limited and

no comparisons were available. In doing so, it opened up critical possibilities of previous research relating to sport organizations and kept the holistic nature of archetype and organizational track research. After the data and results were analyzed, it became clear that archetype labels were evident (see Table 7.1), similar to Kikulis et al (1992) and the Kitchen Table, Boardroom and Executive archetype labels. These developed labels give an initial backbone to future research on intercollegiate athletic organizational change.

Table 7.1

*Participating university archetype labels*

CCAA/NAIA Archetypes	CIS/NCAA Archetypes
Treading Water	Clear Objectives
Participation	Competitive
Values/Goals	Values/Goals

Much of the research that used the model of archetypes and organizational tracks provided by Hinings and Greenwood (1988) indicated detailed steps that organizations experienced. It has become evident to the researcher of this dissertation that some of these detailed steps may have been pre-determined which in turn, may have been a limiting factor in the potential outcomes of previous research regarding organizations and their archetype and organizational track (Slack & Hinings, 1992; Kikulis, Slack & Hinings, 1992; Amis, Slack & Hinings, 2004). For instance, in the case of Canadian National Sport Organizations (NSOs) and the progression through the pre-determined Kitchen Table, Boardroom, and Executive Office archetypes, it may have been forced upon many organizations to progress within one or all of these three archetypes.

Kikulis, Slack and Hinings (1992) stated that, “no single NSO may mirror exactly the structure and values of the archetype to which they aspire or belong” (p. 363). Then why attempt to categorize an archetype at all? The possibility of experiencing a fourth or a fifth archetype was set aside. This was limiting to the decision of NSO organizational track placement. If the possibility of an additional archetype was present, then the placement of that organizational track was in question along with much of the results.

Chapter 3 recalls the gaps in previous sport literature as neglecting the analysis of the consequences of change. The limitation perceived by NSO researchers goes against the initial intentions of Hinings and Greenwood (1988) and the holistic approach in studying organizational change. This dissertation accepted the holistic approach to archetypes and an organizational track provided by Hinings and Greenwood as a guide and contributes to organizational change field without predetermining archetypes and the assumption to use set organizational tracks. By taking this approach it opens the door to certain contributions to the existing literature beginning from a theoretical perspective with the addition of a fifth track (Track E – Combined track characteristics). Track E is the essence of the holistic approach and was not intended to be the ‘final track’. From a conceptual perspective, this dissertation uncovered the notion that minimal attention was given to an organizations interpretive scheme and future administrators should show greater awareness of their own interpretive schemes and the possible affects an organizational change has on those schemes.

## **Future research**

This research does not go into detail in terms of archetypes after change athletic associations. This is due to the recent nature of the transition process and many of the participants, in some sense, are still in the transition process and could be considered in a hybrid stage of the final archetype settlement. Future research could reevaluate the same universities in this study and review the possibility of emerging new archetype characteristics or the same archetype has occurred. This type of research would contribute to the literature as no study has looked at pre-archetype, track and post-archetype data.

Other future considerations for similar research could review this type of transition process from a university upper administration perspective. Several occurrences throughout this dissertations suggested conflict between the athletic administration and university upper administration. Related research could examine these upper administrative perspectives then compare and contrast athletic administrator and university upper administrative perspectives to further guide potential athletic departments considering the change of athletic associations.

It was suggested that the future of colleges and universities changing athletic associations would increase over the next several years. The possibility of the moratorium for schools entering the NCAA Division I ranks may expire in the near future. Once this moratorium expires, not only will it open the door for schools to enter NCAA Division I, but it will also open the door for other college and universities to consider change that may not have otherwise considered such a

change. In fact, it may open the door for more colleges and universities to reclassify downward, similar to the University of New Orleans moving from NCAA Division I to Division III. This exposes the potential for a future research topic that has not currently been identified in the area of sport management research.



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## Appendix A

### Historical Outline of Multi-division Classification (NCAA, 2010a)

1973

- Reorganization of the NCAA was approved at the Association's first Special Convention.
- The membership was divided into three divisions for competition and legislative purposes.
- An institution in Division II or III may elect to participate in Division I in one sport, other than football or basketball and must abide by the Division I bylaws governing the sport, even though their membership rests in another division.
- Institutions, which elect Division III, could award any number of grants-in-aid, but athletics ability could not be taken into consideration.

1981

- Adopted by all divisions to permit a member of Division II or III to petition to be classified in Division I in any one men's sport, other than football or basketball, and in any one women's sport.

1983

- Adopted by Divisions I and III to require a Division III member institution that has a sport classified in Division I to apply the rules of both divisions to the sport, or the more stringent rule if both divisions have a rule concerning the same topic. The Division III Steering Committee may approve exceptions to the application of the Division III regulations to a sport at an institution that was a member of Division III and had the sport classified in Division I during the 1982-83 academic year.

1985

- Defeated (approved by Divisions I and II, defeated by Division III; approval by all divisions necessary) to permit a Division II member to petition to be classified in Division III in a sport if there is a Division III championship in that sport, but no Division II championship.

Adopted by all divisions to eliminate the opportunities for a Division III

institution that already has obtained an exception for a sport classified in Division

I for the opposite sex.

1987

- Defeated by all divisions to eliminate multidivisional classification of sports for all Division III members and to prohibit Division I and Division II institutions from being classified in football or other sports in Division III.
- Defeated (defeated by Divisions I and II; no vote declared in Division III, but approval of all divisions necessary) to prohibit Division I and Division II institutions from being classified in football and other sports in Division III.

1991

- Adopted by all three divisions to prohibit institutions from classifying its women's athletics program in a division other than the institution's membership division and to permit institutions currently using this opportunity to continue to do so, subject to Council review every three years.
- Adopted by all three divisions to prohibit a Division II or III member institution from classifying its women's basketball program in Division I.
- Defeated (defeated by Division II; approved by Divisions I and III, but approval of all divisions necessary) to prohibit a Division II or III member institution from being classified in Division I in one sport for men and/or one sport for women, and to permit the Division I Steering Committee and applicable Division I member institutions to approve exceptions to this requirement.
- Adopted by all three divisions to permit a member institution to petition to be classified in a division other than its membership division in a sport in which the only NCAA Championships opportunity is a National Collegiate Championship for which all divisions are eligible.
- Adopted by all three divisions to prohibit a member of Division I from being classified in Division II or III in football and to prohibit a member of Division II from being classified in Division III in football. Effective September 1, 1993.

1994

- Adopted by Divisions I and III to permit a member institution that has a sport classified in Division I to apply the rules of both divisions, or the more stringent rule if both divisions have a rule concerning the same issue except that in either instance, the institution may apply the Division I playing and practice season regulations of Bylaw 17 in the Division I.

Staff Interpretation. A Division III institution that conducts a sport classified in Division I and meets the criteria for a waiver per NCAA Bylaw 20.6.1.2.1 (waivers), may not provide athletically related financial aid to a student-

athlete in that sport if the student-athlete participated in another sport at that institution during the same academic year.

## Appendix B

### Sample Interview Questions

#### NAIA to NCAA Interview Questions

##### Domain:

1. What was your overall perception or philosophy of the athletic department while in the NAIA? What was your main focus(es) or objectives? And in the NCAA?
2. How did you separate yourself as an athletic department from other athletic departments in the area or in your conference when in the NAIA? And now in the NCAA?

##### Criteria for effectiveness:

1. Who evaluated the athletic department while you were in the NAIA?
2. Has that changed since you are now in the NCAA?
3. How did you evaluate the employees of the athletic department (coaches, administrators, staff) (NAIA vs. NCAA)?
4. How did you measure the athletic department's success (NAIA vs. NCAA)?

##### Principles in organizing:

1. Who reported to you when you were in the NAIA?
2. Has that reporting line change now that you are in the NCAA? (organizational chart)
3. What was your job responsibility when in the NAIA?
4. Have your responsibilities changed now?
5. Do you have a list of job responsibilities for each position (AD, coaches, other administrators) when you were in the NAIA?

6. Have those responsibilities changed since your move? Do you have documentation of those changes?
7. Did you have a rules/regulations/policy and procedures manual specific your athletic department when you were in the NAIA and now in the NCAA? (Not an NAIA/NCAA manual, but your athletic departments specific rules/regulations/policy and procedures?)

Decision-making:

1. What was your decision making process when in the NAIA (hiring, discipline, etc)? Has that process changed now in the NCAA?
2. Were others involved in the decision making process?
3. What were some of the 'major' decision that you would come across while in the NAIA?
4. What controlled your decision making process?
5. How were decisions finalized?

General Question:

1. What was the main reason or reasons you went to the NCAA?
2. What resources were you dependent on in the NAIA? Now in the NCAA?
3. Was the lack of resources provided by (stakeholders) a reason for your departure to the NCAA?
4. Was the 'state' of the NAIA (positive or negative) a reason for you changing associations?

## CCAA to CIS Interview Questions

### Domain:

1. What was your overall perception or philosophy of the athletic department while in the CCAA? What was your main focus(es) or objectives? And in the CIS?
2. How did you separate yourself as an athletic department from other athletic departments in the area or in your conference when in the CCAA? And now in the CIS?

### Criteria for effectiveness:

1. Who evaluated the athletic department while you were in the CCAA? Has that changed since you are now in the CIS?
2. How did you evaluate the employees of the athletic department (coaches, administrators, staff) (CCAA vs. CIS)?
3. How did you measure the athletic department's success (CCAA vs. CIS)?
4. How did the university measure the athletic department's success when in the CCAA? Did that change when you became a CIS member?

### Principles in organizing:

1. Who reported to you when you were in the CCAA? Has that reporting line change now that you are in the CIS? (Organizational chart)?
2. What was your job responsibility when in the CCAA?
3. Have your responsibilities changed now?
4. Do you have a list of job responsibilities for each position (AD, coaches, other administrators) when you were in the CCAA?
5. Have those responsibilities changed since your move?
6. Do you have documentation of those changes?

7. Did you have a rules/regulations/policy and procedures manual specific your athletic department when you were in the CCAA and now in the CIS? (Not an CCAA/CIS manual, but your athletic departments specific rules/regulations/policy and procedures?)

Decision-making:

1. What was your decision making process when in the CCAA (hiring, discipline, etc)? Has that process changed now in the CIS?
2. Were others involved in the decision making process?
3. What were some of the 'major' decision that you would come across while in the CCAA/CCAA?
4. What controlled your decision making process?
5. How were decisions finalized?
6. Were you the only one making decisions or was there a group discussing and then making a collective decision? Who was in the group?

General Question:

1. What was the main reason or reasons you went to the CIS?
2. What resources were you dependent on in the CCAA? Now in the CIS?
3. Was the lack of resources provided by (stakeholders) a reason for your departure to the CIS?
4. Was the 'state' of the CCAA/CCAA (positive or negative) a reason for you changing associations?



## Appendix C



UNIVERSITY OF  
ALBERTA

Faculty of Physical Education and  
Recreation

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E488 Van Vliet Centre  
Edmonton, Alberta, Canada T6G 2H9

### INITIAL CONTACT LETTER

University of Alberta – The antecedents and consequences of intercollegiate athletic association change of colleges and universities in Canada and the United States

Dear (Athletic Administrator),

My name is Jimmy Smith. I am a graduate student at the University of Alberta conducting research on the topic regarding change of university athletic departments. This research will focus on athletic departments that have completed an organizational change through intercollegiate athletic associations. Your institutions athletic department has been recognized as a unique organization that fits well for this area of research. My goal is to conduct interviews with university personnel directly involved in the transition from one intercollegiate athletic association to another. If you choose to participate in this study, you may do so through in-person or telephone interviews. Each interview may take up to 90 minutes with interviews being recorded.

Your privacy is important to us. If you choose to participate in this research project, all data collected will be coded and stored in a locked filing cabinet for a minimum of five years, by the supervisor of this study Dr. Marvin Washington to secure your identity. The possibility of using a third party transcription company is likely for the data collected through interviews. An 'extra step' of confidentiality to you and your institution will be taken between the researcher and the third party transcription company. This 'extra step' of confidentiality is in the form of a signed agreement between the researcher and third party transcription company ensuring you and your institutions confidentiality. If you would like to see this document prior to your interview, please inform the researcher. You will have the option of agreeing or declining the use of a third party transcription company prior to your interview.

All data that is collected that have specific identifiers (i.e. emails) will be stripped of identifiers and stored separately from the data. All information that is being collected may be used for my PhD. dissertation as well as for possible publication. Since this project has such a unique aspect, and very few intercollegiate athletic departments have experienced this type of change, you and your school may be recognized by classification(s) (e.g., University 'A' athletic department transitioned from the NAIA to the NCAA). It is possible that people will be able to guess the identity of the participants and their institutions. Benefits in taking part in this study may help your

institution in future changes to your athletic department as well as other in similar situations.

Please keep in mind that at any time during the process of your participation you are free to withdraw from this study without penalty. If you do wish to withdraw please indicate this request to the researcher, verbally or in writing that you wish to withdraw from the study. Please let the researcher know if you would like your data deleted from the study.

I do not anticipate any type of risk to you as a participant, but if you wish to speak with someone not directly involved with this study, please call University of Alberta Research Ethics Office at 780-492-2615 (collect calls are accepted).

I would like to thank you for this opportunity. I will be contacting you via telephone and/or email to schedule interviews at your convenience. If you would like to contact us for additional information about this project, please feel free to do so by replying to this email or reviewing our additional contact information below.

Sincerely,

Jimmy Smith  
Ph.D. Candidate  
University of Alberta

Dr. Marvin Washington  
Supervisor; Associate Professor  
University of Alberta

Jimmy Smith, Doctoral Candidate, Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB T6G 2H9 Ph: (1)(780) 492-4253; Fax: (1)(780) 492-1008, [jdsmith3@ualberta.ca](mailto:jdsmith3@ualberta.ca)

Marvin Washington, Associate Professor, Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB T6G 2H9 Ph: (1)(780) 492-2311; Fax: (1)(780) 492-1008 [washingt@bus.ualberta.ca](mailto:washingt@bus.ualberta.ca)

## Appendix D



UNIVERSITY OF  
ALBERTA

Faculty of Physical Education and  
Recreation

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E488 Van Vliet Centre  
Edmonton, Alberta, Canada T6G 2H9

### Consent Form

You are being asked to participate voluntarily in a research project entitled: *The antecedents and consequences of intercollegiate athletic association change of colleges and universities in Canada and the United States*. This study is organized by graduate student Jimmy Smith from the University of Alberta and the Faculty of Physical Education and Recreation.

The outcomes of this research will uncover some challenges facing universities and athletic departments undergoing organizational change. Second, due to the high profile nature of college athletics, the results will provide insight into the overall institution of college athletics and how the organizational change can improve the overall institution of intercollegiate athletics.

- Do you understand that you have been asked to be in a research study? **Yes / No**
- Have you read and received a copy of the information sheet? **Yes / No**
- Do you understand the benefits and risks to taking part in this study? **Yes / No**
- Have you had an opportunity to ask questions and discuss the study? **Yes / No**
- Do you understand that you are free to withdraw from the study at any time without any negative impact to you?  
**Yes / No**
- Has the issue of confidentiality been explained to you?  
**Yes / No**
- Do you understand who will have access to the information you provide?  
**Yes / No**

If you have any questions or concerns about the project itself or the methods used, please call Dr. Kelvin Jones, Chair, Ethics Review Committee, Faculty of Physical Education and Recreation, at (1)(780) 492-0650.

**Having understood the above information and after being given an opportunity to have my questions answered, I agree to participate in this study.**

**Signature of Participant** \_\_\_\_\_ **Date** \_\_\_\_\_

**Are you willing to participate in follow-up questions regarding this project outside of this interview if necessary?**

**Yes / No**

**Would you like to receive the results of this study following its completion?**

**Yes / No**

Method of communication (circle one):      Phone interview / Face to face interview

Principal Investigator:                      James (Jimmy) Smith; PhD Student  
Faculty of Physical Education and Recreation  
University of Alberta (780) 492-4253

Research Supervisor:                        Marvin Washington, PhD; Associate Professor  
Faculty of Physical Education and Recreation  
University of Alberta (780) 492-2311

## Appendix E

### Track Characteristic Chart – University A

Tracks	Track Characteristics	University A						
A Inertia	<ol style="list-style-type: none"> <li>1. Review of changes, but no changes made.</li> <li>2. Consistent sustained attachment to one set of V and B.</li> <li>3. No breakdown of structural elements from the basic V and B.</li> </ol>	<table style="margin: auto;"> <tr><td style="padding: 5px;">1</td><td style="padding: 5px;">×</td></tr> <tr><td style="padding: 5px;">2</td><td style="padding: 5px;">×</td></tr> <tr><td style="padding: 5px;">3</td><td style="padding: 5px;">×</td></tr> </table>	1	×	2	×	3	×
1	×							
2	×							
3	×							
B Aborted Excursion	<ol style="list-style-type: none"> <li>1. Limited and temporary conflict of initial V and B.</li> <li>2. Selective parts of the structure become decoupled from the original values and beliefs.</li> <li>3. Movement to a new set of V and B.</li> <li>4. Political motivation suggests the change (Alumni, boosters, Board of Directors, President).</li> <li>5. A genuine experiment with new values and beliefs, then for some reason an abandonment from the new V and B occurs with a return to the original V and B.</li> </ol>	<table style="margin: auto;"> <tr><td style="padding: 5px;">1</td></tr> <tr><td style="padding: 5px;">2</td></tr> <tr><td style="padding: 5px;">3</td></tr> <tr><td style="padding: 5px;">4</td></tr> <tr><td style="padding: 5px;">5</td></tr> </table>	1	2	3	4	5	
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C Reorientation	<ol style="list-style-type: none"> <li>1. Original values and beliefs have lost legitimacy.</li> <li>2. Experienced pressure to change, but not told to change.</li> <li>3. Gradual erosion of original V and B, with new V and B forming.</li> <li>4. Conflicting decision to finally choose new or old V and B.</li> <li>5. Adoption of new V and B.</li> </ol>	<table style="margin: auto;"> <tr><td style="padding: 5px;">1</td></tr> <tr><td style="padding: 5px;">2</td></tr> <tr><td style="padding: 5px;">3</td></tr> <tr><td style="padding: 5px;">4</td></tr> <tr><td style="padding: 5px;">5</td></tr> </table>	1	2	3	4	5	
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D Unresolved Excursion	<ol style="list-style-type: none"> <li>1. Two sets of V and B have been established with no movement towards either.</li> <li>2. Incomplete decoupling, without completed recoupling.</li> <li>3. Failed attempts at reorientation</li> <li>4. No understanding of which set of V and B to take.</li> <li>5. Failure of which set of V and B to adopt</li> </ol>	<table style="margin: auto;"> <tr><td style="padding: 5px;">1</td></tr> <tr><td style="padding: 5px;">2</td></tr> <tr><td style="padding: 5px;">3</td></tr> <tr><td style="padding: 5px;">4</td></tr> <tr><td style="padding: 5px;">5</td></tr> </table>	1	2	3	4	5	
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V and B = values and beliefs

## Appendix F

### Track Characteristic Chart – University C

Tracks	Track Characteristics	University C
A Inertia	<ol style="list-style-type: none"> <li>1. Review of changes, but no changes made.</li> <li>2. Consistent sustained attachment to one set of V and B.</li> <li>3. No breakdown of structural elements from the basic V and B.</li> </ol>	<b>1</b> <b>2</b> <b>3</b>
B Aborted Excursion	<ol style="list-style-type: none"> <li>1. Limited and temporary conflict of initial V and B.</li> <li>2. Selective parts of the structure become decoupled from the original values and beliefs.</li> <li>3. Movement to a new set of V and B.</li> <li>4. Political motivation suggests the change (Alumni, boosters, Board of Directors, President).</li> <li>5. A genuine experiment with new values and beliefs, then for some reason an abandonment from the new V and B occurs with a return to the original V and B.</li> </ol>	1 2 3 4 5
C Reorientation	<ol style="list-style-type: none"> <li>1. Original values and beliefs have lost legitimacy.</li> <li>2. Experienced pressure to change, but not told to change.</li> <li>3. Gradual erosion of original V and B, with new V and B forming.</li> <li>4. Conflicting decision to finally choose new or old V and B.</li> <li>5. Adoption of new V and B.</li> </ol>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">           1 2 3 4 5         </div>
D Unresolved Excursion	<ol style="list-style-type: none"> <li>1. Two sets of V and B have been established with no movement towards either.</li> <li>2. Incomplete decoupling, without completed recoupling.</li> <li>3. Failed attempts at reorientation</li> <li>4. No understanding of which set of V and B to take.</li> <li>5. Failure of which set of V and B to adopt</li> </ol>	1 2 3 4 5

V and B = values and beliefs