

# THE ELEMENTS OF EFFECTIVE ATHLETIC ADMINISTRATION

THIRD EDITION - 2018



*Promoting and Preserving Educational Athletics*



# CONTENTS

---

Mission Statement . . . . .	3
Introduction . . . . .	4
Leadership . . . . .	5
Administration . . . . .	7
Office Technology & Communication . . . . .	9
Management . . . . .	10
Administrative Assistants & Support Staff . . . . .	11
Educational & Professional Growth . . . . .	12
Changing Landscape . . . . .	13
The Process . . . . .	15
Acknowledgements . . . . .	Back



# MISSION STATEMENT

The student-athlete experience should complement the educational mission of schools. Interscholastic team membership and competition should be extensions of the classroom for positive learning opportunities.

A positive educational environment provides students with opportunities to grow intellectually, physically, socially and emotionally. Coaches, as teachers, should be role models to enhance the learning climate of interscholastic athletics. Parents, fans, and students should be partners with coaches and student-athletes in the pursuit of appropriate learning goals.

The purpose of this publication is to give school districts, directors of athletics and others the power to enhance school sports by having a greater knowledge and understanding of the specific obligations and roles of effective administration of athletic programs. We acknowledge that all people involved in school sports share in providing effective athletic administration.

The goal of this publication is to enlighten those we serve. Schools which properly equip directors of athletics to run sound interscholastic athletic programs can have a profound and positive impact on the education of young people.



# INTRODUCTION

---

The goal of this project is to provide a plan for effective athletic administration that contributes to educational purpose. “The Elements of Effective Athletic Administration” is intended to provide leadership, support, and education to make a positive student-athlete experiences possible and rewarding.

Participation in interscholastic athletics provides students with positive learning opportunities. Mastering physical skills, exhibiting sportsmanship, developing strategy, collaborating with teammates, creating positive attitudes, exhibiting full effort, making positive choices, handling winning and losing, and focusing on academic success all are valuable and attainable educational outcomes of participation. Athletic preparation for contests provides numerous teachable moments for students, particularly when coaches assume the teaching responsibility of positive role models. Because effective directors of athletics shape the learning environment, the MIAAA members have collaborated in articulating the elements of effective athletic administration.

## CHANGING LANDSCAPE, CHANGING CHALLENGES

**Interscholastic athletics have changed greatly over the past several years.**

- Athletic programs have grown in quantity and quality. In actuality, many middle school and high school programs are more extensive in number of teams and student participation than programs in nearby colleges and universities.
- Regulations on transfers, non-traditional schools, summer involvement of teams, in and out of season limitations, eligibility, equipment, playing courts, fields, and pools are more complex.
- Title IX has mandated additional opportunities for female students, along with program balance and equity considerations.
- Funding school athletic programs has become more challenging and complex.
- Differing expectations for programs among outside groups, parents, coaches, students and administration have emerged.
- Behavior models (both good and bad) have become more visible and influential.
- Conflict, controversy, and even litigation have been connected with school programs. More coaches have become necessary, and these coaches, both staff and non-staff, now require more formal ongoing training and evaluation.

Effective directors of athletics enlist the involvement of students, parents, coaches, officials, teachers, administrators and community members in articulating a vision for the interscholastic athletic program consistent with the educational mission of the school. The director of athletics provides leadership for these efforts, and subsequently establishes procedures to implement and institutionalize the vision and its values.



# LEADERSHIP



## 1. Philosophy

- The director of athletics should be the primary advocate for the interscholastic athletic program in the school community.
- The director of athletics should promote a safe, clean, substance free, healthy and educational interscholastic environment.
- The director of athletics should promote equal athletic opportunities for all students, giving full consideration to gender and ethnic equity.
- The director of athletics should value professional involvement in national, state and league affiliations.
- The director of athletics should adhere to the standards of the National Interscholastic Athletic Administrators Association's Code of Ethics.

## 2. Interpersonal Skills

- Effective communication and listening skills with staff, students, and community are essential.
- The fundamental character traits of kindness, caring, honesty, courage, and selfless service should be modeled in all levels of the athletic program.
- Effective leadership promotes self-respect, as well as respect for others and for the diversity of all people.

## 3. Written Department Policies

- A mission statement for educational athletics should be developed.
- Written (Job Descriptions) expectations/responsibilities should be developed for administrators, coaches, student-athletes and parents.
- Policies and procedures for risk management, including health, safety, and injury prevention and care, should be developed and communicated.
- Policies for purchasing supplies and equipment, for transportation, and for facility usage should be implemented.
- Guidelines should be developed regarding team selection, award criteria, appeal and resolution procedures.

## 4. Community Relations

- The director of athletics should be considered the official representative of the athletic program in the school community. Ongoing interaction and communication with groups such as the Booster Club and the electronic and print media are essential.
- Public opportunities (preseason meetings, banquets, etc.) are critical in communicating the function, goals of educational athletics and the return

## LEADERSHIP (CONTINUED)

on investment of participation (person they become).

- Enhancing the image of athletics in the school and community is a continuing function.

### 5. Funding

- It is essential that the school district financially support the athletic program to help ensure the safe and equitable treatment of students and to comply with all applicable rules.
- Procedures should be established for appropriate use of athletic funds including those from local, state, and MHSAA sources.
- Regulations and procedures for individual fund-raisers, booster clubs and corporate sponsorship should be in place.
- Create partnerships (revenue streams) not sponsorships with businesses in your community. Look for a win-win combination.



### 6. League/State Meeting Attendance and Involvement

- Professional development necessitates that the director of athletics and coaches attend required league, county and state meetings.
- Involvement in state and national professional associations helps keep staffs updated and allows schools to be represented.
- Involvement in the Coaches Advancement Program (CAP) and Athletic Director in-services and workshops provides continuing educational opportunities.

### 7. Reviewing and Enhancing Existing Programs

- A process should be developed for adjusting the sports offered, which includes a survey (annual audit) of student interests.
- Equity, financial and facility considerations, as well as coordination with other school and community programs, should be factored into this process.
- A process (Strategic Plan) should be developed to establish priorities for future growth and expansion.
- Promote the accomplishments of your staff and student-athletes (community service, academic achievement, etc.).



# ADMINISTRATION



## 1. Educational Purpose and Focus

- The purpose of the athletic program should be to further the education of young people in alliance with the district's educational mission statement.
- The focus of the athletic program should be on developing character and skills that prepare young people for life.
- As instructional leaders for health and physical education, directors of athletics promote activity programs that serve the needs of students now and in future years.

## 2. Student-Athlete Academic Eligibility and Performance

- The student athlete experience should complement the academic mission of schools. District-wide policies and procedures, with regard to academic eligibility, should be in place and appropriate for the enrollment and participation levels of the school. Academic requirements that supplement the MHSAA's regulations may be adopted, which could include minimum grade point, a period of ineligibility, a monitoring process, and an opportunity for student improvement.

- Special efforts should be made to identify "at risk" student athletes and to provide academic assistance.
- A program that recognizes student academic achievement is important, and should be in place both within the school and within the League. e.g.: Scholar Athletes, Athletic Honor Society, etc.
- Faculty members and athletic department personnel should communicate regularly to support student progress.
- Faculty members should be welcome and encouraged to become involved in athletics as coaches, spectators, or support personnel.

## 3. Sportsmanship and Citizenship

- All aspects of the athletic program should be infused with a view toward the essential components of educational athletics: sportsmanship and citizenship.
- Effective athletic administration involves defining, promoting, teaching and modeling sportsmanship and citizenship among coaches, athletes, students, parents and spectators.

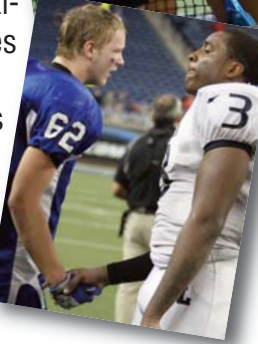
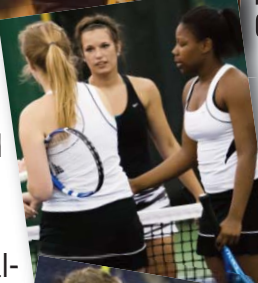
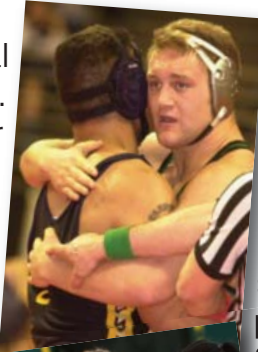
## ADMINISTRATION (CONTINUED)

### 4. Budget

- An appropriate percentage of the general fund budget should be allocated to athletics. Preplanned money should be designated for essential expenditures such as game operation, staff salaries, professional development, transportation, uniforms, supplies, equipment, maintenance and facility needs.
- The financial process should include a system of checks and balances for properly collecting and dispersing funds. A balanced budget, accountability, documentation, equity and long range planning are essential components.

### 5. Personnel

- The handling of personnel matters should always follow district policies and procedures (faculty and non-faculty).
- When hiring staff, an established process (Core values/Culture), respecting legal considerations, should include recruiting candidates, posting vacancies, identifying job expectations, interviewing and making the selection.



- An effective tool for the evaluation of coaches should be implemented, and include a description of the evaluation process, frequency of evaluation, a written improvement plan, and provisions for ongoing professional development.
- Termination of a staff member should respect the rights of the individual to due process.

### 6. Administrative Duties Outside of Athletics

- Based on the school's number of sport teams, staff members, enrollment, facilities and evening and weekend responsibilities, directors of athletics should be assigned limited additional administrative duties.
- Supplemental athletic department staff may be necessary when additional non-athletic administrative duties are assigned to the director of athletics.





# OFFICE TECHNOLOGY & COMMUNICATION

## 1. Purpose

- The athletic office is a communication center that serves students, staff, parents, the general public, other schools and the media on a daily basis. Due to the high visibility and numerous events, it is essential that information be communicated in a timely, accurate and efficient manner.
- Include athletic office technology in district-wide technology funding goals and updates.

## 2. Direct Communication

- The director of athletics' telephone services should include a direct line or extension, "after hours" access, voice mail (or an answering machine), cellular phone, and a dedicated line for public information services.
- Delivery and pick up of mail, both within the school system and from the U.S. Postal Service, must be timely and efficient.
- Return correspondents (e-mail, text, calls, etc.) in a timely manner.

## 3. Emergency and Event Management Communication

- Telephone services must be available for emergency needs at all competition and practice sites and their location should be designated in emergency response plans.
- Off-site or remote practice or competition locations may require mobile cellular phones, pagers, or walkie talkies.
- E-mail communication is essential and expedites the ongoing communication between schools. Time sensitive required information includes items such as rosters, eligibility updates, schedules, contracts and meeting agendas.
- Supervision of large or multiple events may necessitate the use of two-way radios for event coordination.



## 4. Information Technology & Communication

- An up-to-date office computer equipped with athletic management software and printer are necessary for schedules, contracts, rosters, eligibility lists, and correspondence.
- Access to, and use of, student data is needed for emergency information, eligibility, honors, and monitoring class work. Information should be entered only once in the school database and extracted as needed.
- Convenient access to a photocopy machine and scanner is essential for duplicating and distributing schedules, directions, rosters, eligibility, memos to coaches, teams and parents.
- MHSAA forms, entries, schedules, the Handbook, and other documents are on the Internet. A great deal of information is exchanged only through computers and e-mail.
- An athletic department Web site with downloadable forms and documents can enhance communication within the school community. Updating the Website is to be a delegated duty, however, the responsibility for its content and proofreading that content should rest with the athletic department.
- Electronic calendars such as Task Management Applications greatly enhance the organizational and communication efficiency of the office.
- Social Media should be used to enhance the marketing plan for your program.

# MANAGEMENT

## 1. Michigan High School Athletic Association (MHSAA)

- As voluntary members of the MHSAA, schools agree in advance to abide by and support the rules and regulations set forth to govern interscholastic athletics.
- Communicating MHSAA regulations is essential in educational athletics.
- The director of athletics must comply with MHSAA requirements, such as tournament entry, eligibility, forms and meeting attendance.
- Support MHSAA programs and initiatives that promote good sportsmanship, scholarship, health, safety and the proper scope of athletics.
- Hosting MHSAA tournament competition is a responsibility of all member schools.



## 2. Team Communication

- Directors of athletics should ensure that a good flow of program information exists between the coaching staff, parents and athletes.
- The director of athletics should review significant publications such as team rules and written parental communication, prior to a coach's announcing or releasing them.
- The director of athletics should update school and district administration on any matters of significance.
- The director of athletics should clearly communicate the district/system policy on the use of electronic transmissions.

## 3. Contest Management and Supervision

- Contest management and supervision requires substantial advance organization.
- Additional staff able to supervise and administer a contest should be provided for multiple-event nights.
- The role and responsibility of the director of athletics should be reviewed periodically considering the scope, demands and frequency of contest management.

- Financial accountability (checks and balances) of expenses, gate receipts, and payment of workers and officials should comply with district policies.

## 4. Risk Management

- Proactive safety information for coaches, parents, and student athletes is part of an effective risk management program.
- An effective risk management plan should be implemented and include components such as insurance, legal duties of staff, event medical personnel coverage, equipment and facility inspections, as well as other areas of compliance.
- Pre-participation physical examination requirements must comply with MHSAA regulations.
- An emergency response, emergency action plan, and injury care plan should be formulated, and communicated to coaches. Rehearse the plan with your team.
- Certified athletic trainers should serve an integral role within the athletic department.

## 5. Maintenance & Facilities

- Effective communication with maintenance staff, custodians, coaches, community groups and administration is essential.
- The director of athletics should be included in decisions regarding athletic facility maintenance, planning, and scheduling.
- The use of athletic facilities by the community is an important consideration.
- Facility and practice schedules should be assigned fairly and clearly communicated to staff, students, parents and others.

## 6. Transportation

- There should be a commitment from the school district to provide safe and appropriate transportation.
- Communication between the athletic and transportation departments should be timely and efficient.
- Written policies for transportation (Travel Plan) should be developed and communicated to all stakeholders.

# ADMINISTRATIVE ASSISTANTS & SUPPORT STAFF

## 1. Office Philosophy and Policies

- The athletic office is a communication center serving numerous individuals both inside and outside the school district.
- Written office philosophy and policies should be developed and in practice.

## 2. Department Administrative Assistant

- Support for secretarial services should be based on the number of sports, participants, staff, facilities and the duties of the director of athletics within the school system.
- Written job descriptions should exist with duties assigned for administrative assistance to the athletic department.
- Office staff members should be properly trained within the realm of the job description, based on a wide range of skills and functions.
- Informal periodic and formal annual evaluation of support staff should occur and be based on a written job description with the director of athletics as supervisor.
- The director of athletics should be involved in the selection of staff.
- Develop an Administrative Assistance manual that includes seasonal timelines, information of student databases, scheduling software, websites, etc.

## 3. Office Location and Configuration

- The director of athletics' office should be in proximity to athletic facilities and furnished for efficiency. Consideration should be given to



work, reception, storage and meeting areas.

- The Athletic Secretary's office should be in proximity to the director of athletics and to athletic facilities.
- Confidential information stored within the athletic office requires a secure area, often for seven years beyond a student's graduation for concussion forms and pre-participation physical examination forms. Other local school district documents may have other parameters.
- Funds should be allocated for proper operation of the athletic office, including upgrades for computer technology, hardware and software.

## 4. Student and Adult Volunteers

- Properly trained volunteers with specific limited responsibilities may be utilized in the areas of game management details, such as greeting teams, officials and guests, and with event management.
- Volunteers should receive proper orientation and training with special attention to applicable school, league and state policies.
- Selection of volunteers should be approved by the director of athletics.
- Students with strong office and people skills should be sought for assisting in the athletic program.
- A work space should be made available for student volunteers.
- A recognition program acknowledging the assistance of volunteers is recommended.



# EDUCATION & PROFESSIONAL GROWTH

## 1. Educational Background

- directors of athletics should possess a Bachelor's Degree; a Master's Degree is preferred.
- directors of athletics should possess a teacher's certificate or equivalent experience in education.
- directors of athletics should possess relevant experience in the areas of coaching, physical education, sports medicine and/or athletic administration.
- All Head Coaches should be Nationally Certified through the NFHS Certification Process or through the MHSAA's Coaches Advancement Program (CAP). All coaches must take the NFHS Concussion Course or an equivalent course via the MHSAA. All assistant coaches should complete the Fundamentals of Coaching Course. All new head coaches must complete MHSAA CAP 1 or CAP 2 course before established deadlines.

## 2. Professional Membership and Involvement

- There should be district and community support for membership, leadership, and service in professional organizations and in committee assignments. Organizations currently providing opportunities for professional growth are listed below. Regularly visiting professional/affiliated organization web sites is a valuable educational tool.
  - Michigan High School Athletic Association (MHSAA) – Web: mhsaa.com
  - Michigan Interscholastic Athletic Administrators Association (Michigan Interscholastic Athletic Administrators Association (MIAAA) – Web: miaaa.com



- National Interscholastic Athletic Administrators Association (NIAAA) - Web: niaaa.com (Instructors, Committee Members, Workshop Presenters, etc.)
- Leagues or Conferences
- Regional or county Athletic Directors associations
- Other professional, administrative, and educational associations.

## 3. Professional Certification and Continuing Education

- There should be local district expectations, support, and recognition for the pursuit of professional growth and continuing education in the field of athletic administration.
  - Obtaining an advanced degree in athletic or educational administration, Registered Athletic Administrator (RAA), Registered Middle School Athletic Administrator (RMSAA), Certified Athletic Administrator (CAA) or Certified Master Athletic Administrator (CMAA) endorsement or training in other leadership programs is worthy of support and is of long term benefit to the district.
  - School districts should encourage attendance at local, state and national Athletic Directors conferences and workshops.
  - NIAAA Leadership Training Courses (LTC) are specific to athletic administration, available locally and nationally, and are of significant value.

As a model for children and a leader of coaches, the directors of athletics should demonstrate the importance of intellectual growth. The MIAAA and MHSAA are partners in providing professional development to leaders of education-based athletic programs at little or no cost.

# CHANGING LANDSCAPE

## 14 LEGAL DUTIES FOR ATHLETIC ADMINISTRATION

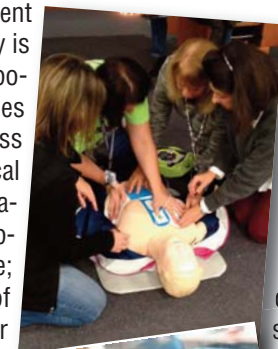
(Doleschal, 2006)



Several obligations or duties have been identified as absolute requirements for coaches and athletic program administrators. *These standards have the weight of moral obligation for coaches and athletic administrators and have evolved as a result of various case law proceedings and legal judgments against individuals and school districts.*

**1. DUTY TO PLAN** – This is a comprehensive requirement that transcends all other duties. Inherent in this duty is the need to continually conduct focused analyses of potential hazards and to develop responsive strategies that prevent or reduce the potential for injury and loss in the following areas: coaching competence; medical screening; appropriate activities that consider age, maturity and environmental conditions; facility and equipment evaluation and improvement; injury response; warnings to athletes and their families; insurance of athletes; child advocacy in cases of alcohol and other drug abuse (AODA) or family neglect or abuse. Plans and policies should be rigorously implemented unless dangerous conditions prevent implementation. Plans should become policy documents and updated regularly by administrators, coaches and experts in specific areas (e.g. equipment, emergency response, etc.). Negligence can be alleged when an injury loss results from no planning, inadequate planning or when plans are developed but ignored.

**2. DUTY TO SUPERVISE** – A coach must be physically present, provide supervision and control of impulsive behavior, competent instruction, structured practices that are appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner. This duty requires supervisors to ensure that facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. Supervision responsibilities also pertain to athletics administrators who are expected to be able to supervise coaching staff members competently. In addition, athletics administrators are expected to supervise contests to ensure that spectators do not create an unsafe or disruptive environment. A further extension of this duty is the need to supervise the condition, safe usage, maintenance and upkeep of equipment and facilities.



**3. DUTY TO ASSESS ATHLETES READINESS FOR PRACTICE AND COMPETITION** – Athletics administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes. A progression of skill development and conditioning improvement should be apparent from practice plans. Athletes must also be medically screened in accordance with state association regulations before participating in practice or competition. Moreover, some children may require specialized medical assessment to ascertain the existence of congenital disorders or the existence of a physical condition that predisposes the athlete to injury. In addition, injured athletes who require the services of a physician. A new area of concern that may grow from the duty is the difficulty of assessing the readiness of handicapped children who are referred for practice and competition under the American with Disabilities Act or the Education of All Handicapped Children Act of 1975. In these cases, it is imperative that medical and multidisciplinary team approval and recommendation be obtained before a handicapped student becomes a candidate for practice and competition.

**4. DUTY TO MAINTAIN SAFE PLAYING CONDITIONS** – Coaches are considered trained professionals who possess a higher level of knowledge and skill that permits them to identify foreseeable causes of injury specific to a sport and inherent in defective equipment or hazardous environments. Courts have held athletics supervisors responsible to improve unsafe environments, repair, or remove defective equipment or disallow access to unsafe equipment or environments. The use of sport-specific equipment safety checklists can be helpful in enhancing the safety of participants. In addition, weather conditions must be considered. Athletes should not be subjected to intense or prolonged conditioning during periods of extreme heat and humidity or when frostbite may be a factor. In addition, a plan for monitoring and responding to dangerous

## CHANGING LANDSCAPE (CONTINUED)

weather conditions is necessary. Building codes and laws must be observed and implemented with respect to capacity, ventilation, air filtration and lighting.

5. **DUTY TO PROVIDE PROPER EQUIPMENT** – Coaches and athletic administrators must ensure athletes are properly equipped with equipment that is appropriate for the age and maturity of the athletes and that is clean, durable and safe. Fitting should be carried out in accordance with manufacturer’s specifications. This is especially important for protective equipment which must carry a National Operating Commission on Safety in Athletics Equipment (NOCSAE) certification and must be checked for proper fit and wearing. Athletes must wear protective equipment any time they are exposed to the full rigors of contact in practice or competition. Selection of equipment must also consider the age and maturity of the athletes.
6. **DUTY TO INSTRUCT PROPERLY** – Athletics practice must be characterized by instruction that accounts for a logical sequence of fundamentals that consider the developmental level of the athlete and that lead to an enhanced progression of player knowledge, skill and capability. In this regard, instruction must move from simple to complex and known to unknown. Instructor-coaches must be properly prepared to provide appropriate and sequential instruction and to identify and avoid dangerous practices or conditions. Instruction must demonstrate appropriate and safe techniques and must include warning about unsafe techniques and prohibited practices.
7. **DUTY TO MATCH ATHLETES** – Athletes should be matched with consideration for maturity, skill, age, size and speed. To the degree possible, mismatches should be avoided in all categories.
8. **DUTY TO CONDITION PROPERLY** – Practices must account for a progression of cardiovascular and musculoskeletal conditioning regimens that prepare athletes sequentially for more challenging practices and competitive activities. Consideration must be given to student readiness and maturational factors. In addition, consideration should include weather conditions and their impact on student health.
9. **DUTY TO WARN** – Coaches are required to warn parents and athletes of unsafe practices specific to a sport and the potential for injury or death. This warning should be issued in writing and both athletes and parents should be required to provide written certification of their comprehension. Videotapes of safety instruction and warnings to players and parents are recommended.

10. **DUTY TO ENSURE ATHLETES ARE COVERED BY INJURY INSURANCE** – Athletic administrators and coaches must screen athletes to ensure that family and/or school insurance provides a basic level of medical coverage. Athletes should not be allowed to participate without injury insurance. Deductible and co-payment requirements should be clearly explained to parents and athletes. Certain schools may need to publish this information in several languages. Comprehensions should be required of parents and athletes.
11. **DUTY TO PROVIDE EMERGENCY CARE** – Coaches are expected to be able to administer accepted, prioritized, standard first aid procedures in response to a range of traumatic injuries – especially those that are potentially life-threatening.
12. **DUTY TO DEVELOP AN EMERGENCY RESPONSE PLAN** – Athletic administrators and coaches must develop site-specific plans for managing uninjured team members while emergency care is being administered to an injured athlete. In addition, plans must be in place to: ensure access to a telephone, a stocked first aid kit, spine board and other emergency response equipment. The plan should also account for a timely call to EMS and an expedited access by EMS to the injured athlete by stationing coaches or team members at driveways, parking lots, entry doors and remote hallways.
13. **DUTY TO PROVIDE PROPER TRANSPORTATION** – In general, bonded, commercial carriers should be used for out of town transportation. Self or family transportation for local competition may be allowed if parents have adequate insurance coverage for team members other than their family members. The age and maturity of athletes should always be considered when allowing athletes to use public transportation to travel to a local contest. Athletes should be prohibited from driving to an out of town competition, scrimmage or practices.
14. **DUTY TO SELECT, TRAIN AND SUPERVISE COACHES** – Athletic administrators will be expected to ensure coaches are capable of providing safe conditions and activities as outlined in the preceding list of duties.

---

*Janis K. Doleschal, Managing Risk in Interscholastic Athletic Programs: 14 Legal Duties of Care, 17 Marq. Sports L. Rev. 295 (2006)*  
 Available at: <http://scholarship.law.marquette.edu/sportslaw/vol17/iss1/11>



# THE PROCESS

**More than 80 directors of athletics created this initial document.** It has been edited by directors of athletics, superintendents, school board members, principals, journalists and print media professionals.

The concept was first discussed at the 1996 MIAAA Summer Workshop when attendees expressed concern that school districts needed greater knowledge and understanding of the details and demands of the position of director of athletics.

The process began with a survey of directors of athletics conducted in March of 1997 among 264 directors attending the annual Mid-Winter Conference. The survey requested information regarding a variety of topics including:

- A profile of the athletic program: number of sports number of teams and coaches, facility, school demographics and size, support staff, office technology and budget size.
- The director of athletics' responsibilities in the district as a teacher, coach, and administrator.
- A description of the director of athletics in terms of education, experience, salary, and gender.
- An identification of the director of athletics' "greatest concerns" on both the statewide level and internally, within their district.

The results of this confidential survey were used as the foundation for the sessions that created this publication. It became clear to the authors that there are significant similarities in the administration of an interscholastic athletic program that cut across urban and rural, public and nonpublic, large and small schools. Conversely, many of the differences between programs across the very diverse state of Michigan, and indeed the nation, were what made this publication such a challenging project.

In the summer of 1997, 64 directors of athletics met to develop this document. The attendees were divided into study areas which evolved into the six major topic areas.

- |                  |                                       |
|------------------|---------------------------------------|
| ➤ Leadership     | ➤ Secretary, office support staff     |
| ➤ Administration | ➤ Education and professional growth   |
| ➤ Management     | ➤ Office technology and communication |

Topic leaders met in advance to develop a common structure for each topic. A group facilitator carried the attendees through the process and coordinated the larger group's input. The work of each study area and all their comments were recorded and presented to the entire assembly for editing.

The MIAAA Board of Directors was given copies of the document the following September and asked to share this draft with school board members, superintendents and principals whose suggestions were incorporated. A final editing committee of five directors of athletics met on four occasions, composing an introduction and a mission statement. The final phase was consultation between the committee and an advertising/public relations team to develop the document's appearance and presentation. This revised version was completed in 2004.



### **ACKNOWLEDGEMENTS (1998)**

**Tom Rashid**, Detroit Catholic League  
Project Coordinator

Over 80 School Administrators

**Jane Bennett**, Ann Arbor Huron

**Gary Bruns**, Frankenmuth

**Brian Burtch**, Holland

**Amy Dickinson**, Muskegon Reeths-Puffer

**Jim Feldkamp**, Troy Schools

**John Fundukian**, Novi

**Tom Healey**, Clio

**Jack Johnson**, Dearborn (Retired)

**Sylvia Kolaz**, Detroit Catholic League

**Steve Laundra**, Sand Creek

**Karen Leinaar**, Delton Kellogg

**George Lovich**, MIAAA Executive Secretary

**Dan McShannock**, Midland Dow

**Vic Michaels**, Detroit Catholic League

**Bill Mick**, Midland Schools (Retired)

**Jack Roberts**, MHSAA Executive Director

**Bob Rowbotham**, East Kentwood

**Fred Smith**, Comstock

**Joe Todey**, Essexville Garber

**Jolyn Vita**, Flint Carman-Ainsworth

### **ACKNOWLEDGEMENTS (2004)**

**Tom Rashid**, MHSAA

Project Coordinator

**Curt Ellis**, Novi

**Bob Gershman**, Berkley

**Kristen Isom**, Adrian Madison

**Jim Feldkamp**, Troy

**Tom Mecsey**, Bloomfield Hills

Cranbrook Kingswood

**Barry Hobrta**, Lowell

**Amy Dickinson**, Holland West Ottawa

**Mike Garvey**, Delton Kellogg

**Bob Rowbotham**, Past President

Life Member

### **ACKNOWLEDGEMENTS (2017)**

**Dr. Dallas Lintner**, CMAA - Owosso

Project Coordinator

**Roy Turner**, CIC, Executive Director NCADA

Project Facilitator

**The Executive Board and the**

**Board of Directors 2017**

**The 64 attendees of Camp-Mid 2017**

**Jen Lintner**

**John E. "Jack" Roberts**, MHSAA

**Rob Kaminski**, MHSAA

