

PERCEIVED BARRIERS

2008-2009

Gender Equity in College
Coaching and
Administration:
Perceived Barriers Report





THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

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Executive Summary

Gender Equity in College Coaching and Administration – Perceived Barriers (Barriers 2007-08), is the second study conducted by the NCAA to measure career aspirations and perceptions of careers in intercollegiate athletics among females. This study seeks to provide NCAA policymakers, conference offices and member institutions with detailed information on the perceptions and concerns of female student-athletes, coaches, administrators and officials regarding careers for females in intercollegiate athletics. The major goal of this study (and this specific report) is to outline the factors that continue to influence women's careers, motivate women to seek careers in intercollegiate athletics, and to identify potential obstacles institutions may face in recruiting and retaining women in coaching, administrative and officiating positions.

Methods

For this replication, four separate instruments were developed; one for each group surveyed. These questionnaires were designed to collect information on the factors that motivate women to pursue careers in intercollegiate athletics as well as the factors that impede these careers from the perspective of female student-athletes, coaches, administrators and officials. Not all items on the instruments were asked of each group.

Survey Administration

Survey administration for administrators, coaches, commissioners and student-athletes involved an online survey tool that allowed users to access a survey link embedded in an e-mail. Detailed instructions were provided in the initial e-mail messages. These instructions made it clear to the four groups that their participation in this study was completely voluntary and that their responses were anonymous. The initial e-mails from the NCAA requesting distribution were directed to different individuals based on the survey version.

Student-Athletes

Survey administration involved an online survey tool that allows users to access an embedded survey link via e-mail. The Student-Athlete Advisory Committee (SAAC) representatives on each campus were instructed to disperse the survey via e-mail to female student-athletes at their respective campuses.

Coaches and Administrators

The coaches and administrators were accessed via e-mail. NCAA research staff retrieved e-mail addresses for the senior woman administrator (SWA) in all three divisions. It was requested the SWA at each institution forward the appropriate link to all the female coaches and administrators on their campus.

Officials

Conference commissioners, conference SWAs, and institutional SWAs at each NCAA conference or member school from all three divisions were provided a web generated address to forward to female intercollegiate athletics officials for survey completion.

Participants

Participation in this study was completely anonymous. Survey responses were received from 8,900 student-athletes, 1,475 coaches, 1,107 administrators, and 1,127 officials. All divisions and sports were represented among respondents.

Analysis

Once the completion deadlines passed, the web links were disabled. The four groups of responses were converted into SPSS format at the NCAA national office. The data were checked for errors and inconsistencies. The SPSS library of statistical packages was used to compile the descriptive statistics reported in this summary.

Findings

2007-08 Student-Athlete Findings

Finding 1: The majority of female student-athletes are satisfied with their athletics participation in college.

Finding 2: Female student-athletes have career interests outside of intercollegiate athletics. The desire for a higher salary, the required time requirements, and the preference of a nine-to-five position were factors cited by current female athletes for choosing not to pursue athletics careers.

Finding 3: Female student-athletes who report their career will likely involve athletics or exercise science were more likely to report their roster spot as first team than were female student-athlete respondents who report their career will unlikely involve athletics or exercise science.

Finding 4: Respondents were very positive about the capability of male coaches to guide both male and female student-athletes as well as the capability of female coaches to be models and to provide guidance for female student-athletes.

Finding 5: Having no interest beyond playing, burn out and salary were identified as the top three reasons why female student-athletes believe women **do not enter** careers in intercollegiate athletics.

Finding 6: Time requirements, salary and unfavorable gender discrimination were identified as the top three reasons why female student-athletes believe women **leave** careers in intercollegiate athletics.

2007-08 Coaches Findings

Finding 7: The majority of female coaches indicate they would still be an intercollegiate coach if they were to start over again and agree that they encourage current student-athletes to consider intercollegiate athletics as a career.

Finding 8: Respondents indicate that the university's support of women's athletics programs is the most important factor in their decision to accept a position in athletics.

Finding 9: Involvement as a female student-athlete was associated with interests in athletics careers.

Finding 10: While the majority of female coaches indicate satisfaction with their current overall employment, some indicated dissatisfaction with the equality of the sexes within athletics departments, salary and level of stress involved with the job.

Finding 11: Female coaches feel there are qualified women who do not apply for intercollegiate coaching positions.

Finding 12: Family commitments was the most cited reason that female coaches feel women **do not enter and leave** careers in intercollegiate coaching.

2007-08 Administrators Findings

Finding 13: The majority of respondents indicate they would still be an intercollegiate athletics administrator if they were to start over again and agree that they encourage current student-athletes to consider intercollegiate athletics as a career.

Finding 14: Respondents indicate the challenge of assignment as the most important factor in their decision to accept a position in athletics.

Finding 15: Involvement as a female student-athlete was associated with interests in athletics careers.

Finding 16: While the majority of female administrators indicate satisfaction with their current overall employment, some indicated dissatisfaction with the gender equality within athletics departments and the equality of race/ethnicity in athletics departments.

Finding 17: Female administrators feel there are qualified women who do not apply for intercollegiate athletics administrator positions.

Finding 18: Time requirements were the most cited reason female athletics administrators feel women **do not enter** careers in athletics administration.

Finding 19: Female athletics administrators feel women **leave** careers in athletics administration because of family considerations.

2007-08 Officials Findings

Finding 20: The majority of respondents indicate they would choose to be an intercollegiate athletics official again.

Finding 21: While the majority of intercollegiate athletics officials indicate satisfaction with their current overall employment, some indicated dissatisfaction with the equality of sexes within intercollegiate officiating, opportunity for career advancement, equality of race/ethnicity within intercollegiate officiating and salary.

Finding 22: Involvement as a female student-athlete was associated with first interests in athletics careers.

Finding 23: Female officials agree that there are women who are qualified to officiate intercollegiate athletics who do not apply for open positions.

Finding 24: Time requirements were the most cited reason that female athletics officials feel women **do not enter** careers in athletics officiating.

Finding 25: Female athletics officials feel women **leave** careers in athletics officiating because of family considerations.

Suggestions for Improvement

1. Market coaching, athletics administration and officiating to young women as viable professions.
2. Make practical experience available in the fields of coaching, athletics administration and officiating.
3. Increase in-service training opportunities for women in the fields of coaching and officiating.
4. Create additional networking and communication opportunities to interact with coaches, administrators and officials on a national intercollegiate basis.
5. Develop mentoring programs to increase the accessibility to role models within college athletics.
6. Encourage institutional exploration of hiring practices and procedures.

Introduction

This study, *Gender Equity in College Coaching and Administration – Perceived Barriers* (Barriers 2007-08) is a follow-up to the 1989 study conducted on career aspirations and perceptions of careers in intercollegiate athletics. This study builds upon a growing interest in developing an understanding of the factors that both motivate women to pursue careers in intercollegiate athletics as well as the factors that impede these careers. The primary goals were to determine what factors continue to influence women's careers, what motivates women to seek careers in intercollegiate athletics, and to identify potential obstacles institutions may face in recruiting and retaining women in coaching and administrative positions.

Items contained in *Barriers 2007-08* were derived from items and concepts contained in the original 1989 study, which allows for general comparisons and provides opportunities to determine how perceptions and aspirations have changed over the last 20 years. Although this study is not a direct replication of the 1989 study, due in part to the rewriting of items designed to attain greater clarity and the inclusion of additional items developed expressly for *Barriers 2007-08*, the intent was for the current study to be as comparable to the original as possible.

A significant difference between the 1989 study and the 2007-08 study is survey administration. The 1989 surveys were administered by means of a paper and pencil survey to a limited number of women's teams nationwide. The current surveys were administered electronically via e-mail, reaching a larger and more representative sample of NCAA female student-athletes, coaches, administrators and officials. (Additional information on sampling and administration can be found in the *Methods* sections in each individual report). This sampling difference should be kept in mind when comparing data between the two studies.

Brief History of the 1989 Study and Findings

The genesis of the current *Barriers 2007-08* research project can be traced to the 1989 study *Gender Equity in College Coaching and Administration – Perceived Barriers*, which was conducted by the NCAA during the 1988-89 academic year. This study provided the NCAA with its first assessment of the perceptions of female student-athletes, coaches, administrators and officials regarding athletics careers. The 1989 surveys were distributed to a limited number of women's teams nationwide and resulted in participation from 1,577 female student-athletes, 531 female coaches, 286 female administrators and 124 female officials. Below is a summary of findings for the female student-athletes, coaches, administrators and the officials who participated in the 1989 study.

1989 Student-Athlete Findings

Overall, the 1989 results indicated female student-athletes at NCAA member institutions were not looking at the field of intercollegiate athletics as a viable career option. Those students indicated that their main reasons for this perception were the desire for more money, a desire to pursue interests other than athletics, the politics involved in obtaining an athletics career, unfavorable stereotyping of women in athletics and burn-out. Female student-athletes at the time were more attracted to “business-like” careers that offered them more stability and a consistent work schedule, giving them nights and weekends for family and other personal interests.

1989 Administrators and Coaches Findings

The athletics administrators and coaches’ reports from 1989 indicated that, in general, women in athletics administration and coaching were content with their careers. However, some respondents described mixed emotions about their career in intercollegiate athletics. Some described the perception of women as “second-class” citizens. Respondents also indicated women’s involvement with sports was often perceived as an association with lesbian and/or masculine stereotypes. Additional frustrations highlighted within the report revolved around athletics politics and general working conditions. Female administrators and coaches in 1989 attributed the lack of female interest in intercollegiate athletics careers to a perceived interference with marriage and family duties as a result of time demands. Other factors highlighted in the reports were a lack of initiative for involvement in athletics, stress, lack of advancement and opportunity, and low pay.

1989 Officials Findings

In 1989, the data from female officials suggested women were satisfied with officiating because of the personal fulfillment and challenge officiating offers. When asked to cite reasons about a lack of representation of women in intercollegiate officiating, the report highlighted discrimination and the hiring system (termed “old-boy networks”) as being inhibitors to women entering collegiate athletics officiating. Additionally, the report highlighted that an increase in qualified female officials was needed. In order to improve the conditions of intercollegiate officiating and to attract more women to the field, the women also agreed that officiating needed to be marketed to young women as a viable profession along with increased education, training, experience and networking.

Organization of the Report

This report is a compilation of four short reports. The first section of this report provides information on the findings from the female student-athlete respondents. The second section focuses on female coaches. Similar sections follow for female athletics administrators and female athletics officials.

Female Student-Athlete Report

Methods

Survey Participants

A total of 8,900 female student-athletes responded to the e-mail inviting their participation in this study. Female student-athletes who participated represented all three NCAA divisions. Of the respondents that identified their division, participants included 3,763 Division I, 1,246 Division II and 3,674 Division III female student-athletes. Female respondents represented the sports of basketball, bowling, cheerleading, crew, cross country, equestrian, fencing, field hockey, golf, gymnastics, ice hockey, lacrosse, rifle, skiing, soccer, softball, squash, swimming/diving, tennis, indoor and outdoor track and field, volleyball, and water polo. The head coaches for the participants were split by gender, 50% male and 50% female.

Survey Administration

The sample for the 2007-08 survey was obtained utilizing the Student-Athlete Advisory Committee (SAAC) representatives at the member schools. The SAAC representatives on each campus were instructed to disperse the survey via e-mail to female student-athletes at their respective campus.

Survey administration involved an online survey tool that allows users to access an embedded survey link via e-mail. Detailed instructions were provided in the initial e-mail message and within the survey instrument.

Survey

As described previously, a questionnaire was developed to collect information on the perceptions and aspirations of current female student-athletes with regard to careers in intercollegiate athletics. The female student-athlete survey had four sections including: (1) background information; (2) college athletics experience and environment; (3) athletics career aspirations; and (4) athletics career perceptions. There was also an opportunity provided for open-ended comments.

Findings

Satisfaction with Participation in Intercollegiate Athletics

Approximately 97% of the participants reported high levels of agreement that they would still compete in intercollegiate athletics if they were to start over again.

Interests Outside of Intercollegiate Athletics

A series of questions was asked regarding choice of major, the likelihood of athletics or exercise science being involved in their career and their long-term career goals. The first question specifically asked “what is your major area of study?” Overall, female student-athlete respondents selected business most frequently as the major area of study followed by social sciences, education, biological sciences, exercise, sports and kinesiology, professional studies, communications, physical sciences and mathematics, humanities and fine arts, and engineering. A divisional breakdown of majors indicates business was the highest represented major in Division I and Division II, while social sciences was the highest represented major for Division III.

Table 1.

Major Area of Study by Division			
	Division I	Division II	Division III
Business	19%	19%	15%
Social Sciences	15%	12%	18%
Exercise, Sports, Kinesiology	15%	16%	9%
Biological sciences	12%	13%	14%
Education	10%	17%	14%
Communications	9%	5%	5%
Professional Studies	6%	10%	7%
Engineering	5%	2%	4%
Physical Sciences and Mathematics	5%	3%	8%
Humanities and Fine Arts	4%	4%	6%

*Numbers represent the % of respondents within each division.

In addition to the specific question on majors, student-athletes were asked if their major area of study involved athletics. One-thousand seven-hundred and thirteen female student-athletes, or 19%, indicated their major area of study did involve athletics. Additionally, respondents were asked “how likely is it that your career will involve athletics or exercise science?” Slightly under 31% indicated their career would likely or very likely involve athletics or exercise science. When the more pointed question was prompted about their future goals, 62% indicated work outside athletics best described their long-term goals. Only 10% indicated aspirations of working within college athletics and 28% indicated their long-term goals were to work in athletics outside of college.

Female student-athletes who indicated their career was somewhat likely to very likely to involve athletics were significantly more likely to indicate higher levels of agreement with the statement “I would choose to compete again;” were more likely to indicate first team roster position; were more likely to indicate receiving a full or partial athletics scholarship, and were more likely to indicate long-term goals of working in college than were female student-athletes who indicated their career was somewhat unlikely to very unlikely to involve athletics.

Table 2.

	Career Likely to Involve Athletics	Career Unlikely to Involve Athletics
Still Compete Again – (Strongly Agree)	75%	64%
1st Team Roster Spot	65%	61%
Full or Partial Scholarship	47%	33%
Long-Term Career Goal to Work in College Athletics	16%	2%

Coaching Issues

Questions were asked regarding coaching preference and the ability to provide models and guidance via a 6-point Likert scale of agreement. The items in the scale include strongly agree, agree, somewhat agree, somewhat disagree, disagree and strongly disagree. Overall, female student-athletes had higher levels of agreement with the statement “I prefer my coach to be male” (52%) than they did with the

statement “I prefer my coach to be female” (41%). When asked about racial/ethnic coaching preference, only 23% agreed they preferred their coach be of a similar race or ethnicity to themselves. Additionally, levels of agreement about sexual orientation indicated 35% of the respondents preferred their coach to be of the same sexual orientation as themselves.

When asked about the ability to provide models and guidance, respondents were very positive about the capability of male coaches to guide both male and female student-athletes as well as the capability of female coaches to be models and to provide guidance for female student-athletes. Overall, similar levels of agreement were reported about male and female capabilities in guiding and providing models for female student-athletes. Agreement was reported 86% with the statement “female coaches provide models and guidance for female athletes” and 82% with the statement “male coaches provide models and guidance for female athletes.” The same levels of agreement were not displayed for the capabilities of female and male coaches pertaining to male student-athletes. Female student-athletes reported they agreed with the statement “male coaches provide models and guidance for male student-athletes” 91%, while 56% reported agreement with the statement “female coaches provide models and guidance for male student-athletes.” When assessing responses to these questions by current gender of head coach, responses to the statements were very similar with the exclusion of the agreement levels on preferences related to the gender of the coach. Here, female student-athletes who currently were coached by a male head coach were much less likely to respond that they preferred their head coach to be female.

Table 3.

Perceived Level of Favorability Toward Male and Female Coaches		
	Females with Female Head Coach	Females with Male Head Coach
I prefer my coach to be female	55%	26%
I prefer my coach to be male	50%	53%
Female coaches provide models and guidance for female athletes	87%	85%
Male coaches provide models and guidance for female athletes	82%	82%
Female coaches provide models and guidance for male athletes	55%	57%
Male coaches provide models and guidance for male athletes	92%	90%

*Percent includes respondents indicating “strongly agree,” “agree” and “somewhat agree.”

Factors Related to Not Entering Careers in Intercollegiate Athletics

Female student-athletes who indicated their long-term goals were not related to working in intercollegiate athletics were asked about the factors that led them to that decision. Overall, the desire for a higher salary was an important factor for 70% of the respondents. The second most important factor was time requirements followed by the preference of a nine-to-five position. Factors influencing female student-athletes to choose careers outside of intercollegiate athletics were very similar by division.

Table 4.

Factors Influencing Student-Athletes' Decisions NOT to Choose Careers in Athletics by Division			
	Division I	Division II	Division III
Desire a higher salary	72%	73%	67%
Time requirements	59%	63%	53%
Prefer a 9 to 5 position	54%	59%	54%
Burn out	38%	38%	28%
Prefer athletics position at a different level	36%	41%	36%
Lack of interest beyond playing	33%	33%	32%
Poor relationship with a college coach	26%	28%	19%
Unfavorable gender discrimination in athletics	24%	25%	21%
Unfavorable sexual orientation stereotyping in athletics	21%	23%	18%
Lack of role model	20%	22%	16%
Knowing women in the business who are unhappy in their career	19%	18%	14%
Poor relationship with a coach prior to college	18%	24%	19%
Unfavorable racial/ethnic discrimination in athletics	16%	20%	14%
Lack of racial/ethnic role model	13%	16%	10%

*Rows represent the % within division indicating “very important,” “important” and “somewhat important.”
Note: This table represents female student-athlete respondents indicating no long-term interest in careers in intercollegiate athletics.

No Interest Beyond Playing - Why Women Do Not Enter Careers in Intercollegiate Athletics

All respondents were asked “which of the following factors do you believe is the most common reason why qualified women do not enter careers in intercollegiate athletics?” Items listed for the student-athlete questions included poor high school athlete/coach relationship, poor college athlete/coach relationship, burn out, lack of interest in athletics beyond playing, lack of female mentors, lack of racial/ethnic mentors, salary, job availability, time requirements, travel requirements, lack of benefits offered, unfavorable gender discrimination, unfavorable racial/ethnic discrimination in athletics, unfavorable sexual orientation, stereotyping in athletics, stereotyping of women in athletics, desire to work in athletics at a different level than college, and candidates knowing women in the business who are unhappy in their career. No interest beyond playing (25%), burn out (16%) and salary (13%) were identified as the top three reasons why female student-athletes believe women do not enter careers in intercollegiate athletics.

Time Commitments - Why Women Leave Careers in Intercollegiate Athletics

When asked the most common reason why qualified women leave careers in intercollegiate athletics, female student-athletes identified time requirements (37%), salary (27%) and unfavorable gender discrimination (11%) as the top three reasons.

Female Coaches Report

Methods

Survey Participants

In the coaches' version of Barriers 07-08, we received 1,475 responses from female coaches across the NCAA membership. Female coaches responded from all three divisions. Half of the respondents coached for Division I schools followed by Division III (30%) and Division II (20%) respectively. Coaches responded from varying coaching levels with 62% indicating their current status as head coach, 35% as associate or assistant coach, and 3% as graduate assistants. The age range of the respondents included females from 20 to 60-plus years old. The majority of the respondents (71%) fell in the 20 to 39 age range. Additional characteristics included over half (53%) of the respondents reporting their marital status as single and 73% of the coaches indicating having zero children. Interestingly, 95% of the respondents indicated involvement as former intercollegiate student-athletes. Divisional breakout reveals that coaches who had competed in intercollegiate athletics tended to coach in the same division in which they competed.

Table 5.

Previous Intercollegiate Athletics Experience			
Coach:	Division I	Division II	Division III
Division I student-athlete.	80%	33%	27%
Division II student-athlete.	9%	48%	14%
Division III student-athlete.	7%	11%	53%
I was not a student-athlete.	4%	7%	5%

Survey Administration

Survey administration involved an online survey tool that allowed users to access an embedded survey link via e-mail. The Senior Woman Administrator (SWA) at each NCAA member school from all three divisions was provided, via e-mail, detailed instructions on the coaches survey that included the web generated address for the survey. The instructions requested that the SWA forward the survey information on to all female coaches at their institution.

Survey

The female coaches' survey had six sections including: (1) background information; (2) athletics career choices; (3) career aspirations; (4) athletics career experiences; (5) athletics career perceptions; and (6) athletics hiring. There was also an opportunity provided for open-ended comments. The aim of the questions within these six sections was to determine the barriers and self-selecting behaviors of women with regard to athletics coaching careers.

Findings

Prior Involvement as Student - Athlete Attributed to First Position in Intercollegiate Athletics

Female coaches were asked "to what do you attribute your interest in your first position in athletics?" Respondents were instructed to "check all that apply" to the following answer options: internship as a student, my academic major involved athletics, my involvement as a student-athlete, encouragement

by a coach to enter the field, encouragement by family members to enter the field, encouragement by a female mentor to enter the field, encouragement by a male mentor to enter the field, actively recruited by an institution, and actively sought a position in intercollegiate athletics. The three categories most frequently endorsed were involvement as a student-athlete (67%), encouragement by a coach to enter the field (41.5%), and actively sought a position in intercollegiate athletics (30%). Academic major (12%) and internship as a student (8%) were the least represented factors for interest in the coaches' first position in athletics.

*University Administrations Support Most Important Factor for
Accepting Position in Intercollegiate Athletics Coaching*

While all the factors listed in the questionnaire regarding accepting positions in intercollegiate athletics were deemed important by at least 50% of the respondents, some were deemed more important than others. Overall, the most important factor female coaches in all three divisions attributed to accepting an intercollegiate athletics position was the university administration's support of women's athletics programs. The categories representing the lowest levels of importance were spouse/partner opportunity, availability of women's support groups, and availability of racial/ethnic support groups.

Table 6.

Factors Important in Accepting a Current Coaching Position			
	Division I	Division II	Division III
University administration's support of women's athletics programs	97%	98%	97%
Challenge of assignment	97%	96%	96%
Location	94%	97%	96%
Academic reputation	96%	94%	96%
Salary and perks	94%	96%	91%
Reputation of athletics program	94%	91%	90%
People with whom I interview	90%	90%	89%
Status of assignment	91%	89%	84%
Community opportunities	91%	87%	85%
Reputation for diversity/inclusion	88%	86%	86%
Spouse/partner opportunity	69%	73%	66%
Availability of women's support	59%	65%	55%
Availability of racial/ethnic groups	56%	55%	53%

*The numbers represent the respondents who indicated very important, important and somewhat important within each position and division.

Satisfaction with Coaching in Intercollegiate Athletics

Across divisions, female coaches reported high levels of agreement that they would still become coaches if they were to start their careers over. Only 4% disagreed that they would become a coach given the chance to start over and 94% agreed they encourage current student-athletes to consider intercollegiate athletics coaching as a career.

Because satisfaction is a key component in attracting and retaining employees, the coaches were asked to indicate how satisfied they are now with several aspects of their position? A Likert scale was used

to identify levels of satisfaction with each of these aspects. The scale included the seven points very satisfied, satisfied, somewhat satisfied, somewhat unsatisfied, unsatisfied, very unsatisfied and not applicable. Not applicable was included to account for the various duties and responsibilities of coaches at varying levels (i.e. head coach, graduate assistant coach).

Level of job performance was the category that represented the highest levels of satisfaction from respondents overall. Given the fact that 96% of respondents agreed they would choose intercollegiate athletics coaching again if they were to start over, it was not surprising to see high levels of satisfaction from respondents on the category of your current overall employment. Job performance and overall employment were followed by job responsibilities, flexibility of work schedule, responsibilities for recruiting and travel, and extent to which the job challenges and provides professional growth for overall levels of satisfaction in employment. Equality of sexes within the athletics department, salary, extent of involvement in departmental decision making, level of stress involved with job, equality of race/ethnicity with the athletics department, and opportunity for career advancement respectively were among categories with lower satisfaction levels.

Table 7.

Satisfaction with Various Aspects of Coaching		
	Satisfied	Dissatisfied
Salary	66%	33%
Job responsibilities	89%	11%
Responsibilities for recruiting and travel	88%	11%
Level of stress involved with job	73%	26%
Flexibility of work schedule	88%	12%
Opportunity for career advancement	74%	24%
Equality of sexes within the athletics department	61%	38%
Equality of race/ethnicity with the athletics department	72%	25%
Level of job performance	94%	5%
Extent of involvement in departmental decision making	64%	33%
Extent to which the job challenges and provides professional growth	85%	15%
Your current overall employment	91%	8%

*Satisfied includes very satisfied, satisfied and somewhat satisfied.
 *Dissatisfied includes very dissatisfied, dissatisfied and somewhat dissatisfied.
Note: Table 7 does not include “not applicable” responses.

Work-Life Balance and Time Commitments

Questions regarding time demands and work-life balance revealed that 91% of current female coaches feel they manage their work commitments effectively. However, 32% disagreed that they currently have work-life balance with their careers in intercollegiate athletics coaching. Overall, the majority of the respondents agreed that their time demands were most restrictive during the competitive season (94%) and recruitment period (73%). Divisional breakout reveals small differences between reported agreement with work-life balance and time demands.

Table 8.

Work-Life Balance and Time Commitments by Division			
	Division		
	I	II	III
I currently have work-life balance.	64%	79%	66%
I am managing my work commitments effectively.	93%	94%	88%
My time demands are most restrictive during the competitive season.	93%	93%	97%
My time demands are most restrictive during the non-competitive season.	38%	34%	22%
My time demands are most restrictive during the recruitment period.	77%	71%	67%

*Columns represent level of agreement (strongly agree, agree and somewhat agree) by division.

Reasons for the Lack of Female Representation in Intercollegiate Coaching

Current female coaches were asked what factors they attribute to the lack of representation of women in intercollegiate athletics coaching. Levels of agreement with each of the factors were based on a 6-point Likert scale from strongly agree to strongly disagree. Time requirements, amount of travel, job availability and salary were among the factors with the highest levels of agreement pertaining to a lack of female representation in coaching. Poor relationships with high school or college coaches, unfavorable racial/ethnic discrimination and knowing women in the business who are unhappy were among the categories with the lowest levels of agreement.

Table 9.

Reasons for Lack of Representation of Women in Intercollegiate Athletics Coaching		
	Agree	Disagree
Time requirements	89%	11%
Amount of travel	85%	15%
Job availability	77%	23%
Higher salary wanted	74%	26%
Burn out	74%	26%
Unfavorable stereotyping of women in athletics	69%	31%
Lack of interest beyond playing	67%	33%
Lack of benefits offered	66%	34%
Desire to work in athletics at a different level	59%	41%
Lack of role model	54%	46%
Knowing women in the business who are unhappy	53%	47%
Unfavorable racial/ethnic discrimination in athletics	39%	61%
Poor relationship with a college coach	39%	61%
Poor relationship with a coach prior to college	34%	66%

Family Commitments is the Main Reason for the Lack of Female Representation in Intercollegiate Coaching

Additional questions were asked about why current female intercollegiate athletics coaches feel women either do not enter or leave careers in college athletics. The respondents were asked to identify the most common reasons why coaches do not enter and/or leave careers in coaching. Given that 73%

of the female coaches indicated agreement with the statement that careers in athletics conflict with family duties, it was not surprising to find family commitments (35%) atop the list of most common factors attributed to inhibiting women from entering athletics careers. Time requirements (23%) was cited as the second most common reason why female athletics coaches feel women do not enter careers in coaching, followed by salary (17%), job availability (9%) and gender discrimination of female coaches (7%). When respondents were asked the most common reason why women who enter careers in coaching decide to leave the career, 58% indicated family commitments was the main reason. Time requirements (24%), salary (9%) and gender discrimination (4.5%) were other reasons why women leave intercollegiate athletics coaching careers.

Qualified Women Do Not Apply for Coaching Positions

Hiring perceptions can also be attributed as factors that deter women from pursuing intercollegiate coaching careers. A majority of female coaches agreed that there are both qualified men and women who do not apply for job openings in intercollegiate coaching. However, they agree to a lesser extent that qualified men do not apply (70%) than they agree that qualified women do not apply for open positions (97%). When the respondents were prompted with their agreement to the statement: “I believe the most qualified applicants are being hired in intercollegiate coaching regardless of gender,” only 39% of the respondents agreed with the statement. Additional statements on hiring indicated 82% of female coaches agreed there is gender discrimination in athletics administration and 83% agreed that there is gender discrimination in athletics in general.

When asked specifically about the hiring decisions of both male and female administrators, female coaches agreed that both male and female administrators hire the same and opposite genders for coaching positions in intercollegiate athletics. However, female coaches had the highest levels of agreement with the statement that there are males in athletics administration who hire only men and had the lowest levels of agreement with the statement that there are males in athletics administration who only hire women.

Table 10.

Levels of Agreement with Selected Ideas Regarding Hiring in Athletics		
	Agree	Disagree
There are women in athletics administration who only hire women.	59%	41%
There are men in athletics administration who only hire women.	33%	67%
There are women in athletics administration who only hire men.	38%	62%
There are men in athletics administration who only hire men.	81%	19%

Female Administrators Report

Methods

Survey Participants

A total of 1,107 female administrators responded from all three divisions of the NCAA membership to the administrators' version of the Barriers 07-08 study. Of those, 625 or 61%, of the respondents were Division I administrators followed by Division III (22%) and Division II (17%), respectively. Administrators responded from varying disciplines with many having dual or even triple roles within the administrator category. The age range of the respondents included females from 20 to 60-plus years old. The majority of the respondents (55%) fell in the 30 to 49 age range. Additional characteristics of the respondents included slightly under half (49%) reporting their marital status as single and 67% of the administrators having zero children. Of the respondents, 63% indicated involvement as former intercollegiate student-athletes. Divisional breakout revealed administrators who participated in intercollegiate athletics were most likely to be employed in the division in which they competed. However, the majority of Division I administrators reported no prior involvement as intercollegiate student-athletes.

Table 11.

Previous Intercollegiate Athletics Experience			
Administrator:	Division I	Division II	Division III
I was not a student-athlete.	46%	34%	14%
Division I student-athlete.	37%	16%	24%
Division II student-athlete.	7%	38%	11%
Division III student-athlete.	10%	12%	51%

Survey Administration

Survey administration involved an online survey tool that allows users to access an embedded survey link via e-mail. The Senior Woman Administrator (SWA) at each member school from all three divisions was e-mailed the survey link. It was requested that the SWA forward the information on to female administrators at their institution. Detailed instructions were provided in the initial e-mail message.

Survey

The female administrators survey had six sections including: (1) background information; (2) athletics career choices; (3) career aspirations; (4) athletics career experiences; (5) athletics career perceptions, and (6) athletics hiring. There was also an opportunity provided for open-ended comments. The aim of the questions within these six sections was to determine the barriers and self-selecting behaviors of women with regard to careers in athletics administration.

Findings

Prior Involvement as Student-Athlete Attributed to First Position in Intercollegiate Athletics

Female administrators were asked to what they attributed their interest in their first position in athletics. The four categories most frequently endorsed were involvement as a student-athlete (42%),

actively sought a position in intercollegiate athletics (35%), internship as a student (23%), and my academic major involved athletics (19%). Encouragement by family members to enter the field (12%) and encouragement by a male mentor to enter the field (14%) were the least represented factors for interest in the administrators' first position in athletics.

*Challenge of Assignment Most Important Factor for
Accepting Position in Intercollegiate Athletics Administration*

Current female athletics administrators were asked how important a variety of factors were in their decision to accept a position in athletics. While all the factors listed in the questionnaire regarding accepting positions in intercollegiate athletics were deemed important by at least 51% of the respondents, some factors were deemed more important than others. Overall, the most important factor female administrators attributed to accepting an intercollegiate athletics position was challenge of assignment. Secondary factors important in accepting a position in athletics administration included salary and perks, location, university administration support of women's athletics programs, reputation of athletics programs and academic reputation. The categories representing the lowest levels of importance were spouse/partner opportunity, availability of racial/ethnic support groups and availability of women's support groups.

Divisional breakout of this question reveals differences for Divisions II. While Division I and Division III administrators indicated challenge of assignment as the most important factor in accepting an intercollegiate athletics administration position, Division II administrators highlighted the importance of location. However, the difference in agreement among these items was very small.

Table 12.

Factors Important in Accepting a Current Athletics Administration Position			
	Division I	Division II	Division III
Challenge of assignment	98%	98%	99%
Salary and perks	96%	99%	91%
Location	95%	100%	94%
University administration's support of women's athletics programs	94%	98%	98%
Reputation of athletics program	94%	93%	88%
Academic reputation	93%	96%	93%
Status of assignment	92%	94%	89%
People with whom I interview	90%	89%	93%
Reputation for diversity/inclusion	89%	90%	87%
Community opportunities	89%	89%	88%
Spouse/partner opportunity	62%	76%	61%
Availability of women's support	55%	60%	51%
Availability of racial/ethnic groups	50%	57%	48%

*The numbers represent the respondents who indicated very important, important and somewhat important within division.

Satisfaction with Positions in Intercollegiate Athletics Administration

Female administrators reported high levels of agreement (91%) that they would still become athletics administrators again if they were to start their careers over. Additionally, 95% agreed they encourage current student-athletes to consider intercollegiate athletics careers.

To gain a better perspective on athletics administrators' satisfaction with their position, they were asked how satisfied they are now with various aspects of their position? A Likert scale was used to identify levels of satisfaction. The scale included the seven points of very satisfied, satisfied, somewhat satisfied, somewhat unsatisfied, unsatisfied, very unsatisfied, and not applicable. Not applicable was included to account for the various duties and responsibilities of administrators within athletics departments.

Level of job performance was the category that elicited the highest levels of satisfaction from respondents overall. Given the fact that 91% of respondents agreed they would choose intercollegiate athletics administration again if they were to start over, it was not surprising to see high levels of satisfaction from respondents on the category of current overall employment. Job performance and overall employment were followed by responsibilities for recruiting and travel, extent to which the job challenges and provides professional growth and job responsibilities for overall levels of satisfaction in employment. Level of stress involved with job, equality of sexes within the athletics department, equality of race/ethnicity with the athletics department and opportunity for career advancement were among categories with lower satisfaction levels.

Table 13.

Satisfaction with Various Aspects of Athletics Administration		
	Satisfied	Dissatisfied
Level of job performance	97%	3%
Your current overall	88%	12%
Responsibili	87%	13%
Extent to which the job challenges and provides professional growth	84%	16%
Job responsibilities	84%	16%
Flexibility of work schedule	75%	25%
Extent of involvement in departmental decision making	75%	25%
Salary	72%	28%
Opportunity for career advancement	70%	30%
Equality of race/ethnicity with the athletics department	67%	33%
Equality of sexes within the athletics department	63%	37%
Level of stress involved with job	60%	40%

*Satisfied includes very satisfied, satisfied and somewhat satisfied.

*Dissatisfied includes very dissatisfied, dissatisfied and somewhat dissatisfied.

Note: Table 7 does not include not applicable responses.

Work-Life Balance

While 40% of current female administrators disagreed that they currently have work-life balance with their career in intercollegiate athletics administration, 85% agreed they manage their work commitments effectively. Divisional breakouts reveal small differences with reported agreements between work-life balance and time management.

Table 14.

Work Life Balance and Time Commitments by Division			
	Division I	Division II	Division III
I currently have work life balance.	57%	66%	64%
I am managing my work commitments effectively.	83%	91%	85%

*Columns represent level of agreement (strongly agree, agree and somewhat agree) by division.

Reasons for the Lack of Female Representation in Intercollegiate Administration

Current female administrators were asked to what they attribute the lack of representation of women in intercollegiate athletics coaching. Levels of agreement were based on a 6-point Likert scale of agreement. Time requirements, job availability, amount of travel and burnout were among the reasons with the highest levels of agreement pertaining to a lack of female representation in athletics administration. Poor relationships with high school or college coaches, unfavorable racial/ethnic discrimination and lack of benefits offered were among the categories with the lowest levels of agreement.

Table 15.

Reasons for Lack of Representation of Women in Intercollegiate Athletics Administration		
	Agree	Disagree
Time requirements	91%	9%
Job availability	85%	15%
Amount of travel	78%	22%
Burn out	75%	25%
Unfavorable stereotyping of women in athletics	74%	26%
Higher salary wanted	68%	32%
Lack of interest beyond playing	61%	39%
Desire to work in athletics at a different level	60%	40%
Lack of role model	65%	35%
Knowing women in the business who are unhappy	57%	43%
Lack of benefits offered	54%	46%
Unfavorable racial/ethnic discrimination in athletics	46%	54%
Poor relationship with a college coach	29%	71%
Poor relationship with a coach prior to college	22%	78%

Time Requirements and Family Commitments are the Main Reasons for the Lack of Female Representation in Intercollegiate Administration

The questions regarding the most common reasons why women do not enter careers in intercollegiate athletics administration and the most common reasons why women leave careers in intercollegiate athletics administration provided the respondents with the option to indicate their perception of the most common factors keeping females from entering and causing them to leave intercollegiate athletics careers in administration. Given that 91% of the female administrators indicated agreement that time requirements were important factors prohibiting women from entering athletics administration, it was not surprising to find time requirements (28%) atop the list of most common factors attributed

to inhibiting women from entering these careers. Family commitments were indicated as the second factor most attributed to qualified women not entering careers in athletics administration. In fact, 73% of the female administrators indicated agreement with the statement careers in athletics conflict with family duties. When respondents were asked the most common reason why women who enter careers in athletics administration decide to leave the career, 37% indicated family commitments was the main reason. Time requirements (34%), salary (17%) and gender discrimination (6%) followed family commitments as reasons why women leave intercollegiate athletics administration careers.

Qualified Women Do Not Apply for Positions in Athletics Administration

Hiring perceptions can also be attributed as factors that deter women from pursuing careers in athletics administration.

Female administrators agreed that there are qualified men and women who do not apply for job openings in intercollegiate athletics administration. Females agree to a lesser extent that qualified men do not apply (61%) than they agree that qualified women do not apply for open positions (95%). Only 40 percent agreed with the statement that they believe that the most qualified applicants are being hired in athletics administration regardless of gender. Additional statements on hiring indicated 84% of female administrators agreed there is gender discrimination in athletics administration and 83% agreed there is gender discrimination in athletics in general.

When asked specifically about the hiring decisions of both male and female administrators, most respondents agreed that both male and female administrators hire the same and opposite gender for positions in intercollegiate athletics administration. However, female administrators had the highest levels of agreement with the statement that there are males in athletics administration who hire only men and the lowest levels of agreement with the statement that there are males in athletics administration who only hire women.

Table 16.

Levels of Agreement with Selected Ideas Regarding Hiring in Athletics		
	Agree	Disagree
There are women in athletics administration who only hire women.	51%	49%
There are men in athletics administration who only hire women.	18%	82%
There are women in athletics administration who only hire men.	30%	70%
There are men in athletics administration who only hire men.	80%	20%

Female Officials Report

Methods

Survey Participants

A total of 1,127 female officials who referee various sporting events at NCAA member institutions responded to the Barriers 07-08 survey. Respondents represented various amounts of experience officiating NCAA intercollegiate athletics events. Only 4% had officiated for less than one year, 29% one to five years, 30% six to ten years, 18% 11 to 15 years, and 18% indicated over 16 years of officiating experience. Of those who responded, 32% have officiated for at least one NCAA National Championship tournament. Divisional responses indicated respondents officiated for more than one NCAA division at a time. In fact, some respondents officiate for other athletics organizations in various age groups as well (e.g. high school athletics, AAU, NJCAA, NAIA). Approximately 65% officiate for Division III athletics events, followed by 59% in Division II and 57% in Division I. A majority (90%) considered intercollegiate athletics officiating as supplemental or incidental to their primary employment. Only 9% consider officiating their primary employment and 2% volunteer their time. In an average year, female officials reported they officiate between one and 21-plus events. The majority fall between 16 and 20-plus events per year (62%).

Additional characteristics showed the age range of the respondents included females 20 to 60-plus years old. The majority of the respondents (62%) fell in the 40 to 59 age range. Over half (54%) of the respondents reported their marital status as married/partner and 51% of the officials indicated having zero children.

Survey Administration

The officials' survey administration involved an online survey tool that allows users to access an embedded survey link via e-mail. Conference commissioners, conference SWAs, and institutional SWAs at each NCAA conference or member school from all three divisions were provided, via e-mail, detailed instructions that included a web generated address for the survey. The instructions requested that the survey information be forwarded to female intercollegiate athletics officials for survey completion.

Survey

The female officials' survey had four sections including: (1) background information; (2) athletics career choices; (3) athletics career experiences, and (4) athletics career perceptions. There was also an opportunity provided for open-ended comments. The aim of the questions within these four sections was to determine the barriers and self-selecting behaviors of women with regard to athletics officiating careers.

Findings

Prior Involvement as Student-Athlete was Attributed to First Position in Officiating

Female officials were asked to what they attributed their interest in their officiating position. While 69% of the female officials were former student-athletes, only 37% attributed their interest in their first position in officiating to their experience as a student-athlete. The need for supplemental income was the second most indicated reason for officials' interest in their first position in athletics officiating (21%). Other factors that officials indicated were the impetus for their interest in officiating were encouragement by other individuals such as male mentors (22%), female mentors (19%), family

members (15%) and coaches (14%). Academic major and internship as a student were indicated by less than 12% of the respondents.

Satisfaction with Officiating in Intercollegiate Athletics

The majority of intercollegiate athletics officials (98%) indicated that they would choose to be intercollegiate athletics officials again. Responses regarding satisfaction with various aspects of officiating careers indicated overall satisfaction as well.

Table 17.

Satisfaction with Various Aspects of Intercollegiate Athletics Officiating		
	Satisfied	Dissatisfied
Salary	79%	21%
Job responsibilities	96%	4%
Level of stress involved with job	82%	18%
Flexibility of work schedule	90%	10%
Opportunity for career advancement	65%	35%
Equality of sexes within intercollegiate officiating	55%	45%
Equality of race/ethnicity within intercollegiate officiating	70%	30%
Level of job performance	94%	6%
Extent to which the job challenges and provides professional growth	87%	13%
Your current overall employment	88%	12%

*Satisfied includes very satisfied, satisfied and somewhat satisfied.
 *Dissatisfied includes very dissatisfied, dissatisfied and somewhat dissatisfied.

The areas where officials indicated the least amount of satisfaction were the equality of sexes within intercollegiate officiating, opportunity for career advancement, equality of race/ethnicity within intercollegiate officiating and salary.

Qualified Women Do Not Apply for Officiating Positions

Current female officials agree that there are both men and women who are qualified to officiate intercollegiate athletics who do not apply for open positions. However, female officials were split on their agreement with the statement that the most qualified applicants are hired in athletics officiating regardless of gender; 52% agreed and 48% disagreed with the statement.

Time Requirements and Family Commitments are Reasons for the Lack of Female Representation in Intercollegiate Athletics Officiating

Additional factors outside of applying and hiring for these positions were highlighted by female officials as inhibitors for entering athletics careers. Time requirements (28%) was cited as the most common reason female athletics officials feel women do not enter careers in athletics officiating, followed by family commitments (25%), job availability (10%) and negative perceptions of female officials (10%). When respondents were asked why women who enter careers in officiating decide to leave the career, 37% indicated family commitments were the main reason. Time requirements (28%), gender discrimination (11%) and travel requirements (7%) followed family commitments as reasons why women leave intercollegiate athletics officiating careers.

Student-Athlete Barriers Survey

Dear Student:

In 1989 the NCAA surveyed administrators, coaches, student-athletes and officials on the topic of “Perceived Barriers to Women in Intercollegiate Athletics Careers.” Over the years, the NCAA has monitored women’s athletics career trends in reports such as the Ethnicity and Gender Demographics of NCAA Member Institutions’ Athletics Department Personnel and the Gender Equity Reports.

The NCAA Committee on Women’s Athletics (CWA) and the Minority Opportunities and Interests Committee (MOIC) recommended updating the 1989 surveys in an attempt to determine what factors continue to influence women’s careers, what motivates women to seek careers in intercollegiate athletics and potential obstacles institutions may face in recruiting and retaining women in coaching and administrative positions. The goal is to then work with institutions in developing strategies to encourage and support women seeking these positions.

The CWA and MOIC are asking for your help. Participation in this study is completely voluntary. In order to participate, you must be at least 18 years of age. You can stop at any point. However, we really do want your sincere opinions on these topics and hope that you’ll take the time to share them with us. This survey should take no more than 15 minutes to complete. When you have finished, your responses will automatically be recorded. Please note that there is not a save function on the survey, so it must be completed in one sitting.

If you have questions regarding the study or survey instrument, please contact Nicole Bracken, principal investigator, at 317/917-6328 or nmbracken@ncaa.org. For questions regarding study procedures, please contact Ann Kearns, NCAA Research Review Board coordinator, at 317/917-6325 or akearns@ncaa.org.

Please complete this survey by Friday, November 9, 2007.

PLEASE COMPLETE ONLY ONCE.

SECTION I – Background Information

1. What is your current academic standing?
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Graduate Student

2. What is your major area of study?
 - I have not yet chosen a major area of study.
 - Biological sciences (Zoology, Physiology, etc.)
 - Business (Accounting, Marketing, Personnel, etc.)
 - Communications (Journalism, Public Relations, etc.)
 - Education (Elementary, Special, etc.)
 - Engineering (Computer, Industrial Operations, etc.)

Appendix A






- Exercise, Sports, Kinesiology
 - Humanities and Fine Arts (Music, Religion, English, etc.)
 - Physical Sciences and Mathematics (Chemistry, etc.)
 - Professional Studies (Nursing, Occupational Therapy, etc.)
 - Social Sciences (Psychology, History, Anthropology, etc.)
 - Other, please specify _____
3. Does your major area of study involve athletics? (e.g. you are studying sport management, but you are a business major).
- Yes
 - No
4. How do you describe yourself? (Check all that apply)
- African American
 - American Indian or Alaskan Native
 - Asian or Pacific Islander
 - Hispanic or Latino
 - White, non-Hispanic (includes Middle Eastern)
 - Other, please specify _____
5. How likely is it that your career will involve athletics or exercise science?
- Very Likely
 - Likely
 - Somewhat Likely
 - Somewhat Unlikely
 - Unlikely
 - Very Unlikely
6. In my first year after leaving college, I anticipate:
- Working at a job RELATED to my major
 - Work at a job, but NOT NECESSARILY one that is RELATED to my major
 - Attending graduate school
 - Serving in the military
 - Devoting myself to my sport (e.g. spending a year training, playing professional sports, etc.)
 - Staying at home/serving as a caregiver
 - I don't yet have any post-college plans or goals
 - Other, please specify _____
7. Please indicate your level of agreement with the following statement:
If I could start over again, I still would compete in intercollegiate athletics.
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

Appendix A

SECTION II – College Athletics Experience and Environment

8. What is the main sport that you are currently playing in college?
- | | |
|-------------------------------------|---|
| <input type="radio"/> Basketball | <input type="radio"/> Rifle |
| <input type="radio"/> Bowling | <input type="radio"/> Skiing |
| <input type="radio"/> Crew | <input type="radio"/> Soccer |
| <input type="radio"/> Cross Country | <input type="radio"/> Softball |
| <input type="radio"/> Fencing | <input type="radio"/> Swimming/Diving |
| <input type="radio"/> Field Hockey | <input type="radio"/> Tennis |
| <input type="radio"/> Golf | <input type="radio"/> Track (Indoor or Outdoor) |
| <input type="radio"/> Gymnastics | <input type="radio"/> Volleyball |
| <input type="radio"/> Ice Hockey | <input type="radio"/> Water polo |
| <input type="radio"/> Lacrosse | <input type="radio"/> Other, please specify _____ |
9. Of what Division is your institution a member?
- Division I
 - Division II
 - Division III
10. Based on your roster spot or frequency of competition, how would you classify your current status in your main sport?
- First team (e.g., you start in a team sport or compete in your preferred events in individual sports)
 - Second team (e.g., you regularly substitute in a team sport or often compete in some event in individual sports)
 - Third team (e.g., you participate in practice but compete infrequently)
 - Practicing or training but not competing
11. This year, did you receive an athletics scholarship of any kind in your sport?
- Yes, full athletics scholarship
 - Yes, partial athletics scholarship
 - No athletics scholarship
12. My head coach is:
- A white male
 - A non-white male
 - A white female
 - A non-white female

SECTION III – Athletics Career Aspirations

13. Which of the following BEST describes your long-term future goals?
- Work outside athletics. If yes,  skip to question 14
 - Work in college athletics administration. If yes,  skip to question 18
 - Work in college athletics coaching. If yes,  skip to question 18
 - Other work in college athletics. If yes,  skip to question 18
 - Work in athletics outside of college (e.g. high school or professional athletics). If yes,  skip to question 14

Appendix A

14. If a career in college athletics is not likely in your future, please rate how important each of the following factors were in that decision:

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Lack of interest in athletics beyond playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefer an athletics position at a different level (e.g. high school, pro)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefer a job with more typical hours (9am to 5pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire higher salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor relationship with a coach prior to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor relationship with a college coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burn out (e.g. quitting of an activity that was at one time enjoyable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of racial/ethnic role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing women in the business who are unhappy in their career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable gender discrimination in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable racial/ethnic discrimination in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable sexual orientation stereotyping in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. What career do you plan to pursue?

16. In considering your future career, how important are each of the following...

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary and perks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Status of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community, cultural and social opportunities in and around the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation for diversity and inclusion in and around the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of women's support groups within the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of racial/ethnic support groups within the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spouse/Partner employment opportunity in town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with whom I would be working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A

17. Would any of the following opportunities help you consider a career in college athletics?

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Practical college athletics experience (e.g. internships, graduate assistantships, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about different jobs/roles within college athletics for young women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops on how to enter the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional college coaching clinics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily accessible female role models in college athletics positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduled networking and communication among athletes and college coaches/administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. How important is each of the following to you when considering a career in college athletics?

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Practical college athletics experience (e.g. internships, graduate assistantships, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about different jobs/roles within college athletics for young women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops on how to enter the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional college coaching clinics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily accessible female role models in college athletics positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduled networking and communication among athletes and college coaches/administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV – Athletics Career Perceptions

19. How satisfied are you with your relationships with and support from the following groups?

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied
Relationships with other student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with athletics administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with campus administration (outside athletics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A

20. Please indicate your level of agreement with the following statements related to athletics:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I prefer my coach be a female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer my coach be a male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer my coach to be the same race/ethnicity as me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer my coach to be the same sexual orientation as me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Female coaches provide models and guidance for female athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male coaches provide models and guidance for female athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female coaches provide models and guidance for male athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male coaches provide models and guidance for male athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic coaches provide models and guidance for athletes of all racial/ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Please indicate your level of agreement with the following items concerning why qualified women DO NOT ENTER careers in intercollegiate athletics?

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Poor high school athlete/coach relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor college athlete/coach relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burn out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest in athletics beyond playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of female mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of racial/ethnic mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of benefits offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable racial/ethnic discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable sexual orientation stereotyping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping of women in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to work in athletics at a different level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidates knowing unhappy women in the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A

23. Which of the following do you believe is the MOST COMMON reason women DO NOT ENTER careers in intercollegiate athletics?
- Poor high school athlete/coach relationship
 - Poor college athlete/coach relationship
 - Burn out
 - Lack of interest in athletics beyond playing
 - Lack of female mentors
 - Lack of racial/ethnic mentors
 - Salary
 - Job availability
 - Time requirements
 - Travel requirements
 - Lack of benefits offered
 - Unfavorable gender discrimination
 - Unfavorable racial/ethnic discrimination
 - Unfavorable sexual orientation stereotyping
 - Stereotyping of women in athletics
 - Desire to work in athletics at a different level
 - Candidates knowing unhappy women in the business

24. Please indicate your level of agreement with the following items concerning why qualified women LEAVE careers in intercollegiate athletics?

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Lack of female mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of racial/ethnic mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of benefits offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable gender discrimination in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable racial/ethnic discrimination in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable sexual orientation stereotyping in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping of women in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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25. Which of the following do you believe is the MOST COMMON reason women LEAVE careers in intercollegiate athletics?

- Lack of female mentors
- Lack of racial/ethnic mentors
- Salary
- Time requirements
- Travel requirements
- Lack of benefits offered
- Unfavorable gender discrimination
- Unfavorable racial/ethnic discrimination
- Unfavorable sexual orientation stereotyping
- Stereotyping of women in athletics

26. Thank you for your participation. Please feel free to add additional comments below.

Please click the SUBMIT arrow to electronically complete this survey.

Coaches Barriers Survey

Thank you for taking the time to participate in the Coaches Survey concerning women in college sports and administration.

This survey was designed to solicit feedback from female coaches related to careers in intercollegiate athletics. This survey should take no more than 15 minutes to complete. Please note, this survey cannot be saved and must be completed in one sitting.

The Research Department of the NCAA only reports information in its aggregate form. Therefore, individual information on your survey will be kept confidential. Only general information gleaned from the survey will be provided for review by the Committee on Women's Athletics (CWA) and the Minority Opportunities and Interests Committee (MOIC).

If you have questions concerning this survey or its submission, please contact Nicole Bracken, NCAA Research Staff (nmbracken@ncaa.org).

NOTE: BY TAKING THIS SURVEY YOU ARE INDICATING YOUR PRIMARY POSITION AS A COACH. PLEASE DO NOT TAKE THIS SURVEY IF YOU ARE A FEMALE ADMINISTRATOR: A SEPARATE SURVEY HAS BEEN DEVELOPED SPECIFICALLY FOR FEMALE ATHLETICS ADMINISTRATORS.

Please complete this survey by Friday, September 28, 2007.

SECTION I – BACKGROUND INFORMATION

1. Age

- 20-29
- 30-39
- 40-49
- 50-59
- 60 and over

2. How do you describe yourself? (Check all that apply)

- African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic or Latino
- White, non-Hispanic (includes Middle Eastern)
- Other, please specify _____

3. What is your current marital status?

- Single (Never married)
- Married/Partner
- Divorced, separated, or widowed

4. How many children do you have?

- 0
- 1
- 2
- 3+

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5. Please indicate your living arrangements with your children. (Check all that apply)
- I do not have children.
 - My children live with me full time.
 - My children live with someone else full time.
 - My children live with me part time.
 - My children are currently in college.
 - My children live on their own.
6. If you were a student-athlete in college, for what Division did you compete in intercollegiate athletics?
- I was not a student-athlete in college.
 - Division I
 - Division II
 - Division III
7. Please indicate all educational degrees you have earned...(Check all that apply)
- B.A/B.S. in a sports related field
 - B.A/B.S. in a non-sports related field
 - M.A/M.S. in a sports related field
 - M.A/M.S. in a non-sports related field
 - J.D. with an emphasis in sport
 - J.D. in a non-sports related field
 - Ph.D in a sports related field
 - Ph.D in a non-sports related field
 - Other, please specify _____

SECTION II – YOUR ATHLETICS CAREER CHOICES: **This section asks you about your decision-making process in your career choices.**

8. How important is each of the following factors in your decision to accept a position in sport...

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Location of institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary and perks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Status of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University administration's support of women's athletics programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community, cultural and social opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation for diversity and inclusion in the athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation of athletics program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic reputation of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Availability of women's support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of racial/ethnic support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spouse/Partner opportunity for employment in town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with whom I interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>













9. Please indicate your level of agreement with the following statements: I would leave my position if the following benefits were not offered.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Health care for spouse/partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care for other family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retirement savings plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available vacation/leave time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of childcare on or near campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing education opportunities/tuition reimbursement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible work week to counter night/weekend commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed work week (e.g. allows an employee to work a traditional 35-40 hour workweek in less than five workdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family travel to and from in-season competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family emergency leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elder-care arrangements or referral service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs for family assistance (e.g. provides benefits/services to encourage child care at home or at the home of a relative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to work from home/telecommute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III – YOUR CAREER ASPIRATIONS: This section will inquire about your career aspirations.

10. To what do you attribute your interest in your FIRST position in intercollegiate athletics? (Check all that apply)
- Internship as a student
 - My academic major involved athletics
 - My involvement as a student-athlete
 - Encouragement by a coach to enter the field
 - Encouragement by family members to enter the field
 - Encouragement by a female mentor to enter the field
 - Encouragement by a male mentor to enter the field
 - Actively recruited by an institution
 - Actively sought a position in intercollegiate athletics

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11. Which of the following BEST describes your long-term career goals?
- Head Coach (Division I). If yes,  skip to question 14
 - Head Coach (Division II). If yes,  skip to question 14
 - Head Coach (Division III). If yes,  skip to question 14
 - Athletics Director. If yes,  skip to question 14
 - Associate or Assistant Athletics Director. If yes,  skip to question 14
 - Compliance Director. If yes,  skip to question 14
 - Academic Services Director. If yes,  skip to question 14
 - Sports Information Director. If yes,  skip to question 14
 - Development Director. If yes,  skip to question 14
 - Other Director positions in athletics. If yes,  skip to question 14
 - Other Non-Director positions in athletics. If yes,  skip to question 14
 - Work outside athletics. If yes,  skip to question 12
12. What career do you plan to pursue outside of athletics?
-

13. Please explain why your long term goals include working outside of athletics.
-

SECTION IV – YOUR ATHLETICS CAREER EXPERIENCES: **This section will inquire about your career experiences.**

14. Of what Division is your institution a member?
- Division I Football Bowl Subdivision (Division I-A)
 - Division I Championship Subdivision (Division I-AA)
 - Division I – No Football (Division I-AAA)
 - Division II
 - Division III
15. Please indicate your level of agreement with the following statement: If I could start over again, I still would become an intercollegiate coach.
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree
16. Please indicate your level of agreement with the following statement: I encourage current student-athletes to consider athletics as a career choice.
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

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17. I have been employed in the following positions: (Check all that apply)

- Head Coach
- Assistant Coach
- Graduate Assistant Coach
- Director of Athletics
- Associate or Assistant Athletics Director
- Eligibility Coordinator
- Academic Services Coordinator
- Athletics Academic Counselor
- Compliance Coordinator
- Sports Information Director
- Development Officer
- Athletics Trainer
- Sports Official
- Other, please specify _____

18. What is your current status as an intercollegiate coach? (Check all that apply)

- Head Coach
- Assistant Coach
- Graduate Assistant Coach
- Other, please specify _____

19. Please indicate how satisfied you are NOW with the following aspects of your position:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable
Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities for recruiting and travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of stress involved with the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility of work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of the sexes within the athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of race/ethnicity within the athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent of involvement in departmental decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which job challenges and provides professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your current overall employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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20. How satisfied are you with your relationships with and support from the following groups?

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable
Relationships with student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with other coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with athletics administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with professional sports personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with campus administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate your level of agreement with the following statements related to time commitments:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I currently have work life balance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am managing my work commitments effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers in athletics conflict with family duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time demands are most restrictive during the competitive season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time demands are most restrictive during the non-competition season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time demands are most restrictive during the recruitment period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Please indicate your OVERALL experience with the following situations in athletics departments:

	Yes, frequently	Yes, but not often	No	Don't know
I have been witness to discrimination on the basis of race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of religious beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please note, we are not asking about your specific school rather your entire experience within athletics departments).

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SECTION V – ATHLETICS CAREER PERCEPTIONS: This section will require you to draw upon your knowledge of general perceptions of athletics as a career choice by females.

23. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Female coaches provide models and guidance for other female coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male coaches provide models and guidance for female coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic coaches provide models and guidance for coaches of all racial/ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female coaches provide models and guidance for female student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male coaches provide models and guidance for female student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female coaches provide models and guidance for male student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male coaches provide models and guidance for male student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic coaches provide models and guidance for student-athletes of all racial/ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. To what do you attribute the LACK OF representation of women in INTERCOLLEGIATE athletics coaching?

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Higher salary wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor high school athlete/coach relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor college athlete/coach relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest in athletics beyond playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burn out (e.g. dropping/quitting of an activity that was at one time enjoyable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of benefits offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable stereotyping of women in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable racial/ethnic discrimination in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to work in athletics at a different level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidates knowing women in the business who are unhappy in their career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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25. Which of the following factors do you believe is THE MOST COMMON REASON why qualified women DO NOT ENTER coaching careers in intercollegiate athletics?
- Job availability
 - Family
 - Salary
 - Time requirements
 - Travel requirements
 - Lack of female mentors
 - Lack of racial/ethnic mentors
 - Lack of benefits offered
 - Negative perceptions of female athletics administrators
 - Racial/ethnic Discrimination
 - Gender Discrimination
 - Other, please specify _____
26. Which of the following factors do you believe is the MOST COMMON REASON why women LEAVE coaching careers in intercollegiate athletics?
- Family
 - Salary
 - Time requirements
 - Travel requirements
 - Lack of female mentors
 - Lack of racial/ethnic mentors
 - Lack of benefits offered
 - Stereotyping in athletics
 - Discrimination
 - Other, please specify _____

SECTION VI – ATHLETICS HIRING

27. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Female student-athletes prefer female coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female student-athletes prefer male coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male student-athletes prefer female coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male student-athletes prefer male coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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28. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
There are qualified women who do not apply for job openings in intercollegiate coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are qualified men who do not apply for job openings in intercollegiate coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in intercollegiate coaching regardless of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in intercollegiate coaching regardless of race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in intercollegiate coaching regardless of sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
There are women in athletics administration who only hire women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are men in athletics administration who only hire women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are athletics administrators who hire only individuals of the same racial/ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are women in athletics administration who only hire men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are men in athletics administration who only hire men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is gender discrimination in athletics administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is racial/ethnic discrimination in athletics administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is gender discrimination in athletics in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is racial/ethnic discrimination in athletics in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is discrimination based on sexual orientation in athletics in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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30. Thank you for your participation. Please feel free to add additional comments below.

Please click the SUBMIT arrow to electronically complete this survey.

Athletics Administrator Barriers Survey

Thank you for taking the time to participate in the Athletics Administrator Survey concerning women in college sports and administration.

This survey was designed to solicit feedback from female athletics administrators related to careers in intercollegiate athletics. This survey should take no more than 15 minutes to complete. Please note, this survey cannot be saved and must be completed in one sitting.

The Research Department of the NCAA only reports information in its aggregate form. Therefore, individual information on your survey will be kept confidential. Only general information gleaned from the survey will be provided for review by the Committee on Women's Athletics (CWA) and the Minority Opportunities and Interests Committee (MOIC).

If you have questions concerning this survey or its submission, please contact Nicole Bracken, NCAA Research Staff (nmbracken@ncaa.org).

NOTE: BY TAKING THIS SURVEY YOU ARE INDICATING YOUR PRIMARY POSITION AS AN ATHLETICS ADMINISTRATOR. PLEASE DO NOT TAKE THIS SURVEY IF YOU ARE A FEMALE COACH: A SEPARATE SURVEY HAS BEEN DEVELOPED SPECIFICALLY FOR FEMALE COACHES.

Please complete this survey by Friday, September 28, 2007.

SECTION I – BACKGROUND INFORMATION

1. Age:
 - 20-29
 - 30-39
 - 40-49
 - 50-59
 - 60 and over

2. How do you describe yourself? (Check all that apply)
 - African American
 - American Indian or Alaskan Native
 - Asian or Pacific Islander
 - Hispanic or Latino
 - White, non-Hispanic (includes Middle Eastern)
 - Other, please specify _____

3. What is your current marital status?
 - Single (Never married)
 - Married/Partner
 - Divorced, separated, or widowed

4. How many children do you have?
 - 0
 - 1
 - 2
 - 3+

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5. Please indicate your living arrangements with your children. (Check all that apply)
- I do not have children.
 - My children live with me full time.
 - My children live with someone else full time.
 - My children live with me part time.
 - My children are currently in college.
 - My children live on their own.
6. If you were a student-athlete in college, for what Division did you compete in intercollegiate athletics?
- I was not a student-athlete in college.
 - Division I
 - Division II
 - Division III
7. Please indicate all educational degrees you have earned...(Check all that apply)
- B.A/B.S. in a sports related field
 - B.A/B.S. in a non-sports related field
 - M.A/M.S. in a sports related field
 - M.A/M.S. in a non-sports related field
 - J.D. with an emphasis in sport
 - J.D. in a non-sports related field
 - Ph.D in a sports related field
 - Ph.D in a non-sports related field
 - Other, please specify _____

SECTION II – YOUR ATHLETICS CAREER CHOICES: **This section asks you about your decision-making process in your career choices.**

8. How important is each of the following factors in your decision to accept a position in sport...

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Location of institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary and perks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Status of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University administration's support of women's athletics programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community, cultural and social opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation for diversity and inclusion in the athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation of athletics program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic reputation of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Availability of women's support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of racial/ethnic support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spouse/Partner opportunity for employment in town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with whom I interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>









9. Please indicate your level of agreement with the following statements: I would leave my position if the following benefits were not offered.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Health care for spouse/partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care for other family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retirement savings plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available vacation/leave time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of childcare on or near campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing education opportunities/tuition reimbursement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible work week to counter night/weekend commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compressed work week (e.g. allows an employee to work a traditional 35-40 hour workweek in less than five workdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family travel to and from in-season competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family emergency leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elder-care arrangements or referral service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs for family assistance (e.g. provides benefits/services to encourage child care at home or at the home of a relative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to work from home/telecommute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III – YOUR CAREER ASPIRATIONS: This section will inquire about your career aspirations.

10. To what do you attribute your interest in your FIRST position in intercollegiate athletics? (Check all that apply)
- Internship as a student
 - My academic major involved athletics
 - My involvement as a student-athlete
 - Encouragement by a coach to enter the field
 - Encouragement by family members to enter the field
 - Encouragement by a female mentor to enter the field
 - Encouragement by a male mentor to enter the field
 - Actively recruited by an institution
 - Actively sought a position in intercollegiate athletics

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11. Which of the following BEST describes your long-term career goals ?
- Athletics Director. If yes,  skip to question14
 - Associate or Assistant Athletics Director. If yes,  skip to question14
 - Compliance Director. If yes,  skip to question14
 - Academic Services Director. If yes,  skip to question14
 - Sports Information Director. If yes,  skip to question14
 - Development Director. If yes,  skip to question14
 - Other Director positions in athletics. If yes,  skip to question14
 - Other Non-Director positions in athletics. If yes,  skip to question14
 - Work outside athletics
12. What career do you plan to pursue outside of athletics?
-
13. Please explain why your long term goals include working outside of athletics administration.
-

SECTION IV – YOUR ATHLETICS CAREER EXPERIENCES: **This section will inquire about your career experiences.**

14. Of what Division is your institution a member?
- Division I Football Bowl Subdivision (Division I-A)
 - Division I Championship Subdivision (Division I-AA)
 - Division I – No Football (Division I-AAA)
 - Division II
 - Division III
15. Please indicate your level of agreement with the following statement: If I could start over again, I still would become an intercollegiate athletics administrator.
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree
16. Please indicate your level of agreement with the following statement: I encourage current student-athletes to consider athletics as a career choice.
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

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17. I have been employed in the following positions: (Check all that apply)

- Director of Athletics in charge of women's programs only
- Director of Athletics in charge of men's programs only
- Director of Athletics in charge of men's and women's programs
- Associate or Assistant AD for women's programs
- Associate or Assistant AD for men's programs
- Associate or Assistant AD for both programs
- Eligibility Coordinator
- Academic Services Coordinator
- Athletics Academic Counselor
- Compliance Coordinator
- Sports Information Director
- Development Officer
- Promotions/Public Relations Coordinator
- Athletics Trainer
- Head Coach
- Assistant Coach
- Sports Official
- Other, please specify _____

18. What is your current status as an athletics administrator? (Check all that apply)

- Director of Athletics in charge of women's programs only
- Director of Athletics in charge of men's programs only
- Director of Athletics in charge of men's and women's programs
- Associate or Assistant AD for women's programs
- Associate or Assistant AD for men's programs
- Associate or Assistant AD for both programs
- Eligibility Coordinator
- Academic Services Coordinator
- Athletics Academic Counselor
- Compliance Coordinator
- Sports Information Director
- Development Officer
- Promotions/Public Relations Coordinator
- Athletics Trainer
- Head Coach
- Assistant Coach
- Sports Official
- Other, please specify _____

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19. Please indicate how satisfied you are NOW with the following aspects of your position:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable
Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities for recruiting and travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of stress involved with the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility of work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of the sexes within the athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of race/ethnicity within the athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent of involvement in departmental decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which job challenges and provides professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your current overall employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How satisfied are you with your relationships with and support from the following groups?

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable
Relationships with student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with other athletics administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with professional sports personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with campus administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate your level of agreement with the following statements related to time commitments:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I currently have work life balance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am managing my work commitments effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers in athletics conflict with family duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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22. Please indicate your level of agreement with the following statements related to time commitments:

	Yes, frequently	Yes, but not often	No	Don't know
I have been witness to discrimination on the basis of race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of religious beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been witness to discrimination on the basis of disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Please indicate your OVERALL experience with the following situations in athletics departments: (Please note, we are not asking about your specific school rather your entire experience with athletics departments).

SECTION V – ATHLETICS CAREER PERCEPTIONS: **This section will require you to draw upon your knowledge of general perceptions of athletics as a career choice by females.**

24. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Female administrators provide models and guidance for other female administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male administrators provide models and guidance for female administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic administrators provide models and guidance for administrators of all racial/ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female administrators provide models and guidance for female student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male administrators provide models and guidance for female student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female administrators provide models and guidance for male student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male administrators provide models and guidance for male student-athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial/ethnic administrators provide models and guidance for student-athletes of all racial/ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C

25. To what do you attribute the LACK OF representation of women in INTERCOLLEGIATE athletics administration?

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Higher salary wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor high school athlete/coach relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor college athlete/coach relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest in athletics beyond playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burn out (e.g. dropping/quitting of an activity that was at one time enjoyable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of benefits offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable stereotyping of women in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfavorable racial/ethnic discrimination in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to work in athletics at a different level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candidates knowing women in the business who are unhappy in their career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Which of the following factors do you believe is THE MOST COMMON REASON why qualified women DO NOT ENTER careers in intercollegiate athletics administration?

- Job availability
- Family
- Salary
- Time requirements
- Travel requirements
- Lack of female mentors
- Lack of racial/ethnic mentors
- Lack of benefits offered
- Negative perceptions of female athletics administrators
- Racial/ethnic Discrimination
- Gender Discrimination
- Other, please specify _____

Appendix C

27. Which of the following factors do you believe is the MOST COMMON REASON why women LEAVE careers in intercollegiate athletics administration?

- Family
- Salary
- Time requirements
- Travel requirements
- Lack of female mentors
- Lack of racial/ethnic mentors
- Lack of benefits offered
- Stereotyping in athletics
- Discrimination
- Other, please specify _____

SECTION VI – ATHLETICS HIRING

28. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Female student-athletes prefer female coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female student-athletes prefer male coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male student-athletes prefer female coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male student-athletes prefer male coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
There are qualified women who do not apply for job openings in athletics administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are qualified men who do not apply for job openings in athletics administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in athletics administration regardless of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in athletics administration regardless of race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in athletics administration regardless of sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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30. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
There are women in athletics administration who only hire women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are men in athletics administration who only hire women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are athletics administrators who hire only individuals of the same racial/ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are women in athletics administration who only hire men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are men in athletics administration who only hire men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is gender discrimination in athletics administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is racial/ethnic discrimination in athletics administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is gender discrimination in athletics in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is racial/ethnic discrimination in athletics in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is discrimination based on sexual orientation in athletics in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Thank you for your participation. Please feel free to add additional comments below.

Please click the SUBMIT arrow to electronically complete this survey.

Issues of Gender Equity in Intercollegiate Athletics Officiating: FEMALE SURVEY

Thank you for taking the time to participate in the Athletics Officials Survey concerning women in college sports and administration.

This survey was designed to solicit feedback from females who officiate intercollegiate athletics events. This survey is completely voluntary and should take no more than 15 minutes to complete. Please note, this survey cannot be saved and must be completed in one sitting.

Your participation in this survey is completely anonymous and results from this survey will only be reported in aggregate form. Only general information gleaned from the survey will be provided for review by the Committee on Women's Athletics (CWA) and the Minority Opportunities and Interests Committee (MOIC). In order to complete this survey please click the SUBMIT arrow on ALL pages until you see a thank yous creen.

If you have questions concerning this survey or its submission, please contact Nicole Bracken, NCAA Research Staff (nmbracken@ncaa.org).

Please complete this survey only once.

The last day to complete this survey is Friday April 25, 2008.

NOTE: By taking this survey you are indicating you are a female AND you officiate NCAA intercollegiate athletics events.

SECTION I – BACKGROUND INFORMATION

1. Age:

- 20-29
- 30-39
- 40-49
- 50-59
- 60 and over

2. How do you describe yourself? **(Check all that apply)**

- African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic or Latino
- White, non-Hispanic (includes Middle Eastern)
- Other, please specify _____

3. What is your current marital status?

- Single (Never married)
- Married/Partner
- Divorced, separated, or widowed

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4. How many children do you have?

- 0
- 1
- 2
- 3+

5. Please indicate your living arrangements with your children. **(Check all that apply)**

- I do not have children.
- My children live with me full-time.
- My children live with someone else full-time.
- My children live with me part-time.
- My children are currently in college.
- My children live on their own.

6. If you were a student-athlete in college, for what Division did you compete in intercollegiate athletics?

- I was not a student-athlete in college
- Division I
- Division II
- Division III
- Other, please specify _____

7. Please indicate all educational degrees you have earned. **(Check all that apply)**

- B.A./B.S. in a sports related field
- B.A./B.S. in a non-sports related field
- M.A./M.S. in a sports related field
- M.A./M.S. in a non-sports related field
- J.D. with an emphasis in sport
- J.D. in a non-sports related field
- Ph.D in a sports related field
- Ph.D in a non-sports related field
- Other, please specify _____

8. Have you been hired to officiate a NCAA National Championship Tournament?

- Yes
- No

SECTION II – YOUR ATHLETICS CAREER CHOICES

9. To what do you attribute your interest in your **FIRST** position in officiating? **(Check all that apply)**

- Internship as a student
- My academic major involved athletics
- My involvement as a student-athlete
- My current career in athletics allows me to officiate
- My need for a supplemental income
- Encouragement by a coach to enter the field
- Encouragement by family members to enter the field
- Encouragement by a female mentor to enter the field
- Encouragement by a male mentor to enter the field

10. **PRIOR** to officiating in NCAA intercollegiate athletics, I officiated for the following groups: **(Check all that apply)**

- NJCAA
- NAIA
- AAU
- High School
- Grade School
- Community Leagues
- No prior experience
- Other, please specify _____

11. **CURRENTLY**, I officiate for the following groups: **(Check all that apply)**

- NCAA – Division I
- NCAA – Division II
- NCAA – Division III
- NJCAA
- NAIA
- AAU
- High School
- Other, please specify _____

12. How many years have you officiated NCAA intercollegiate athletics events?

- Less than one year
- 1 – 5 years
- 6 – 10 years
- 11 – 15 years
- More than 16 years, please specify _____

13. Please indicate your level of agreement with the following statement:

If I could start over again, I would still become an intercollegiate athletics official.

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

SECTION III – YOUR ATHLETICS CAREER EXPERIENCES:
This section will inquire about your career experiences.

14. Which NCAA intercollegiate sport(s) are you qualified to officiate? (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Rifle |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Skiing |
| <input type="checkbox"/> Crew | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Cross Country | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Fencing | <input type="checkbox"/> Swimming/Diving |
| <input type="checkbox"/> Field Hockey | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Track (Indoor or Outdoor) |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Ice Hockey | <input type="checkbox"/> Water polo |
| <input type="checkbox"/> Lacrosse | |

15. What is your average NCAA intercollegiate athletics per event fee?

- Volunteer only
- Less than \$100
- \$101 - \$250
- \$251 - \$500
- \$501 - \$750
- \$751 - \$1000
- More than \$1000

16. On average, how many NCAA intercollegiate athletics events do you officiate per year?

- 1 – 5 events
- 6 – 10 events
- 11 – 15 events
- 16 – 20 events
- 21 or more events

17. Is officiating NCAA intercollegiate athletics your primary employment?

- Yes
- No, supplemental and/or incidental
- No, volunteer only

Appendix D

18. Please indicate how satisfied you are **NOW** with the following aspects of officiating for NCAA intercollegiate athletics events:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable
Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of stress involved with the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility of work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of the sexes within intercollegiate officiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of race/ethnicity within intercollegiate officiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extent to which job challenges and provides professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your current overall officiating employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



19. How satisfied are you with your relationships with and support from the following groups?

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Unsatisfied	Very Unsatisfied	Not Applicable
Relationships with student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with athletics administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with other officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with professional sports personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support given by friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Do you officiate NCAA intercollegiate athletics contests as often as you would like?

- I officiate more often than I'd like
- I officiate less often than I'd like
- The amount of officiating I am hired for is just right

21. Do you plan to continue officiating NCAA intercollegiate athletics events next year?

- Yes,  skip to question 23
- No,  skip to question 22

22. What contributed to your decision to discontinue officiating NCAA intercollegiate athletics events at the intercollegiate athletics level?

SECTION IV-ATHLETICS CAREER PERCEPTIONS:
This section will require you to draw upon your knowledge of general perceptions of athletics officiating as a career choice by females.

23. How important are the following items in **ENCOURAGING** women to enter the career of intercollegiate athletics officiating?

	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant
Candidates knowing other women in the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical college athletics officiating experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about different jobs/roles within college athletics officiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops on how to enter the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily accessible female role models in college athletics officiating positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased job availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Which of the following factors do you believe is **THE MOST COMMON REASON** why qualified women **DO NOT ENTER** careers in intercollegiate athletics officiating?

- Job availability
- Family
- Salary
- Time requirements
- Travel requirements
- Lack of female mentors
- Lack of racial/ethnic mentors
- Lack of benefits offered
- Negative perceptions of female athletics officials
- Racial/ethnic discrimination
- Gender discrimination
- Other, please specify _____

Appendix D

25. Which of the following factors do you believe is the **MOST COMMON REASON** why women **LEAVE** careers in intercollegiate athletics officiating?

- Family
- Salary
- Time requirements
- Travel requirements
- Lack of female mentors
- Lack of racial/ethnic mentors
- Lack of benefits offered
- Negative perceptions of female athletics officials
- Racial/ethnic discrimination
- Gender discrimination
- Other, please specify _____

26. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
There are qualified women who do not apply for job openings in athletics officiating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are qualified men who do not apply for job openings in athletics officiating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in athletics officiating regardless of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in athletics officiating regardless of race/ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the most qualified applicants are being hired in athletics officiating regardless of sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Thank you for your participation. Please feel free to add additional comments below.

Please click the SUBMIT arrow to electronically complete this survey.

The NCAA salutes the more than
400,000 student-athletes
participating in **23** sports at
more than **1,000** member institutions

