

Running head: A missed opportunity

Higher education research of intercollegiate athletics: A missed opportunity

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The daily news headlines and growing appetite for revenue and resources put intercollegiate athletics center stage in policy discussions at the highest levels of America's postsecondary research institutions. The *Chronicle of Higher Education* provides athletics controversy to higher education scholars on a seemingly weekly basis. A review of the *Chronicle* from Fall 2007 included articles on: college athletes learning how to respond to media as a form of "reputation management" (Sander, L., 2007b); the influence of donations by alumni with an expected quid pro quo from athletics boosters (Wolverton, 2007b); the cost of athletics fundraising to academic fundraising (Wolverton, 2007a); minority hiring practices, and race and sex discrimination lawsuits among athletic coaches and administrators (Wolverton, 2007c); concerns about academic support benefits for athletes (Sander, 2007a); a \$226-million renovation price tag and questionable ADA accommodations relating to football stadium improvements at the University of Michigan (Wolverton, 2007c); and, the NCAA's efforts to standardize academic performance measurement of athletes (Cusack, 2007).

Yet, it is ironic that with the amount of discourse about the successes and failures of intercollegiate athletics in America, it is perceived by many that the field of higher education has not found athletics as a useful, or interesting, area of research. This paper will briefly touch on the tension between athletics and academics, most particularly at big-time, National Collegiate Athletic Association (NCAA) Football Bowl Subdivision (previously known as Division I-A) intercollegiate athletic programs. Despite this tension, the paper will demonstrate the lack of research on college sports in some of the more significant higher education academic journals and conferences. There will follow a discussion about some of the contributions that can be gained from researching athletics from within the higher education arena and those academic

organizations making those contributions. A proposed national research agenda on intercollegiate athletics concludes this study.

### Athletic-academic tension

Athletics is an increasingly important issue in postsecondary education. Many believe athletics is compatible with the mission of postsecondary education as a response to society's need for community, student commitment, promotion of student success (Andre & James, 1991; Chu, 1989; Stern, 2003), and even as a front-porch, high-profile tool to promote institutions (Associated Press, 2006; Suggs, 2003a; Toma, 2005). However, headlines in the sports pages are not always so positive. Headlines persistently report athletes, coaches, and even college presidents involved in academic misconduct, hazing, underage drinking, drug use, weapons possession, and violent behavior (Lipka, 2006; Selingo, 2006; Suggs, 2003b; Wolverton, 2006a; Wolverton, 2006b; Woo, 2006). In 2006, the U.S. House of Representatives' Committee on Ways and Means launched an inquiry into the NCAA's tax-exempt status, and in 2007, Sen. Charles Grassley of Iowa requested a Congressional Budget Office report on the same issue. These concerns are especially relevant in light of Nick Saban's reported \$4-million-a-year contract to coach the University of Alabama football team and T. Boone Pickens' \$165-million donation to build athletics facilities at Oklahoma State University. Median revenues for the 119 athletic departments in the NCAA's highest competitive league (Football Bowl Subdivision) in 2006 were \$26.4 million, with median expenses at \$35.8 million, demonstrating the multi-billion dollar annual industry that is intercollegiate athletics (Brown, 2008). Many faculty have identified these financial policies as resource misallocation by taking money, time, energy, and

publicity away from academics (DiBiaggio, Crowley, Hitt, & Webb, 2006; Duderstadt, 2007; Sperber, 2001; Stern, 2003; Tublitz & Earl, 2007).

The human element in athletics is also significant. In 2007, roughly 402,000 college undergraduates competed in intercollegiate athletics at NCAA member institutions (NCAA, 2007). The fact that these many individuals participate in such a high-profile activity is important financially, socially, and academically – the climate on every college campus is affected by its sports program. To understand the size of the population of undergraduate athletes, it is useful to compare them to other groups of undergraduates receiving attention by higher education scholars. The number of students playing intercollegiate athletics for NCAA member institutions is in the ballpark of the enrollment patterns of several other groups of undergraduates: for example, larger than 222,730 foreign students (U.S. Department of Education, 2007a), smaller than 416,598 Black male undergraduates (U.S. Department of Education, 2007b); and, slightly smaller than the enrollment of 409,326 engineering undergraduates (National Science Foundation, 2008). But, intercollegiate athletics is not limited to just athletes. Thousands of administrators, advisors, health professionals, and volunteers are also involved in athletics. Millions of students, alumni, supporters, and others watch athletic contests weekly, or daily, in the stands or on television. The interactions among these groups about college athletics, and decisions which impact all aspects of athletics and its intersection with higher education are magnified by intense media scrutiny.

The institutional imagery associated with athletics, the amount of money involved with the enterprise, and the sheer numbers of individuals associated with athletics have raised concerns among members of the faculty. Antagonism, mistrust, ethical concerns, commercialism, and a perceived lack of control have influenced members of the academy to

historically dismiss athletics as a worthy area of research (Lapchick 2006; Sperber, 1991; Sperber 2001; Thelin, 1993). Yet, there has been some attempt at investigation. *College Sports, Inc.*, a book by Murray Sperber, an English professor at Indiana University, was a popular, publicly critical portrayal of college sports. Sperber criticized intercollegiate athletics as commercial entertainment and not a part of the mission of higher education (Sperber, 1990). In 2004, the Association of Governing Boards of Colleges and Universities (AGB) stated intercollegiate athletics was its tenth most significant policy issue facing higher education, behind scientific research and assessment and accountability (AGB, 2004). In 2006, the NCAA's Presidential Task Force noted the tension between athletics and academics with the understanding that "the appeal to relate institutional identity to athletics success has led a growing number of campuses to invest heavily in what could be described as little more than a 'get rich quick' branding initiative" (NCAA, 2006, p. 11). In 2007, the Knight Commission on Intercollegiate Athletics found that 50% of faculty in a nationwide survey felt "decisions about the athletics program are driven by the entertainment industry with minimal regard for their university's academic mission" (KCIA, 2007, p. 4). Clearly, the struggle to balance the educational mission of the academy with the "win-at-all-costs" mentality of athletics is becoming increasingly burdensome.

#### Importance of research through peer-reviewed journals

One would think identifying a point of tension within the higher education community, as is the case with athletics and academics, would be a useful area of research. The use of peer-reviewed journals for publishing research is considered an important, if not vital, part of the field of higher education. Publishing research in peer-reviewed journals gives an opportunity for

criticism and dialogue by one's peers about research and helps to further the knowledge about the topic in question. Scholars and higher education administrators validate the importance of research in peer-reviewed journals by placing strong consideration of advancement and tenure decisions of faculty on the amount of research published by faculty and the time spent by faculty on journal publication editorial boards (Miller, 1994; Miller, Tierney & Bensimon, 1996). *The New Professoriate*, published by the American Council of Education in 2002, reported on the extent of faculty and non-faculty productivity, defined as "publications including books, articles published in refereed journals and non-refereed journals, book reviews, chapters, textbooks, and reports" (Anderson, 2002, p.15). Historically, "one sign of institutional prestige was for a university to be the host institution of a scholarly journal" (Thelin, 2004, p. 128). With the understanding that peer-based journals are an important resource for extending knowledge and advancing the academic credentials of scholars, learning the extent of athletics-based research published in higher education journals can provide an indication of how important athletics is to higher education professors.

The importance of peer-reviewed journals and their organizations' academic conferences were considered primary data sources for this paper. This study does not quantify published books on intercollegiate athletics research, but more directly aims at the frequency of intercollegiate athletics included in the dialogue among higher education scholars. This paper considered higher education journals and conferences among the most common areas to reasonably measure the frequency of opportunity for national dialogue among scholars. The intent was to measure the dialogue among higher education scholars about college sports through peer-reviewed higher education journals and conferences.

### Lack of research vs. need

While the struggle over intercollegiate athletics is evident at the highest levels, there is a perceived dearth of research from within the journals and conferences of higher education scholars. Conversely, faculty from within sport administration, sport management, sport marketing, and sport medicine regularly attend conferences and conduct research at which they share dialogue relating to their own profession within college sports. Therefore, to better understand the disparity of research in athletics between college athletics professionals and higher education professionals, it is necessary to understand the kinds of currently published literature on American intercollegiate athletics.

Many academic journals which regularly publish articles relating to American intercollegiate athletics include: the *Sociology of Sport Journal* (SSJ), the official publication of the North American Society of the Sociology of Sport; the *Journal of Sport Management*, the official publication of the North American Society for Sport Management; the *Journal of Sport Economics*; and, a wide variety of sport law, medicine, and science journals. Each of these journals cater to intercollegiate athletics administration professionals engaged in specific research areas within their athletic profession (coaching, management, economics, law, medicine). And, while the SSJ is designed to “stimulate and communicate research, critical thought, and theory development on sociology of sport issues” (SSJ, 2007), it is not dedicated specifically to American intercollegiate athletics. To address this void, two new journals appeared in 2007: the *Journal for the Study of Sports and Athletes in Education* (JSSAE) and the *Journal of Issues in Intercollegiate Athletics* (JIIA). The two are the lone journals dedicated to the study of intercollegiate athletics from the perspective of higher education, and also have editorial boards with higher education scholars. The JSSAE and JIIA may be the first to provide

an opportunity for higher education scholars to answer the issues relating to intercollegiate athletics. However, this study reflects the consideration of intercollegiate athletics research from among a wider breadth of the higher education community. If it is truly perceived as an important issue, higher education “generalists” (scholars not siloed into particular professions within their field) will investigate college sports in their more inclusive journals and at their annual meetings.

There are several organizations affiliated with higher education that provide the opportunity to engage in dialogue and publish research relating to all aspects of college, including athletics. A partial list of organizations includes: the American Association for Higher Education (ASHE); the American Association of University Professors (AAUP); the Association of American Colleges and Universities (AAC&U); the American College Personnel Association (ACPA); the Association for Institutional Research (AIR); the National Association of Student Professional Administrators (NASPA); the National Education Association (NEA); and, the American Educational Research Association (AERA). Each of these organizations produces journals and magazines related to higher education in terms of policy, pedagogy, student affairs, administration, leadership, research practices, finances, socialization, intercollegiate athletics, and more. Yet, a cursory review of the organizations in the past few years finds few articles relating to college sports. Presented below is an analysis to determine the extent of this void.

### Data Collection

An analysis of several prominent higher education journals from the last five years provided data relating to the extent of scholarly inquiry into intercollegiate athletics. Two resources were used to consider the selection of journals for this study. One resource was the



comprehensive listing of 572 journals specializing in higher education pedagogy as listed on the Internet at the Journals in Higher Education website at Virginia Polytechnic Institute and State University ([edpsychresearch.com/jihe/](http://edpsychresearch.com/jihe/)) (Doolittle, 2008). The second resource was feedback from five advanced Ph.D. student colleagues engaged in a variety of different areas and research interests within the field of higher education: public policy, student affairs, leadership, administration, and teaching pedagogy. This convenience sampling of colleagues helped narrow the listing from the Journals in Higher Education website to focus on journals which may have provided ample opportunity for inclusion of intercollegiate athletics research. Subsequently, I reviewed the mission statements published on the website of recommended journals to determine if there was a proper “fit” for intercollegiate athletics research. A “fit” was determined if the language in their mission statement was not exclusive to intercollegiate athletics research, dialogue, or commentary (Appendix A).

Eight journals and their respective annual conferences were selected for review. The journals included in this study were *Academe* (produced by the AAUP), the *Review of Higher Education* (produced by ASHE), the *Journal of College Student Development* and *About Campus* (produced by ACPA), the *Journal of Higher Education* (produced by AIR), the *NASPA Journal* (produced by NASPA), *Peer Review* (produced by AAC&U), and *Educational Researcher* (produced by AERA). Titles and abstracts of articles were accessed via the Internet. Annual national conference catalogues from 2007 or 2008 were also reviewed from each of these organizations. The organizations and their respective journals were selected based upon colleague recommendations, had mission statements with appropriate fit, and were included in the Journal of Higher Education website listing. They are considered preeminent among higher

education scholars and focus on research in higher education policy, administration, faculty, and student affairs – each focus has a relationship with or is impacted by athletics.

The title and accompanying information of each journal article or conference presentation was reviewed for terminology such as “college athletics,” “college sport,” “intercollegiate,” or “athlete.” I counted the number of times this terminology appeared from the total amount of articles and presentations in each of the journals and conferences. This simple means test was used to determine the average number of occasions intercollegiate athletics was the primary research focus. It is reasonable to consider the more opportunities presented for research would allow for more opportunities for research specifically about intercollegiate athletics. A means test was sufficient statistical analysis because it helped to compare frequency of athletics among journals or conferences each of which provided different total opportunities for research (Ary, Jacobs, & Razavieh, 2002).

## Results

From January 2003 through October 2008, a total of 21 articles, editorials, or research briefs focusing on intercollegiate athletics were published in the eight journals studied (Table 1). The greatest amount of opportunity for intercollegiate athletics dialogue in a higher education conference occurred at the 2007 ASHE convention, in which 2.6%, or 11 of 416 sessions (symposium, roundtable, forums, or poster), of the dialogue opportunities specifically related to intercollegiate athletics (Table 2).

Table 1. Intercollegiate athletics articles in selected journals, Jan. 2003 – Oct. 2008.

<u>Journal Title</u>	<u>Total</u>	<u>Athletics</u>	<u>%</u>
<i>Academe</i> (AAUP)	530	9	1.7%
<i>About Campus</i> (ACPA)	208	0	0.0%
<i>Educational Researcher</i> (AERA)	219	0	0.0%
<i>Journal of College Student Development</i> (ACPA)	244	5	1.9%
<i>Journal of Higher Education</i> (AIR)	159	1	0.6%
<i>NASPA Journal</i> (NASPA)	183	4	2.5%
<i>Peer Review</i> (AAC&U)	205	0	0.0%
<i>Review of Higher Education</i> (ASHE)	124	2	1.9%
Total	1,872	21	1.1%

Sources: Project MUSE review of *About Campus*, *Journal of College Student Development*, *Journal of Higher Education*, and *Review of Higher Education*. InfoTrac review of *Peer Review*. Website review of *Academe*, *Educational Researcher*, and *NASPA Journal*.

Table 2. Intercollegiate athletics sessions at recent national conferences, 2007-2008

<u>Conference (year)</u>	<u>Sessions</u>	<u>Athletics</u>	<u>%</u>
AAC&U (2007)	123	0	0.0%
ACPA/NASPA joint conference (2007)	609	6	1.0%
AERA (Division J: postsecondary education) (2007)	145	0	0.0%
AIR (2008)	618	3	0.5%
ASHE (2007)	416	11	2.6%
Total	1,911	20	1.0%

Sources: AAC&U, AERA, ACPA/NASPA, AIR, ASHE convention programs from 2007. Sessions included all symposiums, roundtables, lectures, major addresses, seminars, forums, and poster presentations.

### Analysis

The results demonstrate about 1% of the selected journal articles over the past five years related to intercollegiate athletics, and similarly, about 1% of the dialogue opportunities or research presentations at selected conferences related to college sports.

This is particularly interesting when comparing research on college athletes to the national populations of other groups; for instance, comparing Black undergraduates and

intercollegiate athletes, or comparing foreign students and intercollegiate athletes. As mentioned earlier, the size of the population of Black male undergraduates in America is similar to that of college athletes (NCAA, 2007; U.S. Department of Education, 2007b), yet 12% (4 of 33) of the articles in the *Journal of College Student Development* in 2008 had research questions about Black students (Grier-Reed, Madyun, & Buckley, 2008; Harper, 2008; Love, 2008; Palmer & Gasman, 2008) while 3% (1 of 33) of the articles investigated college athletes (Harper, 2008). In another comparison, there are roughly twice as many NCAA college athletes as foreign undergraduates (NCAA, 2007; U.S. Department of Education, 2007a), yet at the 2008 AIR conference, four presentations were specific to foreign students at American colleges, while only three were related to intercollegiate athletics. This provides a rough barometer that intercollegiate athletics is not considered a research priority among higher education scholars compared to other areas of interest within higher education.

As noted in the introduction, interest in intercollegiate athletics among higher education leaders and faculty is unmistakable. While this study doesn't quantify books in its analysis, several recent books can help point to publishable research interest in college sports. Books making important contributions to higher education about intercollegiate athletics in the past five years include: *Football and Philosophy* (2008), edited by Michael W. Austin; *Equal Play: Title IX and Social Change* (2007) by Nancy Hogshead-Baker and Andrew Zimbalist; *Confessions of a Spoilsport* (2007) by William C. Dowling, an English professor at Rutgers University; *Playing with the Boys: Why Separate is not Equal in Sports* (2007) by Eileen McDonagh and Laura Pappano; *A Place on the Team: The Triumph and Tragedy of Title IX* (2005), by Welch Suggs, a Ph.D. candidate at the University of Georgia.; and, *Football U.: Spectator Sports in the Life of the American University* (2003), by J. Douglas Toma, Associate Professor, Institute of Higher

Education at the University of Georgia. Each of these books provides a useful analysis of the role and challenges of athletics in higher education. Four recent collections of higher education research on intercollegiate athletics are also available: *Racism in College Athletics* (Brooks & Althouse, 2000); *Who Calls The Shots?* (Estler & Nelson, 2005), the Spring 2001 edition of *New Direction for Student Services* (Howard-Hamilton & Watt, 2001), and *New Game Plan for College Sport* (Lapchick, 2006).

In addition to the several books, there are institutes on college campuses dedicated to investigating issues in intercollegiate athletics. Most significant are the Institute for Diversity and Ethics in Sport at the University of Central Florida and the Center for ETHICS at the University of Idaho. Several other institutes also include intercollegiate athletics among wider sport research interests. These include: the Center for the Study of Sport in Society at Northeastern University; the Program for Public Policy in Sport and the University of North Carolina-Chapel Hill; the Center for Sports Law & Policy at Duke University; and, the College Sports Research Institute (CSRI) which recently relocated to the University of North Carolina-Chapel Hill. Notably, CSRI hosted its first research conference at the University of Memphis in April 2008. Yet, the vast majority of faculty researching college athletics in these institutes are not higher education scholars, but rather come from other campus departments, most significantly from within kinesiology, professions of sport management or sport administration.

The NCAA is also proposing research opportunities. In 2006, the NCAA postponed an academic conference after its call for papers failed to return what the NCAA deemed an “acceptable response” (Lederman, 2006). The conference instead kicked off in January 2008, with longtime higher education historian John Thelin as a headline research presenter. In 2005, the NCAA also began an academic scholarship program for graduate students to support quality

academic research relating to intercollegiate athletics, but with limited funding available for the number of proposals submitted.

In aggregate, the few publications in the academic journals and conferences, the several aforementioned books, the research institutes, and the opportunity provided by the NCAA demonstrate the interest in researching intercollegiate athletics are minor in proportion to the wide array of literature and dialogue on other topics in higher education.

#### What can we learn? A research agenda

The higher education profession has missed out on many opportunities to use research about intercollegiate athletics to contribute to the body of knowledge about higher education. The few examples published the past five years or presented at recent conferences provide an example of what we can learn. For instance, learning about the organizational identity and structure of intercollegiate athletics can help to better understand its role while creating and implementing institutional policies (Buer, 2007; Suggs, 2007). Recent research has shed light on minority college athletes replacing their racial identity with an athletic identity (Brown, Brown, et al, 2003) due primarily to the unique teamwork nature and coaching of sports, as well as sports being segregated from the remainder of campus. Watson (2005) provided data on how student affairs professionals can learn about how attitudes of college athletes impact counseling techniques. Other gender and athletic identity issues at small colleges teach us how to help athletes as they transition out of sport (Mignano, Brewer, Winter, & Raalte, 2006). Yet, these few examples scratch the surface of the potential.

Many argue that the amount of money, time, publicity, and commitment to intercollegiate athletics is disproportional to the overall function of higher education. I argue there is also a

disproportionate lack of higher education research on intercollegiate athletics relative to its impact. Billions of dollars in athletics are being tossed around, the pull and tug of athletics vs. academic mission is an ethical dilemma, athletes are being asked to do more with less, campus and community climate are affected every game day, and the Internet breeds more and more dialogue about athletics in society. Such a massive amount of money and dialogue about college athletics requires an investment in learning more about it. The higher education community needs to embrace athletics and all that it encompasses as an important, and necessary, body of research. We need to better understand athletics before we seek to improve it, to learn from it, to replicate its successes, and to reduce its failures.

Research on intercollegiate athletics would best be served by responding to the issues in a way that is less theoretical, and more practical to best benefit policy-makers. As stated in her 2007 presidential address to ASHE, Linda Johnsrud argued “we can make the case for policy research in tenure and promotion criteria; we can shift our journals to be policy relevant” (Johnsrud, 2008). In response, higher education would be well served by engaging in a deliberate research agenda on intercollegiate athletics as part of the national dialogue on the future of higher education. With the 2006 report by the Spellings Commission on the *Future of Higher Education* (U.S. Department of Education, 2006) as a starting point, college sports can be injected into the dialogue on access, affordability, and accountability.

### *Athletics and access*

Research on access can include admission standards for athletes, modeling sport to enhance access to college for minority and low-income students, the use of athletics in a K-12 pipeline to college by a variety of demographic and geographic groups, and considering impact

of sport experience on policies directed at enhancing persistence. These issues may include socialization issues of student development of athletes, campus climate, financial considerations, policy analysis on institutional priorities relative to state legislative decision-making, and the role of higher education leadership.

### *Affordability*

The Spellings Commission stated that “public providers of student financial aid should commit to meeting the need of low income families” (U.S. Department of Education, 2006, p. 19). Yet, as it stands today, the business plan of intercollegiate athletics lacks substantive research from higher education professionals and scholars who make the decisions or are deeply invested. Research can include a discussion on the perception that college athletics is a free ride for families and potential students (Pennington, 2008). Further athletic affordability issues worthy of research may include: the financial impact on colleges to subsidize athletic scholarships in lieu of academic or need-based scholarships, Title IX issues relative to athletic investments, the public’s tax-free support of athletic programs, and run-away costs of athletics that disengage administrators from other academic priorities.

### *Accountability*

Higher education’s call to better measure the cost of higher education and track meaningful student learning outcomes should not pass by investigation into the investments of intercollegiate athletes as well as the impact athletic investments have on their campuses. A national research agenda may consider how well athletics meet the needs of athletes and non-athletes during and after college, decisions by administrators on athletics that impact the



financial bottom line for universities and their external relations, the assessment reporting requirements of athletic departments relative to other university entities, and how external influences on athletics affect the integrity of academic enterprise. Furthermore, research would benefit from an investigation into the process of data collection of college athletes as survey subjects, the difficulties encountered from Institutional Review Board requirements, access to athletes allowed by sports information departments, coaches, and other confidentiality issues relating to college athletes and athletics.

Three prominent scholars have referenced the benefits that could be attained through more higher education research into intercollegiate athletics. In *Universities in the Marketplace* (2003), Derek Bok, President Emeritus of Harvard University, stated: “athletics have important lessons to teach about attempts to make money from campus activity and the perils they hold for even the most eminent institutions” (Bok, 2003, p. 35-36). In *Intercollegiate Athletics and the American University*, James Duderstadt, President Emeritus of the University of Michigan, stated: “as we question all other aspects of the university... is it not also appropriate to examine peripheral activities such as intercollegiate athletics?” (Duderstadt, 2003, p. 14). In an article published in the *Chronicle of Higher Education*, author Murray Sperber stated, “little serious research has go into [college athletics], but it cries out for investigation.” (Sperber, 2007, p. B5). In the end, higher education faculty and administrators – whether they support or are against the role of athletics in academics – should conclude that the lack of research in intercollegiate athletics is disproportionably smaller than the need.

## Limitations

This paper did not investigate how many faculty from higher education programs also have research interests in intercollegiate athletics. The study also did not investigate the reasons *why* there is a lack of published research on college sports within higher education despite the headlines and public dialogue.

It is likely that campus settings and other public meetings may also include opportunities for dialogue about the role of intercollegiate athletics in higher education. It is likely other research on college sports was also submitted for journals, but not accepted for publication. Whether or not unaccepted journal articles on intercollegiate athletics are greater than other topics in higher education is worthy of investigation.

A more extensive comparison of research in athletics and other areas of higher education would also be useful. For instance, to what extent do peer reviewed journals include intercollegiate athletics research compared to research on race studies, or financial policies, or identity development, or teaching pedagogy, etc.?

Over the past five years there were likely other journals and academic magazines not in this study which published research or provided valuable debate about the role of intercollegiate athletics in higher education from the higher education perspective. While this paper did not exhaust all the possible avenues of dialogue, the focus on eight major publications and their respective conferences was intended to demonstrate the extent of research about intercollegiate athletics among the general population of higher education scholars. It would be useful to create a more extensive review of intercollegiate athletics research among all journals, magazines, and books, and categorizing them in relevant categories for higher education administrators and

policy makers to consider. Furthermore, expanding or contracting the research agenda beyond what was recommended is something to consider depending on resources and context.

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## Appendix A

### Mission Statements of Selected Journals Considered Non-Exclusive To Athletics

#### About Campus

*About Campus* is a bimonthly magazine for those who want to thoughtfully examine the issues, policies, and practices that influence the learning experiences of college students. Even though *About Campus* is sponsored by ACPA – College Student Educators International, it addresses an audience that goes well beyond student affairs to include all those on campus (administrators, faculty, and staff) who are concerned with student learning. ...In essence, the articles published in *About Campus* share important discoveries and insights into what makes campuses good places for students to learn and what can be done to make campuses more effective learning environments (ACPA, 2008a).

#### Academe

*Academe* is the bimonthly magazine of the American Association of University Professors (AAUP). It analyzes higher education issues from faculty members' perspectives. The magazine begins with an incisive round-up of news affecting professors. Feature articles examine tenure, affirmative action, part-time faculty appointments, distance education, intellectual property, and other timely academic issues (AAUP, 2008).

#### Educational Researcher

*Educational Researcher* (ER, begun in 1971; approximately 432 pp./volume year) is published 9 times per year and is received by all members of AERA. It contains scholarly articles that come from a wide range of disciplines and are of general significance to the education research community. The Features section of ER publishes articles that report,

synthesize, review, or analyze scholarly inquiry, with emphasis placed on articles that focus on the interpretation, implications, or significance of research work in education (AERA, 2008).

*Journal of College Student Development*

Founded in 1959, the *Journal of College Student Development* (JCSD) is the leading scholarly journal emphasizing college students, student development, and postsecondary student experiences. Published six times per year and mailed to approximately 8,000 subscribers, JCSD is the largest empirical research journal in the field of student affairs and higher education (ACPA, 2008b).

*Journal of Higher Education*

Founded in 1930, The *Journal of Higher Education* is the leading scholarly journal on the institution of higher education. Articles combine disciplinary methods with critical insight to investigate issues important to faculty, administrators, and program managers (AIR, 2008).

*NASPA Journal*

The *NASPA Journal* is the publication outlet for contemporary scholarship in student affairs administration, research, and practice. Manuscripts are written for the student affairs generalist who has broad responsibility for educational leadership, policy, staff development, and management. The *NASPA Journal* is the publication outlet for contemporary scholarship in student affairs administration, research, and practice. Manuscripts should be written for the student affairs generalist who has broad responsibility for educational leadership, policy, staff development, and management. Articles on specialized topics, such as residence hall programming, should be written to provide the generalist with an understanding of the importance of the program to student affairs areas; such an article should not take the form of a program specialist writing to a program specialist (NASPA, 2008).

### Peer Review

*Peer Review* provides a quarterly briefing on emerging trends and key debates in undergraduate liberal education. Each issue is focused on a specific topic, provides comprehensive analysis, and highlights changing practice on diverse campuses. *Peer Review* is read by more than 6,000 college administrators, faculty, graduate students, and other educators each quarter (AAC&U, 2008).

### Review of Higher Education

The official journal of the Association for the Study of Higher Education (ASHE), *The Review of Higher Education* provides a forum for discussion of issues affecting higher education. The journal advances the study of college and university issues by publishing peer-reviewed articles, essays, reviews, and research findings. Its broad approach emphasizes systematic inquiry and practical implications. Considered one of the leading research journals in the field, The Review keeps scholars, academic leaders, and public policymakers abreast of critical issues facing higher education today (ASHE, 2008).