

SABBATICAL LEAVE REPORT

SUE LACOMB

FALL SEMESTER 1978

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ITINERARY

<u>SCHOOL</u>	<u>DATE</u>	<u>COACH/ATHLETIC DIRECTOR</u>
Arizona State University	9/8	Mona Plummer
University of Arizona	9/8	Millie Roberts
Midland College	9/11	John Jordan
Texas A & M	9/13	Dennis Fosdick
University of Texas	9/13,14	Paul Bergen
Baylor University	9/15	Jim Yates
Houston University	9/18	Phil Hansel
Newcomb College	9/21	Elizabeth Delery
Indian River College	9/25	James Montrella
Miami University	9/27	Ray Woods
University of Florida	10/3	Randy Reese
Florida State University	10/4	Terry Maul
Georgia State University	10/6	Bob Jackson
Southern States Coaches Clinic	10/7,8	Atlanta, Georgia
University of Georgia	10/9	Joseph McEvoy
Mississippi University of Women	10/10	Dorothy Burdeshaw
Southern Methodist University	10/13	Vickie Cain
University of Texas, Arlington	10/13	Me1 Nash/Bill Reeves
University of New Mexico	10/17	Sam Jones
Northern Arizona University	10/18	T. H. Anderson
DeAnza College	11/1	Bob Wegman
Ventura College	10/31	Cheryl Peterson
Stanford University	11/1	Ray Young
Diablo Valley College	11/2	Jack Flanagan
Santa Rosa College	11/3	Charlie Tourville
Napa College	11/7	Judy McClain
Long Beach State College	12/8	Cathy Cullen
University of California at Los Angeles	12/10	Collen Graham

INTRODUCTION

During the Fall Semester of 1978 I proposed to visit coaches or Athletic Directors of two-year community colleges, four-year state or private schools that offered a Women's Swim Team in their athletic programs. I was interested in the schools primarily located in Arizona, Texas, Florida, and Northern California since these teams are very successful as verified by their placement in their respective State and National Championships.

PURPOSE AND PROCEDURE

I planned a questionnaire, with the help of my Athletic Director, and sent the questionnaire to approximately forty schools. The letter and questionnaire are in Appendix I. My interview schedule is in Appendix II.

My purpose was to find out what factors affected the success of the program and what the implications were for my program at Mt. San Antonio College. I also hoped to gain new contacts in the profession and a knowledge of other organizational structures and/or methods used by successful coaches.

I was also interested in finding out as much as possible about the physical education program (especially in the aquatics area) at these institutions, particularly the community colleges.

In March of 1978, I sent out the preliminary letter and a questionnaire which they were to keep until I could interview

them personally. I sent a postcard to them to be returned with the coach's name and telephone number.

I set up the interviews by contacting the coach or Athletic Director by telephone a day or two before I would arrive in their town. I was able to interview all but one coach in this manner. All of the people contacted were pleasant and very helpful with the questionnaire.

FACTORS AFFECTING THE SUCCESS OF AQUATIC PROGRAMS

A. Size of Institution and Facilities

One of the most complicated and puzzling set of factors seemed to be the relationships of the size of the institution to:

- a) the amount of control the coach had over the use of the facilities and
- b) the size and number of pools available for practices and meets.

Is the institutional size the determining factor? Is the control of scheduling the facility the determining factor? Or is the number and size of pools available the determining factor?

This complex interweaving of separate variables is impossible to dissect completely. Tables #1 through #3 will show the relationships of these variables. Schools with a larger student population have more students/athletes to draw from, but if there is only one regulation pool for the athletic teams to share with the rest of the student body and community, in some cases, then size of institution is not meaningful. If there are two or three pools available for the teams and students/community to share, this variable relates positively to the factors affecting program success.

Control over the scheduling of the facility is an important variable also:

1. Does the coach have first choice for practice and meet schedule?

2. Does the physical education department have first choice?
3. Does the scheduling come from a scheduling body-removed from Athletics and Physical Education?

TABLE I

A. SIZE OF INSTITUTION

<u>30,000 or more</u>	<u>20,000 - 30,000</u>
1. Houston	1. Texas Tech
2. Stanford*	2. University of New Mexico
3. Arizona State	3. DeAnza Community College**
4. University of Arizona*	4. Diablo Valley College**
5. University of Texas*	5. Georgia University
6. Texas A & M	6. Georgia State College
7. Long Beach State	7. Floriday University
8. U.C.L.A.*	8. Florida State*

Under 20,000

1. University of Texas - Arlington
2. Tulane
3. Baylor
4. Napa Junior College
5. Santa Rosa College**
6. Ventura College**
7. Indian River Community College*
8. Midland
9. University of Miami
10. Southern Methodist University
11. Mt. San Antonio College

* Top Ten Nationally
** Top Five in California

TABLE 2

SIZE OF POOLS

One 50 meter x 25 yards plus at least one other pool

Texas Tech	Newcomb College
University of New Mexico	DeAnza College**
Stanford*	Indian River College*
Georgia University	Georgia State
Arizona State*	Florida State*
University of Texas*	Texas A. & M.
Long Beach State	U.C.L.A.*
Southern Methodist University	

One 50 meter x 25 yards pool

Houston	Napa
University of Texas - Arlington	M.S.A.C.
Diablo Valley College**	Ventura**
University of Miami	Floriday University

One 25 yard x 25 meters or 33 1/3 yards x 20 yards

Santa Rosa**
Baylor
Midland
University of Arizona*

TABLE 3

CONTROL OF SCHEDULING THE POOL(S)

ATHLETIC DEPARTMENT/COACH

Florida State
Houston
Stanford*
Midland
Georgia State

Long Beach State
University of Texas-Arlington
DeAnza College**
University of Miami
Arizona State

PHYSICAL EDUCATION OR RECREATION DEPARTMENT

Texas Tech
Newcomb College
U.C.L.A.*
Georgia University
Texas A. & M.

University of New Mexico
Baylor
Diablo Valley College**
Florida University
M.S.A.C.

OTHER: COMMUNITY SERVICES, SCHEDULING COMMITTEE, STUDENT BODY, ETC.

Indian River College**
University of Arizona*
University of Texas*
Santa Rosa**
Ventura**
Napa College

B. PERSONNEL

The coach, in my opinion, is the most important factor in the success of the team. Working conditions play an important part in the resulting ability of the coach to function successfully.

The duties and responsibilities of the coaches varied considerably. Six of them were coaches only, the majority (17) had some teaching responsibilities added to their coaching duties, and four had other duties as well as coaching and teaching. Nine of the coaches worked alone, sixteen had assistants or graduate assistants that were paid, and at least five had a separate diving coach for both the men's and women's teams combined.

Salaries varied considerably, depending on their position and the school athletic budget. Only one coach, in Santa Rosa, had release time only. Most received a stipend ranging from \$900.00 to \$1500.00 beyond their regular salary. The highest salary was \$27,500 per year for coaching only. The average salary ranged from \$14,000 to \$18,000 per year.

The majority of the coaches were more concerned about contact hours with the athletes than they were with salaries. The quality of their assistants is an important aspect of the total swimming program. Most of the four-year schools used graduate assistants in their programs, these people knew the program well and could help the coach considerably.

C. SCOPE OF THE ATHLETIC PROGRAM

The number of athletic offerings and the financial support offered the athletes varied considerably in the schools that I visited. The number of Womens' teams ranged from 6 to 11. Fifty per cent of the schools had at least 3 more teams for the men. Only two schools had more womens' teams.

The budgets were rather hard to pin down since most coaches did not know about the total athletic budget, only the size of their own aquatic budget. It seems, however, that Title IX is affecting budgets, and that they are becoming increasingly equal. At the University of Miami, Women's Athletics is under the Student Union; Men's Athletics is under Intercollegiate Athletics. At Baylor, the Athletic Department includes only those sports that make money. Georgia University, one of the first schools to be investigated under Title IX, has a \$3.3 million budget for the men; \$200,000 for the women. U.C.L.A. has a Men's budget of \$3 million, and \$500,000 for the Women.

Schools may or may not offer scholarships, grant in aid, or tuition assistance, depending on the budget. Scholarships may be full or partial, but the school may have only fifteen scholarships and cannot split the women's scholarships as they can for the men. Only three schools had more than twelve women on scholarships. The majority (12) of the schools had between six and twelve on scholarship. Once given scholarships, they are difficult to rescind or discontinue so coaches are very careful with the initial award.

The living arrangements for the athletes varied. Four of the schools had Athletic Dorms, but the rest were dispersed in off-campus housing or regular dorms. Obviously an Athletic Dorm would be an ideal arrangement. A coach can easily control the training conditions of his athletes. For example, at Indian River Community College in Florida the coach drives a van to the dorm at 5:30 a.m. and picks up the swimmers' clothes then the swimmers jog four miles to school every day before workout - no excuses.

Weight training is becoming more of a standard practice for all teams, starting pre-season (fall) and then tapering off during the season. Eighty per cent of the teams weight train before practice and three times a week during the season. Only two schools weight trained after practice. The others were not regularly scheduled. The equipment used is generally the same, very few schools have Nautilus equipment or large training facilities. The University of Texas had the most elaborate weight training facilities. DeAnza College in Northern California has an extensive corrective physical education program and the athletes can use their laboratory and have a doctor who is fulltime.

Practice times varied, but eight percent practiced twice a day during the season, six days a week or twelve to thirteen practices a week. Some even included Sunday practices. Yardage varied depended on the philosophy of the coach or pool time. Average yardage was between 8,000 - 15,000 yards a day.

The facilities and training aspects of the program are probably the ones that would most influence the prospective athletes in de-

cluding which school to attend. From my own experiences and research, I feel that I am much more informed about the different schools and could help my swimmers make more informed decisions about choosing schools if they were interested in further competition.

D. SEX FACTOR

Is there a sex factor? Does it make a difference if women coach women or if men coach women? Traditionally, swimming coaches have been men. I do not know of one AAU Team whose head coach is a woman. Consequently, it has followed that most college coaches are men. Thirteen schools trained both men and women together; only one head coach was a woman (Napa College). Only nine of the twenty-six schools surveyed had a woman coaching the women's team; two of these women have been replaced by men during the last year. Of the top four teams in the nation, only one is coached by a woman (Arizona State).

The trend in the larger schools seems to be separate teams with a separate budget and coach. The smaller schools have one coach (usually one or more assistants) and a combined schedule.

There were very few women trainers, usually both men and women went to the same trainer for treatment and training rooms were coed. Only three schools had separate training facilities.

Five years ago women did not compete at the present level of competition. Therefore, very few women were interested in coaching as a career. With scholarships and equal training/coaching, more women swimmers will eventually emerge from successful programs and become successful coaches.

I feel that women can and should coach women. Men who coach women realize that women athletes present different problems than do men athletes and must be treated differently. Some men do not have the personality to coach women successfully. Those men who do coach women realize that there is a sex factor.

E. UNIQUE ASPECTS

Why are top swimmers attracted to one school instead of another? The factors may include the personality/reputation of the coach, the amount of the scholarships, the competitive schedule or any combination of these factors. These factors may have no part in an individual's decision. Swimmers are students also and most go to college primarily to get an education and tangentially to swim competitively.

What the school has to offer in terms of an education is very important. Few schools like Stanford, University of Southern California, University of California at Los Angeles, Baylor, and Southern Methodist University, maintain rigorous admission standards, even for excellent athletes. Conversely, schools such as Indian River College in Florida, and most Community Colleges in California have less restrictive standards. The academic programs vary considerably at the different institutions and are certainly a factor to be considered in choosing a school.

The aquatic program, the personality of the coach, and the social atmosphere of the campus must also be given consideration by the prospective student/athlete. Prospective athletes should, if possible, visit the school and learn as much as possible about the

academic program, the coaching staff, and the athletic program before choosing a school. Certainly, more informed recruiters and prospective students can result in better combinations of students/coaches/teams.

IMPLICATIONS AND RECOMMENDATIONS FOR THE MSAC PROGRAM

The recommendations from the results of my survey include the following:

1. inservice education
2. the athletic program
3. the organization and administration of the aquatic program

INSERVICE EDUCATION

Every teacher should be encouraged to have a sabbatical experience of investigation and reflection. After fifteen years, I definitely needed to reevaluate my local position in relation to a wider sphere. I have found that my position as teacher/coach at Mt. San Antonio College is comparable in most respects to any other community college and better than most of the twenty-six schools I visited.

The education concept of my sabbatical is also very important to me and I found this new knowledge of skills, techniques, equipment, and productive use of facilities become a part of my teaching. This information would not have been possible through classwork alone, but was greatly enhanced by my personal visitations.

THE ATHLETIC PROGRAM

The athletic program we have at Mt. San Antonio College is outstanding in many respects and should be maintained and enhanced in the future. The only addition I would recommend is one diving coach for both men and women's teams. Our aquatic facilities are excellent, except for maintenance which has been a problem for the last five years.

I would recommend that separate coaches be maintained for both men and women's teams in the future. After interviewing men who coach both teams, I concluded that most feel that qualified women could do a better job and men would gladly relinquish their position in favor of separate teams if budgets would permit. Men who coach only women's teams feel that they must deal differently with the women than with the men and are a little uncomfortable at times with the women.

ORGANIZATION AND ADMINISTRATION OF THE AQUATIC PROGRAM

In the aquatics area of the physical education program, I would recommend several changes: 1) more varied class offerings, 2) a larger aquatic program, with more staff sharing the teaching of aquatic classes, and 3) a co-ordinator or aquatics director to setup and administer a diversified program which would include day and evening classes, athletics, community use of pool (outside groups), and recreational hours or programs. All scheduling would

go through this person and thus eliminate problems stemming from lack of co-ordination. The last recommendation would be a full-time pool operator who is in charge of the maintenance of the pool. The condition of the pool today stems from lack of knowledge and awareness on the part of the people who do maintain the facility.

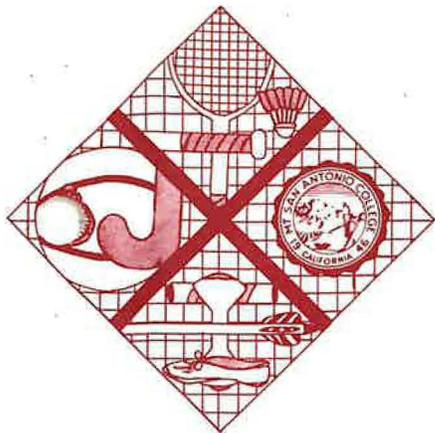
I have already scheduled a new class (Fall, 1979) which is a twelve-week class meeting three times a week for one hour. This class is called Aquatic Fitness and is for conditioning and cardiovascular endurance. I think that some of the other classes now scheduled for twice a week could change to a different time schedule and be made more attractive to students.

CONCLUSION

I cannot emphasize strongly enough my initial recommendations that the Board continue its policy on Sabbatical Leaves. I have found that I am a much better teacher/coach because of my experience. Such research and widened vision could never be gained in a summer. One needs to see other professionals at work to appreciate his/her own position and come back refreshed and ready to teach and innovate for another seven or more years.

At this point I would like to thank Mt. San Antonio College and the Board of Trustees for granting me a Sabbatical Leave. I found the period of absence extremely beneficial, but also very relaxing and refreshing. I came back to work in the Spring semester eager to teach/coach.

APPENDIX I



*Women's Athletics and Physical Education
Mt. San Antonio College
1100 N. Grand Avenue
Walnut, CA 91789
714 598-2811*

Dear

During the Fall of 1978, I will be traveling throughout the Southern States to observe Physical Education and Athletic Programs in aquatics. I would like to visit your campus and discuss your programs with your Athletic Director or Women's Swim Coach.

Please return the enclosed questionnaire advising me of times during the months of September, October, November, and the first two weeks in December which would be difficult for my visitation to your campus. I will contact you again as to which week I will be on your campus.

Thank you for your help and consideration in this matter. I am looking forward to visiting your campus.

Sincerely yours,

Sue LaComb
Women's Swim Coach

SL/1tk

Directions: Please fill out and keep. I would like to go over survey in person.

NAME OF SCHOOL _____

2 yr. Community College _____ 4 yr. State _____ 4 yr. Private _____

Tuition and fees (approx.) for 1 semester _____ 1 quarter _____

I. <u>PHYSICAL EDUCATION:</u>	Number	Coaches
Number of Full Time Instructors	_____	_____
Number of Part Time Instructors	_____	_____

Aquatic Courses:

Swimming: Beg. _____ Int. _____ Adv. _____ Other _____

Life Saving _____ Water Safety Instructor _____ Scuba _____

Synchronized Swimming _____ Sailing _____ Water Polo _____

Other - please list _____

II. ATHLETICS:

Number of Athletics Teams: Men _____ Women _____ Coed _____

Number of Coaches: Men _____ Women _____

List Salary for Coaching _____ Pay Schedule _____

Qualifications of Coaches _____

Athletic Budget: Women _____ Men _____

Is there a separate trainer for men & women? Yes _____ No _____

Trainer _____ Assistants _____

III. SWIM TEAM - WOMEN'S

1. Coach Full-time _____ Part-time _____

2. Has Assistant Coach? Yes _____ No _____
Responsibilities _____

3. Length of season _____ to _____

4. Number on team _____

5. Number of scholarships _____

6. Budget - breakdown (list areas) _____

7. Recruitment - How? _____

8. Off-season schedule: _____

9. Training season schedule. Yardage. Times per day and number of weeks.

10. Work-out schedule
Pre-season _____
Competitive Season _____
Taper - # of days _____

11. Weight Training: Who designs program?
Each coach _____ Trainer _____ Other (specify) _____
Is it a specific class? Yes _____ No _____
Who teaches the class? _____
If not a class, is it -
Supervised _____ Open workout _____ Time of day _____ Before Practice _____
After _____
How long do you weight train? _____ # of weeks
How much? _____ Time of Year _____
What kind of equipment do you use? _____

Where is your weight training room? _____ How far from pool? _____

12. Facilities:
a. Size and number of pools _____
b. Coaches Office
c. Pool equipment storage
d. Sound system - location
e. Timing/Judging devices
f. Training room - location _____ size _____

13. Where do swimmers/athletes live?

Dorms _____ Off Campus Housing _____ Other _____

Miscellaneous

Does the community use the pool? Yes _____ No _____

All year _____ Summer only _____

Who schedules use of facility? _____

Who advertizes use of facility? _____

1tk

APPENDIX II

INTERVIEW SCHEDULE

<u>SCHOOL</u>	<u>DATE</u>	<u>COACH/ATHLETIC DIRECTOR</u>
Arizona State University	9/8	Mona Plummer
University of Arizona	9/8	Millie Roberts
Midland College	9/11	John Jordan
Texas A & M	9/13	Dennis Fosdick
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