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Sexism in High Level Sports Organizations
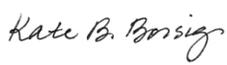
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Sexism in High Level Sports Organizations

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Sexism in High Level Sports Organizations

by

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Thesis

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Sexism in High Level Sports Organizations

by

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Abstract

Title IX was implemented in 1972 to counter discrimination against women. This included women throughout various levels and systems including athletics. Title IX states that in order to receive federal funding assistance, programs and organizations must ban sex discrimination in order to do so. While Title IX has progressed participation rates of girls and women in sports, it has done little to increase and elevate women in leadership positions. Despite an unprecedented amount of women participating in college sports, women are not provided the same opportunities to chase positions in sports administration or coaching (Lanser, 2017). There have been almost no benefits for women in sports leadership positions such as athletic directors, coaches, trainers, and athletic faculty representatives. Although Title IX has increased participation, many obstacles remain for women in athletics. The purpose of this study is to provide depth and context to women's experiences of sexism within high level sports organizations. Participants in this study were employed across a wide range of collegiate athletics and professional sports organizations. Although the participant pool was diverse and covered a wide range of positions of leadership, findings indicated that experiences of sexism were similar and consistent amongst participants.

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Sexism in High Level Sports Organizations

Introduction

Since the implementation of Title IX in 1972, the percentage of women in positions of leadership has not broadly increased (Bowers & Hum, 2013). In the NCAA alone, women hold 1,642 out of 4,535 athletic administrative positions (Reed, 2018). 107 institutions have no women athletic administrators. Less than 23% of all coaching positions in NCAA sports are held by women, and there is no other employment sector where percentages are that low for women (Women Sports Foundation, 2017). Out of 60 executives in the NBA, only 13 are women (Simmons, 2011). In the 1970s, the Association for Intercollegiate Athletics for Women (AIAW) was formed. According to Eddie Comeaux and Adam Martin's (2018) study, women educators created and ran this organization to promote intercollegiate competition for women. 90% of staffing, coaching, and administrative positions consisted of women. Although the AIAW had widespread impact, the percentages of women in leadership positions, since the National Collegiate Athletic Association (NCAA) era, has decreased in comparison to the AIAW. With men holding most of these positions, one can only wonder how women experience the workplace and how women navigate the advancement of their careers. This study's purpose is to understand women's experiences of sexism in the workplace and provide depth and context to those experiences. By providing depth and context, this study will recommend solutions, based on conclusions from the study, to promote the advancement and equity of women in positions of leadership.

Literature Review

Retaining & Advancing Women Towards Leadership Roles

According to Hindman and Walker (2020), women are appointed to various positions in the sports arena, and while most positions are entry-level, there are difficulties retaining and advancing women towards leadership roles. Although organizations and institutions may be making an effort to increase the number of women on staff, organizations and institutions remain male dominated, therefore concluding that these experiences need to be examined. Previous research conducted by Sabrina Reed on the underrepresentation of women in the male-dominated world of sports, examined current trends of their almost nonexistent role (Reed, 2018). Focused on the perspective of female coaches and their lack of advancement in men's college basketball, Bopp and Walker's (2010) study discovered biased ideological and structural beliefs against women that were engrained in organizations as a whole. Through detailed and structured interviews, the study concluded that indicators such as perception, male-exclusivity, and pressure were indicators of the current trend of lack of women in leadership positions. Women face challenges within high level sports organizations and ascension to leadership positions can require working in aspects of organizations that women are rarely given the opportunity to work (Bop & Walker, 2010). There have also been discussions pertaining to women's absence in the hiring process, and in concurrence with these trends, Bop and Walker's study found that women are not being given hiring opportunities, and women do not show interest to interview for these positions. Conducting studies that explore hiring practices would be crucial in narrowing down ways these barriers against women have stood the test of time. Gender-role stereotyping, interest, self-efficacy, lack of mentoring, and role models were considered deterrents of the interview process.

In order to retain and advance women in sports leadership roles, one must examine work-life balance. Research conducted by Sabrina Reed concluded that work-life balance is a barrier that can affect women in organizations and providing mobility and career progression is key for advancement of women in sports leadership roles (Reed, 2018). Reed (2018) identified that women who experience work and family conflict can experience distress, physical and emotional exhaustion, and burnout. Reed's study continues to discover that dissatisfaction in unfavorable conflicts between work and family can cause one to feel anguish resulting in leaving the profession. In contrast, individuals feel a sense of security and higher sense of well-being when provided work life balance (Hardin, Siegele, Smith, & Taylor, 2018). Hardin et al found that NCAA Division I coaches that were mothers, reported a feeling of fulfilment from their role as coach, but in return ended up feeling guilt and anxiety from being away from their children. It was also found that women stay in positions longer when provided with organizational support that assist in providing balance in these areas.

Hardin et al. (2018) also discovered gendered expectations and perspectives can also impact the retaining and advancement of women through the hiring process. Through hiring committees in a male-dominated profession, the process can become tainted with biases. The hiring process for women can present various biases, but perception is crucial. How hiring committees perceive a female candidate can also lead one to believe that a female candidate may be unfit. For example, the hiring committee may conclude that a female candidate with family responsibilities is not compatible with the job position, therefore anticipating future negligence in that role which could lead to high job turnover rates. The policies of organizations could potentially play a pivotal role in influencing feelings of an individual experiencing anxiety or guilt based on work constraints. Job pressure, stress, and work schedule have been linked in

studies as specific restraints of an individual's experience of anxiety or guilt. (Hardin, Siegele, Smith, & Taylor, 2018).

Women are also faced with work life conflict, which results in difficulty to participate in one role or the other. Work responsibilities may become a barrier to mothering or the perceived duties for wives. In society, traditionally, men are presented with the responsibility of providing financially and evoking discipline for the children while women, in those same settings, are expected to provide nurturing, childcare, and complete household duties, which can become an extensive task. It is crucial that those who seek senior level positions be able to balance work life conflicts and personal life at a high level of leadership. There are no definitive boundaries between personal and professional life. Societal norms have affected the treatment of females in positions of leadership further illustrating gender discrimination. The life patterns of women can influence decisions within the workplace, therefore impacting their ability to successfully and continually be promoted within high level sports organizations (Reed, 2018).

Opportunities for women to participate in collegiate sport have increased, but representation and reflections for women in leadership roles has not (see chart in Appendix D). The need for women in positions of leadership is vital to expanding networking opportunities to assist other women breaking into the field. Due to the underrepresentation of female head coaches, mentorship availability is low (Reed, 2018). Women occupied almost 90% of sports leadership positions nearly 40 years ago and currently only occupy less than 50% of those same leadership roles (Hindman, Katz, and Walker, 2018). The Hiring Report Card was created to track hiring and retention of intercollegiate staff, administrators, and coaches. This report highlights the hiring decisions of intercollegiate athletics. The Hiring Report Card assesses the racial and gender makeup of coaches, administration, student athletes, and overall leadership in

collegiate athletic departments. According to the federal affirmative action policies, the workplace should mirror the percentage of the people in the racial group in the population. For example, if 33% of the population were African American then a grade of an "A" was received if 33 percent of the positions were held by African Americans (Lapchick et al., 2009). In 2020, collegiate sports as a whole received an overall grade of "C+" and a "C+" specifically for gender hiring (Lapchick et al., 2020). Gender hiring for NCAA Vice President and above went down from 42% to 36%. The gender hiring grade for Division I athletic directors received a grade of "F" with only 14% of women fulfilling that specific role (see chart in Appendix F). With more women gaining experience, there could possibly be an increased number of female candidates applying for leadership roles due to gaining experiences desired for leadership positions (Darvin & Sargas, 2017).

There has been progress to address gender issues in collegiate athletics. The NCAA created the senior woman administrator (SWA) position to combat the underrepresentation of women in collegiate athletic departments by giving women a voice and a seat at the table. Although, SWAs have been examined in previous research, the networks in which they operate have not (Hindman, Katz, and Walker, 2018). Hindman et al. (2018) study concluded that leaders are instructed to use networking for jobs, knowledge, recommendations, and other resources. Decision-makers alert and advise their personal networks of job openings, practice suggestions, and other opportunities therefore indirectly fostering a system of gendered discrimination (Hindman, Katz, and Walker, 2018). If organizations intend to increase diversity, provide various opportunities for women, and retain women currently serving in positions of leadership, they must be aware of gender barriers and bias present within their personal networks

and consciously work to consider women, even if outside their network (Hindman, Katz, and Walker, 2018).

Masculinity & Gender Stereotypes

Women have been systemically excluded from sports as early as the eight century (Comeaux & Martin, 2018). Cunningham and Satore's study on the underrepresentation of women in leadership positions in sports organizations, state that from an interactionist perspective, the self is composed of multiple identities that are formed by society and can be influenced through the roles of gender and other stereotypes (Cunningham & Satore, 2007). Inclusion or exclusion within specific cultures cultivate constructs and impact the extent of which one believes. Due to this dilemma, Cunningham and Satore concluded that women believe they are not qualified or suited for these positions. Within these gender stereotypes exists hegemonic masculinity. Masculinity and power have been often associated with men, and western culture paints hegemonic masculinity's image as tough, aggressive, competitive, dominant, and superior to other marginalized groups. Western culture's idea of the woman presents them as submissive and having lower positioning and/or social status (Cunningham & Satore, 2018). In previous studies, masculinity has been associated with positions considered "stronger" than others. For example, the position of athletic director would be considered as "strong".

In Bop and Walker's study, femininity and managerial characteristics are also correlated with positions such as athletic directors and life skill coordinators (Bop & Walker, 2010). Although feminine characteristics are associated with a strong position such as athletic director, women continue to be underrepresented in areas as such. Not only has history alone influenced gender representation in sports, but the media has also influenced how women are portrayed

athletically. The media has portrayed women to be involved in feminine sports such as golf and tennis. This is deemed appropriate for women in their perspective and attract more media attention due to their feminine appeal than sports that could be considered more masculine such as softball. While this has been normalized, it is visibly evident that men's power dominates top athletic positions and participation (Cunningham & Satore, 2018).

Challenges for women have always existed but providing context to those experiences through understanding organization's perception of women can implement meaningful change. According to Comeaux and Martin's (2018) study on athletic administrator perceptions of male and female athletic directors, leadership is defined as whatever works effectively. This study states that when women engage in masculine leadership it is received poorly by peers. Organizational documents reveal that women working for these organizations and institutes were thought of as less threatening, loyal, detailed, and organized. However, these characteristics are considered uncomplimentary to high-level positions within organizations (Comeaux & Martin, 2010). Inclusive and diverse climates have been previously linked to positive outcomes. Results such as less turnover, higher employee satisfaction, better financial performance, and improved team performance are positive outcomes as a direct result of proper climates. According to Dixon and Hartzell's study on women's perspective on careers in athletic administration, gender diversity enhances organizational performance. Women are also bringing various forms of expertise to organizations through higher levels of education. Women have also alluded to having a heavier workload than men even with identical job descriptions on paper. A woman could have the responsibilities of administrative duties while also coaching and teaching, while a man could only be given the responsibility of administrative duties (Dixon & Hartzell, 2019). Overrepresentation in support positions were described by a male executive as a job that "no

man would go for" because the executive would never do 'that much work for that [little] money" (Comeaux & Martin, 2018, p. 132). Differing responsibilities with identical job descriptions can place women in a difficult position in which failure is likely to occur (Dixon & Hartzell, 2019). Despite the benefits of having female presence in positions of leadership, women continue to be underrepresented in high level positions within male dominated contexts.

Gender bias elevates one gender over another. It has nothing to do with biological differences, but everything to do with how they are defined. Gender relations in intercollegiate athletics are complex and a work in progress just as other U.S. workplace environments. Sexism and differential treatment towards female coaches are not exaggeration of experiences and women in previous research have expressed concerns about gender bias more than their male counterparts. Men monopolize coaching positions in men's sports giving them the enjoyment of dual-career paths. In contrast, women coaches are not being provided this opportunity therefore magnifying underrepresentation. Findings show gender bias as a commonality in athletics, campus workplaces, and various climates, and also indicate that women's workplace experiences differ in the areas of opportunity, involvement in the department, job security, professional mobility, and professional advancement. Evidence within this study indicated that women acknowledged that it was easier for men to obtain top-level jobs, be promoted, negotiate salary increases, and influence department's decision making, and tap into other professional opportunities. A higher percentage of current, female coaches stated they feel comfortable going to administrators about Title IX issues than former coaches who raised concerns about Title IX issues with administrators. This indicates that there are changes to be made. Gender bias remains a central component of the college sports workplace (Women Sports Foundation, 2016).

Male dominance of sport has reflected American society. Early laws upheld male control in general society. As a result, male dominance was produced, and females are limited and even excluded from participation. However, women have been able to break through participation barriers (Pedersen & Whisenant, 2005). Masculine qualities can affect a female employee's ability to be successful in resolving conflict within the workplace. Masculine qualities such as assertiveness and insensitivity are attributes that employees are trained to believe make them successful. Female employees may be uncomfortable exuding these unfamiliar qualities and may not be viewed as valuable in organizations due to inconsistences with the cultural norms of an organization. Female employees considered controversies as personal insults and were found having to face suffering when found in situations likely to result in conflict or power struggle (Hardin et al., 2018). Increasing opportunities for women in sports leadership is important for various reasons. Overall fairness, visibility, diverse perspectives, styles, and skills are areas that could see impact when increasing representation. Women need to visibly see representation in administrative positions to reflect and define sport and sport participation in their futures (Pedersen & Whisenant, 2005).

Gender stereotypes are visible within various levels of leadership and are most visible in head coaching roles. Results indicated that gender does not impact player performance therefore dismantling traditional gender stereotypes found throughout the sports industry. Lower representation can be based on supply due to the lack of interest in coaching by women for different reasons including work-life balance. Gender stereotypes, in most cases, dictate the roles of men and women within an organization with little regard for productivity measurements (Berry et al., 2018). In the NCAA, research has confirmed that male coaches face fewer obstacles in their career progression and compensation due to perceptions of gender bias. In this

study (2018), there were two types of prejudice (a) women were less likely to be chosen as a leader because of male stereotypes associated with leaders and (b) actual leadership that is executed by a woman is evaluated less favorably. In addition to large traditional gender stereotypes, women are not treated with the same respect as male coworkers. Gendered sport leadership processes have discouraged from pursuing leadership roles and positions (Berry et al., 2018). These processes hinder women who are in pursuit of these roles. Specifically, a current form of discrimination implies that the "old boys' network," prevent individuals from entering the occupation. This denies them important opportunities to grow. As long as masculine traits are emphasized, women will continue to face biased opinions regarding their coaching abilities and obtaining leadership roles.

Chaplin and Harris' (2019) study on gendered leadership and coaching may provide insight into the root reason of gendered coaching through the athletes themselves. This study reveals the reason student athletes may prefer male or female leadership and could provide interpretation of the reasons that childhood experiences, ideals, and gendered language may play a part in biases against women in sports. 34 collegiate student athletes (28 men and 6 women) were interviewed about their experiences and relationships with their high school sports coaches and study concluded that student athletes' interpretation of their experiences determined specific engendered notions, teachings, and leadership. In sports, there is an ideal that sports coaches are teachers that educate athletes in the development of a particular sport and its techniques and skills. This notion is critical when conceptualizing sports teachers (who are males in most cases) as gendered leaders and mentors (Chaplin & Harris, 2019). Over time, literature has impacted this. Sports and physical education have critiqued masculine demonstration and the feminization of teaching as a devalued femininity role. Correcting sexist sports language deconstructs the

ideal of male dominance throughout and beyond sports. According to Chaplin and Harris (2019),

men's domination of the coaching profession impacts athlete's gendered identities,

interpretations, self-perceptions, as well as expressions of desired mentors, leaders, and sports

teachers. Positive student-athlete's accounts of coaching can be attributed to preparation,

demeanor, focus on excellence, instructional quality, development of character through desire to

compete. Hard work, dedication, and commitment are stated demonstrations of drive and loyalty

in the study. While there are not many studies on different coaching styles and how they are

linked to athlete's perceptions of sex and gender, athlete's coaching experiences reveal data

about the existence of sexism and gender bias in evaluating performances of coaches, mentors,

and leaders (Chaplin & Harris, 2019).

Informal networks are a natural part of individuals' mobility patterns when desiring to

ascend in areas of leadership in sports (Harrison et al., 2009). Specifically, a current form of

discrimination implies that the "old boys' network"[1], prevent individuals from entering the

occupation and denies important opportunities for women to grow (Berry et al., 2018). This

results in networks known as hiring trees and it is an impactful part of the coaching profession

that has historically benefited the privileged versus minority people seeking opportunities.

Although there are minority players in the majority hiring trees, there is lack in the areas of

administration, coaching, and staffing (Harrison et al., 2009). There are links found in previous

studies that indicate a correlation in same sex leaders. Patterns show there is a higher percentage

of female head coaches if the athletic director is female and vice versa. The results of this study

concluded that there were three reoccurring themes amongst the women in this study. Gender

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[1] "Old boys' network" are an informal system of support and friendship through which
men use their positions of influence to help others who went to the same school or
college as they did or who share a similar social background.

bias practices, more male candidates, and higher perceptions of males were all concerning themes among this study's participants (Reed, 2018).

Societal norms have affected the treatment of females in positions of leadership further illustrating gender discrimination. Women struggle with career decisions and progressions, due to lack of support, work-life imbalance, and underappreciation. Gendered needs and differences constrain advancement in obtaining leadership positions (Dixon & Hartzell, 2019).

Gender Normalcy and Homologous Reproduction

Gender Normalcy follows gender inequity (see Appendix E) and is present within organizational levels despite identical qualifications of male and female employees. This suggests that gender equity is key. Gender normalizations can occur in two aspects: duties assigned based on gender and normalizing skewed ratios of women to men (Hardin et al., 2018).

Hindman, Katz, and Walker's (2018) study on gendered leadership finds that Senior Women Advisors in NCAA Division I are often assigned to "nurturing roles." These roles include positions such as public relations, revenue generation, selection and supervision of staff, program supervision, and other financial operations (Hindman et al., 2018). The assignment of these roles is found problematic due to gender normalization perceptions of women.

Homologous reproduction restricts women from reaching leadership positions and initiates the reproduction of corresponding dominant groups or individuals through hiring similar individuals based on physical and social characteristics. It is defined and characterized in Darvin and Sargas' study (2017) as operating within an organization when those in power maintain their influence by allowing only those who have similar characteristics to gain access to positions of power and influence within the organization.

In some cases, if a white male oversees the hiring committee, he is more likely to hire another white male to fill that opening. Darvin and Sargas' (2017) study on homologous reproduction found that in the three sports analyzed (women's basketball, women's volleyball, softball, and women's soccer), female head coaches hire female assistant coaches at a higher rate than their male head coaches. This happens across both gender and race because people are most likely to hire people that look like them. However, this can be problematic for organizations, especially women. Athletics preserves normative gender roles which excludes and devalues women in the sports workforce (Hardin et al., 2018). Boys involved in sport at a young age are sometimes exposed to a culture of hypermasculinity that is counterproductive and has been directly linked to the degradation of women in the workplace, with some even suggesting the reality of increased chances of men committing harassment or assault (Lanser, 2017). Overt and subtle sexism in the sports industry impacts the experiences women have in their sports careers.

Methodology

The aim of this study is to document the experiences of women in sports leadership and the cultures within high level sports organizations and departments. Women in sports leadership is defined as women within a collegiate or professional organization or department. They hold positions of leadership such as head coach, assistant coach, athletic director, assistant athletic director, head athletic trainer, and head strength and conditioning coach. By exploring these areas, this study should be able to answer these questions:

      (a)   Do women in sports leadership experience sexism?

      (b)   If so, to what extent do women in sports leadership experience sexism?

Data for the study was collected through qualitative methodology through an exploratory aim. Qualitative research focuses on data collection in the form words, concepts, perceptions, and ideas. It is used to investigate the "softer side" of things to explore perceptions, ideas, or feelings. Qualitative research, in most cases, is used to gain a deeper understanding of the complexity of a situation draw a rich picture of what goes on in the process. The reason for this overarching concept being applied in this study is to get feedback about participant ideas, perceptions, and feelings regarding workplace culture for women in sports leadership. Using an exploratory research aim to understand the perspectives of women in sports leadership was necessary for the type of information wished to be obtained in this study.

An interpretivism philosophy was chosen in this study to examine the individual interpretations that participants have about their behaviors and was used to understand the meanings participants gave to the interview and the motivation participants had. The focus of this study is to gain insight into the experiences of women in sports leadership to determine if they have experienced sexism. Although participants shared their personal experiences, data was observed objectively.

The research strategy used was a narrative one. Interviews were semi-structured and more of a discussion and being attentive to the interview to assess the information given and how the interviews of participants connect to each other. Usually these sample sizes are small, but for this study 20 participants helped provide transparency and accuracy to data collected.

Data was collected cross sectionally to provide a snapshot of data. Data was specifically collected through a series of individual semi-structured interviews with participants. The qualitative approach was best used in this study to sort through different areas that were reflected in interviews with participants. Qualitative methodology allowed the participants to discuss

questions presented in relation to the study and provide direct feedback. Participants were only needed once for the study. Data was collected from the same sample during the off sports offseason which is during the month of July. This allowed for comparison of different variables and information about the current status of what the data is saying. Nonprobability sampling strategy was used in this study. An inductive research type allowed this study to be built from the ground up. This research revealed how women in sports leadership view causes and solutions of sexism against women in sports leadership.

The population of high-level sports organizations is defined in this research as organizations and universities within the collegiate or professional level of sports. The population make up is generated from basic titles and positions within the sports realm. Positions were found within NCAA demographics and cross referenced with basic professional sport positions. Positions include director of athletics, assistant athletic director, head coach, assistant coach, head strength and conditioning coach, and Head athletic trainer. The sample in this study are women in sports leadership positions who are currently active in these roles. Invitation to participate in the study went out to 32 women via email and only 20 accepted the invitation. To create an even sample for research, participants were required to have at least three years of working experience in their respective leadership roles. This provided a small yet unique sample with experience ranging from 3 to 27 years. A total of 16 institutions and/or organizations were represented in this study. Sample demographics and experience levels were researched and obtained by the interviewer from online biographies. The sample was selected based on position, age, and sport to ensure a variety of sample data. Participants were asked to verify their ethnicity, degree level, age, experience, sport, and position within the organization to confirm information obtained by the interviewer from participant online biographies. Interviews were conducted in a relaxed and

casual style that was indicative and appropriate for the dialogue and discussion. Thorough

planning was applied in this process by creating clear and realistic expectations of participants.

This approach was applied and cultivated an atmosphere that helped foster reactive responses

and allowed the interviewer to explore responses and reasoning. The tone of the interviewer was

accommodating and welcoming to minimize barriers to communication. All participants

articulated willingness to be surveyed and interviewed, but only under circumstances that their

identity be concealed for confidentiality purposes. Due to this request, their names were changed,

but all other information has been retained to show detailed data and structure within the

research.

    First, there were 20 one on one interviews. The sample had the opportunity to interview

outside of the group to avoid bias. Secondly, all 20 women in the sample were interviewed in a

group session. The same protocol was used for every individual interview and the group

interview (see detailed protocol in Appendix A). In the session the sample was questioned about

perceptions of treatment against women in sports organizations and were asked to express

instances when they felt they were being treated indifferently. They were also asked about job

performance and what could be done to enhance their experiences. Interviews were geared

toward reflection strategies that prompted participants to recall current, recent, and past sexism

experiences. These responses invited the researcher into participants' reasoning as well as

personal experiences needed to gather appropriate data.

    The distance of the interviewer and the sample was also taken into account which resulted in

conducting this study virtually. 16 of the 20 interviews were conducted via zoom and the other

four participant interviews were conducted via phone due to other conflicts. With a sample pool

that varied across 7 different states, the likelihood of participants knowing each other was lower

than if all were chosen from the same state or institution. Not selecting participants from the

same institution also increased the chance of keeping participants anonymous and protected the

integrity of the study. Using quantitative methodologies in this study allowed participant's

responses to be clearly and accurately interpreted. They were interviewed for approximately 25

minutes each. The interview process had no time limit but was designed to apprehend and

document the more personal and intimate experiences of participants. Questions formulated were

focused on inequalities, barriers, and the roles of women in sports which was designed to

develop an understanding of sexism in sports organizations and leadership. To help answer these

questions semi structured interviews were used. These are sample questions that were asked to

participants:

> (a) Have you experienced sexism in the workplace?
>
> (b) How is your performance measured in the workplace?
>
> (c) Are there any barriers that reduce the effectiveness of your job?

Although the sample was thoroughly researched and vetted, some biases remain. These

biases consist of unconscious and conscious. An unconscious bias is the sample only consists of

women. While this is appropriate for this study, the experiences of men are not taken into

account. This does not discredit or invalidate the sample's experiences but does reveal that there

could be other factors involved. Another unconscious bias is the sample's age range. The age of

the sample varies from 29 to 68. Conscious biases could potentially exist in the sample's

opinions of gender roles, beliefs, and ideals on the subject matter. Intent could possibly be

detected and observed.

Analysis

Data was analyzed using a thematic content approach. The goal of this specific method is to find patterns across the data and group themes. Because all transcripts were audio recorded, they were transcribed by the researcher. Once transcripts were analyzed, the transcripts were read line by line to ensure all evidence had been extracted from interviews. Patterns, trends, and shared experiences were annotated in each of the participant's responses. Relevant words, phrases, themes, and sections were coded. Coding in this process helped identify important patterns, concepts, differences, opinions, and processes participants shared. Data was segmented to reveal connections between categories and establish cohesiveness. All patterns and trends were categorized to create a visual of research findings.

Findings

This study revealed similarities in the thought process of participants. Thought process is defined as gendered beliefs and ideas about the effects of sex and gender in high level sports organizations. The findings of this study revealed that although participants were grateful for the opportunity to occupy their position, they admitted that there needed to be definitive and permanent changes made. The findings of this study were cross-checked with different themes and the data reflected provides descriptive and articulate information that is reliable and consistent with theories used as the basis of the studies commentary. 12 of 20 total participants were preceded by white men and participants also felt that their job security depended on their ability to maintain the same level of success as their predecessors or exceed it immediately. Some participants also found themselves pressured to use the same methods and forms of teaching and leadership as their predecessors instead of their own methods and styles of leadership to meet the standard. Eight participants reported that their previous bosses were also

female and the methods for maintaining a satisfactory performance in their occupation were also

measured by their bosses' predecessors. The majority of the bosses' predecessors were males

who did not fear job security.

Most participants in this study stated that leading men within their occupation and

department presented challenges. This finding aligns with previous research, conducted by

Darvin and Sagas (2017) that have found that same-sex preference bias does exist and are linked

to concepts of leadership and masculinity. Some participants admitted that most male colleagues

attached cultural constructions and preferences using gendered language to attempt to intimidate

them. Participant's responses demonstrate gender norms, and document expressions of gender

biases and discourse in high level sports organizations. Responses also reveal other issues that

could cause inability to fulfill their duties.

Experiences of Sexism in the Workplace

The majority of the sample expressed experiences of sexism in the workplace at some

point within their current position. Most attributed it to inheriting a leadership role that men had

previously held and male colleagues equated gender to their inability to operate in their

leadership role. Here are accounts that indicate the association of gender to ability as women in

positions of leadership.

Mia Williams stated:

"When I arrived the first day after being publicly named Athletic Director at my current

institution, I could feel the uncertainty of my male counterparts as soon as I stepped foot

on my hallway. I was met with uneasy and unwelcoming jesters from a few. They

pretended to either not see me, or completely ignore me. As I met with a few of them to

start conducting day to day business, I was met with opposition as I tried to explain my methods and reasoning for completing tasks. There was one distinct statement I remember hearing most of the day by them. They stated, "[The previous Athletic Director] did not do things like this". I looked around to see if he was still there because they "reverenced" this guy so much and he was not employed anymore. As I got to acquaint myself with my male counterparts, I found that most of them were former athletes at some point in their lives. This was an interesting finding that has stuck with me throughout the duration of my time here. I have always thought of myself as one that possessed the ability to perform this job at an elite level, but my male colleagues did not see me as a fit to succeed their white male predecessor".

Isabella Johnson stated:

 "My experiences of sexism in the workplace started long before now. I am in a male dominated profession, and I am the head strength coach at a university as a woman. I don't know if this is good or bad, but I expect there to be some resistance because of my gender. I am in my third year at this institution and most people still have no clue who I am. In a previous experience, it took me 20 minutes to get into the facilities because I had lost my key card, and no one believed that I was rightfully supposed to be entering the weight room. I feel that I have had to work twice as hard as my male peers because of my gender. I still walk into meetings, and sometimes I am mistaken for the secretary and everything but who I am. Most people admit that they genuinely did not know and meant no harm, but I think that shows the progress that needs to be made in changing gender

biased thought process within sports and especially within high level sports

organizations".

Audrey Davis stated:

"There was a period of time where I would attend regular department meetings. The first

meeting I was asked to take notes and I was fine with that. I did not think anything of it

because it was just the first meeting. I then began to notice a pattern as I was nominated

each meeting to take notes by my male peers and I was also the only woman in the room.

One meeting I declined and was never asked again. Sexism in the workplace does not

have to be a huge sexist rant or an outrageous comment. I began to notice sexism in the

subtle details of my daily interactions. As a woman, you are always fighting to prove

your credibility and right to belong. I was made to feel less than and never good enough".

Olivia Brown stated:

"I work in an athletic department that is predominately male and it is a consistent battle.

There was a golf tournament that our school was sponsoring, and duties were delegated

by our male athletic director. I noticed that most of the men got to drive golf carts all day

while the women were either working concessions or handling organizational duties such

as prize distribution and handling money. As women, you fight so hard for a seat at the

table, yet you are constantly made to feel like you do not belong. We feel like we have to

work that much harder to receive the respect of our male counterparts. In some instances,

it has gotten better for me, but in most cases, it is still a constant struggle".

Judy Miller stated:

"Girls are taught to be perfect, and guys are taught to be courageous. I feel like culture

has conditioned us to think we are not good enough. I was young in my coaching career

when I experienced a very blunt run-in with sexism. Me and a male colleague were

having a very general conversation about a close game that we had lost the night before.

He essentially said that I lost the game because as a woman, my mind was not made to

think the way men do in those specific tense situations. I repeated back to him what he

had said to make sure I interpreted his statement correctly, and when I confirmed, I gave

him a few choice words and walked away. Men do not have to fight the same fight as

women do. It can be tiring but that is the beauty of the fight. However, it is difficult when

the majority, if not all, of your peers are all men".

Isabella, Audrey, Judy, and Mia's experiences document the day-to-day occurrences of

sexism in the workplace of high-level sports organizations. Findings indicate that gendered

language and gendered actions do correlate, and men's domination of sports and administrative

roles could be linked to male privilege and ideals that cause them to question a woman's ability

to perform within high-level sports organizations.

Barriers and Performance Effectiveness

According to participants, barriers to performance can begin to be indicated during the

hiring process. 46% of participants experienced perception of future challenges in the hiring

process. 40% of those participants attributed it to the thought process of a hiring committees,

which were mostly male.

Brianna Pearson stated:

"I have seen different hiring strategies. Some which were fair, and others biased. However, these hiring process can be a prerequisite to the atmosphere candidates will experience on a day-to-day basis. People equate men with leadership, competitiveness, aptitude, and strength. However, they negate the effectiveness a woman can have in that same position because the woman is associated with being a nurturer, gentle, and cooperative. When preconceived biases exist in our business it can make women feel the burden of being successful in their position of leadership that much more".

Change of Views About Sports and Career Paths

67% of 20 participants said experiences of sexism caused them to question their careers and the longevity of them. With limited opportunities and competing with their male counterparts, participants indicated that counting the cost of motherhood was a significant factor in questioning their career paths' longevity.

Hannah states:

"All colleagues should mutually respect each other. That's what develops relationships and accountability. I have long contemplated pursuing other educational opportunities for another career due to the affect my sports career has had on my children. Early mornings and late nights have affected the quality time I invest in them. At the same time, I am torn between the student-athletes whom I'd like to think of as my own children as well and the enhancement of their experiences. It's an ethical dilemma that I feel I shouldn't be faced

with if proper process were put in place for mothers with careers in sports. The systemic support just isn't there, but I feel it should be".

Addison Anderson states:

 "I came into the coaching profession immediately after being a student athlete. I knew coaching was what I wanted to do after playing. I will admit, I had no thoughts of becoming a wife or having kids. That's not to say I didn't want to, but it was never something I just sat around and thought about because the profession itself was already difficult enough breaking into as a single woman. I've seen both sides of sports as a single woman and as a married woman. I've seen men get jobs with way less experience than women who applied—which is what happened when I applied for my first job. I was beat by a male with less years of coaching experience than I had at the time and was also paid more than the max listed on the initial job listing. I was told that the candidate chosen fit the "tone" that administration felt the program needed at the time. My mindset at that point then was very career driven and focused on breaking through invisible barriers by being "overqualified". With me now having a family and young kids, my priority is them. My career as a coach makes that very difficult to the point where I just may take a backseat to my husband's career to be more present in their lives. I have male coworkers who kids are mostly at home with their wives while some days I juggle kids at work just to bond and spend more time with them".

Leah Welch states:

"Although my career has just started, I am already contemplating a career change due to constant sexism in my workplace. There seems to be no room for advancement where I am, and I have a young family. I often struggle thinking about the effects of my work life intersecting with home life. Every day the decision becomes clearer. My husband and I have even discussed me being a stay-at-home mom. With young children, it is important for me to be present and mentally capable to be the mother they need".

Ways Sexism Can Be Lessened Within Sports Organizations

70% of participants agreed that the way to begin eradicating sexism starts with changing cultural ideals and engendered biases. Responses varied, but there were consistencies in building relationships within departments and representation.

Ruby states:

"In my 25 years of being involved in sports, I have accepted change takes time and anything worth having is worth fighting for. I won't ignore the fact that there has been some change that has taken place, but institutions must continue to progress in their thought processes about women. There are biases towards women, and I've seen it with my own eyes when being a part of hiring committees for different positions within athletic departments. I think it is very vital that representation impacts sports equity for women because it is a tangible feeling that little girls can use to motivate their generation. Growing up I did not have that. [For little girls] to see someone that looks like them

speaks volumes in my opinion. I firmly believe that reversing current trends is initiated

through representation. The importance of representation is key, but so are policies that

foster growth and retention of women in leadership roles, which in most cases goes
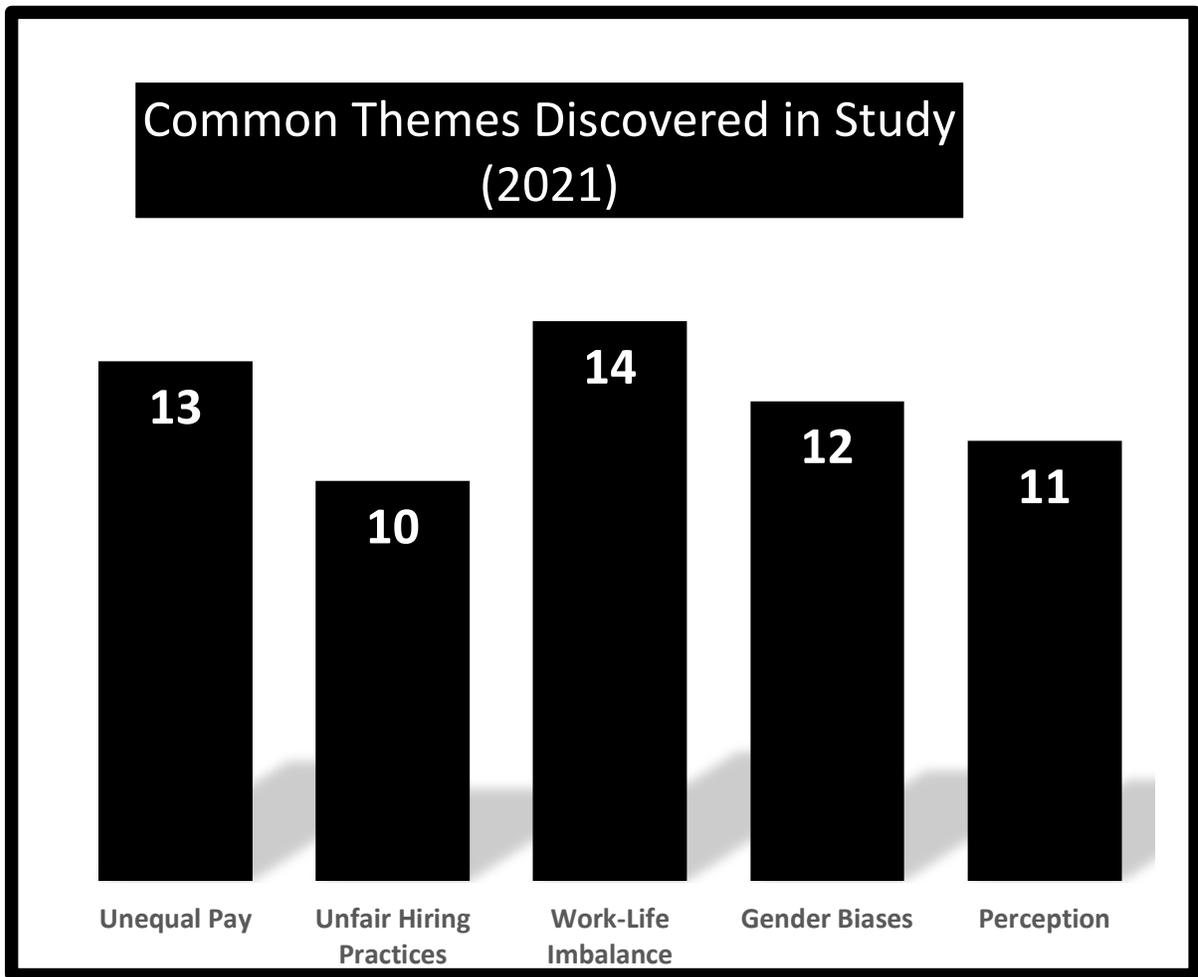
lacking".

Addison Anderson states:

 "Society's views about the roles of women and perceptions have to change. Yes,

opportunities are important, but when women do obtain the opportunities, look at what

we have to juggle in order to succeed. We're already up against a system that believes

women should drop careers to become caretakers for families. That's not to say we

shouldn't take care of our families, but workplaces should be mindful of biases against

women workplace and respect and value what we bring to the table. There has to be

relationships built throughout the cultures of organizations to begin having healthy

conversations about these issues of sexism."

Discussion

After collecting and examining data, there were three themes that were concurrent

throughout research (see graph in Figure 1.1). Perceptions of women, work-life support, and job

opportunities were areas participants consistently expressed the most concern. 61% percent of

participants experiences' reflected gender stereotype and biases. Participants indicated that pay

gaps, pay scales, and hiring practices were barriers experienced through at least one previous

employer. Unequal pay resonated with 64% of participants. 56% of participants attributed the

perception of males in the workplace higher than females. Work-life support was the theme most

consistent at 72% and participants expressed the importance of creating and maintaining balance

as an equal part of success in sports organizations. Participants felt their careers negatively

impacted their family life and obligations. In addition to work conflicts, 39% of the 72% also

agreed that the acknowledgment of women in sports who have successfully raised families while

being involved in sports lacks greatly. 48% of participants shared experiences of hiring biases

resulting in more male candidates in positions of leadership.

      According to participants, policy was the base solution to eradicate sexism in sports

organizations and 57% of participants indicated that systems of hiring processes designed to

include a percentage of women involved in hiring decisions within their sports organizations is

vital. Policy suggestions also included implementing discrimination policies that could create a

clear and unbiased way for women to have a formal yet anonymous way to report inappropriate

treatment in sports organizations. Another aspect of policy reform included implementing policy

that encourages diversity and the progression of women, while also educating employees through

training on unconscious bias. The graph (Figure 1.1) and table (Figure 2.1) on the following

pages display participant themes and detail narratives that were revealed throughout the study.

Common Themes Discovered in Study (2021)

13	10	14	12	11
Unequal Pay	Unfair Hiring Practices	Work-Life Imbalance	Gender Biases	Perception

Figure 1.1

The graph above shows patterns and themes represented in participant's responses. More women identified with work-life imbalance than any other area. However less women, identified with unfair hiring practices. One can conclude that unequal pay, and gender bias correlated with participants as a personal experience with sexism

THEMES:	*QUOTES:*
GENDERED BIAS	
Higher standard	*"job performance was always evaluated more often than my peers"* *"One time I applied for a job as an assistant coach of a male basketball team. I did not get the job because I was told that they did not think the university was ready for an applicant like me"*
Low expectation	*"I was not promoted even though I was next in succession because it was assumed by my superior that it would take away from my time at home"* *"when I finished the workload faster than normal, it was stated by a colleague that I worked fast for a woman"*
UNFAIR HIRING PRACTICES	
Race	*"While at a different organization I was a part of the hiring process of a candidate. The candidate's interviews were casual and unstructured. That candidate was hired off of their resume. As a black woman who was way more qualified on paper than this candidate, I realized it was time for me to move elsewhere I would be appreciated and paid more as well"*
Procedures	*"I found out through a friend that my interview process involved more protocol and procedures than the other candidates after I was turned down"* *"I was required to complete and present more paperwork and portfolios at a job interview who's department consisted of predominately male administration"* *"As an assistant coach, the head coach left because of health issues in the middle of the season. We had a winning record, and I was made interim head coach. When the season concluded and it came time to hire permanent coach, I was not selected even though I had maintained the standard and success of the previous coach. During my interview I was asked if I was told I was not the fit the department was looking for"*
UNEQUAL PAY	

More work less pay	*"People that work other athletic events at my small school are paid a stipend. I did the same work they did and received nothing but a thank you and a pat on the back. When confronted, administration said they did have it in the budget"*
Lower pay than male counterpart	*"I was given a smaller percentage of raise than the other coaches on staff who were men and had less wins than I did. When I questioned this, I was told that I should win more games"* *"It was later revealed to me that my salary was way less than males within the department who had started at that same position and held the same degree level as me"*
WORKLIFE IMBALANCE	
Childcare challenges	*"There was a specific time where meetings were scheduled, and I did not know about them. I was not placed in the email. I informed my bosses that I had to bring my child to the meeting since I would be picking her up from school at that time. To my surprise, I was told no on all three occasions this occurred"*
Working afterhours	*"At my job, I have always been held to a higher than my male counterparts. I end up having a heavier workload than others to maintain that standard. I end up on most days taking work home. This takes time away from my family and other life desires"* *"I often end up being chosen to volunteer when other colleagues were not. Duties included working after hours to maintain other athlete organizations outside of the sport I am already coach. I was told that I had the most organizational skills in my department. Checks out that I am a woman, and my counterparts are males"*
PERCEPTION (CULTURAL NORMS)	
Expectations of women	*"I was told by a male colleague that I would have a hard time leading a male dominated department because I was too soft"* *"I was always mistaking for the secretary instead of the head strength and conditioning coach for the first 5 months at my job. Because I am in charge of the male team here, biases within my particular sports organization still remain because of the perception of what women should be"*

Expectations of women workplace role	*"My first day as athletic director was challenging because of the expectations of other males. They constantly and openly compared methods to my predecessor who was a white male"* *"There are only two females in our entire athletic department. We were both chosen to oversee our department's version of a soup kitchen as a community service effort three years in a row. The joke was made that our "skills" and "familiarity" with "handling food in the kitchen" was very valuable to the department"*

Figure 2.1

This table shows the detailed relationship in participant responses by category. Responses give an in depth look at categories previously listed in the graph (Figure 1.1) above.

Conclusions

This study was composed to provide a deeper view into sexism within high-level sports organizations. In the sports profession, leadership roles are focused on performances of both the athletes and administration. Findings of this study indicate there are various barriers perceived by women in positions of leadership. This was also a common theme in previous studies, although examined across different divisions collegiately and professionally. The sample in this study felt gender bias, work-life support, and job opportunities are all perceived issues of women in leadership roles in sports organizations. The study concludes from the sample that women looking to break into the industry on any level should be mindful of perceived inequalities women may experience in high level sports organizations. Findings in this study indicate that 78% of participants believed that a form of policy or policies that support work-life balance, dismantle gender bias, and increase opportunity through representation, are necessary to begin to see significant changes for women in positions of leadership. Similar to previous research, this study contributes to ongoing research and the unfair treatment in male dominated industries. It also relates to current research studies that analyze women's rights and inequalities. This

research indicates that inclusive environments can be attributed to employee satisfaction and

better financial performance, just as Dixon and Hartzell's (2019) study indicates. It also proves

Hindman and Walker's study that revealed difficulties in retaining and advancing women

towards leadership roles. Participants indicated that their experiences in sports leadership have

provoked thought processes of pursuing other careers. In similarity, Sabrina Reed's previous

study revealed that the stress of work life imbalance and family conflict can be the deciding

factor for women in sports leadership leaving the profession. This study did reveal connections

between gendered expectations and work life imbalances. It indicated that the perception of

women in the hiring process can affect whether women obtain leadership roles within sports

organizations and result in declaring a potential candidate unfit.

Although this study was detailed in collecting data and sharing participant's experiences,

there are limitations. Limitations include memory reliance of participants and recollection as

well as the sole viewpoints of women. Only using women as participants in this study excludes

the experiences of men and their accounts of sexism that occur within these institutions and

organizations. Another limitation of this study is the decision to not review the policies of the

participant's organizations. By not reviewing institutional and organizational policies,

researchers may not be able to grasp the full picture of sexism in these areas. Allowing this study

to be conducted solely on participants' experiences, could result skewed viewpoints injected into

the research. Research also does not indicate that examination of sexual orientation and race.

These areas and constructs could possibly validate and complete the research even more. Further

intersectional[2] research is needed to develop a much larger understanding of sexism in

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[2] Intersectionality- the complex, cumulative way in which the effects of multiple forms of
discrimination (such as racism, sexism, and classism) combine, overlap, or intersect
especially in the experiences of marginalized individuals or groups

professional sports organizations. Intersectionality studies would also validate the experiences of

women who navigate workplace issues from multiple perspectives. If further research continues

to reveal perceived sexism regarding women's ability to lead in high level sports organizations,

attitudes will remain the same. In order to battle institutionalized discrimination against women,

systemic changes must occur, that result in the creation of proactive polices driven by protecting

the rights of women.

Appendix A

This appendix is used to provide the reader with an understanding of the protocol, research

questions, and methodologies used in the interview process.

Selected Sample Interview Protocol

Institutions: _____

Interviewee (Title and Name): _____

Interviewee Alias: _____

__name will be changed in study for confidentiality purposes__

Interviewer: _____

Topics Discussed:

_____ A: Demographics (no specific questions)

_____ B: Interview Background

_____ C: Sexism in Sports

_____ D: Performance Measurements

_____ E: Barriers within Organization

_____F: Effectiveness of Job

Other Topics Discussed: _____

Documents Obtained: _____

Post Interview Comments:

_____

Introductory Protocol

Good (morning/afternoon). My name is _____. You were contacted via email about a research study on sexism in high level sports organizations. You agreed to be a part of the

sample and understand that your responses are being documented for research purposes. I have also given you the assurance that your identity will be confidential as I do understand the nature of this study and repercussions of that confidential information being revealed. Your participation in this study is completely voluntary and you may stop at any time or choose not to answer a question. Thank you for your participation in this study _____ (interviewee name).

This interview is open-ended and has no time limit. However, the interviewer respects the time of the interviewee and will strive to stay within a reasonable timeframe. This reasonable time frame is defined as 20 minutes and could continue or be cut short by the interviewee. Flow of conversation is necessary to retrieve appropriate data for this study as it is geared towards the shared experiences of the interviewee.

Introduction

Because you meet the requirements of the study, you have been selected to participate to provide insight into the experiences of women in high level sports organizations. This study focuses on sharing and interpreting the experiences of women who work in high level sports organizations to reveal if sexism exists and to what extent if so. Again, this is only intended for research purposes and your identity will not be revealed.

A. **Demographics (no specific questions; confirm researched bios from online)**
B. **Interviewee Background**

- How long have you held this position?
- How long have you been a part of this organization?

Background of Interviewee: _____

What is your highest degree? _____

- Briefly describe your role in relation to this study.
- What do your duties involve?
- How did you get involved with sports?

C. Sexism in Sports

- Have you experienced sexism in your sports? Why or why not?
- What solutions would you recommend to eradicate sexism for women in sports leadership.
- Do you think the hiring process plays a role in sexism? Why or why not?
- Are you involved in the process of creating change in your sports organization?

D. Performance Measurements

- Who assess your job performance?
- How is this assessed?
- What standard is it measured to and why?
- How is the standard created?

E. Barriers within the Organization

- Does change need to take place in regard to sexism in your organization?
- Do women in your organization face challenges creating change?
- What characteristics do you associate with your leadership position, if any?
- Are opportunities for women in sports leadership being expanded?
- To what extent are opportunities being maximized?

F. Effectiveness of Job

- Are there any barriers that reduce the effectiveness of your job?
- If so, what can be done to eliminate them?

Post Interview Comments and/or Observations:

Appendix B

This appendix is a reference for the reader that details the sample's race, ethnicity, degree level,

occupation, and sport. As detailed in Appendix A, aliases were used to protect the identity of the

sample. At the bottom of the appendix is a key to define race and ethnicity within the chart.

Table 1:

Alias	Sex	Race & Ethnicity	Degree Level	Occupation	Sport
Judy, Miller	F	AF-AM	Masters	Head Coach	Women's basketball
Vanessa, Carter	F	AF-AM	Masters	Head Coach	Women's Golf
Olivia, Brown	F	AF-AM	Bachelors	Assistant Coach	Women's basketball
Isabella, Johnson	F	WH-AM	Masters	Head Strength Coach	Men's basketball
Mia, Williams	F	AF-AM	Masters	Athletic Director	University
Ella, Smith	F	WH-AM	Masters	Academic Advisor	Softball
Evelyn, Jones	F	WH-AM	Masters	Assistant Athletic Director	University
Brianna, Pearson	F	WH-AM	Masters	Athletic Director	University
Hannah, Camp	F	WH-AM	Masters	Compliance Coordinator	Baseball
Charlotte, Webber	F	AF-AM	Bachelors	Academic Advisor	Women's Tennis
Madison, Miller	F	AF-AM	Masters	Academic Advisor	University
Sofia, English	F	WH-AM	Masters	Head Coach	Women's Basketball
Leah, Welch	F	WH-AM	Masters	Assistant Coach	Women's Basketball
Addison, Anderson	F	WH-AM	Bachelors	Head Coach	Women's Basketball
Audrey, Davis	F	AF-AM	Bachelors	Assistant Athletic Trainer	All Sports
Maya, Thomas	F	AF-AM	Masters	Assistant Athletic Trainer	All Sports
Skylar, Martin	F	AF-AM	Masters	Assistant Coach	Softball

Savannah, Collins	F	AF-AM	Masters	Assistant Coach	Volleyball
Anna, Lee	F	AF-AM	Bachelors	Assistant Coach	Volleyball
Ruby, Scott	F	WH-AM	Doctorates	Athletic Director	University

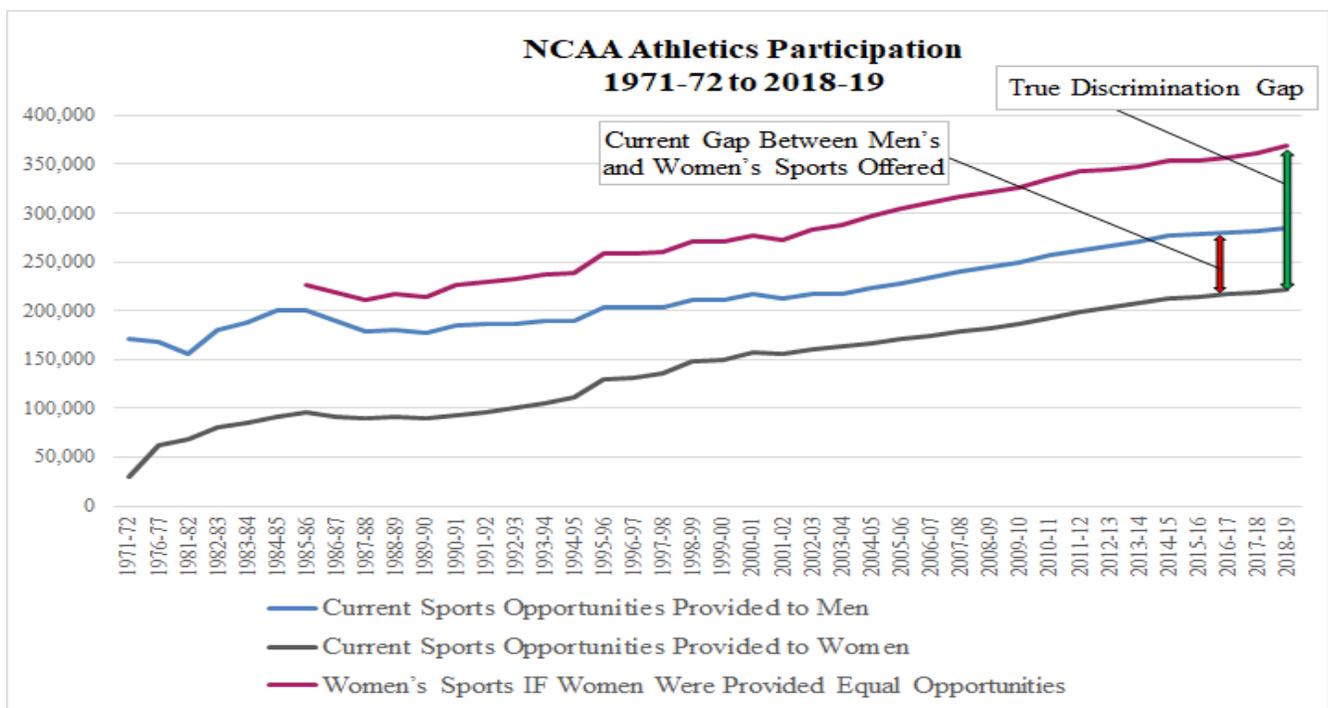*AF-AM=African American, WH-AM=White American, F=Female

Appendix C

This appendix is a reference for the reader to view the ages and years of experience of the

sample used in the study. Protocol that indicates how this information was obtained is

located in Appendix A in the protocol section as well as the methodology section in the

study.

Table 2:

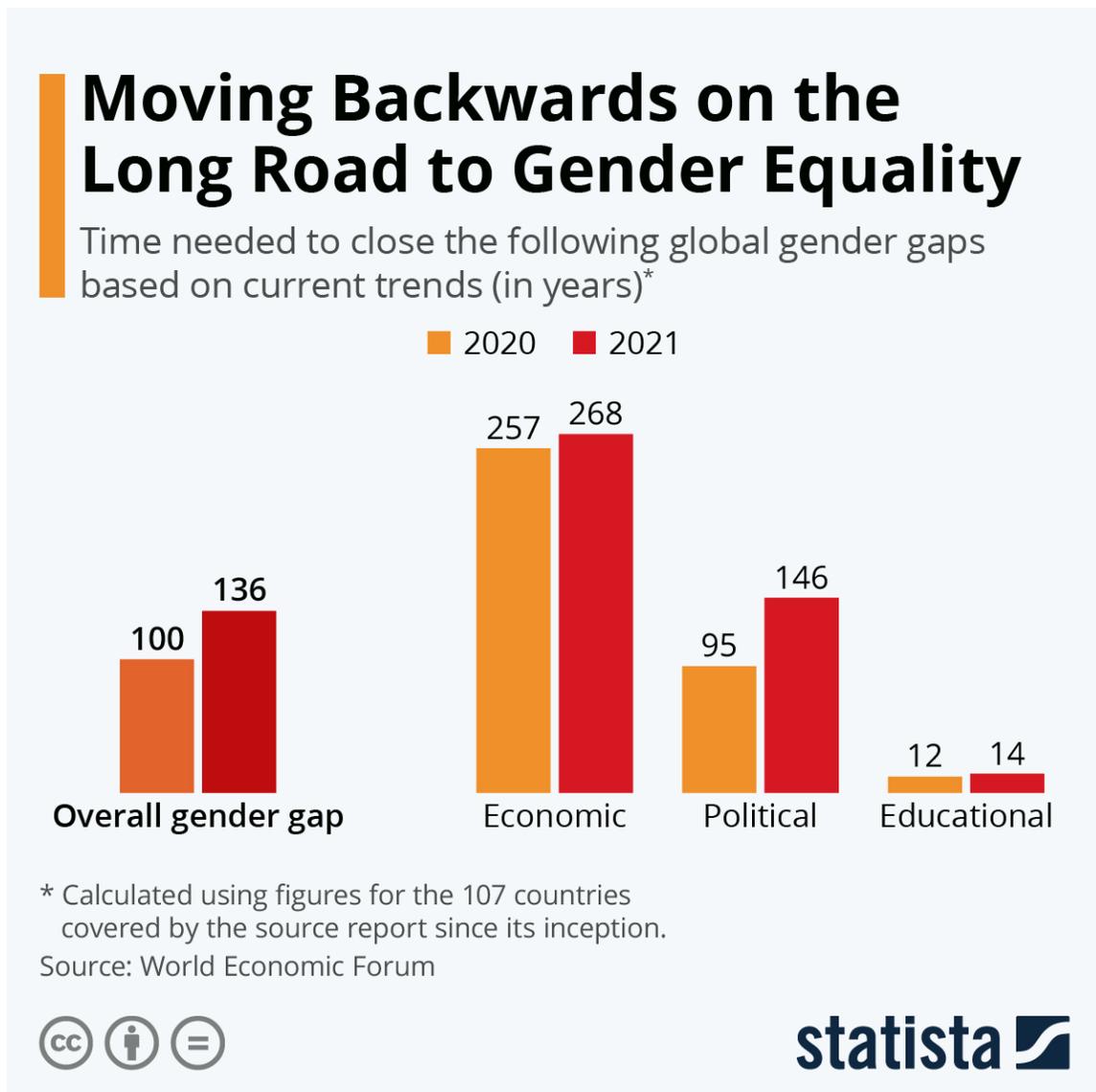| Alias	Age	Years of Experience
Judy, Miller	33	8
Vanessa, Carter	36	10
Olivia, Brown	29	3
Isabella, Johnson	32	4
Mia, Williams	47	11
Ella, Smith	32	3
Evelyn, Jones	39	9
Brianna, Pearson	56	7
Hannah, Camp	42	5
Charlotte, Webber	**37**	5
Madison, Miller	49	6
Sofia, English	65	27
Leah, Welch	35	3
Addison, Anderson	37	9
Audrey, Davis	42	13
Maya, Thomas	34	6
Skylar, Martin	38	10
Savannah, Collins	40	13
Anna, Lee	44	15
Ruby, Scott	68	25

Appendix D

This appendix provides the reader insight into collegiate participation of women in sports compared to men. This chart indicates that over a period of 48 years there is still a discrimination gap between sports offered to women versus men. The study indicates in the literature review that there is correlation in sports participation and future involvement in sports leadership roles.

NCAA Athletics Participation 1971-72 to 2018-19

True Discrimination Gap

Current Gap Between Men's and Women's Sports Offered

— Current Sports Opportunities Provided to Men

— Current Sports Opportunities Provided to Women

— Women's Sports IF Women Were Provided Equal Opportunities

Appendix E

This appendix shows gender equality gaps in the last two years. Data collected for this graph

shows economic, political, and educational gaps. It provides an overview of global society as

whole and proves that issues with gender equality does not exist just in sports but in other sectors

of life as well.

Moving Backwards on the Long Road to Gender Equality

Time needed to close the following global gender gaps based on current trends (in years)*

■ 2020   ■ 2021

Overall gender gap: 100 (2020), 136 (2021)
Economic: 257 (2020), 268 (2021)
Political: 95 (2020), 146 (2021)
Educational: 12 (2020), 14 (2021)

* Calculated using figures for the 107 countries covered by the source report since its inception.
Source: World Economic Forum

statista

Appendix F

This appendix shows the representation of women, African American, and whites in the sports

leadership role of athletic director over a 12-year period. The focus of the reader should be on the

number of women represented in this graph referenced by the red bars.
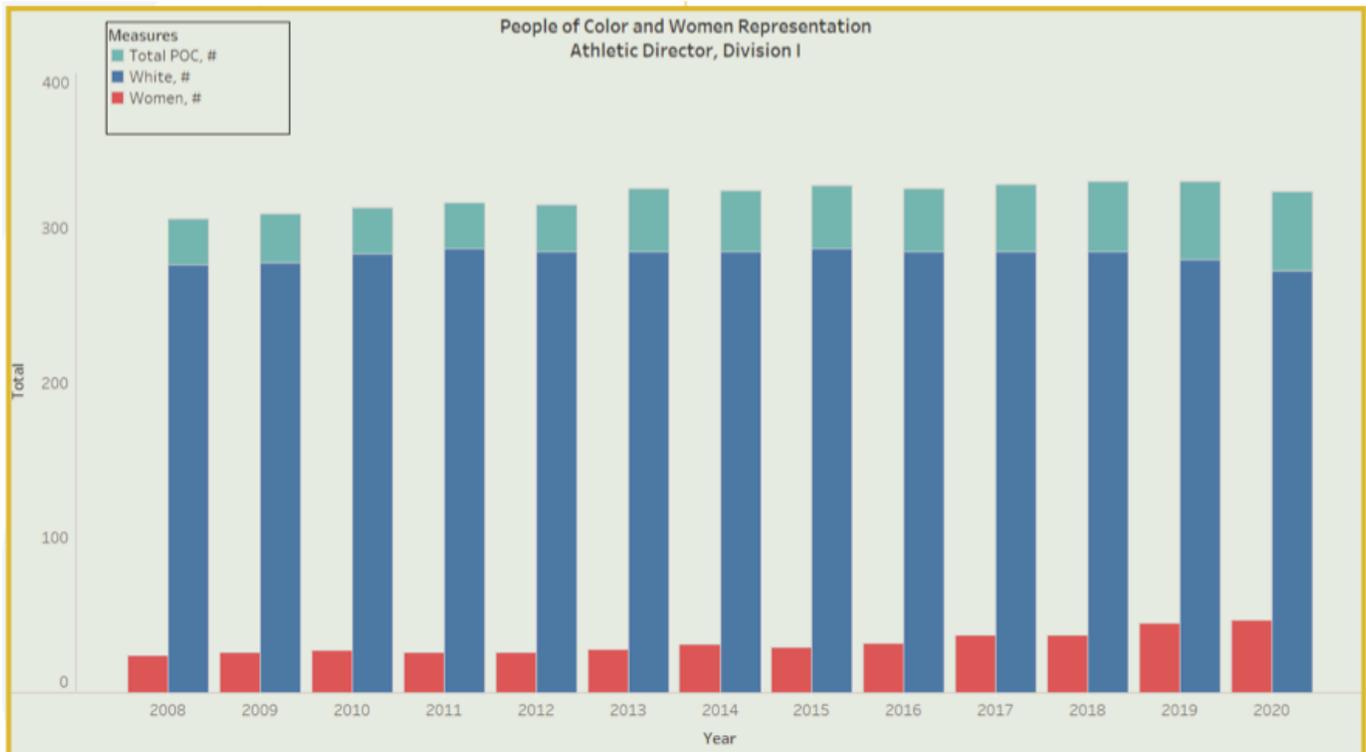
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