Status and Need: A Study of Women in Intercollegiate Athletic Administration

by

Audrey Lynn Phillips

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Approved by

William I. Sauser, Jr. , Chair, Professor of Management and Educational Foundations, Leadership and Technology
Susan H. Bannon, Associate Professor of Educational Foundations, Leadership and Technology
Margaret E. Ross, Associate Professor of Educational Foundations, Leadership and Technology

Abstract

This study of women in athletic administration in higher education was conducted to obtain information related to the administrative placement of women in athletic administration in intercollegiate athletics. This study examined the following variables related to their career placement: age, race/ethnicity, degrees obtained, prior positions held, type of institution where employed, current title and position, number of years the respondent had been in each position and work duties associated with each position.

Questions guiding the research were as follows:

1.   What are the demographic factors of women either currently in or pursuing career positions as Director of Athletics, Associate Athletic Director, Assistant Athletic Director, Senior Woman Administrator, and/or leadership positions in the areas of Compliance, Business/Finance, Event Management, Fundraising/Development, Promotions/Marketing, Sports Information, Student Support Services, and Ticket Sales?

2.   What career patterns have current women administrators taken to pursue careers in intercollegiate athletics?

3.   What is currently in place to train women pursuing careers in intercollegiate athletics? (NCAA, institutional, professional)

4.   Is there a need for mentoring, staff training and development for women pursuing an administrative career in intercollegiate athletics?

Although the research did not reveal a specific career pattern, the data from the three hundred seventy four participants in this study offered very specific advice and implications for career growth and development. Common themes found in the survey results were as follows:

1) Networking is a critical component of career success.

2) Mentoring relationships are important for most women who want to advance in the field.

3) Active participation in professional organizations will expose candidates to needed information.

4) Accepting additional administrative responsibilities will increase growth potential.

5) Creating a healthy balance between work and life responsibilities will be a challenge.

6) Obtaining advanced degrees can be helpful for those pursuing management positions.

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List of Abbreviations

AD   Director of Athletics or Athletic Director

AIAW   Association for Intercollegiate Athletics for Women

CHAMPS   Challenging Athletes Minds for Personal Success

CoSIDA   College Sports Information Directors Association

DOE   U. S. Department of Education

EADA   Equity in Athletics Disclosure Act

HERS   Higher Education Research Studies

ISDF   Institution Staff Demographic Form

NACADA   National Academic Advising Association

NACDA   National Association of Collegiate Directors of Athletics

NACWAA   National Association of Collegiate Women Athletics Administrators

NACMA   National Association of Collegiate Marketing Administrators

NAIA   National Association of Intercollegiate Athletics

NCAA   National Collegiate Athletic Association

N4A   National Association of Academic Advisors for Athletics

NJCAA   National Junior College Athletic Association

NOW   National Organization for Women

OCR   Office of Civil Rights, U. S. Department of Education

SWA   Senior Woman Administrator

CHAPTER I. INTRODUCTION

In the most recent history of intercollegiate athletics there has been limited research published regarding the training, hiring, mentoring and promotion of women administrators in intercollegiate athletics. Although leadership in higher education is gradually changing and more women overall are being placed in positions of mid-level and upper-level management on both the general campus and in intercollegiate athletic administration, the disproportion of women to men in these positions remains discouragingly low (Acosta & Carpenter, 1994; Carpenter & Acosta, 2008; National Collegiate Athletic Association, 2005–06; Wicker, 2008).

Because of my career experiences as a woman in intercollegiate athletic administration and because of my personal interest in this topic, I chose to study existing models and career patterns of women athletic administrators. Specifically, I decided to study existing career patterns of women administrators who chose intercollegiate athletic administration. The literature review revealed no specific model or plan that could or should be used to develop career plans for women who intend to pursue a career in intercollegiate athletic administration. The literature review provided information about a very broad-based approach to career paths for women in leadership in higher education. Most of the models developed for collegiate settings (non-athletic) were based on programs used in business and other institutional environments (e.g., medical settings, K–12 faculty/administrators). This study revealed a need for specific ongoing education, mentoring, staff training and development in collegiate environments, especially intercollegiate athletic divisions.

Wood, Barrington, and Johnson (1988) presented a challenge to conceptualize career patterns of women in intercollegiate athletics as an educational continuum. The authors suggested that continuous development (CD) is in fact a culture within the environment that is created and maintained by the organization in which it exists. Adapting this operational culture to the education, recruitment, hiring, training and development of women in intercollegiate athletics would challenge administrators to focus on constructing an educational process to transform the existing leadership structure. The researchers suggested a sequential set of questions that should be examined as a part of a continuous development culture for staff training and development programs. The questions challenge leaders to take ownership and conceptualize operational change through planning and integrated training through work initiatives.

Purposes of the Study

The purposes of this study were 1) to examine the career patterns of women currently in administrative positions in intercollegiate athletics, 2) to explore their specific training and development and 3) to describe the demographics of women currently employed in intercollegiate athletic administration. A suggested starting point for examining and shaping recommended career patterns for women administrators in intercollegiate athletics was to collect descriptive data on the career patterns of those relatively few women who have succeeded in establishing themselves as leaders in this field. What characteristics did they share in common? How have their careers evolved? What barriers have they encountered and overcome? Thus this study was descriptive in nature (Carpenter & Acosta, 2008; Kelly, 2004; Whisenant, 2003; Whisenant, Pederson & Obenour, 2002; Wicker, 2008).

A major purpose of the collection of the descriptive information was that it could enable future researchers to compare career patterns and training and development approaches to determine those that are most effective. The descriptive nature of this study could, in turn, lead to the production of standards of guidance and counseling for women seeking to succeed in careers of intercollegiate administration.

Research Questions

There are four primary research questions that were used to direct this study.

1.   What are the demographic characteristics of women either currently in or pursuing career positions as Director of Athletics, Associate Athletic Director, Assistant Athletic Director, Senior Woman Administrator, and/or leadership positions in the areas of Compliance, Business/Finance, Event Management, Fundraising/Development, Promotions/Marketing, Sports Information, Student Support Services, and Ticket Sales?

2.   What career patterns have these current women administrators taken to pursue careers in intercollegiate athletics?

3.   What is currently in place to train women pursuing careers in intercollegiate athletics? (NCAA, institutional, professional)

4.   Is there a need for mentoring, staff training and development for women pursuing an administrative career in intercollegiate athletics?

Definition of Terms

The following definition of terms assists in clarifying issues of context discussed in the study:

Amateur Sports: generally describes those sports in which the athletes do not use their athletics skill (directly or indirectly) for pay in any form in that sport. (National Collegiate Athletic Association, 2009)

(The) Association for Intercollegiate Athletics for Women (AIAW): established in 1971 as a governance structure to oversee women's intercollegiate athletic programs. It was disbanded in 1982 following the vote of NCAA member institutions to include women's athletic programs and championships in the existing NCAA governance structure (Hawes, 1999).

Career Pattern: term used to identify the successive chain of careers or career appointments possibly influenced by experience, education, and/or professional development of individuals on a specific career path (Fobbs, 1988).

Division I/Division II/Division III: National Collegiate Athletic Association institution membership's three legislative and competitive divisions (NCAA, 2009).

Gender Equity: An atmosphere and a reality where fair distribution of overall athletic opportunity and resources, proportionate to general student enrollment, are available to women and men and where no student-athlete, coach, or athletic administrator is discriminated against in any way in the athletic program on the basis of gender (Anonymous, nd).

Glass Ceiling: A common idiom used to refer to the barriers/obstacles often faced by women pursuing promotion and/or equitable treatment in their career pursuits.

Institutional Control: A term referring to institutional self-governance as it relates to compliance with NCAA rules and regulations. (NCAA, 2009)

NACWAA: National Association of Collegiate Athletic Women Administrators, founded in 1979, is a 501(c)(3) membership organization dedicated to providing educational programs, professional and personal development opportunities, information exchange, and

support services to enhance college athletics and to promote the growth, leadership, and success of women as athletics administrators, professional staff, coaches, and student-athletes (NACWAA, 2010).

NACWAA Institute for Administrative Advancement: "An annual residential week-long intensive management training program designed for women coaches and administrators in intercollegiate athletics administration," (formerly NACWAA/HERS) (NACWAA, 2010).

National Collegiate Athletic Association (**NCAA):** a voluntary organization comprised of colleges and universities in the United States for the basic purpose of maintaining "intercollegiate athletics as integral part of the educational program and the athlete as an integral part of the student body and, by so doing, retain a clear line of demarcation between intercollegiate athletics and professional sports" (NCAA, 2009).

National Junior College Athletic Association (**NJCAA):** "The purpose of this corporation is to promote and foster junior college athletics on intersectional and national levels so that results will be consistent with the total educational program of its members" (National Junior College Athletic Association, 2010).

Olympic Sport: A commonly used term in intercollegiate athletics referring to sports that are typically recognized as international Olympic participating sports.

Professional Athlete: An athlete receiving monetary compensation for participating individually and/or as a member of a team sport.

Revenue-earning Sport: A commonly used term to refer to intercollegiate athletic sports that receive revenue primarily from event ticket sales.

Senior Level Administrator: A term associated with management level employees who comprise the top-tier of organizational structures e.g., President, Dean, Director of Athletics, Senior Associate Athletic Director, etc.

Senior Woman Administrator (SWA): "The Senior Woman Administrator (SWA) is the highest ranking female in each NCAA athletic department or member conference. The designation of SWA is intended to encourage and promote the involvement of female administrators in meaningful ways in the decision-making process in intercollegiate athletics. The designation is intended to enhance representation of female experience and perspective at the institutional, conference and national levels and support women's interests. Her daily responsibilities can include any department tasks and must include senior management team responsibilities" (NCAA, 2009).

Student Athlete: recognized college student participating in varsity athletics.

Three Part Test: The Department of Education, Office of Civil Rights (OCR) determined that the application of Title IX law in intercollegiate athletics should include the following: 1) Male-female athletics participation that is proportional to the institution's undergraduate enrollment; 2) A continuing history of expansion of athletics programs for the under-represented gender; 3) Accommodating the interests and abilities of the under-represented gender (U. S. Department of Education, 1979).

Title IX: 1972 congressionally-amended law to the Civil Rights Act of 1964, which states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance" (U. S. Department of Education, 1979).

Transformational Leader: a leader who develops followers to the point where followers are able to take on leadership roles and perform beyond established standards or goals (Yammarino, 1994, p. 28).

Overview of the Study

To answer the four questions listed above, relevant literature was indentified and reviewed and a survey questionnaire (see Appendix 1) was created. The questionnaire was administered to 374 subjects nationwide using "Survey Monkey" internet software. Data were tabulated, analyzed, and interpreted, resulting in the findings and conclusions reported herein.

Limitations

This study was limited to women in intercollegiate athletic administration who are either employed (full-time or part-time) or currently enrolled as graduate students in NCAA, NAIA and/or NJCAA participating institutions. Specifically the respondents are women who currently hold positions as Director of Athletics, Associate Athletic Director, Assistant Athletic Director, Senior Woman Administrator, and/or leadership positions in the areas of Compliance, Business/Finance, Event Management, Fundraising/Development, Promotions/Marketing, Sports Information, Student Support Services, and Ticket Sales. Respondents also included both women graduate students pursuing career paths in intercollegiate athletic administration and graduates from the NACWAA/HERS Institute.

Further, the study's respondents were specifically chosen from the membership of the National Association of Collegiate Women Athletic Administrators (NACWAA) and the National Association of Academic Advisors for Athletics (N4A). The exclusive nature of these voluntary memberships may not include all women administrators of participating NCAA and/or NJCAA institutions. Extensive research conducted during the course of this study revealed

limited research information regarding specific career paths of women administrators in intercollegiate athletics.

Synopsis of Remaining Chapters

The following chapter, Review of the Literature, reviews the history of women in higher education, more specifically in intercollegiate athletics and the impact of Title IX legislation; the history of intercollegiate athletics, including the role of governing bodies (NCAA, NJCAA); the importance of institutional control and the need for transformational restructuring in the recruitment, hiring and training of women. This chapter also explores staff development and implications for training women to assume leadership roles in intercollegiate athletics. The Review of Literature also includes research about women currently in leadership roles and their career paths.

Chapter Three describes the methodology of this research, while Chapter Four displays the results of the study, especially as they relate to the four research questions presented above. Chapter Five comprises a discussion of these results, including implications for practice as well as suggestions for future research.

CHAPTER II. REVIEW OF LITERATURE

History of Women in Intercollegiate Athletics

The history of women participating in organized and recognized intercollegiate athletics

dates as far back as the early 1920s. Historical records indicate that women, although

participating in sports on college campuses, were not actually recognized in competitive sports

until 1965 when the National Collegiate Athletic Association's Special Committee on Women's

Competition was appointed to serve as a liaison to interested groups. This Special Committee

was charged with the task of studying the feasibility of women's sports on college campuses.

(Hawes, 1999)

When writing a chronology of American women in sport, Sparhawk, Leslie, Turbow, and

Rose (1989) found that as early as ancient Egypt, there was documented evidence that girls and

women participated in games and what we, today, commonly term sporting events. Some early

Grecian Olympic sporting events were most likely specifically designed for girls and women

because they may not have been allowed to either participate in and/or spectate organized

sporting events for men. There is also evidence that early Native North American girls and

women participated in sporting events. They noted that in 1492, a Catholic nun published the

first known documented female-authored book about her expertise in the sport of angling. Her

pursuits were followed by French fifteenth century Margot of Hainult who claimed to be an

expert at barehanded tennis and sixteenth century renowned golfer, Mary, Queen of Scots. Two

of the earliest documented advocates and authors of women's sporting events included Catherine Beecher, who created programs and published works detailing the importance of physical activity for young girls and women, and Mary Ewing Outerbridge who introduced the sport of lawn tennis to the United States (Sparhawk et al., 1989).

The modern history of women's participation in organized athletic competition in the continental United States was documented over four distinct time periods: Pre-Organizational Era (1887–1916); Organizational Years (1917–1956); Competitive Period (1957–1971) and the Title IX Era (1972–1987). During each of these time periods, the recognition and support for organized athletic events for girls and women gained momentum establishing regulatory groups, athletic contests, increased media coverage and finally the enactment of Title IX in 1972 (see Appendix 2). Until 1973, the NCAA actually prohibited women from participating in intercollegiate athletics championships. It was possible that the adoption of Title IX federal law in 1972, which prohibited discrimination against girls and women participating in sports whose institutions were receiving federal funding either directly or indirectly, may have prompted the Association to reconsider their previous ruling. Despite the earlier documented history of women participating in intercollegiate athletics, it was not until 1971 that the Association for Intercollegiate Athletics for Women (AIAW) was established (Sparhawk, Leslie, Turbow, & Rose, 1989).

The AIAW began with an initial membership of 280 institutions. The unique structure of the AIAW formed a separate but equal organization to oversee women's intercollegiate athletic participation. The organization was formed by women and governed by women. Although similar in function to the NCAA, the AIAW had different rules from the NCAA regarding scholarships, recruiting and actual participation. By 1981, the AIAW's membership increased to

971 member institutions, annually sponsored nineteen sports in more than forty championships, began allowing athletic scholarship opportunities for women participating in intercollegiate athletics and scored a major coup through acquisition of an NBC television contract in the early 1980s (Hawes, 1999).

Over sixty years of documented history of women participating in intercollegiate athletics passed before women's championships were added by the NCAA in 1981. And in 1985, NCAA member institutions were given a voting option that would allow women's programs to choose to participate in either the NCAA governance structure or the AIAW. Although both Division II and Division III member institutions adopted the new NCAA legislation, Division I adoption failed by one vote. The issue was reconsidered and later passed by Division I participating members. In 1982, the dwindling membership of the AIAW sparked a heated debate and subsequent lawsuit against the NCAA claiming that the Sherman Antitrust Act had been violated through attempts to monopolize athletics by adding women's championships to its governance structure. The AIAW lost the suit and disbanded its remaining membership (Hawes, 1999).

Title IX and Women in Intercollegiate Athletics

The most conspicuous and significant movement which challenges attention at the beginning of the new century is that toward organization, and the three great combinations which stand out most prominently in interest and importance are the organization of capital, the organization of labor and the organization of women.
(Anthony & Harper, 1902, p. 1042)

In 1972, Title IX of the Education Amendments to the Civil Rights Act of 1964 was passed by Congress to assure the legal right of girls and women for protection and equal treatment under the law for all federally-supported institutions and programs (NCAA, 2008, p. 7). The passing of Title IX spurred a notable growth of participation by girls and young women in athletics. Further, the law supported the intentional inclusion of women in decision-making

positions at participating institutions. Research suggests that near the close of the 1970s there was a marked increase of high school female student-athletes to more than two million; having surpassed the participation numbers of the earlier years of that decade by over sixty percent (60%) (NCAA, 2008). Notably, the number of young women participating in intercollegiate athletics doubled from 32,000 in 1971 to more than 64,000 in 1977.

When the United States Supreme Court ruled that the 1972 Title IX law applied only to those programs directly receiving federal funding, researchers identified a gradual leveling-off of females participating in athletic programs especially at the collegiate level. It was believed that most collegiate athletic programs were not direct recipients of federal funding and so were not subject to the confines of the law regarding the provision of equal opportunities for females desiring to participate in athletic programs (NCAA, 2008). According to a study conducted by Acosta and Carpenter (1994), post-secondary institutions were not required to comply with the 1972 ruling until almost six years later. This six-year period allowed those institutions receiving federal funding to "develop game plans, gather funds, interpret implications, ..., and arrive at a state of full compliance with the requirements of Title IX" (p. 111). Over a decade later, in 1988, Congress passed the Civil Rights Restoration Act which extended Title IX protection to include indirect recipients of federally funded programs to include intercollegiate athletic programs (NCAA, 2008, p. 7). Over the next three decades, from the original amendment in 1972 to the early 2000's, challenges to Title IX had been reviewed and the law upheld by every appellate court regarding equal protection and equal provision as the law applies to both high school and intercollegiate athletic programs (NCAA, 2008, p. 7).

In 2002, 2003 and 2005, the United States Department of Education Office for Civil Rights (OCR) conducted studies and offered "Clarifications of Intercollegiate Athletics Policy

Guidance Regarding Title IX Compliance." The first was the establishment of then President George W. Bush's Commission on Opportunities in Athletics (COA) to study the impact of Title IX in the previous three decades since its legal inception. The second was in the form of clarification in 2003 resulting in a five-point policy to enforce the original framework of Title IX through policy interpretation. OCR offered a third clarification of the *Three-Part Test* to assess interest and abilities of females desiring to participate in athletics. Further clarification of the framework of the Title IX amendment supported the increased participation and equitable treatment of women in leadership (coaches, administrators) in both high school and intercollegiate athletic programs (National Organization for Women, 2005–2009; National Collegiate Athletic Association, 2008, pp. 10, 101–104).

In response to growing concerns regarding gender equity in intercollegiate athletics, the NCAA created a Gender Equity Task Force whose purpose was to study, identify, and make recommendations to member institutions regarding gender disparities in both representation and participation. The NCAA further supported the efforts of increasing the participation of women in intercollegiate athletics at its member institutions through the implementation of ongoing training and development seminars to increase awareness of gender equity concerns (NCAA, 2008). In 1995–96, the NCAA conducted an initial survey entitled "Institution Staff Demographic Form" (ISDF), as part of its ongoing research in the area of gender equity in intercollegiate athletics. The ISDF was distributed to the participating member institutions at that time. Respondents were expected to report both ethnicity and gender of all coaching and administrative staff within their intercollegiate athletics division. In the study, 953 of the total possible 985 respondents indicated that approximately thirty-two percent (32%) of their administrative staff were women who held positions of leadership during the 1995–1996

academic term. Similarly, in the 2005–2006 study, respondents indicated a slight increase to thirty-seven percent (37%) of their lead administrative staff as women (NCAA, 2005-06).

A 1994 report found that the "actual number of jobs estimated to have been held by females [in intercollegiate athletics] in the early 1970's is far greater than the 704 such positions actually held by women in 1992" (Acosta & Carpenter, 1994, p. 114). Further, their research indicated two distinct occurrences in intercollegiate athletic administration during the period of 1972–1992: 1) a notable increase in the number of males to upper-level administrative positions, and 2) a drastic decline in the number of female athletic programs administered by women.

A review of legislative history of Title IX since 1964 revealed major milestones in this country's development in relation to the inclusion and fair treatment of young girls and women participating in federally supported institutional athletic programs. The following brief history is a glimpse of landmark decisions:

1970   first congressional hearing on sex discrimination in higher education.

1975   U. S. Department of Health, Education and Welfare (HEW) issued final Title IX regulations ... giving college three years to comply.

1976   NCAA unsuccessfully challenged legality of Title IX

1979   HEW introduced three-pronged test

1980   primary oversight of Title IX is transferred to the Office of Civil Rights (OCR)

1984   Grove City v. Bell ruling stating Title IX applied only to programs receiving targeted federal funding; essentially eliminating Title IX application to most athletic programs

1988 restoration of Title IX coverage through Civil Right Restoration Act to include all

educational institution's programs & activities if any of institution's programs

receive federal funding

1992 NCAA published Gender-Equity Study of its member institutions

1993 Kiechal et al. vs. Auburn University settlement to include $140,000 to plaintiffs

and start of women's soccer team with a two-year, $200,000/year budget, four

scholarships and new playing field

1994 EADA (Equity in Athletics Disclosure Act) is passed

1996 OCR issued the final "Clarification of Intercollegiate Athletics Policy Guidance:

The Three-Part Test"

1997 OCR issued standards for Title IX compliance addressing OCR sexual harassment

policies, investigative procedures and allegation resolution in "Sexual

Harassment Guidance: Harassment of Students by School Employees, Other

Students, or Third Parties."

1999 Davis v. Monroe County Board of Education ruling that Title IX covers student-

on-student harassment citing damages are available if school was "deliberately

indifferent" to harassment

2000 Final Common Rule on Title IX enforcement for all federal agencies issued by the

U. S. Department of Justice.

2002 Commission on Opportunities in Athletics is established by U. S. Department of

Education (DOE) to evaluate changes to athletics policies.

Proposed elimination of Women's Educational Equity Act in President's budget

2003   Title IX Commission's report, recommending significant changes to DOE

regulatory policies is rejected and Secretary of Education issues the "Further

Clarification of Intercollegiate Athletics Policy Guidance Regarding Title IX

Compliance.

2005   Jackson v. Birmingham Board of Education ruling prohibits retaliation against

those who protest sex discrimination under Title IX

2006   DOE expanded authorization for schools offering single sex programs. (N.O.W.,

2005–2009)

2010   U. S. Secretary of Education issues "Dear Colleague" letter reversing the 2005

clarification of federal discriminatory law that was believed to have weakened the

enforcement of Title IX and gender equity in intercollegiate athletics (Lederman,

2010).

In the 38 year history since the inception of Title IX (1972) of the Civil Rights Act of

1964 advocating the intentional inclusion, equitable treatment, and protection of young girls and

women in athletics, why are there still so few women in leadership positions in intercollegiate

athletic administration (Carpenter & Acosta, 2008)? Despite the fact that women have gradually

pushed through portions of the *glass ceiling* in higher education (Brown, Hinton & Howard-

Hamilton, 2007; Jones & DeWalt, 2006), some researchers (Moore, Parkhouse & Konrad, 2001;

Williamson & Hudson, 2001) would argue that women were not offered as many opportunities

as their male counterparts to assume leadership roles. Warner and DeFleur (1993) contended that

consistent, effective, and on-going staff development and training are needed to prepare women

for future leadership roles. Others (Grappendorf & Lough, 2006) argued that intercollegiate

athletics is still dominated by the proverbial 'old guard' and that discriminatory practices have

only slightly ebbed with the passing of Title IX (Acosta & Carpenter, 1994; Kelly, 2004; NCAA, 2008; Whisenant, 2003; Wicker, 2008).

Overview of Intercollegiate Athletics

The history of intercollegiate athletics has many, many glorious tales of triumph, yet there are also stories of failure and neglect. All too often, those stories of glory and splendor are of adventures on the field of competition, while many of the stories of neglect are of those off the field of competition. In 1906, the National Collegiate Athletic Association (NCAA) was created primarily to protect the spirit of the sport of football in intercollegiate athletics and to ensure that fair playing rules were enforced for all participating teams (NCAA, 2009).

The foundation for what is now known as the NCAA began largely through the efforts of President Theodore Roosevelt and Chancellor Henry M. MacCracken of New York University in the early 1900s. Separately they initially convened meetings of institutional leaders to initiate changes in football-playing rules. In December, 1905, in New York City, the Intercollegiate Athletic Association of the United States (IAAUS) was founded by 62 members and later officially constituted on March 31, 1906, adopting its present name, the NCAA, in 1910. The largely discussion group and rules-making body hosted its first NCAA national championship in 1921: the National Collegiate Track and Field Championships.

In 1952 and in response to the growth and diversely changing needs of its member institutions, the NCAA established a national headquarters in Kansas City, Missouri. Soon after the establishment of a national office, at an annual convention, issues related to televised football games and enforcement powers were delegated to the Association's Council, and the governance of postseason bowl games was adopted through legislation. In 1973, the Association's membership was divided into three legislative and competitive divisions – I, II and III. Five

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years later, in 1978, Division I members voted to create football subdivisions I-A and I-AA (subsequently renamed the Football Bowl Subdivision and the Football Championship Subdivision) (NCAA, 2009).

Sliger (1991) wrote that for at least two documented decades, the NCAA appeared to have struggled in its efforts to do the job for which it had been self-designed, protecting the student athlete. As the years progressed, the focus shifted to include other needs of the student athlete. Although very general in purpose, the sanctioning of other policies and guidelines of fair play that would offer talented high school athletes in various sports an opportunity to earn a college education through an athletic scholarship speaks volumes about the role and task of the NCAA. For many, these opportunities provided the only way to pursue a college degree while working their way through school, and for others, there were opportunities to better their lives as professional athletes. Records show that many students were successful in both areas. In 1993, however, the NCAA member institutions assumed further professional responsibility for making sure that every student athlete was given a fair and reasonable opportunity to obtain a degree. For two decades, while the NCAA protected the rights of the student athlete on the playing field, the organization almost completely neglected its responsibility to ensure that the student athlete's rights to be able to fairly pursue an academic degree were being realized. In 1994, the NCAA member institutions adopted additional regulations to promote greater commitment to the total welfare of the student athlete. Although the rules were mandated by the NCAA, the policies and procedures were derived from institutional directors. The newer satisfactory progress rules (more commonly known as "eligibility standards") once again reinforced the focus of the relationship between academics, athletics and athletic student services in intercollegiate environments.

Historical evidence revealed that athletics had been an integral part of the public education system since the 1800s. In the American culture, elementary school age children were given recess or play time as a reward for working hard on their class assignments or behaving appropriately in class. Even at this very young age, many of the recess games became competitive events. In addition to recess, many elementary schools offered "little league" teams. By the time they matriculated to the seventh grade, multiple opportunities to participate in junior varsity athletic teams were offered with the intent to screen and prepare future varsity athletes (Jeziorski, 1994).

Jeziorski (1994) suggested that although these teams were directly linked to academic institutions, too often the pursuit of academic excellence had been neglected in lieu of athletic excellence. Until that time, the author surmised that there had been few if any educational systems which emphasized or enforced academic excellence as a motivation for continued athletic participation. Often, by the time some students attained junior high school status and demonstrated average athletic ability, they had become potential athletic recruiting targets. Except to ensure competitive eligibility, academic excellence had been virtually ignored. At the collegiate level, the dilemma continued: student-athlete versus athlete-student with an added dimension, money. Although the physical location had changed, the dynamics of competition both on and off the field did not change. Many student athletes who viewed the opportunity to compete collegiately as a stepping-stone from amateur status to professional status devoted little if any attention to their academic pursuits. However, documented graduation rates provided evidence that many collegiate athletes were committed students and balanced athletics and academics to obtain their degree (Knight Commission, 2009).

During the last two decades athletics has become more similar to other entertainment industries. Millions of dollars each year are reported as spent on marketing and promoting athletics both at the professional level and more recently at the collegiate level. Athletics has become more than a just a co-curricular activity at larger universities. The entire sports industry has seen tremendous growth and change (Coakley, 1982). Knoppers (1994) stated that the "commercialization of college athletics has given many athletic programs a business-like character," and coaches at colleges and universities with large, revenue earning intercollegiate athletic programs have taken on roles and responsibilities similar to corporate managers (p. 121). Through this growth and change, the competition to recruit and retain the best athlete became fiercer between collegiate institutions who maintained that their competitive status is still amateur-ish in nature (Knight Commission, 2009; NCAA, 1996–97).

In 1994, the NCAA member institutions implemented two programs that greatly impacted the way that Division I intercollegiate institutions would recruit, retain and graduate student athletes. The newly adopted initial eligibility rules (Proposition 16) and implementation of the continuing eligibility satisfactory-progress rules in 1994 were intended to ensure that participating institutions would place greater emphasis on student-athletes academic needs and requirements necessary to obtain a degree (Brown, 2001). In order to compete the student had to meet both the academic requirements of the institution and those of the NCAA (which were largely known to often be more stringent than those of many Division I institutions). Prompted by these new initiatives, many intercollegiate athletic programs were required to revisit their role on the college campus. In many cases, a rethinking of the entire structure of the services provided, with appropriate thought to reorganization became necessary. According to Strean (1994), there were primarily two types of intercollegiate institution models: 1) the educational

model, and 2) the business model. In some cases where the focus drastically shifted from athletics to academics, the increase in ineligible student athletes was startlingly high at the close of the 1994–1995 academic year. Despite the heavy losses of revenue and reduction of Olympic team sports throughout all NCAA Divisions, institutional threats to discontinue membership in the NCAA, congressional debates regarding the continued advocacy and legal implications of Title IX, distraught parents and disillusioned student athletes, intercollegiate athletics continued to thrive.

Strean (1994) surmised that the infrastructure of the individual intercollegiate athletic program determines both the type of student-athlete that is recruited and the type of student-athlete that is produced. The author also suggested that there was some debate as to whether or not the primary function of intercollegiate athletic programs is to earn revenue (business model) or to provide talented students an avenue of earning the funds necessary to obtain a college degree (educational model). Myers (1990) stated that collegiate athletic scholarships often have little to do with obtaining a college education. In an educational model athletic environment, collegiate athletics is seen as an extension of the main campus student service co-curricular options. Strean (1994) identified educational models primarily existing in Division III schools, whereas the business model environment is more likely to exist at Division I institutions where football and men's basketball are the primary revenue earning sports and collegiate athletics is viewed as a financial entity. The commitment to promoting and maintaining academic excellence may vary significantly between these two types of institutions. Moreover, the type of collegiate environment would appear to weigh heavily on the focus and duties of the institutional representative responsible for charting an intercollegiate athletic program's success. These

structural realities of the varied collegiate campuses greatly affect the type of focus placed on academic integrity.

Somewhere in the midst of this, the student-athlete continued to bear the burden of expectations for accelerated performance both on and off the field of competition. According to a study conducted by Wilson and Pritchard (2005), the following stressors were indicated by college student athletes: relationship stress, academic stress, financial stress, physical and mental health, body satisfaction and social stress. Charged with the dual task of developing the student and producing and maintaining a competitive revenue earning program was the athletic staff who serve as the institutional representative. Is it possible to have both a well-developed student and a competitive, successful program? Many charged with the task think that it is not possible. And if so, who is actually responsible for ensuring that both of these tasks are successfully carried out (Myers, 1990)? Accomplishing these tasks is often difficult especially when student athlete welfare conflicts with revenue earning potential. The effective maintenance of athletic student service programs required that student service practitioners work with students on a one-to-one basis or with sport teams (Andersen & Van Raalte, 1994).

Gerdy (1994) said that this delivery of services to student athletes required three basic things: 1) personal rapport with student athletes; 2) maintaining appropriate boundaries without isolating students; and 3) flexible advising and counseling styles. Collegiate student athletes were typically representative of the general undergraduate population in that they comprised a very academically and socially diverse group of students. Because their social, emotional, and educational development levels may vary considerably, they did not all succeed at the same rate. Gerdy further noted that the responsibility of the athletics staff to assist students in learning and/or identifying the value of academics. More importantly, it was also the responsibility of

staff to ensure that student athletes maintain satisfactory progress regardless of their level of

skill, ability, and motivation and the athletic student services staff must determine the individual

factors that motivated students to pursue academic excellence within the boundaries of their

values regarding education. Finally, this staff was charged with the responsibility of assisting

students in understanding the varied college experiences as "life experience."

In1991, the NCAA created and endorsed a program that would promote holistic

development of the collegiate student-athlete. Division I administrators and athletic directors

agreed to take on the challenge of implementing a structured program that would fit the unique

needs of collegiate student athletes at their institutions. The CHAMPS Life Skills program was

implemented to meet this need in 1994. This initiative promoted a more holistic collegiate

athletic environment addressing personal, career, life skills and non-academic needs of the

student. Both programs encouraged collegiate institutions to become more institutionally

responsible for the welfare of the student athlete. Before 1994, the role of protector appeared to

be primarily the responsibility of the NCAA. The new programs rightfully returned the

responsibility of caretaker and protector to the institution.

The CHAMPS Life Skills program was comprised of five *Commitment of Purpose*

categories. The first, *Commitment to Academic Excellence*, reiterated the importance of the

partnership between academia and athletics. The *Commitment to Athletic Excellence* emphasized

the importance of a more diverse approach to intercollegiate athletics. *Commitment to Personal*

Development supported the idea of intercollegiate athletics as a block in the matrix of life

experiences, with a purpose to foster a more "well-balanced lifestyle for student athletes,

encouraging emotional well-being, personal growth and decision-making skill." The program

challenged all member institutions to promote "*service to the community.*" The *Commitment to*

Career Development was an acknowledgment that collegiate experiences were intended to foster growth and development along a continuum in preparation for the future. These components of a comprehensive Life Skills program are to benefit student athlete welfare through individual academic advising, degree progress, social emotional growth, healthy lifestyles, and career/professional development (NCAA, 2009).

As the culture of students entering collegiate institutions continued to diversity and institutional and NCAA academic requirements became more rigorous, all athletic service divisions were challenged to give greater consideration to human resources to meet future needs. Most administrators have placed more emphasis on staff training and development to meet the diverse student population and their subsequent needs. A well-trained staff has a greater opportunity to successfully to implement appropriate strategies to address diverse student needs. Secondly, greater collaboration between intercollegiate athletic departments, academic departments and general campus student services will be needed. Increased emphasis on non-athletic needs and support services will be critical in addressing societal demands on future college graduates as leaders (Cornelius, 1995; Knight Commission, 2009). All of these are challenges facing tomorrow's leaders in athletic administration.

NCAA Governance of Intercollegiate Athletics

Although the National Collegiate Athletic Association (NCAA) became more popularly known as the penalizing entity for institutions that break the rules, it was originally created to formalize the structure of athletics, more specifically for football (NCAA, 2010). Initiated in 1906 by President Theodore Roosevelt and a coalition of colleges that now constitute the Big 10 Conference, the NCAA was formed to devise safer, uniform playing rules for football and baseball, which were two of the most popular collegiate sports of that era. The NCAA was not

actively involved in the establishment or regulation of intercollegiate practices related to student

and institutional participation and eligibility until after the Second World War.

As of 2009, the NCAA had three major units and several auxiliary service branches. The

three major units were the President's Commission, NCAA Council, and the Executive

Committee. Business and Finance, Championships, Membership and Student Services, and

Human Resources constitute a few of the auxiliary service branches. Due to the specific nature

of its responsibility, one of the most publicly known branches is Membership and Student

Services. This branch is primarily responsible for the regulation and compliance of institutional

membership, education, and research services. As a secondary premise it was responsible for the

determination of both institutional and student compliance with association policy and procedure

in determining continuing participatory eligibility of both the student athlete and the member

institutions. The monitoring of Title IX compliance was included in this umbrella of

governance. Educational Services is responsible for evaluating institutional academic eligibility

and providing information to high school or other prospective students. This branch of service

was also responsible for monitoring the general institutional maintenance of enrolled and

participating student athletes. Although each institutional athletic department is generally

governed by the institution with which it is affiliated, there are certain rules and regulations,

specifically geared toward student-athletes and intercollegiate athletic participation, which are

subject to the compliance of its governing body. An institution's revenue earning potential as

well as its ability to compete at the intercollegiate level was determined by voluntary association

and compliance with rules, regulations, policies, and procedures (Kaplan, 1995). The

governance of the NCAA provided focus on the unique environment of the student athlete,

coaching staff and administrators and its member institutions. Unlike the member institutions it

serves, the NCAA was not a public and/or state agency. The NCAA served as a private

voluntary organization, which did not have constitutionally granted state rights. Therefore, it

was the responsibility of each participating institution to self-govern its compliance with NCAA

policy and procedures through a process commonly referred to as *institutional control.*

The Educational Continuum

The information in the literature presented a challenge to conceptualize career patterns of

women in intercollegiate athletics as an educational continuum. For example, Wood, Barrington

and Johnson (1988) suggested that a successfully created culture of continuous development

(CD) within an environment must be maintained by the organization in which it exists. This

environment of continuous development where the education, recruitment, hiring, training and

development of women administrators in intercollegiate athletics is a process rather than an

outcome, proceeds from an outlined sequential set of questions that should be examined as a

guide for staff training and development programs.

1) What are the key elements in a "continuous development" (CD) culture?

2) Who should create "learning strategies?"

3) What sorts of "operational change" demand learning strategies?

4) Do we need a special CD system?

5) Who is responsible for the CD system?

6) Shouldn't the system itself be developed "continuously?"

7) Who creates the actual plans?

8) How do we ensure that the training is "integrated with work?"

9) How can I find out more? (pp. 161–163)

Considering the broad scope of staff development and training, Christensen, McDonnell, and Price (1988) found that it was important to discuss the opportunities in which administrators, supervisors, and other practitioners were exposed to development. Traditionally, staff development was considered in terms of formal methods such as seminars, special topic programs and professional conferences, and there were other modes of development that may occur on a continuum as we exchange information with peers, colleagues, students and associates in a variety of environments. Consider the following informal modes: professional reading, continuing education courses, conducting conference presentations, advanced degree programs, mentor/mentee relationships, teaching, committee involvement, non-formal meetings, staff meetings and luncheons.

Although several staff development models in this literature review have been referenced, there are other staff development processes that may be considered appropriate in context to establish a team-oriented work environment to foster transformational leadership in intercollegiate athletic administration. The primary focus of these models is to gather a group of participants from various work-related levels to create or change an environment to inspire future growth.

Gardner (1981) asserted that staff training and development had been viewed solely as a situational remedy for too long. Instead, staff training should be viewed and implemented as a continuous process to enhance employee skills. As a process of development he suggests that on-going training as intervention can be helpful in identifying "abnormal working conditions and how and when to take appropriate actions to maintain productivity; how to correct conditions within limits of control; and when to delegate the issue to other personnel" (p. 84).

This leads to the concept of transformation as an intentional change of the culture of an organization. The literature reviewed above provides evidence for the need for change in the culture of American higher education such that women have more opportunities for growth and career development in athletics administration. Concurrent with the increasing pressure on organizations to change with the times, the concept of transformational leadership gained popularity as a means to bring about such change. However, a transformational leader is more than a cheerleader for change or renewal. Nanus (1996) described the transformational leader as an enabler whose role was to create the conditions for the organization and its members to "operate in a dynamic balance with a changing world so that collectively they grow in strength, effectiveness, and legitimacy" (p. 6).

As identified by Northouse (2004), the concept of moving from an environment that simply acknowledges and/or rewards compliance and maintaining the status quo (transactional) to developing proactive leaders who are willing to become engaged in the process of leadership to serve current and future generations required transformational practices. The author described a transformational leader as an actively engaged, communicative, and visionary leader. Although current literature in educational leadership revealed no specific accepted process or concept for transformational leadership, well documented research on the perceived barriers of women in leadership roles supported the general concept of transformational leadership as it applied to administrative leadership in higher education and intercollegiate athletics. Further, Coakley's (2001) research noted that a particular ideology of a specific group's actual or perceived authority, power and influence created an environment of unquestioned practice. This accepted practice had the impact of discouraging new thoughts, ideas, and concepts that would allow transformational leadership practices to emerge.

Roueche, Baker and Rose (1989) defined effective leadership as a developmental

process. Roueche et al. contended that leadership can be taught and acquired; further supporting

the theory that women pursuing administrative leadership positions in intercollegiate athletics

needed mentoring, structure and guidance to be successful in their career paths. Further,

Klimoski and Hayes (1980) asserted that transactional leaders generally displayed six types of

behavior: explicitness, communication, involvement, support, review, and consistency. These

interactions between leaders and followers were based primarily on a reward-maintenance

system. The application in intercollegiate athletic administration using this type of leadership

style is that, too often, transactional leaders (the old guard) may perceive that no changes need to

be made in the system, whereas the transformational leader uses the reward system to challenge

employees to be creative and strive for greater achievements. The goal of the transformational

leader in this environment will be to motivate self-actualization in the women seeking growth

and promotion in their chosen career field.

Nanus (1996) described vision as a critical component of transformational leadership. He

noted that vision creates meaning for everyone in the organization, provides a worthwhile

challenge, is energizing, brings the future into the present and creates a common identity. To

develop a vision, he suggested, the leader should define the organization in the context of its

competitive environment and its strengths, weaknesses and direction. Environmental scanning

and planning were essential for success, whether in a department, university or business. To be

successful, a transformational leader must get the members to focus on the long-term needs of

the organization rather than their individual short-term goals. For example, developing a

strategic plan that incorporated both long-term and short-term goals to intentionally recruit, train

and develop women for leadership positions strategically ensured that an intercollegiate athletics program would maintain compliance standards and meet ongoing Title IX requirements.

Some transformations falter, Kotter (1995) suggested, because leaders fail or do not take the time to remove structural roadblocks that may force staff to choose between the new vision and their own self-interest. Other structural barriers that must be manipulated or removed are mid-level organizational leaders who give lip service to change but actually fight it behind the scenes. Successful leaders build coalitions of support within their organization to assist with identifying and/or overcoming these barriers.

The mission and goals of the institution need to be clearly defined and demonstrated by the actions of the institution's president and director of athletics. The productive and effective hierarchical management of the institution directly impacted the reputation and subsequent image of the institution on campus and in the community (Tierney, 1991). The most prevalent and seemingly most powerful culture is the "old guard" faculty and staff who may overtly demonstrate their desire for little or no change in their environment. They were distrustful and resistant to changes that may be in conflict with the very traditional culture of their existing system. Resistance was observed in their systematic exclusion of newer faculty and staff members in the decision-making processes and in obtaining institutional leadership roles (Masland, 1991). Theoretically this would have been generally applied to the promotion and tenure of women in leadership roles in both the athletic department and the institution at large.

Atwater and Atwater (1994) cited several benchmarks for significant, successful transformational leadership:

1) Successful major changes were initiated by transformational leaders who repeatedly articulated a clear vision

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2) Changes were supported by broad programs that integrated skills training, cultural restructuring, and compensation contingent on achieving the desired changes

3) Appropriate questioning of traditional assumptions on which organizations currently operate

4) Transformation as a continuum

5) Effective use and development of the organization's human resources.

Conversely, Usdan (1997) theorized that transformational leadership might not be effective in educational organizations because leaders were not motivating followers to support leader-intended transformation necessary to meet the challenges of the 21st century. Too often, they failed to acknowledge and/or confront factors which may alter the way that educational organizations have historically done business. Some of these factors may have included changing demographics, economic and political influence on educational organizations and the need for more collaborative work with public constituents. Given the historical perspective of women either participating in intercollegiate athletics and/or serving in non-management or lower-level management roles in intercollegiate athletics it could be suggested that women either chose to accept the challenge as *movers* or had been subjugated to accept the role of *middle-of-the-road* employees to maintain job stability (Acosta & Carpenter, 1994; Whisenant, 2003). The greater challenge to managers desiring to mentor and train women for leadership roles was not only to determine the current role of their staff but also to offer opportunities and appropriate environments for both *movers* and *middle-of-the-road* employees to become *movers*.

The research suggested that more information is needed regarding career patterns, opportunities and preparation of women in intercollegiate athletics administration. This study seeks to add to the knowledge base by: 1) examining the career patterns of women currently in

administrative positions in intercollegiate athletics, and 2) identifying transformational trends in staff development and training with the intent to recommend a model and/or career development path for women who desire to pursue administrative careers in intercollegiate athletics. This contribution is intended to provide guidance to those who would prepare the women athletic administrators of the future.

Leaders in public colleges and universities should be able to present a vision of the institution that goes beyond meeting the basic needs of its constituencies. The vision would be applied at every level of the institution, both internally and externally. This vision should include the institution's philosophy regarding the inclusion of student athletes in all aspects of campus life. It should also include methods for career development for all the institution's professionals, including women and men in athletic administration.

Barriers to Women

Over two decades ago, Warner and DeFleur (1993) asserted that a 1987 study revealed that although some progress has been made in the appointment of women to senior level positions in higher education administration, the progress had not been far reaching. Further, their research revealed that in the late 1980s there was an increase in women presidents in American colleges and universities. The researchers further ascertained that many women serving in other senior level management positions were in liberal arts, education and nursing, and that most of the colleges and universities led by women presidents were two-year colleges as opposed to four year colleges and universities. Generally, these researchers suggested that *sex segregation* is a result of two basic theories of the labor market: 1) supply or employee characteristics, and 2) demand or employer characteristics (p. 4).

Similarly, research conducted by Acosta and Carpenter (1994) suggested that although there were no specific data to track the career opportunities for women in intercollegiate athletics administration, there had been a steady decline in the number of women coaches and administrators since the 1970s. Their study further revealed significant gender differences in the perceptions of women and men related to the causes of the decline of either available positions and/or hiring of women in intercollegiate athletic administration. Specifically, women presented five primary thematic areas as perceived causes: 1) the success of the "old-boys-club" network; 2) the failure of the "old-girls-club" network; 3) the lack of support systems for females; 4) (tie) unconscious discrimination selection and hiring process; and 5) females burn out and retire from coaching and administration earlier than males (p. 117).

Acosta and Carpenter (1994) noted the juxtaposition of the impact of Title IX in the banning of discriminatory hiring practices in that it also prevented previously accepted practices of hiring only female coaches and administrators for women's teams. The authors hypothesized that although the post Title IX change in hiring practices was not the only factor in the documented decline in women coaches and administrators, it may have reasonably caused a shift in the number of experienced women available for leadership positions. Additionally, the authors suggested that an increase in male administrators, either advertently or inadvertently, affected the hiring practices, which resulted in the placement of more males than females in both coaching positions and administrative positions. Acosta and Carpenter (1994) concluded that this pattern of systemic exclusion must be further examined if the cycle is going to be broken.

In 2006, a study conducted by Grappendorf and Lough examined both historical and current perspectives of barriers toward advancement for women in intercollegiate athletic administration. Their study revealed the process of *homologous reproduction* as a contributing

factor in the decline of women administrators in a historically male-dominated profession. Qualitative themes that emerged from the results of this study indicated the perceived barriers to women pursuing careers in intercollegiate athletic administration included "having to be better than their male counterparts, gender discrimination, frequent geographical moves, males' refusal to accept females in traditional male roles; non-acceptance by 'old male guard' boosters/supporters, family commitments, and lack of respect" (pp. 6–12). Other results of the Grappendorf and Lough (2006) study revealed that many women, although similarly as qualified as their male counterparts in intercollegiate athletics, were not interested in career advancement. The respondents cited reasons ranging from familial commitments and time constraints to lack of interest in becoming a part of the "guy's network."

Parks, Russell, Wood, Roberton and Shewokis (1995) noted this "paradox of the contented working woman" in their study of women athletics administrators in Division I-A NCAA institutions (p. 73). The authors noted in the results of their study that although there were no significant differences in education or experience between the surveyed women and men, there was a significant difference in job satisfaction. The paradox was based on the condition of women reporting lower salaries than their male counterparts, but comparable and/or greater job satisfaction. Further, the authors reported that a significant finding of their study was that despite the impact of affirmative action in hiring practices (suggesting comparable hiring and/or employment of women to men in leadership positions in intercollegiate athletics), most of the administrators in their sample were men. This finding suggested the possibility that at the time of the study there was still a marked imbalance in the ratio of men to women available to participate in the sampling from the overall existing population in intercollegiate athletic administration.

Significantly, in the longitudinal study conducted by Carpenter and Acosta (2008), as a follow-up to their 1994 published study, the authors documented that although the representation of female coaches of women's teams remains low, there had been a marked increase in the number of female athletic directors since the 1970s. The study reported the "highest ever number of females employed in intercollegiate athletics," as 14,742 indicating that 21.3% of athletics directors are females; representing an 18.6% increase from 2006. The study also noted that although some schools still did not have any females in positions of leadership, the percentage of those schools has declined from 2006 to 2008.

The growth in the number of women employed in intercollegiate athletic administration in combination with the themes found in this literature review of leadership, the educational continuum, and barriers to the advancement of women in this field, point to a need to understand the viewpoints of a sample of women athletic administrators with respect to career patterns, mentoring and professional development needs. This dissertation research was conducted to provide this critical information. Filling this gap in the literature will enable the development of programs to further the careers of these professionals.

CHAPTER III. METHODOLOGY

Methodological Approach

The overall purpose of this study was to examine the career patterns of women currently in athletic administrative positions explore their specific training and development opportunities and to describe their demographics by collecting descriptive data on those relatively few women who have succeeded in establishing themselves as leaders in this field. The evidence presented in the review of literature for this study revealed neither a dominant specific career path nor a recommended career path for women choosing to pursue careers in intercollegiate athletic administration. Thus this study is normative in nature. Specifically, this research seeks to examine the career patterns of women currently in administrative positions in intercollegiate athletics and to explore how they have subsequently obtained these positions. The survey developed for this study was designed to address four research themes:

1. What are the demographic characteristics of women either currently in or pursuing career positions as Director of Athletics, Associate Athletic Director, Assistant Athletic Director, Senior Woman Administrator, and/or leadership positions in the areas of Compliance, Business/Finance, Event Management, Fundraising/Development, Promotions/Marketing, Sports Information, Student Support Services, and Ticket Sales?

2. What career patterns have these current women administrators taken to pursue careers in intercollegiate athletics?

3. What is currently in place to train women pursuing careers in intercollegiate athletics? (NCAA, institutional, professional)

4. Is there a need for mentoring, staff training and development for women pursuing an administrative career in intercollegiate athletics?

Presented in this chapter are descriptions of the research design, sample selection process, instrumentation, data collection procedures, and data analysis procedures.

Research Design

Participants received a letter via the National Association of Collegiate Women Athletic Administrators (NACWAA) and the National Association of Academic Advisors for Athletics (N4A) website links detailing the study, procedure for collection of data and risks associated with participation. Participant consent was denoted by completion of the survey instrument. The order of the research design was as follows:

1. The principal investigator obtained written permission to conduct the study from the Auburn University IRB protocol committee.

2. The principal investigator obtained written permission and instructions from NACWAA and N4A to place a link to the consent letter and survey instrument on their national website.

3. An online survey service, Survey Monkey, was used to collect survey data.

4. Participants accessed the letter of consent and survey link via the NACWAA and N4A websites.

5. Participants received a reminder invitation in the second week following the initial request to participate via NACWAA and N4A website. If the minimum number of participants (50) needed to validate the study had not been received by the third week

following the initial invitation, a reminder invitation was scheduled to be sent again in the fourth week following the initial request to participate. The reminder invitation would have replicated the first email invitation.

6. All emails were blind copied.

7. The data were placed into a secure Survey Monkey spreadsheet.

8. The data were then sent to the principal investigator in both raw and table/chart descriptive formats.

9. The participant's time and effort commitment was approximately 15 minutes to complete the survey instrument.

Sample

The sample for this study comprised 374 women who are either currently employed in intercollegiate athletics (full time or part time) and/or are graduate students pursuing careers in intercollegiate athletics in the United States of America. Respondents were randomly self-selected from the voluntary members of two national organizations which support professional development of women in intercollegiate athletic administration: The National Association of Collegiate Women Athletic Administrators (NACWAA) and the National Association of Academic Advisors for Athletics (N4A). Although both organizations contain both female and male members, only women were selected to participate. The rationale for selecting these specific professional organizations is due in large part to their organizational mission focus and research initiatives focusing on the participation and development of women and minorities in intercollegiate athletics.

Although there are other organizations that support women in athletics (high school, professional, etc.), these two are widely recognized as the largest and most diverse groups which

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are also supported by the National Collegiate Athletic Association (NCAA). Data for this study

were obtained from an online survey company, Survey Monkey, through an invitation link

posted on both the NACWAA and the N4A websites in November, 2009.

Procedures

The approved survey, which included a cover letter, an invitation (see Appendix 3)

introducing the study, and instructions for participation (see Appendix 4), were sent via

electronic mail to current members through both NACWAA and N4A national listserves. The

completed surveys were collected by SurveyMonkey to protect the respondent's anonymity and

confidentiality. The data responses collected from the surveys were then entered into a database

for statistical analysis and provided to this researcher.

Instrumentation

The survey was designed to provide the researcher with both objective and subjective

data through demographic and open-ended questions. The online survey design structure

outlined specific instructions for each question allowing the respondent to click on the

appropriate response and/or key enter a more detailed response if desired.

There were thirty-seven (37) questions on the survey (see Appendix 1). The questions

had either multiple choices; a matrix of choices; a matrix of drop-down menus; open-

ended/comment questions; and/or forced field response formats. The initial question allowed

respondents an overview of the study and an option to choose non-participation. Survey

questions number 2, 3, 14, 15, 17, 18, 20, 21 and 23 were designed to collect demographic

information about the participating respondents.

Data Collection

An online survey was provided to female members of both NACWAA and N4A through an online invitation and link from the respective national offices of each organization's listserve. Assurance of confidentiality and researcher contact information were provided. As described and approved in the IRB protocol, access to the link was made available to both memberships on the same date. However, NACWAA experienced electronic difficulties and subsequently posted the survey link approximately two weeks after N4A. Access to the link remained available for not less than three weeks to both memberships.

Data Analysis

The survey contained questions to address both the specific purposes of this research study and to provide additional data for intended follow-up research. All responses were analyzed and reported. For some questions with forced field responses, respondents chose not to answer, placing an arbitrary mark in place of a detailed response. In all instances, frequencies were tabulated, analyzed and reported for each question.

The four research questions were addressed and analyzed in terms of survey questions associated with each as follows:

Research Question One: What are the demographic characteristics of women either currently in or pursuing career positions as Director of Athletics, Associate Athletic Director, Assistant Athletic Director, Senior Woman Administrator, and/or leadership positions in the areas of Compliance, Business/Finance, Event Management, Fundraising/Development, Promotions/Marketing, Sports Information, Student Support Services, and Ticket Sales?

Survey Question #2: Please indicate your office/institution affiliation

Survey Question #3: Please indicate the geographical region in which your

office/institution is located.

Survey Question #10: How many years have you been in this position?

Survey Question #12: Is your position contractual?

Survey Question #14: On average how many hours per week do you work?

Survey Question #15: What is your salary range?

Survey Question #17: Please indicate your racial/ethnic identity.

Survey Question #18: Please indicate your age range.

Survey Question #20: What is the highest level of education you have completed?

Survey Question#21: Which of the following areas are your degrees from?

Survey Question #22: Were you a student-athlete in college?

Survey Question #23: If you answered YES to question #22, which sport(s) did you

participate in?

Research Question Two: What career patterns have these current women administrators

taken to pursue careers in intercollegiate athletics?

Survey Question #4: What is your title?

Survey Question #5: In what area is your primary responsibility?

Survey Question #6: Do you have secondary responsibilities?

Survey Question #7: Do you supervise other staff?

Survey Question #9: Is your position Full time (12 months); Full time (09 months); Part

time (please indicate hours/week)?

Survey Question #10: How many years have you been in this position?

Survey Question #12: Is your position contractual?

Survey Question #13: Does your job title adequately describe what you actually do?

Survey Question #19: Please list your most recent five (05) positions held and number of years worked in those positions in reverse chronological order.

Survey Question #20: What is the highest level of education you have completed?

Survey Question#21: Which of the following areas are your degrees from?

Survey Question#36: What recommendations do you have for staff training and development for women pursuing careers in intercollegiate athletic administration?

Survey Question#37: What advice do you have for women considering a career in intercollegiate athletic administration?

Research Question Three: What is currently in place to train women pursuing careers in intercollegiate athletics? (NCAA, institutional, professional)

Survey Question #7: Do you supervise other staff?

Survey Question #8: What is the title of the administrator to which you directly report?

Survey Question #13: Does your job title adequately describe what you actually do?

Survey Question#21: Which of the following areas are your degrees from?

Survey Question #24: Are you included in critical meetings in the decision making process for the overall athletic department?

Survey Question #25: Where does your position fall in the decision making hierarchy? Assuming that the Athletic Director is the first level; Associate AD's are the second level and Assistant Directors and Directors are the third, and other staff are fourth. Your position is at the _____ level.

Survey Question #26: Is staff training and development offered to you?

Survey Question #27: If you answered YES to question #26, please indicate if the training is Internal or External.

Survey Question #28: Are you a member of any of the following professional organizations? Please indicate all that apply.

Survey Question #29: Please list any/all staff development programs that you have participated in.

Survey Question #30: Do you attend professional conferences?

Survey Question #31: Do you have or have you had a professional mentor?

Survey Question #32: If you answered YES to question #31, please indicate if your mentor works/worked in intercollegiate athletics.

Survey Question#33: Do you receive performance evaluations?

Survey Question #34: Do you facilitate staff training and development?

Survey Question #35: Do you receive staff training and development?

Research Question Four: Is there a need for mentoring, staff training and development for women pursuing an administrative career in intercollegiate athletics?

Survey Question #30: Do you attend professional conferences?

Survey Question #31: Do you have or have you had a professional mentor?

Survey Question #32: If you answered YES to question #31, please indicate if your mentor works/worked in intercollegiate athletics.

Survey Question #34: Do you facilitate staff training and development?

Survey Question #35: Do you receive staff training and development?

Survey Question #36: What recommendations do you have for staff training and development for women pursuing careers in intercollegiate athletic administration?

Survey Question #37: What advice do you have for women considering a career in

intercollegiate athletic administration?

Quantitative data from this study were analyzed using Survey Monkey encrypted

software. Qualitative responses were content and theme analyzed by the researcher. Findings are

reported in the next chapter of this dissertation.

CHAPTER IV. PRESENTATION AND ANALYSIS OF FINDINGS

Methodological Approach

The overall purpose of this study was to examine the career patterns of women currently in administrative positions; explore their specific training and development and to describe their demographics by collecting descriptive data on of those relatively few women who have succeeded in establishing themselves as leaders in this field. The evidence presented in the review of literature for this study revealed neither a dominant specific career path nor a recommended career path for women choosing to pursue careers in intercollegiate athletic administration. Thus, this study is normative in nature. Specifically, this research sought to examine the career patterns of women currently in administrative positions in intercollegiate athletics and explore how they have subsequently obtained these positions. The survey developed for this study was designed to gather normative data to address research questions in the following areas: (a) the demographics of the current population of women administrators in intercollegiate athletics; (b) career patterns of those women; (c) current training practices to prepare women for careers in intercollegiate athletic administration; and (d) if there is a need for mentoring and staff training and development for women pursuing careers in intercollegiate athletic administration.

Descriptive Statistics

The following survey results were obtained from 374 respondents to the online survey detailed in chapter three of this document. The results and analysis contained herein are reported

in the following formats as they correspond to the appropriate research questions: tables with
quantitative data, qualitative responses and analytic responses.

Results for Research Question One

Research Question One: "What are the demographic characteristics of women either
currently in or pursuing career positions as Director of Athletics, Associate Athletic Director,
Assistant Athletic Director, Senior Woman Administrator, and/or leadership positions in the
areas of Compliance, Business/Finance, Event Management, Fundraising/Development,
Promotions/Marketing, Sports Information, Student Support Services, and Ticket Sales?"

Table 1

Survey Question #2: Please indicate your office/institution affiliation.

Office/Institution Affiliation	Response Percent	Response Count
Conference Office	5.6	21
NAIA	0.3	1
NCAA	13.1	49
NJCAA	1.6	6
NCAA Division I	62.6	234
NCAA Division II	10.7	40
NCAA Division III	14.2	53
NJCAA Division I	1.1	4
NJCAA Division II	.8	3
NJCAA Division III	.3	1

(table continues)

Table 1 (continued)

Office/Institution Affiliation	Response Percent	Response Count
Other (see below)	2.1	8
Total Number of Responses		374

Verbatim Qualitative Responses:

1) Community college in southern California

2) independent, no affiliation

3) Private company

4) independent college

5) Association Office (NACWAA)

6) my sport is Div I, it is not NCAA, but my school is

   NBA

7) Currently faculty at non-NCAA institution,

   previously at NCAA Division III

The results of survey question #2 indicated that 62.6% of the respondents were employed at NCAA Division I institutions. Further the results revealed that 38% of the participating respondents are currently employed at the either the NCAA national office, NCAA Division II or NCAA Division III institutions. Fewer than 6% of the respondents were employed in a conference office and fewer than 7% were employed at either the NAIA conference office, NJCAA conference office, NJCAA Divisions I, II, III or other institutions.

Table 2

Survey Question #3: Please indicate the geographical region in which your office/institution is located.

Geographical Region of U. S.	Response Percent	Response Count
Northeast (CT, DC, MA, MD, ME, NH, NJ, NY, PA, RI, VT)	24.3%	91
Southeast (AL, AR, FL, GA, KY, LA, MS, NC, PR, SC, TN, VA, WV)	26.2%	98
Midwest (IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI)	26.5%	99
Southwest (AZ, CA, CO, HI, NM, NV, OK, TU, TX)	19.5%	73
Northwest (AK, ID, MT, OR, WA, WY)	3.5%	13
Total Number of Respondents		374

The results from survey question #3 revealed no difference in the number of respondents whose office/institution is located in three regions of the United States: northeast, southeast and midwest. However, 19.5% of the respondents indicated that their office/institution is located in the southwestern region of the country and 3.5% are located in the northwestern region of the country. The demographic regions were determined by referencing the U. S. Census website and both NACWAA and N4A member region designations. It is generally noted that those states

located in the 'northwest' may not as densely populated as some other areas of the country (i.e. northeast region).

Table 3

Survey Question #10: How many years have you been in this position?

Number of Years in Position	Response Percent	Response Count
0–3 Years	52.9%	198
4–8 years	30.2%	113
9–12 years	8.0%	30
13–17 years	4.3%	16
17+ years	4.5%	17
Total Number of Respondents		374

One hundred ninety-eight respondents (52.9%) to survey question #10 indicated that they had been employed in their current position 0-3 years. Thirty percent of the total respondents indicated that they had been in their current position 4–8 years and the remaining 63 respondents, 16.8% stated that they had been in their current positions nine years or more.

Table 4

Survey Question #12: Is your position contractual?

Respondent Choice	Response Percent	Response Count
Yes	9.6%	36
No	73.8%	276
Total Respondents		374
If yes, please indicate the number of years on your current contract.	16.6%	62

If YES, please indicate the number of years on your current contract.

Responses	Response Percent	Response Count
5 years	1.6%	01
3 years	8%	05
2 years	11%	07
1 Year or Annual Renewal	14.5%	49
Total Number of Respondents		62

Note. This table relates also to Research Question 2.

An overwhelming 74% of the total 374 survey respondents indicated that their current employment positions are not contractual. Of the less than 10% who responded that their positions are contractual, approximately 15% have one year contracts or annually renewable contracts.

Table 5

Survey Question #14: On average how many hours per week do you work?

Range of Work Hours Per Week	Response Percent	Response Count
20–40	7.0%	26
41–50	49.2%	184
51+	43.9%	164
Total Number of Respondents		374

Respondents to survey question #14 indicated that they work 41–50 hours per week (49.2%) or more (43.9%). Fewer than 7% work forty (40) hours or less per week.

Table 6

Survey Question #15: What is your salary range?

Salary Range (in U. S. Dollars)	Response Percent	Response Count
Less than $20,000	5.3%	20
$21,000 – $29,000	3.7%	14
$30,000 – $39,000	18.2%	68
$40,000 – $49,000	25.9%	97
$50,000 – $59,000	14.7%	55
$60,000 – $69,000	12.0%	45
$70,000 – $79,000	5.6%	21
Total Number of Respondents		374

Ninety-seven of the 374 respondents (25.9%) to survey question #15 indicated that their salary range is $40,000–$49,000 annually. Approximately eighteen percent (68) of the total number of respondents indicated that their salary range was $30,000–$39,000 annually. The remaining respondents indicated their annual salary ranges were either less than $39,000 or greater than $50,000, and 5.3% indicated responded that their annually salary is less than $20,000.

Table 7

Survey Question #17: Please indicate your racial/ethnic identity.

Racial/Ethnic Identity	Response Percent	Response Count
African American/Black	12.0%	45
American Indian	0.0%	0
Asian or Pacific Islander	1.1%	04
Caucasian/White	84.0%	314
Hispanic or Latino	2.4%	09
Other	0.5%	02
Total Number of Responses		374

Verbatim Qualitative Responses:

   1) Biracial

   2) American Indian/Caucasian/Black

Results of survey question #17 indicated that 84% of the respondents were Caucasian;

12% African American, 2.4% Hispanic or Latino and fewer than 1% indicating that their

racial/ethnic identity as "other."

Table 8

Survey Question #18: Please indicate your age range.

Age Range	Response Percent	Response Count
18–21	0.0%	0
22–25	8.0%	30
26–30	31.6%	118
31–40	31.1%	116
41–50	16.4%	61
51–60	10.5%	39
61+	2.4%	09
Total Number of Respondents		373

The majority of the respondents to survey question#18 indicated that they were between

the ages of 26 and 40 years old. Approximately 16% are in the age range of 41–50; 10.5% ages

51–60 with fewer than 10% younger than age twenty-five (25); and fewer than 3% over the age

of 60 years old. One of the initial survey respondents chose not to respond to this survey

question.

Table 9

Survey Question #20: What is the highest level of education you have completed?

Level of Education Completed	Response Percent	Response Count
Two Year College Degree	0.0%	0
Bachelor's	15.2%	57
Master's	74.1%	277
Doctorate	8.0%	30
Professional	2.7%	10
Total Number of Respondents		374

Note. This table relates also to Research Questions 2 and 3.

Two-hundred seventy-seven of the 374 survey respondents indicated that they have earned a master's degree. The remaining respondents indicated that they have earned doctorates (30) or professional degrees (10), with fewer than 16% having completed only a bachelor's degree.

Table 10

Survey Question #21: Which of the following areas are your degrees from?

Degree Areas	Business	Education	Liberal Arts	Mathematics	Science	Response Count
Associates	10.5% (2)	5.3% (1)	63.2% (12)	5.3% (1)	15.8% (3)	19
Bachelor's	15.2% (55)	28.0% (101)	37.1% (134)	1.7% (6)	18.0% (65)	361
Master's	9.7% (29)	63.8% (190)	11.7% (35)	0.0% (0)	14.8% (44)	298
Doctoral	11.5% (3)	76.9% (20)	7.7% (2)	0.0% (0)	3.8% (1)	26
Professional	33.3% (2)	33.3% (2)	33.3% (2)	0.0% (0)	0.0% (0)	06
Other (see below)						84

Other Responses	Degree Type				
	Bachelors	Masters	2nd Masters	Juris Doctorate (JD)	Doctoral
Athletic Admin		2			
Business Admin., Economics or MBA	4		3		
Counseling, Psychology, Social Work		6			1
Athletic Training	1				
Education (Leadership, Higher Ed Admin)		1	2		5
Engineering	1				
Exercise/Sport Science		1			

Table 10 (continued)

Other Responses	Degree Type				
	Bachelors	Masters	2nd Masters	Juris Doctorate (JD)	Doctoral
Law				14	
Music	1				
Public Admin or MPA		2			
Physical Education		1			
Psychology		1			
Science		1			
Sports/Fitness Mgmt		2			
Sports Admin		9			
Sports Leadership		1			
Sports Management	2	7			
Sports & Rec Mgmt		1			

Note. This table relates also to Research Questions 2 and 3.

The largest group of the survey respondents (37.1%) indicated that they had earned
bachelor's degrees in liberal arts. Further results indicated that 63.8% had completed master's
degrees in education. Other responses revealed that those with earned doctorates or professional
degrees chose concentrations in education and business.

Table 11

Survey Question #22: Were you a student-athlete in college?

Choice Prompt	Response Percent	Response Count
Yes	62.0%	232
No	38.0%	142
Total Number of Respondents		374

Sixty-two percent (232) of the 374 respondents indicated that they had been student-athletes at their undergraduate institutions.

Table 12

Survey Question #23: If you answered YES to question #22, which sport(s) did you participate in?

Sport	Response Percent	Response Count
Basketball	30.3%	71
Cheerleading	2.1%	5
Cricket	0.0%	0
Diving	0.4%	1
Equestrian	0.0%	0
Field Hockey	10.7%	25
Golf	2.6%	6
Gymnastics	2.6%	6
Ice Hockey	.9%	2
Lacrosse	5.6%	13
Polo	0.0%	0

(table continues)

Table 12 (continued)

Sport	Response Percent	Response Count
Racquetball	0.0%	0
Rowing	3.0%	7
Rugby	1.7%	4
Softball	23.5%	55
Swimming	4.7%	11
Tennis	5.1%	12
Volleyball	20.5%	48
Other (see below)	25.6%	60
Total Number of Respondents		234

Other responses	
Badminton	2
Cross country	5
Crew	1
Soccer	28
Synchronized Swimming	1
Track & Field	18
Team Manager	2
Water polo	1

Verbatim Qualitative Responses:

1) I was a manager in the days where a manager was permitted to engage in any/all activities

2) Pre Title IX years, participate in many sports but all club level

3) Can't believe your have Equestrian listed but not soccer! I played soccer, but only one year ... thanks to Title IX expanding opportunities for women and soccer was a sport that really benefitted

4) Not the way women are no—in the late 60s – we bought tee shirts and drove ourselves to games

Between twenty and thirty percent of the survey respondents indicated that they had participated in either the sports of volleyball, softball, or basketball during their undergraduate years as a student athlete. Another sport indicated with notable undergraduate participation was soccer which was directly impacted by the passing of Title IX legislation.

Results of Research Question Two

Research Question Two: "What career patterns have these current women administrators taken to pursue careers in intercollegiate athletics?"

Table 13

Survey Question #4: What is your title?

Title	Response Percent	Response Count
Athletic Director	4.3%	16
Associate Athletic Director	14.7%	55
Assistant Athletic Director	15.5%	58
Senior Woman Administrator	17.4%	65
Director	8.6%	32
Associate Director	2.9%	11
Assistant Director	8.8%	33
Academic Advisor/Counselor	19.0%	71
Eligibility Specialist	1.1%	4
Certified Athletic Trainer	0.5%	2
Head Coach	5.6%	21

(table continues)

Table 13 (continued)

Title	Response Percent	Response Count
Assistant Coach	2.1%	8
Other (see below)	26.2%	98
Total Number of Responses		374

Other (please specify)	
Academic Advisor Assistant	1
Academic Coordinator	2
Academic Coordinator & Tutoring Services Coordinator	1
Accountant – Business	1
Accountant – Ticket Office	1
Assistant	1
Assistant Director –Academic Services	1
Assistant to the Athletic Director for Student Athlete Support Services	1
Associate Dean of Students	1
Associate Director- Academic Services	1
Athletics Facility Coordinator and Equipment Manager	1
Chair of Sports Studies	1

(table continues)

Table 13 (continued)

Title	Response Count
CHAMPS/Life Skills Coordinator	4
Commissioner	1
Commissioner – Assistant	7
Commissioner – Assistant to/Director of	1
Championships	
Commissioner – Associate	4
Commissioner – Senior Associate	2
Compliance Officer	2
Compliance Director/Coordinator	4
Compliance-Eligibility Specialist	1
Coordinator – Athletic Academic Programs	1
Coordinator – Athletics	1
Coordinator – Games Operations/SWA	1
Coordinator – Learning Center	1
Coordinator - Student Athlete Advisory	1
Committee (SAAC)	
Director – Athletic Academic Center	1
Director – Athletic Communications	1
Director – Compliance/SWA	1
Director – Internal Department Relations	1

(table continues)

Table 13 (continued)

Title	Response Count
Director – Internal Operations	1
Director of Program Planning & Eligibility	1
Director of Student-Athlete Career Development	1
Director of Student –Athlete Services/Development	2
Executive Assistant to the SWA	1
Executive Associate Athletics Director	1
Executive Director	1
Graduate student/Graduate Assistant	5
Implementation Manager	1
Interim Director, Multicultural Student Access and Retention	1
Intern – Academic Advisor	3
Learning Specialist	11
Project Coordinator	1
Promotions Crew Member	1
Senior Academic Advisor	1
Senior Assistant Vice President	1
Senior Assistant Vice President, Resource Planning and Information Management	1

Table 13 (continued)

Title	Response Count
Senior Associate Director	9
Senior Associate – Internal Operations/SWA	1
Senior Associate Director-Physical Education &	1
Athletics –Academic Support	
Special Assistant to the Director of Athletics	1
Sports Information – Assistant Director	1
Sports Information Director (SID)	3
Sports Information Director –Booster Club	1
Coordinator	
Total Number of Responses	98

Survey responses indicated that only 51% (194) of the total number of survey respondents were currently employed in senior level administrator positions at their respective institutions. Other responses revealed diverse titles and job levels serving in various areas of athletic administration**.**

Table 14

Survey Question #5: In what area is your primary responsibility?

Area of Responsibility	Response Percent	Response Count
Advising/Academic Support	39.8%	149
Business/Finance	4.3%	16
Coaching	5.9%	22
Compliance	16.8%	63
Event Management	2.9%	11
Facilities Management	0.5%	2
Fundraising/Development	1.6%	6
Human Resources	1.9%	7
Marketing	1.1%	4
Sports Information	3.5%	13
Sports Medicine	0.3%	1
Ticket Management & Sales	0.5%	2
Other (see below)	20.9%	78
Total Number of Responses		374

Other (please specify)	
All of the above (except coaching)	6
Academic Research	1
Administration	5

(table continues)

Table 14 (continued)

Area of Responsibility	Response Count
Advising/Career Support	4
Budget Development/Management	1
Championships	5
CHAMPS/Life Skills	3
Compliance	2
Diversity	1
Enforcement	2
Event Management	1
Information Technology	1
Initial Eligibility	1
Internal Operations	6
Intramural and Club Sports	1
Learning Skill Development	1
Licensing	1
Membership & Convention Services	1
NCAA Division I Athletics Certification	1
Personnel Oversight & Budget Management	1
Program Management	2
Promotions	1
Publications	1

(table continues)

Table 14 (continued)

Area of Responsibility	Response Count
Recruiting	3
Research	1
Sports Administration/Operations	14
Strategic Initiatives & DII Governance	1
Student Development/Services	7
Teaching	1
Total Number of Responses	76

The largest group of survey respondents indicated that their primary job responsibilities were in the areas of advising/academic support (39.8%) and compliance (16.8%). Approximately 21% of the survey respondents have primary responsibilities in other athletic administrative areas other than coaching.

Table 15

Survey Question #6: Do you have secondary responsibilities?

Secondary Responsibilities Choice Prompt	Response Percent	Response Count
Yes	4.5%	17
No	39.0%	146
If yes, please specify (see below)	56.4%	211
Total Number of Responses		374

(table continues)

Table 15 (continued)

Secondary Responsibilities Choice Prompt	Response Count
Secondary Responsibilities (write-in)	
Administrative Support (HR,	26
Advising/Academic Support	11
Alumni/Booster Club	2
Business/Finance	7
Campus Responsibilities	1
Coaching	4
Championships	3
Compliance	15
Community Outreach	1
Eligibility (initial & continuing)	4
Event Management	11
Facilities	4
Faculty (Teaching Responsibility)	11
Fundraising/Development	4
Game Day Operations	4
Housing Dir/Coordinator	1
Learning Specialist	1
Marketing/Promotions	3

(table continues)

Table 15 (continued)

Secondary Responsibilities Choice Prompt	Response Count
Recruiting	2
Scholarship /Award Coordinator	1
Senior Woman Administrator (SWA)	5
Spirit Coordinator	1
Sports Information	4
Sports Medicine (Athletic Training)	2
Sport/Team Oversight	18
Student Services (SAAC, C/LS, Career Dev)	49
Tutor Coordinator	11
Total	

Fifty-six percent (211) of the total survey respondents answered survey question #6 indicating a variety of secondary responses. Of the 211 respondents, 39% indicated that they do not have secondary responsibilities. Fewer than 5% indicated that they have secondary responsibilities primarily in the areas of administrative support, advising, event management and teaching.

Table 16

Survey Question #7: Do you supervise other staff?

Supervision Choice Prompt	Response Percent	Response Count
Yes	8.6%	32
No	29.4%	110
If yes, please indicate the number of full time and/or the number of part-time staff that you supervise. (see below)	62.0%	232
Total Number of Responses		374

Employee Type/Number of Employees	Number of Responses				
	0–10	11–30	31–50	51–80	81+
Full time staff	84	11			
Part time staff and/or coach	40	11	6	2	3
Coach – Full time					
Graduate Assistants	31				
Undergraduate Assistants	3	7	3		
Tutors/Mentors	2	26	1	3	3
Interns	20				

Note. This table relates also to Research Question 3

Two hundred thirty-two respondents indicated that they supervise either full-time or part-time employees as a part of their daily job responsibilities. The majority of the respondents supervise either part-time staff and/or tutors/mentors.

Table 17

Survey Question #9: Is your position Full time (12 months); Full time (09 months); Part time (please indicate hours/week)?

Position Choice Prompt	Response Percent	Response Count
Full Time (12 months)	92.5%	346
Full Time (09 months)	3.7%	14
Part Time (hours/week see below)	3.7%	14
Total Number of Responses		374

Response	Response Count
10–15 hours//week	1
20 hours/week	6
21–30 hours/week	3
Temporary 40 hours/week	1
6 months – 40 hours/week	1
Full time – 10 months	2

Three hundred forty-six (92.5%) of the total 374 survey respondents indicated that their current positions are full time (12 months). Fewer than 8% of the respondents indicated that their positions are either full time (09 months) or part time (20 hours/week).

Table 18

Survey Question #10: How many years have you been in this position?

Years	Response Percent	Response Count
0–3	52.9%	198
4–8	30.2%	113
9–12	8.0%	30
13–17	4.3%	16
17+	4.5%	17
Total Number of Responses		374

Approximately 53% of the survey respondents indicated that they have been employed for three years or less in their current positions; with 30.2% having been employed in their current job 4–8 years. Fewer than 20% of the total respondents have been employed in their current positions for more than nine years.

Table 19

Survey Question #13: Does your job title adequately describe what you actually do?

Response Choice Prompt	Response Percent	Response Count
Yes	82.9%	310
No	3.7%	14
If NO, please describe your job responsibilities (see below)	13.4%	50
Total Number of Responses		374

Table 19 (continued)

Verbatim Qualitative Responses: Description of Job Responsibilities

1.   Our official titles are "academic support assistant" so it sounds like we are secretaries. The actual description is fairly accurate.

2.   Many added responsibilities, event management, outside functions

3.   The responsibility and workload is comparable to an Asst. AD at comparable programs

4.   I do more than just academic counseling. I counsel on personal, social, and career issues for students as well.

5.   Whatever in the world is needed...which was not listed as a responsibility. I roll with the punches

6.   It accurately describes the compliance part of my job, but not the "other duties as assigned".

7.   I, along with one other Assistant Director, oversee the tutor program, but we do not have tutor coordinator mentioned in our titles.

8.   It describes what I do, but there are a lot of "other duties as assigned" that turn into year in- year out jobs

9.   Assist Student Athletes with Learning Disabilities, ADHD or other educational/emotional issues.

10.   Besides being a sport counselor I also run a tutoring and mentoring program for Student-athletes and am responsible for getting any student-athlete with a learning disability the support they need from other venues on campus

11.   In addition to managing the academic services for the department, I am responsible for the following; academic advising for men's & women's basketball; management of at-risk student athletes; tutorial program coordinator; academic recognition program coordinator; book scholarship coordinator as well as serving on 2 campus committees involving the prevention of alcohol abuse among college students.

12.   Should state the life skills portion as it is 50% or more of what I do. A

13.   Assist in tracking initial eligibility, orientation, advising, mentoring, and administrative services for the department.

14.   Yes, if you understand what "Academic Counseling" means in regards to working with NCAA Division 1 student-athletes. It includes: monitoring academic progress within the University and NCAA guidelines, meeting with recruits, assisting with graduation (luncheon afterwards, etc), nominating student-athletes for awards and scholarships, recommending students for learning testing, helping students balance their roles of a student and an athlete; communicating with coaches, athletic department support staff (medical, strength, compliance, etc) about concerns, communicating with campus offices (counseling center, career services, etc)

(table continues)

Table 19 (continued)

Verbatim Qualitative Responses : Description of Job Responsibilities

15. Responsibilities: Reporting to the Asst. Director for Learning Resources at Student-Athlete Academic Services, the Tutorial Coordinator is responsible for all aspects of the Tutorial Services Program. These duties include but are not limited to:

   - Assist student-athletes with learning strategies
   - Develop training manuals and recruiting plan
   - Recruit tutoring pool of 60 to 100 tutors
   - Recruit specialized Skill Building Tutors
   - Orient new tutors to the program
   - Design and facilitate on-going tutor/hourly staff training sessions
   - Program Assessment/Evaluation of Tutors and overall program
   - Maintain and update Tutoring Database
   - Schedule tutorial sessions with Academic Coordinators
   - Organize mid-term and final review sessions
   - Monitor and submit hourly payroll
   - Oversee Budget of over 200K per year
   - Recruit, hire, and manage the tutorial office staff (includes Graduate Student
      Staff Assistant, Evening Supervisors, and Work Study Staff Assistants)
   - Evaluate hourly staff of 60-85 employees
   - Quarterly event planning (350-400 participants)
   - Other duties as assigned

16. Advise, initial eligibility, APR/APR Improvement plans

17. I spend more of my time serving as an academic counselor and advisor rather than a Learning Specialist, but the two jobs are closely related

18. I do a bit of everything except coach. I have my hands involved in all areas of the athletic department.

19. I oversee so many areas that it would be difficult to describe — I prefer to say my title is Associate AD for Administration, so that it indicates I oversee a variety of administrative/operational areas.

20. Day to day internal running of athletics department.

21. My title says Assistant Athletic Director for Compliance but I also do all academic monitoring, life skills and a large portion of game management. I am also the SAAC advisor

22. Because my position reports outside of athletics (Student Affairs) my title is not reflective of all my responsibilities. It should be Assistant AD for Compliance vs. Compliance Director.

Table 19 (continued)

	Verbatim Qualitative Responses : Description of Job Responsibilities

23. Administrative responsibility for conference championships other than basketball tournaments; liaison to coaches' groups and supervisors of officials in selected sports

24. My official title is Assistant to the Athletic Director to which I do not complete any tasks as an assistant.

25. In addition to all my sports information duties, I am also somewhat responsible for all the publications produced by the sports information office.

26. Not necessarily. It encompasses duties that benefit the entire campus community not just athletics. For example, I oversee the facility that is used by the entire campus community for athletic, recreational and physical education classes. I also schedule classes and hire teachers that teach activity courses to the entire student body.

27. I also advise an athletic team and coordinate special luncheons for our certification officials and head football coach and the provost office.

28. I handle all of the accounting for the ticket office. However, I am also responsible for the management of our men's basketball including season tickets, manifest management, single games, and post-season.

29. I am the Director of Compliance but do so much more. I have become the catch all for little things that need doing especially in regards to student-welfare

30. I help with finances, event management, fundraising, problems with student athletes, run tournaments. I do the misc. of the athletic department because there is no one else to do them.

31. Provide direct support for the Director of Athletics in all areas within the Athletic Department, including budget, athlete and coach management, and planning

   • Responsible for hiring, training, and managing coaches, including a NAIA staff of 33 coaches, and 10 USCAA coaches.
   • Supervising all home game, tournament and training events conducted by over 22 athletic teams
   • Obtaining, updating and managing rosters
   • Monitoring of team budgets, coaches' purchasing cards and department budgets
   • Negotiate facility rental agreements for practice and game locations
   • Issues and crisis management within the athletic department
   • Sit on Admissions Review Board to decide admission of non-athletes
   • Sit on Athletic Review Board to work through issues where athletes behave poorly

32. Development Director for Athletics would academic research, statistical analyses, survey development and administration

Table 19 (continued)

Verbatim Qualitative Responses : Description of Job Responsibilities

33. Although I have the designation of Senior Woman Administrator, I do not have meaningful responsibilities that go with it.

34. I am also the Head Coach of the Freshman team.

35. I listed the responsibilities above under other duties.

36. Compliance is my primary responsibility but I do a little bit of everything, "all duties as assigned."

37. Broad scope of anything related to student-athlete experience

38. Investigate infractions matters, manage a database, outreach with coaches

39. Assist Deputy AD in the management of multiple departments and sports

40. I serve as an academic advisor to students, serve as a liaison with various access/retention oriented offices and programs as well as student services and academic departments.

41. I am also in charge of all video filming, editing, and uploading to our conference server, as well as all material on and the design of our website. I also help our Assistant Athletic Director for Facilities and Event Management with gameday management.

42. Besides coaching side of things, also counsel students, advise/answer course related concerns, time mgmt issues, personal issues. And trip planner for spring training. Book flights, hotels, etc.

43. I also assist with signage (marketing) and guest relations.

44. My job title has evolved so much over the years and we have never updated Job Descriptions

45. No title does

46. Responsibility for corporate sponsorship, Brand identity/Licensing, Event management, marketing and promotions

47. I am responsible in helping organize an annual major track and field event in addition to selected other national and NCAA events.

Note. This table relates also to Research Question 3.

Approximately 83% of the total survey respondents indicated that their job title does

adequately describe their actual job responsibilities. Less than 4% indicated that their job title

does not adequately describe their actual job responsibilities and chose to share their actual

responsibilities in the space provided. The thematic responses indicated that most of the

respondents assume and/or are assigned many other administrative duties that are in addition to

the primary responsibility of their current job title.

Table 20

Survey Question #19: Please list your most recent five (05) positions held and number of years

worked in those positions in reverse chronological order.

	< 1 year	1–3 yrs	4–7 yrs	8–10 yrs	11+ yrs
Athletic Director	1	1	5	2	4
Athletic Director & Head Coach		1			
Sr. Assoc AD – Academic Support		1			
Sr. Assoc AD – Other		2	5	3	1
Sr. Assoc AD – SWA		3	1	1	1
Sr. Assoc Commissioner	1				
Sr. Assoc Commissioner/SWA					1
Sr. Assist AD		1			
Sr. Assist VP		1			
Assoc Athletic Dir	2	10	9	4	3
Assoc Athletic Dir – Acad Suppt		4	3		
Assoc AD – SWA		7	4		1
Assoc AD – Compliance	1		2		
Assoc AD – Compliance/SWA				1	1
Assoc AD – Coach					1
Assoc AD – Development			1		
Assoc Commissioner				2	
Assoc Commissioner – SWA			1		
Asst Commissioner		4	1		

(table continues)

Table 20 (continued)

	< 1 year	1–3 yrs	4–7 yrs	8–10 yrs	11+ yrs
Asst Commissioner – SWA		1			
Assist Athletic Dir	3	20	5	2	
Assist AD – Acad Support		7	3		
Assist AD – Acad Support/SWA		1			
Assist AD – Acad & Student Support/ Compliance		1			
Assist AD – Compliance		2			
Assist AD – Compliance/SWA	1	1			
Assist AD – Marketing			1		
Assist AD – Sports Info/SWA				1	
Asst AD – SWA	1	3		1	1
Asst AD – Ticket Operations		1			
Faculty – Post Secondary	1				
Faculty – K-12					2
Director – NCAA, NJCAA Conf Levels	1			1	
Director Acad Support		8	4	1	3
Director – Business/Finance				1	
Director – Compliance	1	6	4		
Director Compliance/SWA		1			
Director – Development	1	1			
Director/Coord–C/LS or Career Dev		3			
Director – Game Operations		1			
Director – Other	1	5	3		1
Director – Marketing/Promotions		1			
Director – Sports Information	1	3			
Director – Sports Info/SWA	1				
Assoc Director	1	5	2		
Assoc Director – Acad & Stu Support		2	1		

(table continues)

Table 20 (continued)

	< 1 year	1–3 yrs	4–7 yrs	8–10 yrs	11+ yrs
Assoc Director – NCAA, NJCAA, Conference Levels			1		
Assoc Director – Sports Info		1			1
Assoc Director - SWA				1	
Asst Director-Acad Support		10	4		
Asst Director-Compliance	1		1		
Asst Dir-Other	1	14	3		
Asst Dir – Game Operations		1			
Asst Dir – Development		2			
Assistant	1	3			
SWA		2			
Coordinator – Acad & Stud Support	1	16	5	2	1
Coordinator – Other		4	1		
Coordinator – Facilities		1			
Coordinator – Game Operations		1			
Head Coach		2	5	1	3
Head Coach & Faculty		1	1		
Head Coach – SID		1			
Head Coach – SWA			1		1
Asst Coach	1	4		1	
Asst Coach – Acad Adv/C/LS Coord		1			
Academic Advisor/Counselor	3	46	16		2
Academic Advisor/Counselor-Life Skills (CHAMPS)		6			
Academic Adv/Cslr – Tutor Coord		1			
Learning Specialist	3	8	3		
Tutor Coordinator			1		

(table continues)

Table 20 (continued)

	< 1 year	1–3 yrs	4–7 yrs	8–10 yrs	11+ yrs
GRA/GTA/GA/Intern-Acad	3	34	1		
GRA/GA/Intern–Athletics	2	3			
GRA/GA/Intern–Compliance	1	1			
GRA/GA/Intern–Other	3	8			

The majority of the survey respondents indicated that they had been in their previous positions for less than five years before either being promoted and/or moving to other positions in intercollegiate athletic administration. It was interesting to note that 1) there were fewer respondents either currently in upper level or mid level management positions and 2) that those respondents had been in their current positions for less than three years.

Table 21

Survey Question #36: What recommendations do you have for staff training and development for women pursuing careers in intercollegiate athletic administration?

Themes for Training & Development	Response Percent	Response Count
Assertiveness Training		18
Balancing Life & Career		26
Communication/Public Speaking/Interpersonal Skills		13
Conflict Resolution & Crisis Management		13
Cross Training		17
Diversity Training		7
Education (advanced degrees)		4
Evaluation/Consistent Feedback		1

(table continues)

79

Table 21 (continued)

Themes for Training & Development	Response Count
Fiscal Management	20
Fundraising	10
Grant Writing	1
How to Ask Questions for the Answers You Need/Want	1
Internships/job Shadowing	7
Job Specific Training	6
Leadership Training	17
Membership/Participation in National Organizations	16
Mentor Programs	70
Networking	40
Negotiation Skills (contract, salary)	8
Personnel Management	5
Political Climate (understanding & navigating)	1
Self Branding	1
Specific Training Opportunities for Women (more)	4
Staff Training & Development (more formalized)	58
Strategic Planning	2
Title IX Education	6
How to Survive in a Male Dominant Profession	11

Verbatim Qualitative Responses:

Recommended Institutes:

NACWAA/HERS, LEI

Sports Management Institute

NCAA Fellowes program

NCAA Women's Coaches Academy

Women's Leadership Symposium

Table 21 (continued)

Recommended Institutes (cont'd)

Recommended Professional Organizations:

    N4A

    NACWAA

    NACBA

    NACDA

    NACMA

The majority of survey respondents recommended that both mentor programs and more formalized staff training and development be offered to women pursuing careers in intercollegiate athletic administration. Further results indicated that networking is a key component to successful career paths for women in this field and that membership and/or participation in national organizations is important. Other important themes for development indicated a need for programs that teach women how to better balance life and career, leadership training, assertiveness training and cross-area training. Approximately eleven (11) respondents indicated that women need information and training on "how to survive" in a primarily male dominate profession.

Table 22

Survey Question#37: What advice do you have for women considering a career in

intercollegiate athletic administration?

Verbatim Qualitative Responses

1. Be Persistent
2. Find a Balance (Life & Career)
3. Find a Mentor
4. Gain as many experiences as you can
5. Get Involved
6. Research the field. Find out what is required . . . time commitments, experience, education
7. Develop a thick skin, quickly!
8. Don't assume you are going to ump into an Assistant or Associate AD position
9. Keep interest other than athletics
10. Talk as little as possible until you know what you're talking about.
11. Develop good working relationships with people on campus.
12. Networking is Key!
13. Be prepared for the 'boys' club.
14. Be patient
15. Work Hard
16. Participate in as many leadership development programs as possible early in your career
17. Attend conferences starting in your graduate career to network.
18. Surround yourself with the right people – honest,
19. "be who you are" without allowing gender to intimidate the environment
20. Learn all areas of athletics administration
21. Define what success means to you before you enter the field.
22. Make time for yourself
23. Don't do it!!!
24. Get in on the ground level.
25. Don't pigeon-hole yourself into one career.

(table continues)

Table 22 (continued)

<table>
<tr><td>Verbatim Qualitative Responses</td></tr>
</table>

26. Don't be afraid to take an internship or volunteer to get your foot in the door.

27. Listen!!!!

28. Be positive and assertive

29. Be vocal and visible in your department

30. Stay current in your field.

31. Work for a male AD.

32. Live like you want it!

33. Get advanced degree.

34. Find your niche

35. Talk to other women administrators; be sure this is right for you.

36. Be open-minded.

37. Always act/dress professionally

38. Be prepared to wear many hats.

39. Talk to the AD express your career goals

40. Work smart

41. Stay true to your principles

42. Be prepared to sacrifice marriage and motherhood.

43. Be willing to move to advance your career

44. Don't allow yourself to pigeon-holed into only working with women's sports.

45. Remember that you don't need a title to be a leader . . . lead in what you can lead in.

46. Be flexible

47. Expect long hours

48. Be willing to work your way up.

49. Document everything.

50. Get your feet wet in as many areas as possible.

51. Be willing to work long hours.

52. Have others read your resume and cover letter before sending for errors.

53. Consider your "transferrable skills" … to help your potential employer connect the dots.

Table 22 (continued)

Verbatim Qualitative Responses

54. Work hard. Follow through. Be organized. Be honest. Be fair.

55. Consider your "transferrable skills" … to help your potential employer connect the dots

56. Work hard. Follow through. Be organized. Be honest. Be fair.

57. ... be willing to pay your dues and learn from every opportunity that presents itself.

58. Never sell yourself short because you are a woman.

59. Look for opportunities at smaller colleges and universities

60. Be prepared to work harder than your male counterparts to prove yourself.

61. Join professional organizations.

62. Don't take on responsibilities that belong to others. Practice saying no.

63. Consider the impact of the time commitment on life/career balance. Be honest with yourself about your priorities.

64. Maintain a sense of humor.

65. You need to be strong and willing to take a stand (even when unpopular). We need strong women ... not women who are worried about their own self-preservation first.

66. Prepare. Prepare. Prepare.

67. Set boundaries early to avoid burnout.

Thematic responses to survey question #37 suggest that newer professionals and/or women considering this vocation should be prepared to sacrifice personal life options to pursue career options; expect long working hours; and set boundaries on work load. Other suggestions include being flexible, open-minded, career focused, and willing to take on new tasks to learn more about the profession.

Results of Research Question Three

Research Question Three: "What is currently in place to train women pursuing careers in intercollegiate athletics? (NCAA, institutional, professional)"

Table 23

Survey Question #8: What is the title of the administrator to which you directly report?

Area/Title	Response Count
Academic Affairs/Student Affairs	
President	2
Provost	1
Chief of Staff to the Chancellor	1
Senior Vice Provost for Undergraduate Studies	1
Vice Provost Student Affairs	1
Vice Provost for Diversity, Access and Equity	1
Associate Provost	1
Sr. Vice President	1
Vice President	3
Vice President of Academics and Student Affairs	1
Vice President Student Services/Affairs	7
Vice President Administration and Finance (CFO)	1
Associate Vice President for Undergraduate Studies & Advising	1
Associate VP Academic Planning and Budget	1
Associate VP for Student Development	1
Assistant Vice President	1
Assistant Vice President Student Development	1
Associate Dean of Students-Student Affairs	1
Dean of Academic Affairs	1
Dean of Fine Arts/Physical Education, Athletics & Nutrition	1
Dean of Undergraduate Studies	1
Dean of University College	1
Dean of Students	3
Assistant Dean, Director of Student Success Services	1
Director of Undergraduate Studies	1

(table continues)

Table 23 (continued)

Area/Title	Response Count
Director of Undergraduate Studies	1
Professor/Director	1
Director of Physical Education & Athletics	1
Director of Academic Affairs	1
Director of Student Affairs	2
Athletics	
Athletic Director	101
Deputy Director of Athletics	1
Vice President for Operations	1
Associate Vice President for Athletics	1
Chief Athletics Advancement Officer	1
Executive Athletics Director	3
Sr. Associate Athletic Director	11
Sr. Associate Athletic Director – External Operations	2
Sr. Associate Athletic Director/SWA	9
Sr. Associate Athletic Director – Student Services	3
Associate AD	24
Associate AD – Business Ops/SWA	1
Associate AD – Compliance	3
Associate AD/SWA	2
Associate AD – Media Relations	1
Assoc AD – Student Services	18
Assistant AD	5
Assistant AD – Compliance	3
Assistant AD-External Affairs	1
Assistant AD – Game Operations	2
Assistant AD – Marketing & Promotions	1
Assistant AD – SWA	2

(table continues)

Table 23 (continued)

Area/Title	Response Count
Asst AD – Student Services	11
Asst Assoc Director – Academics	1
Senior Woman Administrator (SWA)	7
SWA/Academic Coordinator	1
Sports Information Director	3
Director	9
Director of Academic Advising/Student Support Services	49
Director- Athletic Facilities	1
Associate Director	7
Assistant Director	4
Deputy Director	2
Academic Coordinator	1
Head Coach	3
Assistant Coach	1
Ticket Manager	1
Commissioner	13
Sr. Associate Commissioner	2
Associate Commissioner	3
Assistant Commissioner	1
Director of Diversity & Inclusion	1
Events Presentation Coordinator	1
Principal Research Scientist	1
Senior Legal Counsel	1

The majority of the survey respondents indicated that they report to an upper-level administrator in the department of athletics. Fewer respondents indicated that they report to other campus administrators in the areas of both academic affairs and student affairs.

Table 24

Survey Question #24: Are you included in critical meetings in the decision making process for the overall athletic department?

Response Choice Prompt	Response Percent	Response Count
Yes	49.2%	184
No	50.8%	190
Total Number of Responses		374

Approximately one half of the total survey respondents indicated that they are included in critical meetings in the decision making process for the overall athletic department, while the other half did not. Given the levels of titles listed in Table 25, this is understandable.

Table 25

Survey Question #25: Where does your position fall in the decision making hierarchy? Assuming that the Athletic Director is the first level; Associate AD's are the second level and Assistant Directors and Directors are third, and other staff are fourth. Your position is at the _____level?

Response Choice Prompt	Response Percent	Response Count
First	.05%	18
Second	28%	93
Third	29%	96
Fourth	34%	112
Fifth	.03%	10
Total Number of Responses		329

Sixty-three percent of the 329 total number of survey respondents to this question reported that their positions are considered to be within the third or fourth levels (Assistant Director or Director) of their organizational reporting structure. Only 5% of the respondents reported that they are athletic directors at their respective institutions. And less than 5% reported that their positions are considered to be in the fifth level of the organizational reporting structure if the Athletic Director is considered to be at the first level.

Table 26

Survey Question #26: Is staff training and development offered to you?

Response Choice Prompt	Response Percent	Response Count
Yes	90.1%	337
No	9.9%	37
Total Number of Responses		374

Three hundred thirty-seven of the total survey respondents reported that staff training and development was offered to them. Approximately 10% indicated that staff training and development was not offered to them.

Table 27

Survey Question #27: If you answered YES to question #26, please indicate if the training is

Internal or External.

Response Choice Prompt	Response Percent	Response Count
Internal (ex: staff meetings, campus workshops)	79.0%	274
External (ex: state/regional/national conferences)	85.3%	296

Clearly this is not an "either/or" question. The majority of respondents indicated that they received both internal and external training.

Table 28

Survey Question #28: Are you a member of any of the following professional organizations?

Please indicate all that apply.

Organizations	Response Percent	Response Count
American Counseling Association (ACA)	1.1%	4
American Psychological Association (APA)	1.9%	7
National Academic Advising Association (NACADA)	10.2%	38
National Association of Academic Advisors for Athletics (N4A)	42.5%	159
National Association of Collegiate Directors of Athletics (NACDA)	28.1%	105
National Association of Collegiate Women Athletic Administrators (NACWAA)	62.0%	232
Other (see below)	27.5%	103

(table continues)

Table 28 (continued)

Organizations	Response Count
ACPA	4
AHEAD	2
American Association of University Women (AAUW)	1
American Council on Education Ohio Women's Network	1
American School Counseling Association (ASCA)	2
American Swim Coaches Association	1
American Volleyball Coaches Association (AVCA)	2
Association for Women in Sports Media (AWSM)	1
Black Coaches & Administrators Association (BCA)	2
CABMA	4
California Association of marriage Family Therapists (CAMFT)	1
California College Counselors/Advisors Academic Association for Athletics (3C4A)	1
(CEFMA)	1
College Sports Information Directors of America (CoSIDA)	0
College Swim Coaches Association	1
Council for Exceptional Children	1
Eastern College Athletic Conference – Sports Information Directors Association (ECAC-SIDA)	3
Female Athletic media Relations Executives (FAME)	3
ICLA	1
Indiana State Bar Association	1
NAAAD	1

(table continues)

Table 28 (continued)

Organizations	Response Count
National Association for Athletics Compliance (NAAC)	25
National Association of Basketball Coaches (NABC)	1
National Association of College & Universities Business Officers (NACUBO)	1
NACMA	1
National Association of Collegiate Women Athletic Administrators (NACWAA)	2
National Association of Div III Athletic D Administrators (NADIIIAA)	7
N4A	2
National Association of Golf Coaches	1
NATA	2
NATYCAA	1
National Consortium of Academics & Sports (NCAS)	1
National Fastpitch Coaches Association (NFCA)	1
National Field Hockey Coaches Association (NFHCA)	3
National Football Coaches Association (NFCA)	1
National Intramural-Recreational Sports Association (NIRSA)	1
National Soccer Coaches Association of America (NSCAA)	1
New Jersey Association of Intercollegiate Athletics for Women (NJAIAW)	1
North American Society of Sport Management (NASSM)	2

(table continues)

Table 28 (continued)

Organizations	Response Count
North Carolina Collegiate Sports Information Association (NCCISA)	1
NSCAA	1
Recognition Professionals International Social Media Club	1
Sports Lawyers	1
Texas Association of Basketball Coaches (TABC)	1
U. S. Field Hockey Association	1
USA Tennis Federation (USATF)	1
Women's Basketball Coaches Association (WBCA)	4

The majority of respondents indicated that they participate in N4A and/or NACWAA professional organizations. This would seem likely as they are the two primary groups that were provided a link to the survey instrument.

Table 29

Survey Question #29: Please list any/all staff development programs that you have participated in.

Response Choice Prompt	Response Count
ACA	1
Campus (HR, Staff)	62
CCACA	1
CoSIDA	5

(table continues)

Table 29 (continued)

Response Choice Prompt	Response Count
NACADA	13
NACDA	7
NACMA	3
NACWAA/HERS Inst. Admin. Adv.	60
NACWAA Inst. Athletics Executives	6
NACWAA Leadership Enhancement Inst.	9
NACWAA National Convention	25
NCAA CHAMPS/Life Skills	8
NCAA Leadership Training (Coaches Acad, Emerging Ldr., Minority, Women's Ldr. Symp)	47
NCAA Regional Rules Seminars	30
NCAA National Convention	25
NCAA Workshops (APR, Div, Gender Eq., Media, Peer Review, Title IX)	20
N4A Annual Conference	21
N4A Regional Conference	36
N4A PDI Training	16
NFSCA	1
SEC workshops	2
Sports Management Inst. (SMI)	8

Table 30

Survey Question #30: Do you attend professional conferences? If yes, please list. If No, please

explain why.

Response Choice Prompt	Response Percent	Response Count
Yes	86.4%	323
No	13.6%	51
Total Number of Responses		374

Verbatim Qualitative Responses

N4A, FYE, NACWAA, SRCEA

American Counseling Association and N4A Conferences

NAAAA every other year 4 N4A Conferences based on funding

N4A

Big 12 rules workshops, N4A regionals

 N4A national conference, N4A regional meetings, MAC/SAAC meetings, CHAMPS/Life Skills Conference

Past year attended N4A regional & national; however, budget has been cut for professional development and have not attended any professional conferences

NCAA Regional Rules, NACADA, N4A

N4A
NACADA National, KACADA – State, N4A National

N4A, various NCAA conferences

N4A

NACADA

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

ACPA, N4A, I will not be attending any next year because the budget was cut.

N4A

With budget cuts, there is not enough money to send me to a conference.

 N4A

N4A and NACWAA.

NACADA

 When we are not in a recession

N4A Regional and National Conference, Big East Conference

 N4A national convention; AFCA coaches convention

N4A, regional and national, NCAA--various

N4A

N4A, CHAMPS

NCAA CHAMPS/Life Skills Conferences

N4A Annually

N4A regional/national conferences

NACWA, NACDA/NAAC. NCAA regional rules

 N4A

 N4A, ABC, NFCA

 N4A, Nacda, our internal campus advising conferences

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

N4A, NCAA and NACWA

N4A Professional Development Institute

Regional Rules Seminar, NACWAA Convention, N4A Convention, NCAA Convention

N4A - National Conferences

N4A

Have in the past, but with budget cuts, travel/conferences was the first to go.

Life skills, NACWAA

N4A and CHAMPS / Life Skills

I will, I just haven't yet

N4A Conventions & NCAA Supplemental Fund Workshops 46 N4A, NCAA Regional rules seminar

N4A, NCAA Life Skills Conference

N4A Regional Conference, N4A National Conference. We have been prohibited from attending the national conference in 2010 due to budget constraints.

Regional Compliance seminars, NCAA convention

N4A

NCAA Regional Rules Conference, NCAA CHAMPS/Life Skills Conferences, N4A conferences, DIA conferences and meetings.

N4A

N4A National and Regional meetings. NACWAA New Jersey/regional meetings

NACWAA

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

N4A

N4A

N4A National

N4A Regional 5

NCAA Compliance Regional Rules Seminars

I the only thing I have attended was the N4A conventions. and the Mid-American Conference (MAC) meetings

N4A, NACADA, NCAA National Conventions, NCAA DI Leadership Institute, NACWAA, NC States Drive In Conference, NCAA- Champs/Life Skills

Champs Life Skills Conference

N4A, NCAA, JASPA

N4A

NACDA

NACADA & N4A

NCAA National Convention, NAAC Convention, NCAA Regional Rules Seminar

N4A Regional and National Conference

 N4A National Conference

 N4A

National Academic Advising Association Conference

Regional Academic Advising Conference

State Academic Advising Conference

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

N4A Regional & National Conferences

N4A

N4A Conference

N4A; NCAA CHAMPS/Life Skills

Have not attended for some years now due to budget restraints but have been told may start again.

I've only been an Academic Counselor for a little over a year. If I continue in this position long-term, I will start attending professional conferences.

NCAA Regional Rules Seminars

Trying to get a job.

NCAA Compliance Seminar and N4A National/Regional conferences

Compliance Seminar, N4A National/Regional Conferences

Only on occasion, we rotate who gets to go due to budget limitations

National and Regional N4A, NCAA Women's Leadership Symposium,

N4A National Conventions, 2006-Present, N4A Regional Conference in 2008,

NACADA State Drive-In Conference in 2008

N4A, NCAA regional rules, CHAMPS (on rotating occasions)

NACADA, N4A

N4A

occasionally N4A and NACADA

N4A when possible, other local conferences

Table 30 (continued)

Verbatim Qualitative Responses

N4A, NCAA CHAMPS/Life Skills

NCAA CHAMPS/Life Skills Conference, NCAA Convention, NCAA Emerging Leaders Conference, Women's Leadership Symposium, NCAA Regional Rules Conference. My current position is provided by an NCAA grant which provides professional development resources.

N4A annually, NACADA from time to time

N4A- I can't afford to attend any other conferences

NCAA, Regional Rules, N4A (not since 2006), N4A, Compliance Meeting NACWAA

NACADA

N4A (however not the last 2 years due to budget cuts)

NACADA and N4A when time and finances allow.

Financial issues

N4A Conference, PAC-10 Life Skills Coordinator conference

N4A Regional and previously, national, conferences

n4a regional rules compliance seminars

N4A National Conference 2009

NCAA Regional Rules Seminar, N4A conferences, Pac-10 Compliance Rules Seminar, Pac-10 Academic Directors Conference

NACWAA, NACWAA Hers Institute (May-June 2008)

Required to be presenting to attend. Currently budget cuts have impacted our ability to send staff to external conferences

NCAA National Convention, N4A National Convention, NC Drive-In Conference

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

NCAA regional rules (have attended last two years), NCAA Lifeskills (have not attended since 2005), I would like attend others but am told it is cost prohibitive and honestly I have no time to leave the office for extended time. I am only allowed to attend Regional Rules Seminar and honestly I hate compliance and this conference makes me dislike it more.

N4A Regional and National Conferences

N4A, NCAA compliance seminar, 3C4A, N4A regional conference

N4A Regional Conference, NCAA Regional Rules Seminar, NACADA/NCAA FLAG seminar

N4A

N4A National Conference

CHAMPS/Life Skills Conference

NAAC, NCAA Regional Seminars

N4A national and regional conferences annually. I also serve on the N4A Board of Directors.

N4

N4A

NCAA Regional Rules Seminar

N4A

NCAA Regional Rules Seminars

N4A National and Regional Conferences

Have only been a member for 1 year

NCAA CHAMPS/Life Skills Conferences & N4A Conferences

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

NABC National Convention

NCAA Regional Rules Seminars, N4A Regional and National Conventions, NACADA regional conventions

N4A

NACWAA, NACDA, NCAA

YES! Big 12 meetings.

N4A, NCAA Rules Seminar, NCAS, NACADA

NCAA Convention

Budget constraints & time commitment

N4A regional and national conferences

N4A National Conference, N4A Regional Conference, NATA National Convention (previously)

Sometimes – no funding in my budget for professional conferences. If I attend, I pay my own way so I don't attend every year.

Do not have the money to.

APPLE, N4A

APPLE Conference (2008, 2009)

NCAA CHAMPS / Life Skills Orientation Conference (2007)

N4A

NCAA Convention, NACWAA and NACDA conventions

NAAC for Compliance Officers, NACWAA for female administrators, NACDA for athletic administrators

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

conference meetings, compliance meetings

when budgets allow

when possible, NACWAA

NACWAA, AAHPERD, NCAA

Value of the conference relative to the cost of attending

NAAAD

Will be much less than in the past due to budget and new job title that doesn't lend itself to much professional development. NCAA Regional Seminars (1996-2008), NAAC 2009, NACDA 2001/2009

NACWAA, NCAA Convention

NCAA Annual Meeting, NCAA Rules Seminar

NCAA Convention, NACDA Convention, NACWAA Convention

Usually one a year paid by department. Due to economy, all professional development travel has been suspended.

NCAA Compliance

NCAA Regional Rules Seminar

NCAA Convention, NACWAA Annual Meeting, NCAA Life Skills Conference

NACDA, NAAC, Gender Equity forums

NCAA convention, NACWAA convention, others that may apply

sporadically attend NACWAA and NACDA, NCAA convention

NACWAA/HERS

Budget constraints

Table 30 (continued)

Verbatim Qualitative Responses

NFCA, and NCAA Women's Coaches Academy

NACWAA, NACDA

Office will not pay for it.

NFCA, NACWAA

NACWAA, NCAA Rules Seminar

depends on the year

NACWAA/HERS

ECAC, NCAA, NACWAA and NACDA on occasion

If I have the time and funding.

NCAA Regional Rules, NAAC Annual Conference, Sports Lawyer Association

NCFHA Coaches Convention, NCAA Convention, NACWAA Fall Forum, NACWAA/HERS Institute, Women in Sports Leadership Conference

NCAA Convention, NACDA Convention, NACWAA Convention, Gender Equity Forum, NCAA Compliance Seminars

NAADD and NACWA

Typically, NACMA but last year professional development conferences were cut from the budget.

NCAA Regional Seminar

NAAC, NCAA Regional Rules, MOAA

When financially possible

NACWAA

Regional Rules Convention

Table 30 (continued)

Verbatim Qualitative Responses

NCAA, AVCA, NACWAA HERS, CHAMPS Coordinators Satellite workshop

NACDA Convention, NACWAA Convention
CoSIDA

NAAC, NCAA, NACWA, NACDA

NACWAA Fall Forum, NACDA Convention, NCAA Gender Equity Seminars

CoSIDA

Have not been approved to attend by supervisor; may do so next year

NACWAA

Conference meeting, conference workshops, NCAA regional rules

NCAA Regional Rules, NACWAA Nat'l Convention

NCAA Regional Rules Seminars, NACWAA

NCAA Annual Convention, NCAA Rules Seminars and NADIIIAA Summer Forum

NCAA Compliance Seminars, ICLEF CLEs

budget

2008 CoSIDA Convention

NACDA, NAADD.

National Fastpitch Coaches Association

NCAA, NACWA

NACWAA Fall meeting, NCAA Convention

NCAA Convention, NACWAA Convention

NACWAA

Table 30 (continued)

Verbatim Qualitative Responses

NACDA, CABMA, NACWAA, CCAA, CSU, NCAA

NCAA Gender-Equity Forum, NACWAA Annual Conference, BCA Annual Conference
NCAA Regional Rules Seminars, NCAA Convention

We can attend one professional development conference a year. I will be attending the
Champs/Life Skills Continuing Education Conference but in the future would like to
attend NACWAA Conference.
NACWAA

Timing is never good for my schedule. The NCAA convention conflicts with basketball
season; the NACDA-CoSIDA convention is usually over 4th of July week, which is not
ideal for traveling. The other NACWAA event is in the heart of the fall sports season.

NCAA Conference

NACWAA, CHAMPS Life Skills

CoSIDA Convention, NACWAA Convention

NACDA, NAAC, NACWAA Conventions --- usually only 2 a year
NCAA Regional Rules Conferences, N4A National and Regional Conventions,
NACWAA National Convention

Symposium for women, GLVC Aspire Summit

NCAA, NACWAA, NACDA, IAPESGW, BCA Dec 8, 2009 6:52 PM

NACWAA Convention, NCAA Convention, NCAA Regional Rules Seminar
NCAA Gender Equity Seminar, NCAA Emerging Leaders Seminar

NSCAA Soccer Conference
NCAA Women's Coaching Academy

I have attended a national ticketing meeting.

NCAA Convention, NACWAA Conventions, NACDA Convention, WBCA Conventions

NACWAA/Hers, coaching conferences.

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

Relevant NCAA meetings

ECAC-SIDA, NFHCA

NFCA Conventions. Regional compliance seminars in the past

NCAA Regional Rules

NCAA CHAMPS/Life Skills Continuing Education
NCAA Student-Athlete Leadership Development Conference - Facilitator

I haven't been in the position long enough to start going to professional conferences.
Women's Leadership Symposium

NACDA

I only attend the conferences that we can get grants to, otherwise we do not have the
money to send me. I have been to the NCAA Student-Athlete Advisory Committee
Conference, and NACWAA

NCAA Gender Equity Conference, NCAA Regional Conferences, Conferences in
conjunction with NCAA Championships

NACDA, NCAA Regional Rules, ECAC Annual Convention, NACWAA

NACWAA, NCAA Convention, BCA Convention

lack of financial resources

NCAA, Regional Rules, N4A

NCAA Convention

NCAA Convention, NACWAA Conventions (not as often as I'd like due to funding)

NAIA National meeting

NCAA, Heartland Conference

AERA

Table 30 (continued)

Verbatim Qualitative Responses

NCAA Convention, NFHCA Convention (made possible through NCAA Professional Development Funds from my current NCAA DIII Internship Grant money)

NCAA Regional Rules Seminar, NAAC National Convention in conjunction with NACDA
NACWAA National Convention

numerous local, regional, national

CAMBA

NCAA National Convention, NACWAA Convention, NACDA Convention

In the past...NCAA, NCAA Compliance Seminars, NACWAA

Periodically, in the past. But the current budget crisis has discontinued all out of state travel.
NACWAA, NACDA, NAAC, NACWAA/HERS Institute, NCAA Regional Rules Seminar, NCAA CHAMPS/Life Skills Conferences, NCAA National Convention.

NACWAA

Women's Leadership in Intercollegiate Athletics Symposium

NCAA Annual Convention, LSC Athletic Administrators Annual Meetings
NACWAA Annual Convention

NACWAA, NCAA Regional Rules Seminars, Lone Star Conference Summer Rules Workshop

Joy of Sculling, US Rowing National Convention

 NAAC, NACWAA

NACWAA National Convention, NACDA

NCAA Convention, Regional Rules Seminars, NACWAA National Convention, WBCA National Convention

NACWAA National Convention; NCAA Regional Rules Compliance Seminars.

Table 30 (continued)

Verbatim Qualitative Responses

NCAA Life Skills Conference; D1A Athletic Association (Board Member)

NACWAA, NACDA, CABMA, NCAA

NACWAA, NCAA Leadership Symposium, NCAA Compliance Seminars

NACWAA, NCAA Convention, NACDA, NACUA,

NCAA Convention, Conference Meetings

Lack of finances

Pacnet

NCAA Regional Rules Seminar, NCAA Champs/Life Skills, NCAA Convention, NACWAA

NCAA Convention, NAAC Convention, NCAA Regional Rules Seminar

NCAA convention, NCAA regional compliance seminars

NACWAA Convention

ECAC-SIDA Workshop (last 4); have applied to NCAA Leadership Conference in January

ACE Ohio Women's Network Conference, Ohio Diversity and Leadership Conference

NCAA, NACDA, NACMA, NACWAA, NACWAA/HERS, NADIIIAA

NACWAA, NCAA conventions

NACWAA, NACWAA/HERS

NCAA

CoSIDA

NCAA Convention; CHAMPS/Life Skills Conference; ACA Annual Conference

(table continues)

Table 30 (continued)

Verbatim Qualitative Responses

I will be attending the NCAA National Convention and will be attending NACWAA conferences as well as any others that are applicable.

NCAA convention

I am a single Mom and it is hard to be away for so many days, so I do not go most years.

Financial limitations

Currently no due to personal budget constraints. In the past I have through previous jobs.

I have attended tge NACWAA Convention, but only once due to financial constraints and having a baby. I have not been able to attend the NACDA Convention due to budget issues, but will be attending this year.

NACWAA, NACDA, NCAA

No sure what you mean by "professional conferences."

NACDA, NACWAA< NCAA, etc

NCAA National Convention, Emerging Leaders Seminar, National Student-Athlete Development Conference, NCAA Division II Leadership Academy, NCAA National CHAMPS/Life Skills Conference, NCAA Student-Development Summit

AVCA Convention 2006-2009

NCAA Women Coaches Academy, CSCAA Annual Conventions, ASCA conventions NACWAA

NATA Conferences, College Athletic Trainers Conferences

AVCA

NADCA, NAAC, NCAA regional rules, NCAA Conference

NJCAA Compliance, WBCA National Conventions, NACDA National Conventions. Sometimes depending on travel budget.

NACWAA and NCAA

Table 30 (continued)

Verbatim Qualitative Responses

Regional Rules Seminars

NACDA/NACMA, NACWAA, NCAA

NACWAA/HERS, NCAA Rules Seminars, Leadershape

NACDA, NACWAA and NCAA Convention. Only during the time of my NCAA Fellows Programs. Once I graduate, I will most likely only be able to attend NACDA.

NCAA DII Leadership Academies/NCAA Convention/NCAA Regional Rules Seminar

NCAA Rules Convention

Only been here a little while and haven't had the opportunity, however I have been told that most such opportunities are not paid for by the institution and you have to take personal leave which impacts both my ability and desire to attend.

When in athletics I attended: WBCA Convention, NCAA Convention, NACWAA Convention once

NCAA Compliance Seminars, Conference meetings-4-6 times a year

AVCA National Convention, AIR National Convention

Occasionally NACWAA and NCAA Regional Compliance Seminars Dec 11, 2009 8:44 PM

currently we are not allowed to attend conferences due to budgets — I have however, in the past, attended professional conferences

NACDA/NATYCAA annual conventions, NJCAA Annual conference, NACWAA Fall Forum

N4A, Life skills while at Dayton. Funding has not allowed either this past year, but will be attending N4A this spring on my own if the school can't pay for it.

The survey results to Question #30 indicated that many of the survey respondents to

Question #29   participated in staff development which included membership in professional

organizations and/or participation in seminars, workshops and trainings offered by these professional organizations.

Table 31

Survey Question #31: Do you have or have you had a professional mentor?

Response Choice Prompt	Response Percent	Response Count
Yes	62.6%	234
No	37.4%	140
Total Number of Responses		374

Note. This table relates also to Research Question 4

Sixty-two percent of the total survey respondents indicated that they currently have or have had a professional mentor; with 37.4% indicating that they do not have or have not had a professional mentor during their career.

Table 32

Survey Question #32: If you answered YES to question #31, please indicate if your mentor works/worked in intercollegiate athletics.

Response Choice Prompt	Response Percent	Response Count
Yes	89.1%	213
No	10.9%	26
Total Number of Responses		239

Note. This table relates also to Research Question 4

Of those respondents who have mentors, 89.1% responded that their professional mentor either currently works or has worked in intercollegiate athletics. Approximately 11% of the total survey respondents indicated that their professional mentor has not worked in intercollegiate athletics.

Table 33

Survey Question #33: Do you receive performance evaluations?

Response Choice Prompt	Response Percent		Response Count
	Verbal	Written	
Yes	23.8%(81)	76.2%(259)	340
No	36.8%(25)	63.2%(43)	68
Total Number of Responses			374

The majority of survey respondents (340) indicated that they receive either formal verbal or written performance evaluations once per year. Thirty respondents indicated that they receive performance evaluations two times or more per year. The remaining respondents indicated that their performance evaluations are either inconsistently given and/or that they do not receive performance evaluations.

Table 34

Survey Question #34: Do you facilitate staff training and development?

Response Choice Prompt	Response Percent	Response Count
Yes	47.9%	179
No	52.1%	195
Total Number of Responses		374

Slightly fewer of the survey respondents indicated that they had facilitated staff training and development than those who indicated that they had not.

Table 35

Survey Question #35: Do you receive staff training and development?

Response Choice Prompt	Response Percent	Response Count
Yes	66.3%	248
No	33.7%	126
Total Number of Responses		374

Sixty-six percent of the survey respondents indicated that they receive staff training and development.

Results of Research Question Four

Research Question Four was, "Is there a need for mentoring, staff training and development for women pursuing an administrative career in intercollegiate athletics?" Data relating to Research Question Four are presented above in Tables 19, 28,29, 30, and 37. As

noted earlier, the majority of survey respondents recommended that both mentor programs and more formalized staff training and development be offered to women pursuing careers in intercollegiate athletic administration. Further results indicated that networking is a key component to successful career paths for women in this field and that membership and/or participation in national organizations is important. Other important themes for development indicated a need for programs that teach women how to better balance life and career, leadership training, assertiveness training and cross-area training. Approximately eleven (11) respondents indicated that women need information and training on "how to survive" in a primarily male dominated profession.

Also, thematic responses to survey question #37 suggest that newer professionals and/or women considering this vocation should be prepared to sacrifice personal life options to pursue career options; expect long working hours; and set boundaries on work load. Other suggestions include being flexible, open-minded, career focused, and willing to take on new tasks to learn more about the profession.

CHAPTER V. SUMMARY AND CONCLUSIONS

Review of Purpose and Method

My personal career journey in intercollegiate athletic administration led me to search for specific models of career patterns of education, development and training for women in athletic administration. When I began my career, there were few women with whom I could identify as mentors or role models in athletic administration. Most of the career women that I knew of in intercollegiate athletic administration were coaches. Subsequently, there were few programs or services specifically developed to guide young girls and women who might be interested in pursuing a career in intercollegiate athletic administration. My research goal was to identify the career paths of the relatively few women that have chosen a career in intercollegiate athletic administration with the intent to use the data as a tool for developing a career guide for appropriate staff training and development programs for young girls and women who choose to pursue this career path.

A clear starting point for examining and shaping recommended career patterns for women administrators in intercollegiate athletics is to collect descriptive data on the career patterns of those relatively few women who have succeeded in establishing themselves as leaders in this field. What characteristics do they share in common? How have their careers evolved? What barriers have they encountered and overcome? Until we can answer fundamental questions like these, it is impossible to provide formative guidance to young women seeking to enter this field. Thus this study was descriptive in nature. Specifically, this research sought to

examine the career patterns of women currently in administrative positions in intercollegiate athletics and to explore how they have subsequently obtained these positions.

The collection of this descriptive information, accomplished in this dissertation research, enables future researchers to compare career patterns and training and development approaches to determine those that are most effective. This could, in turn lead to the production of standards of guidance and counseling for women seeking to succeed in careers of intercollegiate administration.

The Typical Survey Respondent

The typical survey respondent was currently employed in either lower or midlevel management positions, reporting to either an administrator on the general campus in student affairs or directly to the athletic director of the institution. The respondents were primarily located at an NCAA Division I institution (234), national (56) or conference office (21). The majority of survey respondents who responded that they are employed at a Division I institution were also primarily in the midwestern and southeastern regions of the country. There were seven respondents who indicated that they are employed by an independent college, private company or a professional athletic association.

The majority of respondents indicated that they had been in their current positions less than twelve years; with an overwhelming percentage (52.9%) having had three years or less experience in that position. Survey results indicated that 276 participants were not contractual employees, and that those who were (9.6%) had only one-year contracts. The respondents also indicated that they worked an average of 40–50+ hours per week and were either assigned or requested to accept job tasks/responsibilities beyond their job title/description. Average salary ranges for the typical survey respondent were between $30,000 and $60,000 annually with

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benefits. A small percentage (5.3%) indicated a salary range below $20,000 annually and a similar percentage (5.6%) indicated salary ranges above $70,000 annually. Three hundred fourteen of the 374 survey respondents indicated that they most closely identify their race/ethnicity as Caucasian/White, 12.0% African American/Black, 2.4% Hispanic or Latino, 1.1% Asian or Pacific Islander, and .5% indicated "other." Survey respondents between the age ranges of 26 and 40 comprised the majority of the participants, with approximately 10% indicating that they were age 51 or older. The majority of survey participants indicated that they had obtained a minimum of a bachelor's degree. Seventy-four percent of the respondents indicated that they had earned a master's degree or higher primarily in the areas of business, education and science. Approximately 10% indicated that they had earned either doctoral or professional degrees.

Summary of Key Findings

Although the research did not reveal a specific career pattern, the data from the three hundred seventy four participants in this study offered very specific advice and implications for career growth and development. Common themes found in the survey results were as follows:

1) Networking is a critical component of career success.

2) Mentoring relationships are important for most women who want to advance in the field.

3) Active participation in professional organizations will expose candidates to needed information.

4) Cross training as a professional development initiative may greatly increase candidate prospects for consideration in promotion and tenure.

5) Creating a healthy balance between work and life responsibilities will be a challenge.

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6) Obtaining advanced degrees can be helpful for those pursuing management positions.

The Need for Transformation

Acosta and Carpenter's (1994) research of women administrators in intercollegiate athletics indicated that *communication and interpersonal interactions* are key elements of the perceived barriers to success for women in the primarily male dominant environment of intercollegiate athletic administration.

Kotter (1995) identified eight steps a leader must follow to transform an organization. These include: Establishing a sense of urgency; forming a powerful guiding coalition; creating a vision; communicating the vision; empowering others to act on the vision; planning for and creating short-term wins; consolidating improvements and producing still more change; and institutionalizing new approaches (p. 61).

To be successful, the leader's first step must be to create a sense of urgency. Kotter (1995) suggested that members of the organization would naturally seek to maintain the status quo unless they view the transformation as essential for the future of the organization and themselves. Despite the clear repercussions of violating Title IX, many institutions continue to promote unfair practices in their interpretation of the law. In a college or university setting, the president could generate a sense of urgency regarding the need to ensure fair practices in the employment and promotion of women in executive administrative positions at every level of the organization including intercollegiate athletics.

Successful transformation depends on the leader developing and communicating a vision toward which members of the organization will aspire. The leader also needs a core of allies on which to build support throughout the organization. Kotter (1995) noted that many organizations fail at transformation because they either "… fail to produce a vision, fail to articulate it

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regularly and thoroughly throughout the organization, or fail to take time to build a core group of supporters" (pp. 59–67).

Although Title IX policies have been in place for over thirty years (NCAA, 2008), many institutions have not incorporated these policies into their strategic plans. Since transformation is generally considered to be a long-term process, members of the organization will lose interest or become discouraged unless they can see tangible benefits of the change early and regularly. Transformational leaders can avoid these setbacks by systematically planning for and creating short-term victories (Kotter, 1995). The author further suggested two other reasons for which transformation fails to take root in an organization: The leader declares victory before the transformation is implemented into the existing culture or the leader leaves without preparing the organization for her or his succession.

Focusing on employer characteristics it is reasonable to suggest that if women were equally trained, experienced and otherwise as qualified as their male counterparts, then they would have greater opportunities to advance on their chosen career ladder. Subsequently, employers requiring specific education and/or experience would have an equally qualified pool of applicants consisting of both women and men. Further, Warner and DeFleur (1993) suggested that careers in higher education administration are often very demanding, requiring not only advanced educational degrees, but also extended work hours, continuous employment records and often relocation flexibility. Women studied in their research indicated that familial commitments and lack of advanced degrees were primary factors in their not being able to obtain senior level administrative positions in higher education.

Additionally, employers (according to demand theory) typically "look for" candidates they consider to be a good fit in their existing organizational structure. Decades of research in

higher education demographics has indicated that the typical administrative makeup of most

American colleges and universities is an old guard of middle-aged white males. If the

descriptive statistics are accepted as normative data, it is not unreasonable to suggest that the

supply/demand theories of placing advance degreed, experienced, males in key senior level

administrative roles is the accepted practice for most institutions of higher learning (Warner &

DeFleur, 1993).

LeBlanc (1993) suggested eleven barriers to advancement of women in higher education

administration. They were:

1) Self-Esteem

2) Need for Self-Improvement

3) Limited External Interactions

4) Motherhood/Family/Academe – The Balancing Act

5) Issues of Loneliness

6) Limited Political/Business (Organizational) Encounters

7) Academics vs. Administration

8) Need for Critical Career Path

9) Need for Mentoring

10) Need for Internal/External Support Systems (Networking)

11) Ability to See the 'Big Picture' Within the Organization (Warner & DeFleur, 1993,

pp. 44–49).

Similarly, as noted in earlier documented research conducted by the NCAA (1989,

2005–06), young girls and women indicated the following factors influencing either the decision

to pursue administrative careers in intercollegiate athletics or the subsequent failure to rise on

the career ladder: 1) burn-out caused by demanding work schedule; 2) amount of travel

required; 3) unfavorable stereotyping of women in athletics; 4) lack of role models; 5)

work/personal life imbalance; 6) limited career vision in athletics; 7) disparity in pay.

The results of the study revealed suggestions from the participants for the overall improvement

of equity in athletics. The participants suggested that equality would include equal funding and

opportunities for employment based on qualifications; support from university and athletic

administrators; appropriate image promotions; increased visibility of athletics career

opportunities for women; improved working conditions (child-care, maternity leave, flexible

working hours); and improved opportunities for networking and communications and education

and training.

As summarized by Warner and DeFleur (1993), LeBlanc's research similarly suggests

that it is possible to overcome some of the barriers to advancement of women in higher education

administration by focusing on and developing 12 areas of strength. Good peer evaluations,

increased global education, ability to network and enhance resources, sense of self-worth and

value and effective communication skills are five of the twelve similar areas of strength

suggested by the research to improve opportunities for women to overcome barriers and advance

their career goals in higher education administration (p. 49).

These areas of strength need to be developed in women who choose to pursue a career in

intercollegiate athletic administration and should be focus areas for any structural plan of

professional development for them. The women in this dissertation research study suggested

several specific topics to include in a professional development program to meet their needs (see

Table 21). These include: mentor programs, networking opportunities, more formalized staff

training and development, tips on balancing life and career, assertiveness training, greater cross-

training opportunities within the profession and development of interpersonal skills. Any such program should be developed in conjunction with the staff development programs that focus on leadership training.

Leadership through Staff Development

Staff development is known by various names in diverse institutional settings: performance coaching, reengineering, professional development, staff training, continuous development and continuing education (Case, 1976; Knoppers, 1994). Some researchers believe that we should consider staff development as a process rather than as a technique (Case, 1976). According to Case (1976), staff development should be a "system of interrelated activities designed to culminate in the improvement of learning through the improvement of teaching and the environment of teaching ... it intertwines with the fundamental processes and constructs of the institution, shaped by and shaping the institution" (p. 1).

From this perspective, the purpose of staff development is to encourage the exchange of information, ideas and expertise for the purpose of continued growth, change and personal and professional development. According to Case (1976), if staff development and training is properly implemented, it has the power to shape and influence the institutional philosophy, its mission and goals, organizational structure, policy and procedure and institutional governance. The most powerful influence on the impact and scope of staff development is the prevailing institutional culture (Gilley & Boughton, 1996). Staff development and training should be viewed as a partnership between the learner and the supervisor, suggested Gilley and Boughton (1996). They used Turner's (1982) Internal Consultants Hierarchy of Purpose model to show the process for staff development and training. In Turner's (1982) model, emphasis is placed on overall improved employee performance and organizational effectiveness through partnerships

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between managers and employees. The partnership details training exercises and activities for professional trainers to train managers to be trainers themselves so that they can better serve the needs of their employees through enhanced staff training and development. The model encourages design and development of team teaching exercises and activities allowing both professional trainers and trained managers to interact with employees during staff training and development (Gilley & Boughton, 1996).

According to Gilley and Boughton (1996), the overall scope of staff development should be to educate the whole person through the participation of both facilitators and participants. The staff development plan should have four major components. The first component should be institutional assessment. Before staff development can take place, the needs, mission and goals of the institution should be thoroughly reviewed. Second, the purpose, scope and intent of staff development should be given consideration. In order for the process to be effective and have successful implementation, everyone involved should have a clear understanding of the purpose of the plan. Program evaluation should be conducted at the conclusion of the session(s) and after implementation of the program. The fourth component is a plan of implementation. This is crucial to the success of the staff development program. Often, staff development is seen as a separate entity from the mission and goals of the institution, when, in fact, it should be seen as one of the building blocks of the institution.

Gilley and Boughton (1996) identified two basic role-types in staff development: a) the facilitator/trainer and b) the participant/learner. While both of the roles are necessary to appropriately conduct a formal staff development program, the two roles play extremely different parts. The role of the facilitator/trainer is the major link between the program and the participant. It is the responsibility of the facilitator to assume the role of program director,

leading discussion, guiding exercises, and working individually with participants (Case, 1976). The facilitator must be able to identify institutional needs and incorporate them into the overall program structure for the purpose of holistic growth and development.

Gilley and Boughton (1996) suggested that managers and employers consider the person centered approach of performance coaching as a viable alternative for employee training and development. This performance coaching process focuses on the synergy between the manager and employee to improve organizational productivity and employee performance. The four phases of performance coaching are: 1) developing a synergistic relationship with employees; 2) using the four roles of performance coaching; 3) developing a self-directed and self-esteeming employee; and 4) selecting rewards that build commitment and get results. Further, the performance coaching process allows the manager/trainer to focus on the two primary components of the process: type of employee and the actual career selection process. The diversity of both the participant and her/his career selection and/or current job role often varies. For instance, the level of knowledge and skill among participants within the same department or unit may vary slightly or significantly. So, within any employment structure, there may be a novice and an expert, or perhaps someone who is in the intermediate stages of professional development seeking to gain greater knowledge from the same program. It is important that the facilitator be aware of these differences in order for the program to be helpful for all participants. The process of identifying and classifying employees was also presented in Gilley and Boughton's (1996) Performance Coaching Process. They described three common types of employees: movers, middle-of-the-road and stuck, employees. *Movers* tended to view their jobs and careers as positive extensions of themselves. Typically, movers are excited about new learning experiences and have long-range plans and/or career goals. Conversely, *stuck*

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employees tended to dislike their job and have negative opinions about both their employer and their career paths. Stuck employees are often unproductive employees. Middle-of-the-road employees are often considered to serve in the balancing staff role in the workforce. They typically were stable employees who will accept challenges but do not usually present them.

According to Case (1976), there are six basic parts of most staff development programs: induction/socialization, introduction and purpose of program, exploration, brainstorming, evaluating, and planning and implementation. Induction/Socialization is the process by which the facilitator and the group members learn about the norms and expectations of the institutional environment. During the exploration stage, the members self-explore and identify both their personal and professional role in carrying out the mission and goals of the organization. Further, the members should use this phase of the process to evaluate their strengths and limitations as they relate to the work environment. This process involves evaluating values and beliefs. Brainstorming is the exchange of ideas among the group members. It is at this stage that the members have a unique opportunity to clarify the institutional goals and objectives as they relate to their own personal goals and objectives. Opportunities for feedback had the potential to lead to stronger bonding among the members and establish a sense of team building among the members. After the members bond, explore and share ideas, they should evaluate the goals, mission and objectives of the institution to see if their daily tasks are in sync with the stated goals and objectives. This opportunity allows the group members to examine and re-explore their purpose and possibly re-state the mission and goals to accommodate the current institutional goals.

Planning and implementation in the final stage of the staff development program is the process by which the members decide on a course of action for self and for the institution (Case,

1976). The expectation is that the members would leave the session with a renewed sense of purpose with which they could work, develop and grow both personally and professionally for the benefit of the institution. Generally, it could be surmised that if change is to occur in any institutional process of education, hiring, and training women in a traditionally male dominated profession, all members of the organization must be invested in the process and see it as beneficial to the overall growth and development of both the individual and the organization. Further, since many intercollegiate athletic departments function either separately or parallel to most other institutional departments, an institutional and departmental assessment of what currently exists, what is needed, what could/should be changed must occur in order for progress to be made. In essence, the leadership will have to buy-in to the transformation of its current practices and existing culture.

Implications for Research and Practice

Clearly, more research is needed in the area of staff training and development of women administrators in intercollegiate athletic administration. What works and what does not? Formative and summative evaluation of specific professional development programs could help answer these questions.   Furthermore, the availability of research literature specifically tracking the career patterns of women in all areas of intercollegiate athletic administration is limited and would benefit from additional concentrated study (Kelly, 2004; Wicker, 2008). Additional case studies and longitudinal research would be enormously helpful in identifying clear paths to a successful career in intercollegiate athletic administration for women. Additional research examining the following would contribute to existing research in establishing a career matrix specifically for young girls and women who choose to pursue this career path:

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1) more specific job descriptions and duties for leadership positions in athletic administration to assist in creating an accepted standard;

2) correlative studies of the career paths of both women and men athletic directors;

3) evaluative information regarding position announcements/job classifications and the influence of education and/or experience on hiring, salary ranges, tenure, and promotion relative to existing hiring patterns;

4) correlative studies of existing professional development, training and job expectations relevant to actual job duties;

5) design of a career matrix or professional template beginning with initial college years for both student-athlete and non-student-athlete; and

6) the 'lost generation' of young girls and women due to perceived barriers for women in this profession.

Practitioners in intercollegiate athletic administration must place more emphasis on both personal and professional development to prepare women to become efficient, effective leaders in this career field. As intercollegiate athletics experiences diverse growth, so will the need to diversify our human resources. Through this development, intercollegiate athletics will be able to offer more efficient and practical services to meet the diverse needs of our changing student population.

Leaders in public colleges and universities should be able to present a vision of the institution that goes beyond meeting the basic needs of its constituencies. The vision can and should be applied at every level of the institution, both internally and externally. This vision should include the institution's philosophy regarding the inclusion of student athletes in all

aspects of campus life. It should also include methods for career development for all the

institution's professionals, including women and men in athletic administration.

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APPENDIX 1

SURVEY QUESTIONNAIRE

1. Transforming the Leadership: A Study of the Career Paths of Women in Inter...

Invitation and consent to participate.

✱ 1. Dear Colleague,

I am a doctoral candidate in the Department of Educational Foundations, Leadership and Technology at Auburn University. I would like to invite you to participate in my research study to determine if women in intercollegiate athletics participate in and benefit from specific training and development to pursue careers in intercollegiate athletics.

Participants will be asked to complete the following survey. The survey will take approximately 15 minutes of your time. This study will seek to add to the knowledge base by : 1)examining the career patterns of women currently in administrative positions in intercollegiate athletics and 2) identifying transformational trends in staff development and training with the intent to recommend a model and/or career development path for women who desire to pursue administrative careers in intercollegiate athletics.

If you would like to know more information about this study, an information letter can be obtained by sending an email to the address listed below. Please contact me or my advisor, Dr. William I. Sauser at sausewi@auburn.edu if you have additional questions.

Thank you for your consideration,

Audrey L. Phillips
(678) 756-7227
phillau@auburn.edu
phillipsaudrey65@yahoo.com

○ Yes, I consent to participation. (Please continue)

○ No, Thank you. (Please close your browser window to exit.)

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* 2. Please indicate your office/institution affiliation

☐ Conference office   ☐ NCAA Division II

☐ NAIA   ☐ NCAA Division III

☐ NCAA   ☐ NJCAA Division I

☐ NJCAA   ☐ NJCAA Division II

☐ NCAA Division I   ☐ NJCAA Division III

☐ Other (please specify)

[_____]

* 3. Please indicate the geographical region in which your office/institution is located. (Select one)

○ Northeast (CT,DC,DE,MA,MD,ME,NH,NJ,NY,PA,RI,VT)

○ Southeast (AL,AR,FL,GA,KY,LA,MS,NC,PR,SC,TN,VA,WV)

○ Midwest (IA,IL,IN,KS,MI,MN,MO,ND,NE,OH,SD,WI)

○ Southwest (AZ,CA,CO,HI,NM,NV,OK,UT,TX)

○ Northwest (AK,ID,MT,OR,WA,WY)

* 4. What is your title? (Select all that apply)

☐ Athletic Director   ☐ Assistant Director

☐ Associate Athletic Director   ☐ Academic Advisor/Counselor

☐ Assistant Athletic Director   ☐ Eligibility Specialist

☐ Senior Woman Administrator   ☐ Certified Athletic Trainer

☐ Director   ☐ Head Coach

☐ Associate Director   ☐ Assistant Coach

☐ Other (please specify)

[_____]

* 5. In what area is your primary responsibility? (Select one)

◯ Advising/Academic Support   ◯ Fundraising/Development

◯ Business/Finance   ◯ Human Resources

◯ Coaching   ◯ Marketing

◯ Compliance   ◯ Sports Information

◯ Event Management   ◯ Sports Medicine

◯ Facilities Management   ◯ Ticket Management & Sales

◯ Other (please specify)

* 6. Do you have secondary responsibilities?

◯ Yes

◯ No

◯ If Yes, please specify

* 7. Do you supervise other staff?

◯ Yes

◯ No

◯ If Yes, please indicate the number of full time and/or the number of part-time staff that you supervise.

* 8. What is the title of the administrator to which you directly report?

* 9. Is your position

◯ Full time (12 months)

◯ Full time (09 months)

◯ Part time (please indicate hours/week)

* 10. How many years have you been in this position?

◯ 0-3

◯ 4-8

◯ 9-12

◯ 13-17

◯ 17+

* 11. Does your position include health and/or other benefits?

◯ Yes

◯ No

* 12. Is your position contractual?

◯ Yes

◯ No

◯ If YES, please indicate the number of years on your current contract

* 13. Does your job title adequately describe what you actually do?

◯ Yes

◯ No

◯ If NO, please describe your job responsibilities.

* 14. On average, how many hours per week do you work?

◯ 20-40

◯ 41-50

◯ 51+

* 15. What is your salary range?

○ Less than $20,000   ○ $60,000 - $69,000

○ $21,000 - $29,000   ○ $70,000 - $79,000

○ $30,000 - $39,000   ○ $80,000 - $89,000

○ $40,000 - $49,000   ○ $90,000 - $99,000

○ $50,000 - $59,000   ○ $100,000+

* 16. Are you financially compensated for working hours in excess of forty (40) hours per week?

○ Yes

○ No

* 17. Please indicate your racial/ethnic identity.

○ African American/Black

○ American Indian

○ Asian or Pacific Islander

○ Caucasian/White

○ Hispanic or Latino

○ Other

[   ]

18. Please indicate your age range.

○ 18-21

○ 22-25

○ 26-30

○ 31-40

○ 41-50

○ 51-60

○ 61+

19. Please list your most recent five (05) positions held and number of years worked in those positions in reverse chronological order.

Current position/# years

Position/# years

Position/# years

Position/# years

Position/# years

* 20. What is the highest level of education you have completed?

◯ Two Year College Degree   ◯ Doctorate

◯ Bachelor's   ◯ Professional

◯ Master's

* 21. Which of the following area(s) are your degrees from? Please choose all that are applicable.

	Business	Education	Liberal Arts	Mathematics	Science
Associates	◯	◯	◯	◯	◯
Bachelor's	◯	◯	◯	◯	◯
Master's	◯	◯	◯	◯	◯
Doctoral	◯	◯	◯	◯	◯
Professional	◯	◯	◯	◯	◯

Other (please specify)

* 22. Were you a student-athlete in college?

◯ Yes

◯ No

23. If you answered YES to question #22, which sport(s) did you participate in? Please indicate all that apply.

☐ Basketball   ☐ Golf   ☐ Rowing

☐ Cheerleading   ☐ Gymnastics   ☐ Rugby

☐ Cricket   ☐ Ice Hockey   ☐ Softball

☐ Diving   ☐ Lacrosse   ☐ Swimming

☐ Equestrian   ☐ Polo   ☐ Tennis

☐ Field Hockey   ☐ Racquetball   ☐ Volleyball

☐ Other (please specify)

* 24. Are you included in critical meetings in the decision making process for the overall athletic department?

◯ Yes

◯ No

* 25. Where does your position fall in the decision making hierarchy? Assuming that the Athletic Director is the first level; Associate AD's are the second level and Assistant Directors and Directors are third, and other staff are fourth. Your position is at the _____ level.

* 26. Is staff training and development offered to you?

◯ Yes

◯ No

* 27. If you answered YES to question #26, please indicate if the training is

☐ Internal (ex: staff meetings, campus workshops)

☐ External (ex: state/regional/national conferences)

* 28. Are you a member of any of the following professional organizations? Please indicate all that apply.

☐ American Counseling Association (ACA)

☐ American Psychological Association (APA)

☐ National Academic Advising Association (NACADA)

☐ National Association of Academic Advisors for Athletics (N4A)

☐ National Association of Collegiate Directors of Athletics (NACDA)

☐ National Association of Collegiate Women Athletic Administrators (NACWAA)

☐ Other (please specify)

29. Please list any/all staff development programs that you have participated in.

1.

2.

3.

4.

5.

* 30. Do you attend professional conferences?

◯ Yes

◯ No

If YES, Please list. If NO, please explain why.

* 31. Do you have or have you had a professional mentor?

◯ Yes

◯ No

32. If you answered YES to question #31, please indicate if your mentor works/worked in intercollegiate athletics.

◯ Yes

◯ No

* 33. Do you receive performance evaluations?

	Verbal	Written
Yes	◯	◯
No	◯	◯

If YES, how often. If NO, please explain.

* 34. Do you facilitate staff training and development?

◯ Yes

◯ No

* 35. Do you receive staff training and development?

◯ Yes

◯ No

* 36. What recommendations do you have for staff training and development for women pursuing careers in intercollegiate athletic administration?

* 37. What advice do you have for women considering a career in intercollegiate athletic administration?

THANK YOU very much for participating in this survey.

APPENDIX 2

HISTORY OF WOMEN'S PARTICIPATION IN ATHLETIC COMPETITION

Modern History of American Women's Participation in Athletic Competition
(Sparhawk, R. M., Leslie, M. E., Turbow, P. Y., & Rose, Z. R. (1989).)

Pre-Organizational Era (1887-1916)

1887 – Annie Oakley breaks her first 100 straight at trapshooting in a match in London, setting a club record.

1889 – The United States Lawn Tennis Association extends its protective wing to "lady lawn tennis players."

1894 – The faculty of Vassar College refuses a tennis challenge made to its students from the students of Bryn Mawr

1896 – Thirteen women participate in the United States Champion Golf Tournament sponsored by the United States Golf Association.

The first intercollegiate basketball competitions for American women match the University of California-Berkeley against Leland Stanford University, and the University of Washington against Ellensburg Normal School.

On the subject of women's competition in the Olympics, Pierre de Coubertin, revivers of the modern games, is quoted as saying, "We must continue to try to achieve the following definition: the solemn and periodic exaltation of male athleticism with internationalism as a base, loyalty as a means, art of this setting, and female applause as its reward" (quoted in Davenport 1978, p. 58).

1900 – Several Americans are among the first female contestants to participate in the modern Olympic Games.

1905 – Senda Berenson is appointed the chairperson for the basketball rules committee of the AAAPE. The committee is the forerunner of the National Association for Girls and Women in Sport (NAGWS).

1908 – Although the lvth Olympiad provides "official" competition for women in figure skating, gymnastics, and swimming and diving, the American Olympic Committee refuses to permit its female athletes to enter the events. "In other words, the Committee was opposed to women taking part in any activity in which they could not wear long skirts" (New York Times, quoted in Davenport 1978, 58).

Organizational Years (1917-1956)

1917 – Blanche Trilling of the University of Wisconsin organizes the Athletic Conference of American College Women (ACACW) in an effort to align women's athletic associations with women's department of physical education at American colleges and universities.

1920 – The Nineteenth Amendment to the U. S. Constitution is enacted, giving American women the right to vote.

1921 – Bessie Coleman becomes the first black internationally licensed pilot on record.

1923 – Lou Henry Hoover, wife of the president of the United States, organized the initial meeting of the Women's Division of the National Amateur Athletic Federation. The group helps popularize the slogan, "A sport of every girl and very girl in a sport."

1924 – The International Women's Sports Federation is formed to call attention t he athletic capabilities of women. The group conducts its own Olympiad, to which other United States, under the auspices of the AAU, sends a team.

1927 – Emma Paler begins her term of office as an WIBC executive secretary, which will last until 1965. The member ship will increase during this period to nearly 2.7 million members in over 2,700 local associations.

1928 – Amelia Earhart is the first woman passenger to cross the Atlantic Ocean by air. [pilots solo in 1931; completes first transcontinental flight in 1932]

1931 – Mabel Lee, premier physical educator and a "bloomer girl" from the start, is elected the first woman president of the American Physical Education Association.

Virne "Jackie" Mitchell becomes the first woman to play for an all-male baseball team as she signs a contract to pitch of the Chattanooga Lookouts. In an exhibition game against the New York Yankees on April 2, she strikes out Babe Ruth and Lou Gehrig.

1932 – The CWA, ACACW, and the Women's Division of the National Amateur Athletic Federation all register their disapproval of women's participation in the Olympic Games. The Aau stands alone in support of women's competition, and American women are permitted to compete in the Xth Olympiad in Los Angeles.

1937 – The National Section on Women's Athletics (formerly the CWA) begins to recognize the competitive needs of highly skilled female athletes. Athletic competition can be valuable if programs conform to standards of common sense and good faith, it states.

Competitive Period (1957-1971)

1957 – The Division for Girls and Women's Sports (DGWS) acknowledges that intercollegiate athletic programs for women are acceptable if they are outgrowths of solid curricular and intramural sports programs.

1963 – The DGWS changes its attitude about women's athletics, stating in its annual publication that competitive opportunities beyond the intramural program are desirable and should be provided for highly skilled women.

1966 – The Commission on Intercollegiate Athletics for Women (CIAW) is organized by the DGWS. The purpose of the new group is to encourage intercollegiate athletic competition.

1968 – The DGWS stipulates in its statement of policy that the holding of national collegiate athletic championships for women will not detract from the effectiveness of instructional and intramural physical education programs.

1971 – The CIAW is reorganized on a regional basis and becomes the Association for Intercollegiate Athletics of Women (AIAW).

Title IX Era (1972-1987)

1972 – Title IX of the Education Amendments of 1972 (P. O. 92-318) is passed by the U. S. Congress .

    In response to a national invitation, 73 colleges become associate members and 205 colleges and universities become charter members of the newly formed AIAW .

1973 – The AIAW's membership list now includes 405 institutions.

    The National Association for Girls and Women in Sport (NAGWS), formerly the DGWS, finally permits the granting of financial aid to American women athletes in colleges and universities .

    The Women's Equity Action League demands that the Department of Health, Education and Welfare ensure that schools grant students of both sexes equal access to sports and coaching facilities.

    The Pennsylvania Justice Department rules that women may be licensed to box and wrestle in Pennsylvania.

1974 – The Women's Sports Foundation is established.

1977 – The AIAW sponsors 20 national championships in 12 different sports for American collegiate women athletes.

1978 – The AIAW's membership list expands to include 827 colleges and universities.

1981 – The first two women are elected to the 87 year old all-male International Olympic Committee (IOC).

APPENDIX C

INVITATION LETTER TO PARTICIPATE IN STUDY

AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

Department of Educational Foundations, Leadership and Technology
(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER
for a Research Study entitled
"Transforming the Leadership: A Study of Career Paths of Women in Intercollegiate Athletic Administration"

You are invited to participate in a research study to determine if women in intercollegiate athletic administration participate in and benefit from specific training and development to pursue careers in intercollegiate athletics. The study is being conducted by Audrey L. Phillips, doctoral candidate, under the direction of Dr.William I. Sauser in the Auburn University Department of Educational Foundations, Leadership and Technology in the College of Education. You were selected as a possible participant because you are a female graduate student and/or currently employed in the field of intercollegiate athletic administration and are age 18 years or older.

What will be involved if you participate? Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete an online survey via the link below. Your total time commitment will be approximately 15 minutes.

Are there any risks or discomforts? The minimal risks associated with participating in this study are breach of confidentiality. To minimize these risks, we will not collect any personally identifiable information.

Are there any benefits to yourself or others? If you participate in this study, you can expect to receive no direct benefits.

Will you receive compensation for participating? There is no compensation offered for participation in this study.

Are there any costs? If you decide to participate, you will not be expected to pay any costs.

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If you change your mind about participating, you can withdraw at any time by closing your browser window). ~~If you choose to withdraw, your data can be withdrawn as long as it is identifiable.~~ Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology or the College of Education.

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by storing it with the secure online survey provider. Information collected through your participation may be used to develop future career development models for women to pursue careers in intercollegiate athletic administration.

If you have questions about this study, please contact Audrey L. Phillips at (708) 997-1139/ phillau@auburn.edu or Dr. William I. Sauser at sausewi@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

Audrey L. Phillips	11/09/09	
Investigator	Date	

The Auburn University Institutional Review Board has approved this document for use from 11/4/09 to 11/3/10. Protocol # 09-297 EX 0911

Dr. William I. Sauser   11/09/09
Co-Investigator   Date

The Auburn University Institutional Review Board has approved this document for use from 11/4/09 *to* 11/3/10. *Protocol #* 09-297 EX 0911

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LINK TO SURVEY

APPENDIX D

INSTRUCTIONS FOR PARTICIPATION

November 9, 2009

To Whom It May Concern,

The National Association of Collegiate Women Athletic Administrators (NACWAA) agrees to assist Audrey L. Phillips in her dissertation research study "Transforming the Leadership: A Study of the Career Paths of Women in Intercollegiate Athletic Administration" by placing an information letter and survey link in our weekly update e-newsletters that are sent out to all of our current NACWAA members.

The National Association of Collegiate Women Athletics Administrators, founded in 1979, is a 501(c)(3) membership organization dedicated to providing educational programs, professional and personal development opportunities, information exchange, and support services to enhance college athletics and to promote the growth, leadership, and success of women as athletics administrators, professional staff, coaches, and student-athletes.

Please let me know if you have any questions.

Sincerely,

Jennifer Alley
Executive Director

APPENDIX E

PERMISSION TO ACCESS MEMBERSHIP

National Association of Academic Advisors for Athletics
NCSU
Campus Box 8509
240 Jeter Drive
Raleigh, NC 27695-8509
Phone 919-513-1007   FAX 919-513-0541

November 12, 2009

Audrey L. Phillips
Truman Pierce Institute
Auburn Univ., 108 Ramsay Hall
Auburn, AL 36849

Dear Audrey:

Thank you for contacting the National Association for Academic Advisors for Athletics (N4A) in your research study, "Transforming the Leadership: A Study of the Career Paths of Women in Intercollegiate Athletic Administration".

On behalf of the Board of Directors, I am pleased to accept your invitation and provide access to the N4A membership. As part of this agreement, N4A will send out an invitation link to the N4A members via our list serve which is members-only. In addition, an announcement of the survey will be listed on the home page of the website. Generally these are the allowances offered when we receive these types of requests. If you require additional support, please do not hesitate to contact me.

Once the results have been tabulated we would like to make the results available to the membership.

Thank you again for including N4A members.

Sincerely,

Teresa Evans-Hunter, MBA, CAE
Executive Director