Evaluation of the NACWAA/HERS Institute for Administrative Advancement

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A thesis submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Masters of Arts in the Department of Exercise and Sport Science (Sport Administration).

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ABSTRACT
MEEGHAN FORD: Evaluation of the NACWAA/HERS Institute for Administrative Advancement
(Under the direction of Barbara Osborne)

The National Association of Collegiate Women Athletics Administrators (NACWAA) and the Higher Education Resource Services (HERS) organizations united 15 years ago to create a leadership development program for women in college athletics administration (HERS History, 2009). The groups founded what is now known as the Institute for Administrative Advancement (IAA). Several studies of career paths of female athletics administrators have focused on successful leadership factors in college athletics and tactics for professional advancement (Acosta & Carpenter, 2009). However, there is limited information about leadership development initiatives for female athletics administrators. This study’s purpose was to determine the background characteristics of female athletics administrators who enrolled in the IAA program, and in addition, examine IAA graduates’ perceptions of the IAA goals and curricular components.

A survey including 24 demographic, two four-point Likert-scale and five open-ended questions was electronically transmitted to every IAA graduate since 1995 (N = 854). Two-hundred eighty-nine subjects responded yielding a 33.8% response rate.

Results indicated that IAA attendees were typically between the ages of 29 and 43, 76.7% held Master’s Degrees in Sport Administration, Education or Exercise and Sport Science, and 74.9% competed as varsity athletes in college. The typical respondent has
worked at one or two colleges throughout her career, and her primary area of responsibility within a college athletics department is Compliance or Facility/Game Operations. The typical IAA graduate perceives that the IAA and its curricular components are effective at achieving the program’s goals. This research supports that the IAA is a valuable professional development program for women.
ACKNOWLEDGEMENTS

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CHAPTER I
INTRODUCTION

Since the adoption of Title IX legislation in 1972, opportunities for female student-athletes have increased dramatically, allowing more and more women to gain both academic and athletic experiences at the college level (Acosta & Carpenter, 2008). Participation in sport is a significant factor in one’s personal and physical development, as skills and lessons learned on the field of play can be applied to the real world and impact professional success. Athletics serve as a “social device” for steering youth into the mainstream of American life through the overt and covert teaching of appropriate attitudes, values, goals, and norms (Schafer, 1971).

Although gender equity has not been achieved, the progress made in female participation in intercollegiate athletics is monumental and cannot be underestimated. In 1970, prior to the 1972 enactment of Title IX, there were only 2.5 women’s teams per school and approximately 16,000 female student-athletes nationwide (Acosta & Carpenter, 2008). In 2008, those numbers increased to 8.65 women’s teams per school with total participation of over 180,000 female student-athletes (Acosta & Carpenter, 2008).

Acosta and Carpenter (2008) attest that the high rates of female participation in college athletics are due to a number of factors including second generation of Title IX beneficiaries, lawsuits supportive of Title IX, societal acceptance of females as athletes, improved and increased media coverage, and advocacy effort of individuals and organizations such as the National Association for Girls and Women in Sport (NAGWS) and
the National Association of Collegiate Women Athletic Administrators (NACWAA).
Although young women are taking advantage of opportunities to benefit from participation in varsity sports at the college level, this trend is not consistent with women in leadership positions in college athletic administration.

When Title IX was passed in 1972, women administered more than 90% of women’s programs (Acosta & Carpenter, 2007). In 2007, however, only 18.6% of athletics programs have females in the highest leadership position, totaling a mere 192 individuals out of about 1100 institutions (Acosta & Carpenter, 2007). Studies show that the number of women in athletics administration is growing, but the number of men is growing faster, and the percent of women in leadership positions in athletic departments continues to decrease (Acosta & Carpenter, 2007). Therefore, future research on women in leadership in intercollegiate sport is necessary in order to understand the factors that lead to greater representation of females in college athletics, strategies that have worked to encourage women to enter the field of college athletics administration, and methods that could be implemented to further highlight the aspects that affect advancement of women as leaders in sport.

Several studies of career paths of female athletics administrators have focused on learning about the factors that make and retain a successful leader in college athletics and the best tactics to advance professionally. Common themes have been drawn from research, and a list of key facets and qualities developed. The results from Pleban’s study (1998) stress the significance of furthering one’s education, athletic experience, creating one’s own opportunities, networking, role models and mentors, and involvement in professional organizations as crucial aspects in job attainment and advancement. However, one feature that is consistently mentioned in research and literature but rarely elaborated on is the value
of leadership development initiatives. Therefore, it is critical to investigate current leadership development programs, understand their goals and objectives, determine the effectiveness of their programs and identify possible strategies for improvement.

The National Association of Collegiate Women Athletics Administrators (NACWAA) and the Higher Education Resource Services (HERS) organizations united approximately 15 years ago to create a leadership and management development program for women in college athletics administration. The groups founded what is now known as the Institute for Administrative Advancement (IAA), offering the opportunity for a select group of women in intercollegiate athletics administration to attend a residential, week-long intensive training program. The curriculum prepares participants for institutional leadership roles with knowledge, skills and perspectives for achieving institutional priorities and maximizing institutional resources (HERS Institutes, 2009). Additionally, IAA participants work with faculty representing some of the best athletics administrators and leaders in the nation with the goal of working through issues currently facing intercollegiate athletics administrators, emphasizing management skills and professional development (NACWAA/HERS, 2009). The goal of the IAA is to provide its attendees with the skills and networks needed to separate them as high-value candidates for senior level administrative positions and advance throughout their careers (NACWAA/HERS, 2009).

This study will examine the NACWAA/HERS Institute for Administrative Advancement to determine if it is achieving its stated goals and producing successful results. Women in college athletics still struggle to obtain promotions and advance their careers to higher positions of authority, and this leadership development institute claims to provide female athletics administrators with the knowledge and skills to advance. However, the
program has not been scientifically evaluated to determine whether the stated goals and objectives of the program are being achieved. By executing a controlled study compiling data about IAA graduates’ characteristics and their perspectives on the efficacy and value of the IAA, the study will give insight into whether the IAA is satisfying its objectives of providing the critical knowledge, skills, networks and leadership training necessary to give its graduates exclusive advantages in career advancement in intercollegiate athletics administration.

Purpose of Study

There is limited information about leadership development training programs for female athletics administrators, such as the NACWAA/HERS Institute for Administrative Advancement. The purpose of this study is to determine the background characteristics of the typical female athletics administrator who chooses the IAA program, and in addition, explain the perceived effectiveness of IAA graduates about the IAA’s goals and curricular components. This study will provide information about the relative importance of leadership development for women in athletics and professional networking.

Research Questions

1. What are the characteristics of IAA graduates based on the following variables?
   A. Age
   B. Current professional title
   C. Highest degree earned
   D. Undergraduate major
E. Postgraduate major/specialization

F. Competed as a Varsity athlete in college

G. Coached at the intercollegiate level

H. # of years of experience in athletics prior to first promotion

I. # of years of experience in athletics prior to becoming a senior level athletics administrator

J. # of years of experience prior to graduating from IAA

K. # of years after graduating from IAA before becoming a senior level athletics administrator

L. title of first athletics administrative position

M. title of first senior level athletics administrative position

N. area of specialization within athletics program

O. # of schools worked at throughout career in college athletics

P. Year of IAA program attendance

Q. Opinion about duration of IAA program

R. Opinion about length of educational sessions

S. Opinion about cost of IAA program

2. Do IAA graduates perceive that the IAA is effective at achieving the stated goals to:

A. provide education and information on the history of women’s athletics and Title IX

B. prepare female athletics administrators to work with issues currently facing intercollegiate athletics administrators

C. develop leadership skills
D. develop management skills
E. enhance self actualization and awareness
F. establish networking connections
G. develop networking skills
H. improve skills to achieve institutional priorities
I. improve ability to maximize institutional resources
J. prepare graduates to be high-value candidates for senior level administrative positions
K. help IAA graduates advance as leaders

3. Do IAA graduates perceive that the following IAA curricular components are effective at achieving one or more of the stated goals listed in research question two?
   A. Athletics Culture session
   B. Professional Development session
   C. Leadership Skills session
   D. Financial Planning session
   E. Individual exercises
   F. Group workshops
   G. Insight of guest speakers
   H. Faculty

Assumptions, Limitations, and Delimitations of Study

For this study, it was assumed that completion of the distributed survey was voluntary. By opening the email and following the link to the survey, consent of the subjects
was implied. It was also assumed that subjects answered objectively and honestly in completing the survey.

This study was delimited to female athletic administrators who graduated from the IAA. Since the inception of the IAA there have been 854 alumnae, making the population for this study, 854 IAA graduates. A possible limitation of this study was that participants in programs like the IAA typically want to believe in the efficacy and success of the program, which may yield a biased response. Another limitation of the study was that not all IAA graduates responded to the survey emailed to them. A final limitation was that the IAA graduate email database distributed by NACWAA was not up-to-date, resulting in 184 individuals who did not receive the survey instrument.

Significance of Study

The results from this study will be valuable for female athletics administrators who want to enroll in the IAA, for IAA graduates, for the IAA in general, for both NACWAA and HERS organizations in general, and for college athletics departments and university presidents. The information discovered will be significant because very little research has been conducted on female leadership development programs for intercollegiate athletics administration. Therefore, programs such as the IAA need to be analyzed to determine its effectiveness. If the IAA is truly fulfilling its objectives and instilling in its participants the knowledge and networks to develop their skills and provide opportunities for growth in the field, then these results must be brought to the public’s attention. University presidents, athletics departments, athletics directors and all women in sport would benefit from increased representation of female athletics administrators. Programs such as the IAA could be the key to increasing opportunities for female leadership in college athletics.
Definition of Terms

The following key terms and definitions are to be understood as they relate to this research study:

Association for Intercollegiate Athletics for Women (AIAW): an administrative organization founded in 1971 to govern college athletics for women and administer national championships. It ceased to operate in 1983.

IAA Graduates: female athletic administrators and coaches who have completed the week-long NACWAA/HERS Institute for Administrative Advancement leadership training program.

National Collegiate Athletic Association (NCAA): a “voluntary organization through which the nation’s colleges and universities govern their athletics programs. It is comprised of institutions, conferences, organizations and individuals committed to the best interests, education and athletics participation of student-athletes” (About the NCAA, 2009). The members of the NCAA are divided into three different divisions, classified as I, II and III.

National Association of Collegiate Women Athletics Administrators (NACWAA): a “membership organization dedicated to providing educational programs, professional and personal development opportunities, information exchange, and support services to enhance college athletics and to promote the growth, leadership, and success of women as athletics administrators, professional staff, coaches, and student-athletes” (NACWAA Mission, 2009).

NACWAA/HERS Institute for Administrative Advancement (IAA): an “annual residential week-long intensive management training program designed for coaches and administrators in intercollegiate athletics administration” (NACWAA/HERS, 2009). HERS stands for
Higher Education Resource Services, and throughout this study, NACWAA/HERS Institute for Administrative Advancement will be known as IAA.

National Association for Girls and Women in Sport (NAGWS): an advocacy organization founded in 1899 for equity issues in sports.

Senior Woman Administrator (SWA): the “highest ranking female in each NCAA athletic department or member conference. The designation of SWA is intended to encourage and promote the involvement of female administrators in meaningful ways in the decision-making process in intercollegiate athletics” (About the NCAA, 2009).

Senior Level Athletics Administrator: for this study, the top or second level of administrative control within an athletics department.
CHAPTER II
LITERATURE REVIEW

History of Women Leaders in Intercollegiate Athletics

The history of women’s involvement in athletics is relatively short in the United States, as steps toward true intercollegiate athletics were nonexistent until the 1960s. Although the National Association for Girls and Women in Sport (NAGWS) was established in 1899, its founders focused mainly on writing rules for women’s collegiate basketball and advocating for girls and women in sport (NAGWS, 2008). Not until 1966 did NAGWS begin conversations with the NCAA about governing women’s sports in addition to men’s sports (Acosta & Carpenter, 2007). After numerous letters of rejection by the NCAA, NAGWS created the Commission on Intercollegiate Athletics for Women (CIAW) with the purpose of developing a structure for women’s intercollegiate sports and championships. The CIAW leaders continued to move forward even with the NCAA’s disapproval of their involvement in athletics. Eventually the CIAW evolved into the Association for Intercollegiate Athletics for Women (AIAW) in 1971 (Acosta & Carpenter, 2007). As Acosta and Carpenter (2007) state, “The impact of the birth of the AIAW cannot be understated. The AIAW was a declaration that women leaders intended to fling open the gymnasium doors so female athletes could grow and benefit from full athletic participation” (p. 49).

Initially, the AIAW was not concerned about female athletes receiving financial aid, perceiving it as an aspect of the men’s programs that corrupted the purity of sport. However, with the enactment of Title IX in 1972, the AIAW became more committed to gender equity.
Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (Title IX, 1972). Indiana Senator Birch Bayh, who sponsored the legislation, stated that it “provided for the women of America something that is rightfully theirs – an equal chance to attend the schools of their choice, to develop the skills they want” (Suggs, 2002, p. A38). However, the NCAA revolted against the new law, believing it a threat to men’s athletics. The NCAA attempted to remove athletics from Title IX through various means, including the courts and lobbying for the Tower Amendment which would exclude revenue sport from Title IX’s regulatory reach (Acosta & Carpenter, 2007). However, through efforts of their own, the women leaders of the AIAW prohibited the NCAA from abolishing the future of women collegiate athletics.

From 1971 to 1980, the AIAW grew and flourished, realizing the necessity of a membership organization for women’s intercollegiate competition. The AIAW established itself as a governing body that had the power to enforce its own regulations and ensure member schools adhered to the AIAW’s policies in order to retain their membership. Taking a similar governing approach as the NCAA, the AIAW declared that participation in regional and national tournaments was open only to member schools, and because colleges could obtain membership, and not individuals or teams, all teams in a college had to follow the AIAW regulations. As a result, if any team in a college desired to compete on a regional or national level, the entire school was bound by the AIAW’s policies. Throughout its development, the AIAW established membership criteria, set policies, sanctioned events and sponsored regional and national tournaments for female sports. It also collaborated with other national and international sport-governing bodies such as the United States Collegiate Sports
Council, utilizing its voting rights to provide a voice for women in sport. In the bigger social context, this was a historical event, as it was the first time that women intercollegiate athletics was officially connected to national and international sport (Gerber, Felshin, Berlin, & Wyrick, 1974).

After realizing the rising power of the AIAW and specifically, their ability to negotiate television contracts for women’s events to provide financial stability for the further development of their organization, the NCAA decided to take on women’s athletics and implement them into its structure. With the history of its successful reign over men’s athletic programs, and its financial prowess in collegiate athletics, the NCAA ultimately won the battle against the AIAW in an antitrust suit, and the AIAW ceased operations (Acosta & Carpenter, 2007). The NCAA take-over was a catastrophic event for women in intercollegiate athletics as it negatively impacted both female athletes and administrators. The take-over decimated opportunities for female athletes, compared to what was offered by the AIAW, and obliterated jobs for female athletics administrators. Men’s and women’s athletic departments merged into one unit in NCAA institutions, with the men primarily retaining their positions and women either eliminated or demoted.

Organizations and Advocacy

Determined to defend Title IX’s athletics regulations and continue providing opportunities for woman both in participation and administration, several national organizations in the United States have collaborated to achieve a common goal. The National Coalition for Women and Girls in Education (NCWGE) is an organization that consists of more than 50 individual organizations dedicated to improving education opportunities for females through research, advocacy and education (NCWGE, 2009). The coalition member
organizations include among others, the Women’s Sports Foundation, NAGWS, American Association of University Women, National Women’s Law Center, and NACWAA, and together they try and improve the low representation of women in sport leadership positions by leading various Title IX research projects, educational initiatives, advocacy efforts and recognition programs (Hums & Yiamouyiannis, 2007).

The issue of underrepresentation of women in sport leadership first gained international attention through the Brighton Declaration, a result of the first major international conference on women in sport in 1994 (Hums & Yiamouyiannis, 2007). The authors wrote, “Women are under-represented in the leadership and decision-making of all sport and sport-related organizations. Those responsible for these areas should develop policies and programmes and design structures which increase the number of women coaches, advisers, decision makers, officials, administrators and sport personnel at all levels with special attention given to recruitment, development and retention” (“The Brighton Declaration,” 1994, p. 3).

The Third World Conference on Women in Sport held in 2002 in Montreal, Quebec, Canada next tackled this issue by distributing Tool Kits containing goals and tactics for increasing the number of women in sport leadership positions (International Working Group on Women in Sport, 2002). The two major goals were to create equal opportunities for women to assume leadership roles in sport, and to offer women opportunities for professional development in the area of leadership (International Working Group on Women in Sport, 2002). The latter goal, in particular, outlined the significance of leadership training and development for women. The goal suggests measures to assist females in developing and implementing career plans, provide career path information explaining opportunities, and
provide females with apprenticeship programs and mentoring opportunities (International Working Group on Women in Sport, 2002). Furthermore, the goals urge the need for “job shadow” programs for inexperienced women to observe the work of women in leadership positions in administration, coaching and officiating (International Working Group on Women in Sport, 2002). This conference provided the framework for other sport organizations, such as the NCAA and NACWAA to initiate programs to help advance women into leadership positions.

Studies on Women’s Representation in Sport Leadership

Throughout the past century, significant progress has been made in participation opportunities for women in sport. With the help of laws such as Title IX, the level of interest for girls and women in sport has dramatically increased over time. After being excluded from educational, sport and career opportunities for most of United States history, women are beginning to infiltrate the higher ranks of college athletics administration and demand respect and deserved compensation.

The U.S. has currently reached its highest participation levels by female athletes in intercollegiate athletics and has its highest representation of female athletic directors since the mid-1970s. As of 2008, 9,101 women’s intercollegiate teams existed with an average of 8.65 women’s teams per school (Acosta & Carpenter, 2008). Acosta and Carpenter provide several studies and updates on women in intercollegiate sport, and all participation trends suggest a dramatic increase in female presence in athletics. However, occupation rates of women athletic administrators have not experienced the same escalation. Currently in the NCAA, only 21.3% of athletic directors are female and 11.6% of athletics programs have no female anywhere in administration (Acosta & Carpenter, 2008). Although there are more
female administrators than ever before, over the last two years, the size of administrative staffs have grown by about 11% (Acosta & Carpenter, 2008), implying an increasing opportunity for women to step up in to leadership positions.

According to Lapchick’s 2006 statistics, at NCAA Division I colleges, women hold only 28.4% of the assistant/associate athletic director positions and only 7.8% of the athletic director positions. Additionally, women represent 25% of the Division I associate/assistant conference commissioners, but hold only 5.6% of the Division I conference commissioner positions (Lapchick, 2006). Women are getting involved and accepting leadership positions in all aspects of the sport industry as coaches, athletic directors, general managers, journalists and athletics trainers. Nevertheless, females are still underrepresented in top leadership positions in sport and are in dire need of role models and proper leadership training to further increase opportunities in higher athletic administration (Acosta & Carpenter, 2008).

Studies on Women’s Career Paths in Collegiate Athletics

Examining the career paths of collegiate athletics administrators and the key factors in career development of female athletic leaders highlights the qualities and skills needed to become a senior level administrator, and the importance of leadership training programs for current and future woman athletics administrators. Pleban’s dissertation analyzed the most crucial factors in the career development of successful women collegiate athletic leaders, using seven subjects that fit the criteria of being outstanding athletic administrators (1998). Through interviews, observations, and document analysis, this study investigated the characteristics that have enabled women to become successful leaders in college sport (Pleban, 1998). Overlapping themes identified included career paths and experience, personal characteristics and factors aiding job attainment and advancement, to career development
strategies, and obstacles encountered (Pleban, 1998). Most importantly, Pleban concluded that the seven subjects were risk takers and mindful leaders, and emphasized the importance of creating their own opportunities, getting involved in professional organizations, networking, and furthering their education (Pleban, 1998). The study also outlined the contextual factors associated with job attainment such as institutional support, legislative action, employer’s recruitment, and the positive influence of role models and mentors (Pleban, 1998). Pleban’s study verifies the value of organizations that provide mentorship and leadership development programs for women in college athletics.

Almost a decade after Pleban’s study, Yates (2007) conducted a case study examining the career development of one particular senior woman athletics administrator. She found that the senior woman administrator (SWA) of a Division I institution is comparable to a female executive. Through a series of interviews, Yates also discovered several recurring themes. Education was critical in the SWA’s development, receiving a Bachelor of Science and then continuing on to obtain a Master’s of Arts in education. The SWA also faced many barriers in her career development having entered into the field of sport management in the 1960s. The challenges the SWA experienced included isolation from other males on the athletics staff and lack of promotion opportunities from her male bosses (Yates, 2007). Considering these obstacles, the SWA states “The men in the department did not include me in their work plan initiatives or even their weekly games of golf. Since I was the only female administrator there was no one to turn to. Female mentors did not exist. And in some cases they still do not” (Yates, 2007, p. 53). The SWA agrees that there has been much progress, but she still believes barriers continue to exist for females in college athletics. In addition to examining the career path of this particular SWA, the study also revealed the importance of
role models and mentors. Due to the lack of females in athletics administration, the SWA created a graduate assistantship in her office for women, and her guidance has allowed over ten women to complete the internship, earn graduate degrees, and move on to other Division I schools in the areas of administration, marketing, and fundraising (Yates, 2007).

Smith (2005) offers another investigation into the factors that affect the career paths of female administrators and directors of intercollegiate athletics. The purpose of the study was to outline the factors that female athletic administrators consider important in obtaining a senior level athletic administration position. Smith (2005) surveyed 100 women administrators of intercollegiate athletics at Division I and Division II institutions using a Likert-type scale where respondents rated the various items in terms of the degree of importance and impact to their success and career path. A section was also included to allow respondents to add additional information to open-ended questions (Smith, 2005). Smith (2005) found that 54.5% of the respondents were between the ages of 36 -55 years of age, 73.9% of the respondents had earned a master’s degree, and 17.3% had earned post-graduate degrees. The survey also illustrated the wide variety of position titles the respondents held, 30.4% being Associate Athletic Directors and Athletic Directors and about 14.5% of the respondents held Assistant Athletic Director and Compliance positions (Smith, 2005). Interestingly, Smith (2005) discovered that 52.2% of the respondents indicated that they held two to three positions/titles with duties (e.g. SWA/Coach, Associate Professor/Coach/SWA, Assistant AD/Coach/SWA). These female athletic administrators stated the importance of multitasking and taking on increasing responsibilities as their titles multiplied. In general, Smith’s findings are consistent with Yates’ and Pleban’s studies identifying the most important factors that affect the career paths of female administrators are the completion of a
bachelor’s and master’s programs and having at least one year of experience in collegiate athletic administration (Smith, 2005).

Determining strategies for career advancement is not an issue solely concerning women in Division I athletic departments. This struggle for gender equity and gaining respect is experienced at all levels of intercollegiate athletics, including Division II, Division III, and community colleges. Radlinski (2003) explores women in athletic administration in community colleges and their approaches and competencies found in preparation for leadership roles in athletics. She claims “the current dearth of women in athletic administration in the National Junior College Athletic Association has caused a lack of role models for women and the loss of a woman’s voice in the management and administration of athletics” (Radlinski, 2003, p. 1). Like the previous studies mentioned, Radlinski’s purpose was to establish the factors that are vital for women to be aware of and the skills necessary to obtain when seeking advancement in athletic administration. Using a survey instrument and open-ended questions, Radlinski collected data from 63 women in the NJCAA currently holding the position of overall athletic director of the combined men’s and women’s programs at their institutions (Radlinski, 2003). Radlinski (2003) found that women in the position of athletic director in the NJCAA have a similar role to the Division II and Division III athletics directors in the NCAA, as they take on multiple functions in all areas within their department. The most frequent and effective avenue of entry into athletics administration has been the player, to coach, to assistant athletic director route (Radlinski, 2003). Radlinski (2003) also found that the most important aspects of athletics director job are budgeting, business administration, advertising, fundraising and public relations, which are all areas women are lacking in training. An important finding from this study was an emphasis on
mentoring: only 20 respondents from the survey indicated that they had been mentored, but those that had been mentored believed the experience highly beneficial (Radlinski, 2003). This dissertation provides light on women’s career paths in junior college athletics, and further illustrates the value of mentors, advisers, and organizational programs in their contribution to career path advancement.

Studies on Leadership Development

Leadership is the quality that most organizations are looking for in employees, as a leader motivates, supports, and serves as the largest, positive asset to a company. Many definitions of leadership exist, but according to Chelladurai, “All definitions of leadership emphasize that it is a behavioral process aimed at influencing members to work toward achieving the group’s goals” (2001, p. 277). Along with definitions, leadership theory has also evolved. Extensive literature exists documenting leadership and all the characteristics that great leaders posses.

Early research emphasized leaders as people with certain personality and physical characteristics, most often perceived as masculine characteristics (Stogdill, 1974). Research known as the “Michigan and Ohio State Studies” describe quadrants of leadership behavior based on concern for either task or people in a job environment, and are further expanded on by Blake and Mouton (1978) who identified five specific leadership styles: impoverished management, authority-compliance, country club management, middle of the road management, and team management. Fiedler (1967) also studied leadership theory and declared that there were multiple strategies to perform leadership functions depending on the situations in which leaders found themselves.
Over time, theories about effective leaders have changed, and a more diverse group of people have begun to exhibit the traits most desired in a leader. In his book *Leadership in Organizations*, Yukl discusses the importance of people oriented leaders who demonstrate task oriented behavior. Yukl (1998) states that people oriented leaders exhibit traits such as friendly, supportive, and helpful, and have the ability to empower their subordinates and providing them opportunities to succeed. Task oriented behaviors include delegating work and responsibilities and establishing goals and direction for a group, ultimately portraying knowledge and expertise (Yukl, 1998).

In his book *Leadership*, James MacGregor Burns focuses on two types of leadership that are found in politics and relate to leadership in general; transactional leadership and transformational leadership (Burns, 1978). Burns (1978) describes transactional leadership as when a leader takes the initiative to make contact with other for the purpose of an exchange of value. Burns (1978) states that there are different levels of transactions between leaders and followers that can range from the more obvious relationships such as getting jobs in exchange for political votes to the less obvious exchanges of trust and respect. This style of leadership can be applied to athletics administration. For example, an athletic administrator is rewarded through promotion or increase in salary for a specific job that tremendously impacted the athletic department. Also, senior level athletics directors are always seeking respect and trust from fellow department administrators and staff members.

Transformational leadership, however, is based on paradigm shifts in beliefs, needs, and values of followers. He states that “the result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Burns, 1978, p. 4). Transformational leadership goes beyond task
oriented behaviors such as goals, rewards and punishments, and tends to yield what Burns (1978) calls end values. End values cannot be exchanged in a transactional environment, as the ultimate achievement of transformational leader is to empower and unite followers and to enable higher levels of performance than previously believed at the beginning of the relationship (Burns, 1978).

In general, leadership theory studies have examined the qualities, characteristics and actions that have helped in the development of society’s leaders. Transformational leadership appears to be a commonly utilized method of leading a college athletic department (Hadden, 2003). In a study examining the relationship between competitive athletic participation and transformational leadership ability, Hadden (2003) emphasizes the importance of communication and being able to both listen and interpret followers in order to gain trust and understand the collective needs of the group.

The overall theme of transformational leadership is communication. Communication in transformational leadership is particularly important since it must go beyond clearly communicating tasks to followers or giving rewards for good performance, and articulate a leader’s vision for the future. Transformational leadership focuses both on the transmission and meaning of the message, not transmission alone (Hadden, 2003).

Transformational leadership is a strategy that can be useful for people in athletics, especially for women seeking leadership roles in collegiate athletics administration. Hums and Yiamouyiannis (2007) state that in sport, “female sport leaders provide vision, direction, and guidance working with various constituencies on a variety of sport-related programs, projects, initiatives, and services designed to enhance the goals and objects of their sport organizations” (p. 8). However, absorbing these various theories and strategies through reading alone cannot give future women the skills and experience necessary to excel in today’s business of sport. Leadership training is an essential component to developing female
leaders in athletics, as is understanding the process of expanding one’s personal influence in order to achieve professional objectives (Hums & Yiamouyiannis, 2007). Rubin (1997) provides the following recommendations for women:

- Learn from the best in the field (p.102).
- Build a network of support.
- Know how to stand up for yourself and become “a presence of great authority” (p. 5).
- Learn to not be careful… “careful is safe, peaceful, and on the sidelines of the action” (p. 4).
- Think about the welfare of the whole.
- “Use truth as a weapon” (p. 17).
- Make peace with men, as male allies are important (p. 147).
- Understand the power of opposites. Women leaders in sport are both compassionate and caring, and at the same time, strong and steadfast – willing to stand up and fight if necessary (p. 5).

In addition to the evolution of leadership theories, women’s leadership roles in sport, particularly in college athletics, have also been modified and responsibilities increased. Yates (2007) conducted a study focusing on the career development process of female athletic administrators and identified the factors that led a female to the decision of becoming a part of athletic administration. She found that 30 years ago, the majority of females began their career paths with coaching jobs. This rarely led to administrative positions supervising university athletic programs. Few did receive promotions to become athletic directors in addition to their coaching obligations, but these promotions were mostly offered only to
comply with Title IX (Yates, 2007). In one interview with a senior woman administrator from North Carolina State University, the administrator reflected on entering into a career in college athletics, “If I were going into administration from college, I would want to have business skills, communication skills, and a great understanding of marketing and finance. I have learned these on the job. They were just things I have a knack for… Today there are people competing for positions with education and experience. If you don’t have these things, you will be well behind” (Yates, 2007, p. 51-52).

NACWAA/HERS Leadership Development Initiative

Organized initiatives for female leadership development and training have been almost nonexistent in our nation’s history. For years, women were oppressed and prohibited from the world of sports, and never could have fathomed breaking through the “glass ceiling” of male domination in administration roles in intercollegiate athletics. With the hard work and determination of some, sport organizations such as the National Association for Girls and Women in Sport (NAGWS), the Association for Intercollegiate Athletics for Women (AIAW), and the National Association of Collegiate Women Athletics Administrators (NACWAA) were created, empowering women and beginning the movement of female leaders into sport.

In 1995, NACWAA teamed up with Higher Education Resource Services (HERS) to found the Institute for Administrative Advancement (IAA) (HERS History, 2009). The IAA is an annual residential week-long intensive management training program designed for coaches and administrators in intercollegiate athletics administration (NACWAA/HERS, 2009). The Institute has been described as an “empowering experience which provides the tools to enhance graduates’ marketability and professional status as well as their knowledge”
Each year, the IAA offers 40 women the opportunity to experience a curriculum based on issues intercollegiate athletics administrators are facing with emphasis on management skills and professional development. Women from all schools and divisions across the nation learn from informational sessions, but also have the ability to network and make important contacts that are intended to assist in their quest for career advancement. Throughout the week, participants attend sessions covering all aspects of intercollegiate athletics administration including:

<table>
<thead>
<tr>
<th>Athletics Culture</th>
<th>Leadership Skills</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Communication Styles</td>
<td>Managerial Leadership</td>
</tr>
<tr>
<td>Liability &amp; Legal Issues</td>
<td>Team Building</td>
<td>Career Mapping</td>
</tr>
<tr>
<td>Gender Equity &amp; Title IX</td>
<td>Best Hiring Practices</td>
<td>Networking &amp; Mentoring</td>
</tr>
<tr>
<td>Diversity</td>
<td>Managing Change</td>
<td>Ethical Compliance</td>
</tr>
<tr>
<td>Governance</td>
<td>Conflict Management</td>
<td></td>
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</tbody>
</table>

(NACWAA/HERS, 2009).
The IAA provides women in college athletics the opportunity to get exposed to other professionals in the business and the issues athletics administrators encounter every day. However, little research has been conducted about the success or effectiveness of the program to determine if the IAA is truly giving its participants an edge in the job market for senior level leadership positions. It is crucial to examine this program further in order to make the claim that it is a beneficial and unique experience that is preparing participants for successful futures and faster career advancement.

Summary

The results from the literature and previous studies indicate the need for leadership development for women pursuing careers in college athletics administration. In addition to educational and experiential backgrounds, leadership initiatives and sport conferences must be added to the factors that impact career advancement in college athletics, as they present opportunities for young and experienced women to network, exchange ideas, and provide strategies for attaining senior level leadership positions. Women who successfully complete their undergraduate and post graduate degrees in the area of business or sport administration are still struggling to find jobs in college athletics, and encounter difficult barriers throughout their careers. Organizational programs like the IAA seek to provide women with female mentors and support to gain the knowledge and strategies to develop and advance in college athletics departments. The objective of the IAA is to create female leaders in athletics, and this study will examine the effectiveness of the IAA’s goals and curricular components, and determine if this training helps women advance their career to senior level administrative jobs.
CHAPTER III

METHODOLOGY

Overview

This chapter describes the research design and procedural steps used in conducting this study, including selection of subjects, instrumentation, procedures, and collection and data analysis. The purpose of this study was to identify the typical female athletic administrator who chooses the IAA program and to measure the effectiveness of the program based on the perceptions of IAA graduates. An on-line survey instrument was utilized to collect data. Through the cooperation of and support from NACWAA, a list of IAA graduates was formulated.

Selection of Subjects

This study involved female athletics administrators who completed the week-long IAA program. Through communication with NACWAA representatives, 854 subjects were identified as graduates of the IAA. After obtaining contact information from the NACWAA database, IAA graduates were emailed the link to the survey.

Development of Survey Instrument

This study measured the perceptions of the NACWAA/HERS IAA from the viewpoint of female athletic administrators who attended any of the IAA programs (either east or west sites) since 1995. The survey instrument used in this study was created by examining the stated goals and components of the IAA (S. Davis & J. Alley, personal communication, July 10, 2009) and focused on the perceptions of female athletic
administrators towards the effectiveness of the IAA. A panel of academic researchers then examined the survey instrument and made suggestions for improvement. Next, a pilot group of female athletics administrators who have not participated in the IAA, but are familiar with leadership development programs examined the instrument for validity. These experts were asked to give their opinions regarding the clarity of the questions and anticipated responses, and were also asked to time how long it took to complete the survey.

Methodology

The instrument created for this study was distributed via Survey Monkey, an on-line research service, to every IAA graduate for the past fifteen years. The first part of the survey included individual characteristics on age, past and current professional titles, coaching experience, degree earned, undergraduate and postgraduate majors, years of experience in college athletics, area of specialization within college athletics department, and career mobility. Demographic information was used to build a profile of the typical IAA graduate. This information can be useful for other female athletics administrators to know and compare themselves to past IAA participants. It may also be useful for NACWAA to market the IAA to future participants. Descriptive statistics for all demographic information were collected and 95% confidence intervals were reported. The second part of the survey measured IAA graduates’ perceptions on the efficacy of the IAA at achieving its goals using an effectiveness scale from lowest (1) to highest (4). Part three of the survey asked participants to give their perceptions on the effectiveness of IAA curricular components on a scale from lowest (1) to highest (5). Open-ended questions allowed for participants to include more qualitative data in order to give a better understanding of the participants’ experiences with the program.
Procedure and Survey Distribution

Email addresses for all IAA graduates were provided by Jennifer Alley, then Executive Director of NACWAA, and Shelley Davis, Director of Education and Professional Development for NACWAA (S. Davis & J. Alley, personal communication, July 10, 2009). The survey was distributed via Survey Monkey. The survey remained open and available for three weeks. Two reminders were sent to subjects that had not completed the survey via email after the first and second weeks of the process.

Statistical Analysis

The data from the survey was compiled using PASW Statistics 18 software. Descriptive statistics were compiled with the responses from all subjects surveyed. Means, modes, medians, frequencies and ranges from the answers to the survey were reported for each statement. 95% confidence intervals were also computed for each response to draw conclusions about the population. The data collected from the survey was used to assess the typical profile of IAA graduates and if the IAA’s goals and curricular components were perceived as effective by IAA graduates.
CHAPTER IV

RESULTS

The purpose of this study is to determine the background characteristics of the typical female athletics administrator who chooses the IAA program, and in addition, explain the perceived effectiveness of IAA graduates about the IAA’s goals and curricular components.

The survey instrument used in this study addressed the perceptions of coaches and athletics administrators about the efficacy of the IAA program. The participants were female coaches and administrators in intercollegiate athletics who had graduated from the IAA since its inception in 1995. A total of 854 participants were surveyed, and 289 participants completed the survey, resulting in a 33.8% response rate.

Part I examines the demographics of past IAA graduates. Part II focuses on the perceived effectiveness of the IAA’s goals, and Part III looks at the perceived effectiveness of the IAA’s curricular components. Part IV addresses the opinions of the IAA graduates about the IAA program and which aspects, if any, need to be improved or changed in order to make the program more beneficial.

Descriptive Statistics

The first research question examined background characteristics of IAA graduates based on certain variables, including age, current professional title, highest degree earned, undergraduate major, postgraduate major/specialization, whether they competed as a varsity athlete in college, whether they coached at the intercollegiate level, number of years of experience in athletics prior to first promotion, number of years of experience in athletics
prior to becoming a senior level athletics administrator, number of years of experience prior to graduating from IAA, number of years after graduating from IAA before becoming a senior level athletics administrator, title of first athletics administrative position, title of first senior level athletics administrative position, area of specialization within athletics program, number of schools worked at throughout career in college athletics, year of IAA program attendance, and opinion about duration of IAA program, the length of educational sessions, and the cost of the IAA program. The following figures and tables will summarize the data collected for each demographic question in Part I of the survey instrument:

Figure 1 displays the breakdown of respondents in which 218 (77.9%) were athletics administrators, 18 (6.4%) were coaches and 44 (15.7%) were both an administrator and a coach.

*Figure 1. Breakdown of respondents by current occupation in athletics department.*
Ages of 288 of the 289 participants were collected. Ages ranged from 24 to 65, with the mean age being about 40 years old. Table 1 depicts the descriptive summary of respondent ages. Table 2 shows age frequency, 30 years of age having the highest frequency of 21.

**Table 1**

*Breakdown of Respondent Ages*

<table>
<thead>
<tr>
<th>Age</th>
<th>Statistic</th>
<th>Std. Error</th>
<th>95% Confidence Interval</th>
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<tbody>
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</tr>
<tr>
<td>Range</td>
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</tr>
<tr>
<td>Minimum</td>
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<td>Maximum</td>
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<tr>
<td>Std. Deviation</td>
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</tbody>
</table>
Table 2

*Frequency of Ages*

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</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>
Two-hundred seventy-five subjects identified the year in which they attended the IAA program. IAA has been in existence for 15 years, so Figure 2 shows the number of people who graduated in each class between 1995 and 2009. The class of 1995 is Class 1, the class of 2009 is Class 15. Recent-year attendees had a much stronger response rate than earlier-year attendees. 48 of the respondents graduated from IAA in 2009 (Class 15), 33 graduated in 2008 (Class 14), and 30 graduated in 2007 (Class 13). Only four respondents graduated in 1997 (Class 3), six in 1996 (Class 2), and nine from the very first class of 1995 (Class 1).

![Figure 2. Breakdown of participants by IAA graduation class between 1995 and 2009.](image)

Table 3 and Table 4 show the statistical breakdown of respondents’ year of IAA graduation. The year which had the highest frequency of IAA graduate respondents was 2009 (Class 15) with a total of 48 women. 1997 (Class 3) had the lowest number of IAA graduate respondents.
Table 3

*Statistical Summary of IAA Graduation Class Response Rate between 1995 and 2009*

<table>
<thead>
<tr>
<th># of Schools</th>
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<th>95% Confidence Interval</th>
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<td>Maximum</td>
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<td>2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mode</td>
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</tr>
</tbody>
</table>

Table 4

*Frequency of IAA Graduation Years*

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<th>Year</th>
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</thead>
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<td>48</td>
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<td>Total</td>
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Two-hundred twenty-one of the 289 (76.7%) IAA graduates earned a Master’s Degree, 17 (5.9%) earned a Doctoral Degree, 9 (3.1%) earned a Professional Degree (MD, JD), and 42 (14.6%) held a Four-Year College Degree (BA, BS) (Figure 3).

![Degree earned graph](image)

*Figure 3. Degree earned.*

The IAA graduates were then analyzed by their undergraduate and postgraduate majors. There were 287 undergraduate major responses, and 254 postgraduate major responses. Figure 4 portrays the number of people in various undergraduate majors. Physical Education and Health majors represented the most IAA graduates with 77. The next most popular majors were Business/Finance/Economics (36), Sociology/Psychology (26), and Sport/Recreation Management (24).
Figure 4. Breakdown of undergraduate majors.

Figure 5 displays the number of people in different postgraduate majors. Almost half of the individuals who pursued a graduate degree majored in Sport Administration/Management (105). 56 of the respondents majored in Education/Counseling, 21 in Business, and 22 in Exercise and Sport Science.

Figure 5. Breakdown of graduate majors.
Two-hundred fifteen (74.9%) participants competed as varsity athletes in college, 72 (25.1%) did not compete as a varsity athlete in college, and 2 respondents skipped this question (Figure 6). Of the 215 IAA graduates that competed as a varsity athlete in college, 81 (37.3%) competed at the NCAA Division I level, 41 (18.9%) played at the NCAA Division II level, 69 (31.8%) participated at the NCAA Division III level, and 13 (6.0%) played in the NAIA (Figure 7).

Figure 6. Intercollegiate varsity athletes.
One-hundred sixty-one (56.7%) respondents coached at the intercollegiate level, 123 (43.3%) did not coach at the intercollegiate level, and 5 skipped this question (Figure 8). Of the individuals that did coach at the intercollegiate level, 58 (35.4%) coached in Division I, 37 (22.6%) coached in Division II, and 71 (43.3%) coached in Division III (Figure 9).
Figure 8. Intercollegiate coaches.

Figure 9. Intercollegiate coach breakdown by division.
IAA graduates were then asked about years of experience in their first administrative job in college athletics before being promoted. Of the 274 participants who responded, years ranged from one to 22 years (Figure 10). Thirty-four participants were still in their first job and had not yet been promoted. The majority of responses showed that it took one to three years of experience before being promoted. Sixty-one participants were promoted after two years, 55 after one year, and 37 after three years.

![Figure 10. Years of experience in first administrative job before promotion.](image)

The mean years of experience in first administrative job before being promoted was 3.93 years. Years of experience ranged from one to 22, with a median of three years and a mode of two years (Table 5). Table 6 shows frequency of years of experience in first administrative job before promotion. Two years of experience has the highest frequency of 61.
Table 5

*Breakdown of Years of Experience in First Administrative Job before Promotion*

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<tr>
<th>Statistic</th>
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<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval</th>
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<th>Upper</th>
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<td></td>
<td></td>
<td></td>
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<tr>
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Table 6

*Frequency of Years of Experience in First Administrative Job before Promotion*

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</table>
Additionally, 263 participants responded about years of experience in college athletics administration before being promoted to a senior level position (Figure 11). Sixty-two individuals have not yet been promoted to a senior level position. It took 168 people one to eight years of experience before a senior level promotion. Thirty-three IAA graduates earned a senior level promotion after three years, 29 after two years, and 21 after four years.

Figure 11. Years of experience in college athletics administration before promotion to senior level administrator.

The mean years of experience in college athletics administration before promotion to senior level administrator was 5.64 years. Years of experience ranged from one to 24, with a median of four years and a mode of three years (Table 7). Table 8 shows frequency of years of experience in college athletics administration before promotion to senior level administrator. Three years of experience has the highest frequency of 33. Two years and four years of experience also had high frequency rates of 29 and 21, respectively.
### Table 7

**Breakdown of Years of Experience in College Athletics Administration before Promotion to Senior Level Administrator**

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<thead>
<tr>
<th>Statistic</th>
<th>N</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Error</th>
<th>95% Confidence Interval</th>
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### Table 8

**Frequency of Years of Experience in College Athletics Administration before Promotion to Senior Level Administrator**

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<th>Years</th>
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</table>
Two-hundred seventy-three subjects responded to the question regarding number of years of experience in college athletics prior to graduating from the IAA program (Figure 12). Most participants had between one and ten years of experience prior to graduating from the program. 34 respondents had three years of experience before attending the IAA, 29 had five years of experience, 26 had four years of experience, and 25 had two years of experience.

![Years of experience in college athletics prior to graduating from IAA.](chart)

*Figure 12. Years of experience in college athletics prior to graduating from IAA.*

The mean years of experience in college athletics prior to graduating from IAA was 8.17 years. Years of experience ranged from one to 29, with a median of six years and a mode of three years (Table 9). Table 10 shows frequency of years of experience in college athletics prior to graduating from IAA. Three years of experience had the highest frequency of 34. Five years, two years and four years of experience also had high frequency rates of 29, 25 and 25, respectively.
Table 9

**Breakdown of Years of Experience in College Athletics Prior to Graduating from IAA**

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<th>Statistic</th>
<th>Std. Error</th>
<th>95% Confidence Interval</th>
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Table 10

**Frequency of Years of Experience in College Athletics Prior to Graduating from IAA**

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<tr>
<td>Total</td>
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</table>
Two-hundred thirty-five subjects responded to the question regarding number of years of experience in college athletics after graduating from the IAA program before becoming a senior level athletic administrator (Figure 13). Eighty-five people have not yet been promoted to a senior level position. Most of the 111 participants who had been promoted to senior level positions had between one and three years of experience after graduating from IAA before their promotion. Thirty-six respondents had one year of experience after graduating from IAA before their promotion, 25 had two years of experience, and 16 had three years of experience.

Figure 13. Years of experience in college athletics after graduating from IAA before becoming a senior level administrator.

The mean years of experience in college athletics after graduating from IAA before becoming a senior level administrator was 2.83 years. Years of experience ranged from one to fifteen, with a median of two years and a mode of one year (Table 11). Table 12 shows frequency of years of experience in college athletics after graduating from IAA before becoming a senior level administrator. One year of experience had the highest frequency of
42. Two years and three years of experience also had high frequency rates of 25 and 16, respectively.

Table 11

*Breakdown of Years of Experience in College Athletics after Graduating from IAA before Becoming a Senior Level Administrator*

<table>
<thead>
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<th>Statistic</th>
<th>Std. Error</th>
<th>95% Confidence Interval</th>
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Table 12

*Frequency of Years of Experience in College Athletics after Graduating from IAA before Becoming a Senior Level Administrator*

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<th>Frequency</th>
<th>Percent</th>
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</tbody>
</table>
Next, the IAA graduates were analyzed by their first administrative title in college athletics, their first senior level administrative title, and their current title. Tables 13, 14 and 15 outline the breakdown of different titles held by past IAA graduates in order of most popular positions held to least popular positions held. Certain positions were grouped together in response to the data collected. Table 13 displays 275 IAA graduate respondents’ first administrative title in college athletics. Forty-four women began their career in college athletics as Assistant Athletics Directors, 29 as Coordinators/Managers, 27 as Directors of various areas within their respective athletics departments, 26 as Administrative Assistants, 24 as Compliance Assistants/Coordinators/Interns, 21 as Assistant Directors of various areas within their respective athletics departments, and 20 as Senior Woman Administrators. The first administrative title in college athletics for six respondents was Athletics Director and one individual was a Senior Associate Athletics Director.
Table 13

First Administrative Title in College Athletics

<table>
<thead>
<tr>
<th>TITLE</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant AD</td>
<td>44</td>
</tr>
<tr>
<td>Coordinator/Manager</td>
<td>29</td>
</tr>
<tr>
<td>Director (within Athletic Dept.)</td>
<td>27</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>26</td>
</tr>
<tr>
<td>Compliance Assist./Coord./Intern</td>
<td>24</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>21</td>
</tr>
<tr>
<td>SWA</td>
<td>20</td>
</tr>
<tr>
<td>Associate AD/SWA</td>
<td>14</td>
</tr>
<tr>
<td>Assistant AD/SWA</td>
<td>14</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Intern</td>
<td>9</td>
</tr>
<tr>
<td>Athletics Director</td>
<td>6</td>
</tr>
<tr>
<td>Head Coach</td>
<td>4</td>
</tr>
<tr>
<td>Head Athletic Trainer</td>
<td>4</td>
</tr>
<tr>
<td>Associate AD</td>
<td>2</td>
</tr>
<tr>
<td>SWA/Coach</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Athletic Trainer</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Commissioner</td>
<td>2</td>
</tr>
<tr>
<td>Senior Associate AD</td>
<td>1</td>
</tr>
<tr>
<td>Assistant AD/Coach</td>
<td>1</td>
</tr>
</tbody>
</table>

Two-hundred twenty-one total individuals responded regarding their first senior level administrative title in college athletics. Table 14a shows the total breakdown of job titles reported.
Table 14a

First Senior Level Administrative Title in College Athletics – All Data

<table>
<thead>
<tr>
<th>TITLE</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant AD</td>
<td>58</td>
</tr>
<tr>
<td>Associate AD</td>
<td>39</td>
</tr>
<tr>
<td>Athletics Director</td>
<td>26</td>
</tr>
<tr>
<td>Associate AD/SWA</td>
<td>22</td>
</tr>
<tr>
<td>SWA/Assistant AD</td>
<td>21</td>
</tr>
<tr>
<td>SWA</td>
<td>14</td>
</tr>
<tr>
<td>Associate Director</td>
<td>10</td>
</tr>
<tr>
<td>Director</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>6</td>
</tr>
<tr>
<td>Coordinator/Manager</td>
<td>5</td>
</tr>
<tr>
<td>Senior Associate AD</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Commissioner</td>
<td>4</td>
</tr>
<tr>
<td>SWA/Assistant Commissioner</td>
<td>2</td>
</tr>
<tr>
<td>Head Coach</td>
<td>1</td>
</tr>
<tr>
<td>Associate Director/SWA</td>
<td>1</td>
</tr>
<tr>
<td>Associate AD/SWA/Coach</td>
<td>1</td>
</tr>
</tbody>
</table>

Responses varied, but for the purpose of this study, certain titles qualify as “senior level.”

Senior level titles include Athletics Director, Associate Athletics Director, Senior Woman Administrator, Senior Associate Athletics Director, Commissioner, and Head Coach. Having distinguished the difference, 131 out of the 221 individuals reported senior level titles, and 90 individual responses were disregarded (Table 14b). The first senior level administrative title for 39 respondents was Associate Athletics Directors. Twenty-six were Athletics Directors, 22 were Associate Athletics Directors/SWAs, 21 were SWAs/Assistant Athletics Directors, and fourteen were SWAs.
Table 14b

*First Senior Level Administrative Title in College Athletics – Corrected Data*

<table>
<thead>
<tr>
<th>SENIOR TITLE</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate AD</td>
<td>39</td>
</tr>
<tr>
<td>Athletics Director</td>
<td>26</td>
</tr>
<tr>
<td>Associate AD/SWA</td>
<td>22</td>
</tr>
<tr>
<td>SWA/Assistant AD</td>
<td>21</td>
</tr>
<tr>
<td>SWA</td>
<td>14</td>
</tr>
<tr>
<td>Senior Associate AD</td>
<td>4</td>
</tr>
<tr>
<td>SWA/Assistant Commissioner</td>
<td>2</td>
</tr>
<tr>
<td>Head Coach</td>
<td>1</td>
</tr>
<tr>
<td>Associate Director/SWA</td>
<td>1</td>
</tr>
<tr>
<td>Associate AD/SWA/Coach</td>
<td>1</td>
</tr>
</tbody>
</table>

Two-hundred eighty-two participants responded about their current title (Table 15). Thirty four women are Athletics Directors, 31 are Associate Athletics Directors/SWAs, and 31 are Directors of various areas within their respective athletics departments. Fourteen respondents are Head Coaches, four are Assistant Coaches, three are Commissioners, and one is an Associate Commissioner.
Table 15

*Current Title of IAA Graduates*

<table>
<thead>
<tr>
<th>TITLE</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Director</td>
<td>34</td>
</tr>
<tr>
<td>Associate AD/SWA</td>
<td>31</td>
</tr>
<tr>
<td>Director (within Athletic Dept.)</td>
<td>31</td>
</tr>
<tr>
<td>Associate AD</td>
<td>27</td>
</tr>
<tr>
<td>Assistant AD</td>
<td>24</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>15</td>
</tr>
<tr>
<td>Head Coach</td>
<td>14</td>
</tr>
<tr>
<td>Associate Director</td>
<td>12</td>
</tr>
<tr>
<td>Senior Associate AD</td>
<td>12</td>
</tr>
<tr>
<td>Coordinator/Manager</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Assistant AD/SWA</td>
<td>7</td>
</tr>
<tr>
<td>Assistant AD/SWA/Coach</td>
<td>7</td>
</tr>
<tr>
<td>SWA/Coach</td>
<td>6</td>
</tr>
<tr>
<td>Professor/Teacher</td>
<td>7</td>
</tr>
<tr>
<td>Assistant AD/Coach</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Commissioner</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>4</td>
</tr>
<tr>
<td>SWA/Assistant Director</td>
<td>3</td>
</tr>
<tr>
<td>Commissioner</td>
<td>3</td>
</tr>
<tr>
<td>SWA/Assistant Director/Coach</td>
<td>2</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>2</td>
</tr>
<tr>
<td>Associate Director/Coach</td>
<td>2</td>
</tr>
<tr>
<td>AD/Coach</td>
<td>3</td>
</tr>
<tr>
<td>Athletic Trainer</td>
<td>2</td>
</tr>
<tr>
<td>Doctoral Student</td>
<td>1</td>
</tr>
<tr>
<td>SWA/Assistant Athletic Trainer</td>
<td>1</td>
</tr>
<tr>
<td>SWA/Assistant Commissioner</td>
<td>1</td>
</tr>
<tr>
<td>Associate Commissioner</td>
<td>1</td>
</tr>
</tbody>
</table>

IAA graduates were analyzed by their primary area of responsibility within their respective college athletics departments. Although several participants have many responsibilities in different areas of the athletics department, subjects were asked to list their primary responsibility. Two-hundred thirty-two individuals responded and 57 skipped this question. Figure 14 shows that the primary area of responsibility for 130 (56%) women is
Compliance. Eighty-six (37.1%) focus on Facility/Game Operations, 63 (27.2%) work in Life Skills, and 60 (25.9%) work in the Business Office. Nineteen (8.2%) respondents focus on Ticket Operations and nineteen (8.2%) on Sports Information.

**Figure 14.** Breakdown of primary area of responsibility within college athletics department.

Next, 258 respondents listed all the administrative areas in which they have had assigned responsibilities throughout their career pre-IAA (Figure 15). The areas of Compliance and Facility/Game Operations had the highest frequency of individuals at 160 each. One-hundred eleven participants said they had had administrative responsibilities in Life Skills, leaving only 51 and 47 in Ticket Operations and Sports Information, respectively.
Two-hundred forty-eight IAA graduates responded about administrative areas that they had been assigned responsibilities throughout their career post-IAA (Figure 16). Results show an increase in responsibility for almost every administrative area after individuals graduated from the IAA program. Facility/Game Operations ranked the highest with 165 individuals and Compliance had the next highest number with 161 individuals. The number of subjects responsible for the areas of Life Skills, Marketing/Promotions, Fundraising, Business Office, and Academic Advising all increased.

*Figure 15. Career administrative responsibilities pre-IAA.*
Figure 16. Career administrative responsibilities post-IAA.

Two-hundred fifty-nine subjects responded about career mobility, listing the number of different college athletics departments they have worked at throughout their careers (Figure 17). Eighty-four individuals have worked at two college athletics departments, 85 have worked at one, and only twelve people have worked at more than 5 college athletics departments.
Figure 17. Breakdown of number of different college athletics departments worked at throughout IAA graduates’ careers.

Tables 16 and 17 illustrate a statistical summary of IAA respondents’ career mobility. The average number of schools worked at for the IAA graduate respondent was 2.5. Having worked in either one or two different athletics departments was the most common trend, with frequencies of 85 and 84, respectively. Having worked in eight or nine schools was the least common trend, with a frequency of one each.

Table 16

Statistical Summary of IAA Graduates’ Career Mobility

<table>
<thead>
<tr>
<th># of Schools</th>
<th>Statistic</th>
<th>Std. Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>279</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>8.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>9.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.5054</td>
<td>.0920</td>
<td>2.3244 2.6864</td>
</tr>
<tr>
<td>Median</td>
<td>2.0000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.53583</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 17

*Frequency of Number of Different College Athletics Departments Worked at Throughout IAA Graduates’ Careers*

<table>
<thead>
<tr>
<th># of Schools</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>85</td>
<td>30.5</td>
</tr>
<tr>
<td>2.00</td>
<td>84</td>
<td>30.1</td>
</tr>
<tr>
<td>3.00</td>
<td>48</td>
<td>17.2</td>
</tr>
<tr>
<td>4.00</td>
<td>31</td>
<td>11.1</td>
</tr>
<tr>
<td>5.00</td>
<td>19</td>
<td>6.8</td>
</tr>
<tr>
<td>6.00</td>
<td>4</td>
<td>1.4</td>
</tr>
<tr>
<td>7.00</td>
<td>6</td>
<td>2.2</td>
</tr>
<tr>
<td>8.00</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>9.00</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>279</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Finally, IAA graduates were asked to give their opinion about the duration of the IAA program, the length of the educational sessions, and about the cost of the IAA program. Figure 18 displays the respondents’ opinion about the duration of the IAA program. Two-hundred forty-five (86.6%) subjects said the IAA program was an appropriate duration, 33 (11.7%) felt that the program was too long in duration, and 5 (1.8%) thought it was too short in duration.

*Figure 18. Opinion breakdown of duration of IAA program.*
Figure 19 shows the respondents’ opinion about the length of the educational sessions. 258 (90.8%) stated that the educational sessions were an appropriate length, 21 (7.4%) said they were too long in length, and 5 (1.8%) felt that it was too short in length.

Figure 19. Opinion breakdown of length of educational sessions.
Figure 20 illustrates the respondents’ opinion about the cost of the IAA program. One-hundred forty-eight (51.9%) of the respondents stated that the cost of the IAA program was appropriate, while 137 (48.1%) thought that the cost was too expensive.

Figure 20. Opinion breakdown of IAA program cost.
The second research question examined IAA graduates’ perceptions of the IAA program goals. The IAA’s goals include: provide education and information on the history of women’s athletics and Title IX, prepare female athletics administrators to work with issues currently facing intercollegiate athletics administrators, develop leadership skills, develop management skills, enhance self actualization and awareness, establish networking connections, develop networking skills, improve skills to achieve institutional priorities, improve ability to maximize institutional resources, prepare graduates to be high-value candidates for senior level administrative positions, and help IAA graduates advance as leaders.

The second section of the survey asked participants to rate on a scale from 1 (lowest) to 4 (highest), how they perceive the effectiveness of the IAA at achieving the stated goals (Table 18). The goal of educating and informing graduates on the history of women’s athletics and Title IX was ranked by 281 subjects and results showed the IAA was perceived as very effective resulting in 70.5% of the answers for that particular goal. Other goals in which the IAA was perceived as very effective include establishing networking connections (62.3%), developing networking skills (60.1%), enhancing self-actualization and awareness (54.3%), and educating graduates about issues currently facing intercollegiate athletics administrators (49.1%). Table 19 depicts all the goals and respondents’ perceived effectiveness ratings about the IAA.
Table 18

*Rating of Perceived Effectiveness by IAA Goal*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Establishing networking connections</th>
<th>Preparing graduates to be high-value candidates for senior level administrative positions</th>
<th>Educating and informing graduates on the history of women's athletics and Title IX</th>
<th>Educating graduates about issues currently facing intercollegiate athletics administrators</th>
<th>Improving skills to achieve institutional priorities</th>
<th>Improving ability to maximize institutional resources</th>
<th>Developing leadership skills</th>
<th>Developing management skills</th>
<th>Developing networking skills</th>
<th>Enhancing self-actualization and awareness</th>
<th>Helping IAA graduates advance as leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Not Effective)</td>
<td>3 (1.1%)</td>
<td>3 (1.1%)</td>
<td>1 (0.4%)</td>
<td>4 (1.4%)</td>
<td>5 (1.8%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (0.4%)</td>
<td>0 (0%)</td>
<td>2 (0.7%)</td>
<td>2 (0.7%)</td>
</tr>
<tr>
<td>2</td>
<td>20 (7.1%)</td>
<td>42 (15%)</td>
<td>6 (2.1%)</td>
<td>25 (8.9%)</td>
<td>66 (23.5%)</td>
<td>26 (9.3%)</td>
<td>37 (13.2%)</td>
<td>20 (7.1%)</td>
<td>20 (7.1%)</td>
<td>40 (14.3%)</td>
<td>40 (14.3%)</td>
</tr>
<tr>
<td>3</td>
<td>83 (29.5%)</td>
<td>136 (48.6%)</td>
<td>76 (27%)</td>
<td>114 (40.6%)</td>
<td>150 (53.4%)</td>
<td>128 (45.7%)</td>
<td>135 (48.2%)</td>
<td>91 (32.4%)</td>
<td>91 (32.4%)</td>
<td>128 (45.7%)</td>
<td>128 (45.7%)</td>
</tr>
<tr>
<td>4 (Very Effective)</td>
<td>175 (62.3%)</td>
<td>99 (35.4%)</td>
<td>198 (70.5%)</td>
<td>138 (49.1%)</td>
<td>60 (21.4%)</td>
<td>126 (45%)</td>
<td>108 (38.6%)</td>
<td>169 (60.1%)</td>
<td>169 (60.1%)</td>
<td>110 (39.3%)</td>
<td>110 (39.3%)</td>
</tr>
<tr>
<td>Rating Mean</td>
<td>3.53</td>
<td>3.18</td>
<td>3.68</td>
<td>3.37</td>
<td>2.94</td>
<td>2.84</td>
<td>3.36</td>
<td>3.25</td>
<td>3.52</td>
<td>3.46</td>
<td>3.24</td>
</tr>
<tr>
<td>Response Count</td>
<td>281</td>
<td>280</td>
<td>281</td>
<td>281</td>
<td>281</td>
<td>281</td>
<td>280</td>
<td>280</td>
<td>281</td>
<td>280</td>
<td>280</td>
</tr>
</tbody>
</table>
Research question three explored whether IAA graduates perceive that the IAA curricular components are effective at achieving one or more of the stated goals listed in research question two. IAA curricular components include athletics culture session, professional development session, leadership skills session, financial planning session, individual exercises, group workshops, insight of guest speakers, and faculty.

The third section of the survey asked participants to rate on a scale from 1 (lowest) to 4 (highest), how they perceive the effectiveness of the IAA curricular components at achieving one or more of the stated goals listed in section two of the survey (Table 19). One-hundred eighty-six (71.3%) respondents said that insight of guest speakers was a very effective curricular component at achieving one or more of the IAA goals. Other curricular components that were perceived as very effective at achieving IAA goals were faculty (68.3%), professional development session (49.8%), and leadership skills session (46.4%).

Table 19

<table>
<thead>
<tr>
<th>Rating of Perceived Effectiveness by IAA Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>1 (Not Effective)</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Athletics Culture session</td>
</tr>
<tr>
<td>Professional Development session</td>
</tr>
<tr>
<td>Leadership Skills session</td>
</tr>
<tr>
<td>Financial Planning session</td>
</tr>
<tr>
<td>Individual exercises</td>
</tr>
<tr>
<td>Group workshops</td>
</tr>
<tr>
<td>Insight of guest speakers</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
</tbody>
</table>
Finally, IAA graduate participants were given the opportunity to answer five open-ended questions in section four of the survey. Open-ended questions investigated opinions about what was most and least beneficial about the IAA, areas that were given too much or not enough focus during the IAA program, and additional comments about the IAA experience (Appendices A-E).

Two-hundred twenty-eight subjects discussed the aspects that were most beneficial throughout the IAA program (Appendix A). An overwhelming majority emphasized the benefit of networking opportunities offered during the IAA. Respondents mentioned being able to network in different settings, both in organized, small group sessions and informal, social situations. They also stated the advantage of being able to network with senior women in athletics and having the chance to learn from their experiences and gain knowledge from their insight. Another area that several IAA graduates commented was the opportunity to work with and listen to guest speakers and knowledgeable faculty. They were interested in hearing the guest speakers’ stories and life experiences and learning how they have managed their careers. The participants also mentioned the importance of the educational sessions, saying that the sessions and discussions provided unique information related to their position in college athletics.

One-hundred sixty-four participants responded about the least beneficial aspect of the IAA program (Appendix B). Many individuals reported only positive experiences, saying that everything at the IAA was beneficial. Those who did comment about less beneficial aspects mostly mentioned the difficulty in finding congruency between the administrators from different divisional groups. They said it was challenging in group situations to have participants from different divisions relate to issues that other divisions encounter, giving the
example of resources being different at Division I institutions versus Division II or Division III. Although there are similarities, some subjects said that the problems facing these institutions are very different. A lack of discussion about key topics that relate to day-to-day administration duties, such as NCAA recertification, scheduling, game management, and the value of creating game-day atmosphere was reported. Subjects also said they would have liked a better mix in the classes with regards to experience. They said the program seemed geared towards those just starting in college athletics administration, and the sessions for those with more experience were elementary and less beneficial. A final commonality in the responses to this question was that the financial planning sessions and workshops were confusing and not beneficial and participants recommended the IAA use budgets from real institutions instead of made-up budgets. They mentioned they would rather learn about the finances of how to run a more efficient department, ideas for fundraising and budget planning.

One-hundred thirty-eight individuals provided additional information about areas that were given too much focus during the IAA (Appendix C). Again, a majority of respondents felt that the topics were well-balanced and focus was provided to all areas appropriately. However, from those individuals who did elaborate on areas that were given too much focus, a common trend was that time spent lecturing about the history of women’s athletics and Title IX should have been less. They said that it is important to know and review this information, but that it would be better to focus on current trends and strategies for the future. For some participants, history and Title IX was repetitive, as female administrators feel they are very educated about these issues. Another area that was mentioned as given too much focus at the IAA was career planning, resume writing and interviewing sessions.
One-hundred fifty-seven subjects responded about areas that were not given enough focus during the IAA (Appendix D). Results varied a great deal as responses were individualized and personal depending on background. Common trends did surface, repeating prior concerns about sessions geared more towards certain divisions. Respondents said they would have liked breakout sessions to discuss issues within the division in which they work. Finance, budgeting and fundraising were other areas that were frequently mentioned. Subjects recommended that they should offer handouts, examples of spreadsheets, or other useful documentation that they would be able to utilize at their respective athletics departments. IAA graduates also would have liked more focus on conflict management, dealing with difficult situations, and how to assist others working through conflicts and challenges. Dealing with men in the work place and how to position yourself to get senior level promotions were other areas that were mentioned by participants. Respondents mentioned there needed to be more focus on how to transition from job to job, institution to institution, and to work the executive recruiters. They said women need greater understanding of how to play the game to allow for advancement and opportunity. Finally, a personal idea that was suggested by several participants was allowing for more free time in program’s schedule for exercise and leisure activities.

One-hundred twenty-six IAA graduates offered additional comments about their experience at the IAA (Appendix E). An overwhelming response was that the IAA program was a great, life-changing experience and was one of the best professional development initiatives in the nation. Cost was a general concern for many participants, but those who noticed the recent reduction in cost thought it was an excellent idea and hoped more women would be able to participate. Suggestions include incorporating more male faculty or guest
speakers into the program. They fully support the advancement of women, but there are many good administrators to learn from, both male and female. Others recommended having more follow-up initiatives in order to stay in touch with contacts met at the IAA and even have formal events where individuals could reconnect in a professional environment. Another comment that was shared among subjects was that they would like the program to be separated into divisional groups in order to avoid covering unrelated topics. Many respondents who expressed their satisfaction with the program mentioned their desire to pursue the next phase of leadership development and become a participant of the NCAA/NACWAA Leadership Enhancement Institute in order to gain even greater knowledge.

Summary

In summary, the objective of the study was to develop a composite profile of the typical IAA respondent and typical answers. Using the data collected, the typical IAA graduate respondent is a female, college athletics administrator or both an administrator and coach between the ages of 29 and 43. The typical attendee has a Master’s Degree in Sport Administration, Education, or Exercise and Sport Science, and competed as a student-athlete in college.

The attendee received her first promotion in college athletics after having between one and four years of experience, and of the senior level administrators that have attended IAA, it typically took one to eight years of experience before earning first promotion to a senior level position. The typical IAA graduate attends the IAA after two to eight years of experience in college athletics, and of the individuals who attended the IAA and then earned
a promotion to a senior level position, IAA graduates had one to three years of experience in college athletics after graduating from the IAA before the senior level promotion.

The title of the typical IAA respondent’s first athletic administrative position was an Assistant Athletics Director, Coordinator, Manager, Director, Administrative Assistant, Assistant Director or Compliance Assistant/Intern. The title of the typical IAA respondent’s first senior level athletic administrative position was Associate Athletics Director, Athletics Director, or Senior Woman Administrator. The typical IAA attendee’s current title is Athletics Director, Associate Athletics Director/Senior Woman Administrator, Director, or Assistant Athletics Director.

The primary area of responsibility within a college athletics department for the typical IAA respondent is Compliance or Facility/Game Operations, and after the IAA attendee graduates, overall responsibilities typically increase for that IAA graduate. The typical respondent has worked at one or two colleges, and believed the duration of the IAA program and the length of the educational sessions were appropriate. Additionally, the typical IAA graduate perceives that the IAA is effective at achieving the program’s goals, and that the IAA curricular components are effective at achieving the program’s goals.

Finally, the typical IAA respondent believes that the most beneficial aspect of the IAA is networking opportunities, and the least beneficial aspect of the IAA is working in groups with members from different divisions due to different problems facing institutions. Although all program components were favorably rated, rankings indicated there was too much focus on the history of women’s athletics and Title IX, and not enough focus was placed on finance, budgeting, fundraising, conflict management, and positioning one’s self to obtain senior level promotions.
Open ended prompts allowed attendees to provide feedback about their experience at the IAA with the purpose of identifying aspects that were beneficial and areas that need improvement. Respondents offered constructive criticism in order to help strengthen the program. Although suggestions for improvement were made, the typical IAA respondent still believes the IAA is a life-changing experience that has presented opportunities for career advancement.
CHAPTER V
DISCUSSION

The purpose of this study is to determine the background characteristics of the typical female athletics administrator who chooses the IAA program, and in addition, explain the perceived effectiveness of IAA graduates about the IAA’s goals and curricular components.

College athletics is a growing business that is providing more opportunities to student-athletes, coaches and administrators. The average size of administrative staffs has grown by more than 60% in the last two decades (Acosta & Carpenter, 2008). Additionally, more collegiate institutions now offer athletics programs resulting in an increase in number of jobs in athletics administration from 1,613 jobs in 1988 to 3,941 in 2008 (Acosta & Carpenter, 2008). NACWAA’s goal is to provide educational programs, professional development opportunities, and to promote the growth, leadership and success of women as athletics administrators (NACWAA Online, 2009). With the initiative and continual evolution of the NACWAA/HERS Institute for Administrative Advancement, the hope is to give women the knowledge and professional network necessary to advance careers and obtain leadership positions in college athletics.

The survey was sent to a total of 854 participants and 289 responded, resulting in a 33.8% response rate. The participants were given two weeks to complete the survey, with a reminder sent after the first week. Following the reminder email, the response rate nearly doubled as it reached the total of 289.
The relatively low response rate was due to multiple factors, first of which was out-of-date email addresses. An IAA email database was provided by directors of NACWAA showing all 854 IAA graduates, last known job position and company, and last known email address. However, as IAA graduates move from job to job or school to school, email addresses change, and it appeared that NACWAA did not receive email address updates. 184 total email addresses were sent back as non-deliverables. Taking this limitation into consideration, only 670 of the 854 IAA graduate emails were successfully received. Using that data, 289 of the 670 viable email recipients responded to the survey, which would have yielded a higher response rate of 43%.

Descriptive Statistics Discussion

Research Question 1: Background Information

The objective of Research Question 1 was to develop a composite profile of the typical IAA attendee using background information collected from the survey. Results suggest that women who attend IAA are typically between 29 and 43 years of age and hold a Master’s Degree. Although ages ranged from 24 to 65 years old, IAA is geared towards providing career development strategies and networks, so it is expected that the majority of attendees are women who have gained two to eight years of experience working in college athletics before enrolling in IAA. According to respondents’ comments, the ideal attendee has sufficient knowledge from working in college athletics and has useful input to offer throughout the week at IAA. However, if the attendee has more than twelve years of experience, the data suggests that the content of the program may be too basic and the individuals do not learning anything new. This analysis is not to say the program is useless.
for these individuals with more years of experience though, as it is possible to gain insight from speakers and continue to grow professional networks.

IAA graduates also tend to hold a Master’s Degree in Sport Administration, Education or Exercise and Sport Science. Today, even the most basic, entry-level positions in college athletics prefer candidates with a Master’s Degree in an area related to athletics administration. This may explain why 76.7% of IAA graduate respondents have earned at least a Master’s Degree (Figure 3).

The majority of IAA graduates tend to be administrators (77.9%) or administrators and coaches (15.7%) (Figure 1). The IAA program is directed towards administrators and coaches and encourages all to apply. However, the content of the educational sessions and guest speaker lectures could tend to relate more to the administration side of college athletics as opposed to coaching. This finding could account for the difference in personnel representation. Another interesting finding was that 74.9% of respondents competed as varsity athletes in college (Figure 6). Many skills learned and developed through participating in sport such as competitiveness, determination, commitment and leadership can be translated to working in the business of college athletics. The notion that athletes are passionate about sports explains their interest in having a career in athletics.

Typical IAA attendees have one to three years of experience in college athletics prior to their first promotion (Figure 10). It is important to recognize that this statistic depends on a variety of factors such as size of athletics department, turnover ratio, and being in the “right place at the right time.” This data suggests IAA attendees are the type of people who learn fast, mature in their roles quickly, and take advantage of opportunities presented to enhance careers. Sixty-two individuals have not yet been promoted to senior level positions, but of
those that have, it took the majority one to eight years of experience in college athletics (Figure 11). Similarly, the subjects that obtained senior level positions with little experience were most likely in the “right place at the right time,” where a vacancy in an athletic department opened and they had the skills and knowledge necessary for the job. It is also important to note that it can be more difficult to advance to senior level positions depending on the division. Size of an athletic department can have an effect on available promotions and growth opportunities. The typical IAA graduate attends the IAA after two to eight years of experience in college athletics (Figure 12), and of the individuals who attended the IAA and then earned a promotion to a senior level position, IAA graduates had one to three years of experience in college athletics after graduating from the IAA before the senior level promotion (Figure 13). A significant issue to take into consideration for all results pertaining to senior level designation is that because “senior” level position was never defined in the survey, individuals who do not technically possess senior level positions for the purpose of this study may have inadvertently answered falsely to this question. A better approach might have been to designate senior level positions not by title, but instead, by asking IAA graduates if they were in the top three layers of their particular athletic department organizational structure.

The typical IAA graduate began their career in college athletics as an Assistant Athletics Director, Coordinator, Manager, Administrative Assistant, or Compliance Assistant/Intern (Table 13). A surprising finding of the data is that the most popular position held was Assistant Athletics Director which is a position that is usually a significant role in an athletics department requiring many responsibilities. However, the remaining data was consistent with expectations that individuals would start in more supportive roles. As
previously explained, there was confusion when responding about senior level positions, so when asked to list their first senior level administrative title in college athletics, 90 responses did not qualify as senior level and were omitted from the corrected data reported. For the purpose of this study, the titles that qualified as senior level were Athletics Director, Associate Athletics Director, Senior Woman Administrator, Senior Associate Athletics Director, Commissioner, and Head Coach. One-hundred thirty-one subjects reported senior level titles, the most popular being Associate Athletics Directors, Athletics Directors, or Senior Woman Administrators (Table 14b). Currently, the majority of IAA graduate respondents are Athletics Directors, Associate Athletic Directors, Senior Woman Administrators, Directors, or Assistant Athletic Directors.

Ideally, individuals would attend the IAA when they are in smaller roles in an athletics department, and then with the knowledge and network of contacts gained, they would advance into higher positions of authority. This advancement track is the case for many people, but it is also important to realize that some women attend the IAA after they have already obtained a senior level job. These individuals may have less to gain from the experience, but they have a lot to offer younger, less experienced women in the field of college sports. Having a balanced mixture of women from different backgrounds appears beneficial to learning and developing, but establishing baseline criteria for IAA attendees could contribute to a more effective IAA experience. A recommendation for baseline criteria would be that IAA attendees must have between two and five years of experience working in college athletics prior to enrolling in the program.

Consistent with expectations, the typical IAA graduate is primarily responsible for the areas of Compliance or Facility/Game Operations. When comparing career administrative
responsibilities pre-IAA and post-IAA, Compliance and Facility/Game Operations were still prevalent, but it was also clear that the number of attendees responsible for the areas of Life Skills, Marketing/Promotions, Fundraising, Business Office, and Academic Advising all increased from pre-IAA to post-IAA. The data suggests that after attending IAA, individuals learned the knowledge and gained the skills necessary to help propel their careers and take on different areas and new responsibilities.

Typical IAA attendees have had limited career mobility with the majority of respondents having only worked at one or two different colleges (Figure 16). These results imply that several individuals have either just started their career working in college athletics and have not yet had time to move from school to school, or that many individuals have stayed in one school for most of their career and have moved from position to position within the same athletics department.

Additionally, the typical IAA graduate was satisfied with her IAA experience, and believes the duration of the program and length of the educational sessions were appropriate. However, almost half (48.1%) felt that the cost of the program was too expense (Figure 19). Recently, in November 2009, the NCAA and NACWAA announced that tuition for the IAA will be drastically reduced starting with the summer 2010 programs, so this initiative should alleviate past attendees’ concerns about the cost of the program.

Research Question 2: Perceived Effectiveness of IAA Goals

The objective of Research Question 2 was to determine the efficacy of the IAA’s goals based on IAA graduate perceptions. The IAA goals that were perceived as most effective were establishing networking connections (63.2%), educating and informing graduates on the history of women’s athletics and Title IX (70.5%), and developing
networking skills (60.1%). These results indicate that the IAA program is emphasizing that attendees learn skills and strategies to develop contacts and to use professional networks to advance throughout their careers. None of the IAA goals were ranked heavily as not effective which again, suggests that the IAA is successfully fulfilling its main purpose.

However, the goals that may yield the largest impact in an athletic department after graduating from IAA are developing leadership and management skills and preparing graduates to be high-value candidates for senior level administrative positions. Having the IAA program focus more on those career-altering goals could result in higher perceived effectiveness and more satisfied graduates. Very few people perceived the goals of improving skills to achieve institutional priorities (21.4%) and improving ability to maximize institutional resources (18.1%) as “very effective”. These two goals appear vague, so it would be useful to give more detail with regards to outlining specific institutional priorities and resources. The more specific the goals of IAA are, the more accurately IAA graduates will be able to respond with their perceptions.

Another important IAA goal is educating graduates about issues currently facing intercollegiate athletics administrators. It is crucial for attendees to be aware of all the relevant issues in college athletics so that they can adequately discuss the issues with senior administrators, develop strategies to handle the issues, and if necessary, prepare a plan of action. Almost half of the IAA respondents (49.1%) perceived that the IAA was very effective at achieving this goal, 40.6% perceived that the IAA was somewhat effective at achieving this goal, and 8.9% perceived that that the IAA was somewhat not effective at achieving this goal. A suggestion to NACWAA would be to place more emphasis on
educating about current events in college athletics in order to fully accomplish this goal and increase IAA graduates’ perceived effectiveness.

Research Question 3: Perceived Effectiveness of IAA Components

The objective of Research Question 3 was to determine the efficacy of the IAA’s curricular components at achieving the IAA’s stated goals based on IAA graduate perceptions. The curricular components that were perceived as most effective were the professional development session (49.8%), leadership skills session (46.4%), insight of guest speakers (71.3%), and faculty (68.3%). The financial planning session had the lowest perceived effectiveness, which is consistent with feedback from the open-ended responses. Having a sufficient background of finance and budget planning is critical for today’s senior level administrators. Although many of the IAA participants have responsibilities in other areas outside the business office and do not necessarily require financial planning skills in their current roles, a financial understanding is critical for career advancement in college athletics. NACWAA could put more resources into the financial planning session curriculum to strengthen the course material and increase attendees’ financial knowledge.

Overall, the data indicates that the IAA curriculum consists of useful components that help the IAA achieve its goals. However, results also suggest that attendees have different backgrounds, years of experience, and types of experience in college athletics, thus making it unlikely that one curriculum will satisfy all participants. A suggestion for NACWAA would be to conduct a pre-participation test to assess group knowledge and then build a curriculum more tailored to the needs of those particular attendees. This assessment would also help alleviate some of the IAA respondents’ concerns about too much focus on the history of women’s athletics and Title IX. If test results from an incoming IAA class indicate sufficient
backgrounds in these two areas, the curriculum could be adjusted to dedicate more time to other areas of leadership training that need improvement. Implementing the recommendation to establish baseline criteria for IAA attendees would also help with developing a more customized curriculum as participants would have similar years of experience in college athletics.

Survey Section 4: Open-Ended Responses

The objective of Survey Section 4 was to generate additional discussion that was not fueled by the previous survey questions. Open-ended questions allowed the respondents to elaborate on their opinions about the IAA program, their experiences at the IAA, and how the IAA has affected their careers. Several patterns and trends were identified in the responses. It was concluded that the most beneficial aspects of the IAA were networking opportunities and insight from guest speakers and faculty. One woman wrote what was most beneficial was “creating a network of approximately 40-50 individuals with similar experiences as a resource to go to with questions about my own career choices and administrative duties.” Another woman wrote that the best part of the IAA was “faculty and guest speakers who were willing to share a variety of experiences and insights.”

Common themes also emerged regarding the least beneficial aspects of the IAA, including “difficulty in finding congruency between the different Divisional groups.” One respondent summarized this concern saying “it was difficult in group situations to have participants from different divisions relate to issues that other divisions encounter, for example, resources are extremely different at a Division I school versus a Division III school.”
The typical IAA graduate also felt that there were areas of the IAA that were either given too much or not enough focus throughout the program. A majority of respondents believed that too much time was spent lecturing about the history of women’s athletics and Title IX, and that “it sounds horrible, but to most of us, [the information] was repetitive, and as female administrators, we are very educated and up to date on Title IX and we want what is best for our student-athletes.” Once more, this finding is an example of where pre-testing IAA attendees might be incredibly valuable. NACWAA administrators would be able to determine if what an incoming IAA class knows is comprehensive and up to date.

Respondents agreed that the history of women’s athletics is important, but that more time could have been focused on how women keep making progress versus focusing solely on the past. Another suggestion for NACWAA would be to create a curriculum that included sessions on advocacy. For some people, even with a great idea or opinion about an issue currently facing athletic programs, it can be difficult to articulate an argument to a senior level administrator or board of directors without proper training. A session emphasizing how to best advocate for a particular issue would be greatly beneficial for women in intercollegiate athletics.

Other areas that respondents agreed could have used more emphasis were finance, budgeting and fundraising. An IAA graduate expanded on this theme and wrote “I just wish there were things that we could have brought back, [such as] handouts and examples of the excel documents.” Another comment that illustrates this point was the respondent would have liked “more discussion on how to make sound financial and budget decisions, how to follow basic accounting lingo and principles, and [to understand] the real cost of adding a sport and real savings when dropping a sport.” These statements are consistent with the low
perceived effectiveness of the financial curriculum. 70.8% of IAA respondents perceived that the financial planning session was less than very effective, indicating that NACWAA should re-evaluate this curricular component and seek recommendations from experts in the finance field. Depending on the IAA participants’ background and leadership development needs, it might also be useful to add a separate educational session that focuses specifically on fundraising strategies.

Attendees shared an additional concern that the program needs to focus on teaching women how to “transition from job to job, institution to institution, and to work the executive recruiters. Women need greater understanding of how to ‘play the game’ to allow for advancement and opportunity.” Finally, several respondents suggested the idea of allowing for more free time in the IAA program’s schedule for exercise and leisure activities: “We must take care of ourselves physically if we are to be productive! We needed to get up and move or have time to exercise.”

Overall, the typical IAA attendee believed that the program was a wonderful experience that has helped further her career and has had an impact on her daily life. One woman wrote that the “[IAA] was a turning point in my career. It helped me come out of my shell, gave me the confidence and the push I needed to move out of coaching to where I am now, and I highly recommend it.” Another stated that it was “one of the best professional experiences of my life. I consistently mention [IAA] to ‘young’ females in the profession.”

Suggestions to improve the program were also offered, including incorporating more male faculty or guest speakers into the program: “I fully support the advancement of women, but the reality is there are plenty of good administrators to learn from, male and female.” Others recommended having more follow-up initiatives in order to stay in touch with
contacts met at the IAA and even have formal events where individuals could reconnect in a professional environment. Another comment that was shared among subjects was that they would like the program to be broken up more into divisional groups. An attendee wrote “many times there were unrelated topics involving areas of which I had no interest, as well as areas that people from other divisions could provide no insight.” The typical respondent also expressed interest in pursuing the next level of leadership development by participating in the NCAA/NACWAA Leadership Enhancement Institute: “Going through the next phase would be very meaningful, since many of the areas covered I've now experienced, learned from, and look forward to gaining even greater knowledge.”

Future Research

When future research is conducted on leadership development programs for female athletics administrators, such as the IAA, measures need to be taken to ensure the contact information of the population is up-to-date in order to yield a larger response rate and to be able to generalize more accurately about the entire population. Conducting the survey via email was an effective method, as administrators can easily link to the survey and answer the questions quickly and efficiently. Taking into consideration the time of year and administrators’ typical schedules will also be important when trying to get a strong response rate, as subjects will be more likely to complete the survey during slow months. Responses dramatically increased following a reminder email, so more follow up emails or letters emphasizing the purpose of the study and the minimal time it takes to complete the survey should be sent to encourage subjects to respond.

With regards to the wording of questions in the survey, researchers should be careful when discussing the different divisions people have worked in or played in, and be wary of
using terms like “highest division,” as these labels are not accurate and can offend respondents. It was not the intention of this study to designate one division as “higher” or better than any other division. In addition, when asking about administrative responsibilities, comments from respondents indicated that an option of “Other” should have been included with a space to write in responsibilities that were not listed as a choice. Also, if the term “senior level” will be used in the survey, results would be more accurate if a definition was provided. This study lacked a definition for “senior level” and as a result, almost half of the data reported was not usable and had to be disregarded. Offering a response of Not Available (N/A) or None for certain questions would also lead to less confusion and yield a higher response rate for more questions on the survey.

One future research topic would include a program analysis similar to this study of the two advanced leadership programs offered by NACWAA. The NCAA/NACWAA Leadership Enhancement Institute is offered to IAA graduates who want more in-depth training in designated areas of athletics administration, and the NCAA/NACWAA Institute for Athletics Executives is a program offered by invitation only to senior-ranking women in athletics. This research would address the typical person who chooses to continue their leadership development and whether the programs are also effective at achieving their goals and giving their graduates career-altering experiences. This study would also identify the areas that were most beneficial and least beneficial to the attendees and highlight aspects that could be improved.

Another interesting research topic would be to compare individuals who have graduated from the IAA with individuals who have not attended the IAA. By creating a profile of the typical non-IAA graduate, background characteristics and career paths could be
compared to determine the effectiveness of the IAA program and if there is a significant
difference between the IAA graduates and the non-IAA graduates with respect to several
variables, including career advancement and professional networks. This research could
illustrate the importance of the IAA and other leadership development training programs in
impacting future careers.

Finally, several studies could branch off from this research by using the data already
compiled and conducting further analyses. Topics include gender differences with regards to
career mobility in college athletics administration, and comparing responses of attendees by
designating IAA respondents into separate groups such as current division or IAA graduation
class. Additionally, the typical profile of an IAA graduate that was determined in this study
could be compared to a typical profile of a male college athletic administrator who completed
a similar leadership development program, such as the Sports Management Institute (SMI).
Background characteristics and perceptions of efficacy of IAA and SMI graduates could be
compared to identify significant differences. Lastly, future research could include looking
more deeply at the typical IAA graduate’s administrative responsibilities and examining the
clustering affect of women in compliance, facility/game operations, and life skills positions.
The study could determine if clustering was indeed occurring, and if the affect was
contributing to the glass ceiling that many female athletics administrators face in college
athletics.

Conclusion

The study fulfilled its purpose of understanding the typical person who attends the
NACWAA/HERS Institute for Administrative Advancement and realized that IAA graduates
are satisfied with their experience and perceive the program and its curricular components as
effective at achieving its goals. The overall response towards the IAA was very positive, so it is possible that only IAA graduates who were supportive of this leadership program chose to take the time to complete the survey. However, several comments were made about less beneficial aspects of the program and areas in which the IAA should improve upon, so this also suggests that although respondents perceive the IAA as effective, they also gave honest answers and productive discussion in order to make the program even better.

The information found in this study provided insight into the importance of leadership development programs for women in college athletics and the need for networking opportunities in order to grow professionally. The business of college sport relies heavily on connections, so it is crucial to develop a network of people, comprised of men and women, who can provide guidance and assist with career advancement. This study established a perceived effectiveness of the IAA, showing which factors and components of the program were most effective. The research also created a composite profile of the typical IAA graduate using data collected from background characteristics. In conclusion, the IAA is a necessary program for women in college sport, as it provides the knowledge, teaches the skills, and offers the professional networks necessary in order to become an effective leader in intercollegiate athletics. The need for future research on leadership programs for female athletics administrators will help improve the IAA so that attendees get the most out of their experiences and gain essential strategies to succeed in the business of sport.
Appendix A

Open Ended Responses - Most Beneficial

A chance to meet and speak with Donna Lopiano, Christine Grant and the outstanding administrators from SIU and U of Minnesota.

Ability to express shared experiences.

Ability to network in different settings, whether it was in a small group session or dinner

Ability to talk with other women in similar positions and backgrounds

All of it. It's all relevant and timely.

All of the exercises and items discussed, continue to be useful resources if one chooses to utilize those resources.

All the different positions of attendees and hearing their experiences

Attempting to prepare women for senior level positions within college athletics

Awareness and networking. So long ago I do not remember. I was a member of the 1st graduating class.

Being able to network with older and senior women in athletics and being able to learn from some of their experiences and gain knowledge from their insight.

Being there... there is nothing like experiencing that firsthand

Broad area of education provided in all aspects of what is involved with athletics administration

Budget information, networking opportunities, presentations by Julie Soriero, Peg Bradley-Doppes, Cecile Reynaud, and Ann Salerno, "Bridging the Generation Gap", The change Cycle

building the network of people you were in the class with candidness of the speakers and interaction amongst attendees, I still keep in touch with my classmates and call on them for advice

Career planning, leadership, networking.

colleagues

Connections with others in my class.

Creating a network of approximately 40-50 individuals with similar experiences, as a resource to go to with questions about my own career choices and administrative duties.

Definitely the networking of people like me aspiring to be AD's across all divisions.

Development of network with women in athletics; developed sense of empowerment

Each of the sessions provided unique information related to my position.

Education of how other schools operate and handle situations.
Educational sessions, guest speakers, networking

Everything!

Everything!

Expert speakers

Exposure to other professionals

Exposure to so many successful women leaders
Exposure to the issues, meeting other people. Comfortable environment to talk about the issues facing women in intercollegiate athletics.

Faculty and guest speakers who were willing to share such a variety of experiences and insights.

Faculty interaction
For me it was an affirmation of a lot of athletic administration issues. I enjoyed the faculty and networking with them.

Fundraising topic

Gaining a broader perspective of women in athletics.

Getting to know other women in the field of athletics and sharing our stories.

Getting to talk to the faculty in a very individualized environment.
Gives you a very good overview of the 'day in the life of an administrator'. Learning the basic skills to help decide whether this is a career for you or not. Self-esteem booster for me and many.

Got me out of my shell in many ways. Huge confidence builder in a very safe environment.

Great Experience!
Great professional setting and the information from Dr. Kraus was the best. We were treated very well and it allowed us to focus on the work at hand - improving our professional lives in many, many ways.

Group Exercises, professional development session and networking.

Group networking and the energy exuded by all in attendance

Guest speakers

Having a common purpose among other women

Historical perspective and networking.

I came back confident and ready to tackle anything

I can not pick one thing.

I don't remember it well enough at this point to reflect
I found that I met many people there who I am still friends with today. However, many of these people were in similar job titles and have not helped me to advance in my career as much as I would have hoped. I have developed great friendships!

I found the program as a whole to be very helpful. However, when I returned to my college found that they were not open to any new ideas.

I learned how to be better at my job.

I loved it all but enjoyed the insight of guest speakers & interaction of participants. I loved the whole program and was very impressed. If I had to choose one, I guess it would be the networking aspect due to the amount of time we had together.

I most benefited from the Crisis Management session led by an AD at a Division I institution. She presented several real-life scenarios and asked my IAA class to discuss what steps/action we would take to address the issues.

I really liked being apart of a class. Being able to watch others grow and growing from the input of my classmates.

I rediscovered myself, after coaching for 26 years and moving into admin., I finally felt like I belonged as an administrator.

I thoroughly enjoyed the guest speakers, their stories and life experiences, and hearing how they've managed their careers.

I thought hearing experienced females share their stories and advice was most beneficial.

I truly enjoyed our casual sessions where we were able to interact with the faculty. I learned the most from their personal stories over drinks and meals.

impression in provided to campus administration

increased self esteem

Inspiring

Interaction with peers and experienced professionals; broad-based curriculum (something for everyone)

It is a very empowering experience.

It was a good experience for me then but that was 12 years ago! Getting more exposure to the field at that time - strategic planning was a great session!

It was empowering and gave me the confidence that I could do more. Although I haven't done more in title, I have in my work-life balance and I do have sport supervision. The network of people that I can call is also very valuable.

It's been quite a while ago that I was there so it is hard to remember the components. The networking and problem solving discussions are the most beneficial. Unfortunately for all of the advancement and good that this does, we are still at the mercy of AD's who choose/choose not to use the talents we develop in this institute.

Judy Sweet's session on cutting a budget. I've used that exercise many times in my professional career as an AD.

Knowledgeable faculty, valuable workshops

Leadership skills

Learning about athletics culture yesterday and today
learning from all divisions I, II and III issues and concerns and learning from top quality women that are successful and being empowered by them to go back to my university with a lot of ideas and support network to call if I need help.

Learning from amazing faculty!
Learning from other classmates and hearing the stories and recommendations of the faculty and speakers. It was a safe place to ask questions and be around other women who were in Athletics or wanted to be.
Learning from some of the best administrators in the country and having the accessibility to them.

Learning how to develop myself as a brand and how to market that brand.

Learning more about how to market one's self within the profession

making connections to other people in the industry

Making contacts at the 4-yr. university level

Management and leadership skills
Meeting and networking with the faculty, guest speakers and fellow graduates. Finding your voice session - I think it taught a lot of people how to be confident and empowered in who they are.

meeting and talking with other female administrators

Meeting everyone and networking!

Meeting other people in athletics administration
Meeting other women in administrative positions and discussing issues at various levels at other institutions

Meeting other women in similar positions and hearing their stories. Being taken out of my comfort zone! ...having my own room. With long days, you need a little 'me' time.
Meeting others who have the same concerns and issues that I have. Learning about "the inside of athletics" that you do not learn in school or sometimes even on the job

Meeting peers in the industry and learning from veteran leaders in the industry

Meeting the other attendees and having them to call on when needed.
Most beneficial was going from little support to an instant network of female athletic administrators. There is a good chance I would have left the profession if I did not have this support or opportunity to connect with other female athletic administrators and build my network.

Most beneficial was learning from my classmates.

Most beneficial were the workshops on budgeting and fundraising and how to ask for money from donors. The hands on workshops were very helpful.

My background is in Junior College Athletics, and it was interesting to see athletic issues at the 4-year level.

my class had too many young professionals and self-center individuals
Networking and believing in myself.

Networking and educational sessions

Networking and faculty

Networking and friendships developed over the course of IAA

Networking and fundraising networking and gaining a broad spectrum of topics, providing a high level understanding of Athletics

Networking and having the opportunity to talk to other women who understand what I do for a living, as most of those outside of athletics have no idea what we do and why we pursue this field.

Networking and hearing from the experts in each area.

Networking and leadership sessions

Networking and learning about all areas of athletics administration
Networking and learning.
Networking and meeting folks in same situation and learning from people who have been where we are! Resume building was excellent, fiscal management was very very useful.

Networking and Self Awareness

networking and self discovery

Networking and sharing of ideas.

Networking and the challenge of one's self to strive higher

Networking and Title IX/history of women's sports were tied for me as most beneficial

Networking opportunities

Networking opportunities

networking opportunities (which have continued) + increased confidence in my abilities due to such an affirming atmosphere.

Networking opportunities and keeping the history of women's sport alive

Networking opportunities and learning that there are so many females that are going through the same things that you are going through in order to be an administrative in collegiate athletics.

Networking opportunities and meeting other women in my profession

Networking opportunities, reflection opportunities, leadership development

Networking opportunity

networking sessions each night as well as the wealth of knowlege of the faculty

Networking was the most valuable component, but the sessions on leadership were also very beneficial.

Networking was valuable. IAA helped my broaden my approach to my job and to think on a bigger scale.

networking with classmates

Networking with other "like" administrators

Networking with other people and sharing information. Any group related tasks were very good

Networking with other professionals and learning from the experience of those who have gone before me

networking with other women in the industry

Networking with people at a similar level

Networking, confidence, history

Networking, Crisis management, Communication
Networking, engaging in dialogue with other professionals, scenarios/role playing, dealing with media, personal leadership/management development.
Networking, hearing how other schools run, the technology! learning about Title IX from someone who lived through it
Networking, history of women and intercollegiate sport
Networking, learning form others within the group
Networking, Motivational and Insightful Speakers & Faculty
Networking, preparation for AD work
Networking, shared experience, resume critique
Networking. Ability to stay in touch with graduates
Networking/Marketing
New professional friendships.
Opportunity to interact with and learn from top administrators in the business.
Opportunity to learn from very experienced and successful women in the profession.
Opportunity to network with other athletics adminstrators
Perceived career opportunities available in athletics.
Personal connections and networking with other athletics administrators
Personally, the self-actualization process in the company of a group of motivated, reflective and approachable women helped me package my strengths and address my weaknesses in terms of experience.
Professional network connections and improved professional self-confidence
Range of faculty and guest speakers from all different types of institutions; problem solving exercises.
realizing that there are others who share my frustrations and challenges AND the number of women willing to help others advance
Resume & cover letter writing, interviewing skills, budgeting
Self analysis and goal setting.
Self awareness and practical hands on sessions
Self awareness development sessions.
Self confidence. Awareness of challenges faced by other women in the industry. Insight of speakers was amazing. Created support system.
Self evaluation, reflection, prioritization of career goals
Self-awareness
Sessions regarding career and interview advice, as well as self-awareness and reflection
supportive atmosphere.
Talking one on one with the instructors about various development components in my career path.

That it gave me the confidence to make decisions in my career.
The ability to learn so much about yourself while also being surrounded by others and encouraged to be a change maker.

the amount of topics that were covered in detail.
The answers to what if's or how to's type questions.
The broad scope of topic areas.
The connection I made. To know there are a lot of people facing the same challenges as me.
The connections to other women administrators
The continued connection with my graduating class.
The course was very helpful especially because I came from a Community College

The coverage of so many areas pertinent to the administration of athletics
The education on Title IX for those who were unaware of the history. The networking with LEI and others within my HERS group over meals and at night.
The entire conference was beneficial...The faculty and staff were insightful and so knowledgable.
The entire experience was tremendous. Learning from such distinguished faculty and the real life scenarios during group exercises were extremely effective.

the experience of being there...but I was so young that a lot of it was overwhelming for me

the experience of the speakers
The faculty and the participants
The information and the way it was presented. Each session was different in the way it was presented and it kept you wanting to know more.
The information presented.
The information shared by faculty and guest speakers was valuable.
The interaction with professionals from other institutions and the NCAA staff.
The materials and presentations.
The most beneficial aspect was the group of women I met and interacted with on a daily basis.
The most beneficial thing was realizing how you can share sisterhood with anyone, and enjoy doing it.
The networking and leadership advancement opportunities

The networking
The networking and meeting other female administrators was great. The information taught by the faculty was extremely valuable. The speakers and faculty at the IAA were amazing!

The networking opportunities
The networking, the personality/work style test, philosophy statement and values sessions, find your path session, and the Be Awesome session

The networking, the speakers

The networking and self-awareness

The opportunity to develop professionally.

The opportunity to network with other professionals

The opportunity, eye-opening

The overall scope of the topics that were discussed.
The program really helped solidify my decision to work in athletic administration. The faculty were exceptional and I learned a great deal!
The quality of the speakers/faculty was absolutely amazing. I appreciated learning sport history, Title IX, etc. from experts in these areas.
The quality sessions led by quality faculty, e.g.: Chris Voelz, U Nevada AD. The informal Q and A with faculty and guest speakers.
The resume workshop & financial planning. After that session, I went & bought a Suze Orman book and change a LOT of what I was doing in my personal finances.

The self-awareness and the ability to network.

The sessions
The small size of the group made everyone a "major player" in the process. The hands-on approach gave you the opportunity to actually perform activities. Speakers were AWESOME!
The spark it gave me to go back and be more active at my institution. The relationships developed. The ability to really look at yourself in the mirror and evaluate honestly.

The variety of session topics/speakers and there relevancy to work in the Athletic Field.

The williness to take the time to answer questions pertaining to each session.
The women I met and the experiences we shared. Learning from each other and being able to challenge myself to achieve the goals that I realized at the institute.

Verification that I wasn't crazy about my thoughts and ideas on issues in athletics.

Wealth of experience in staff and attendees/ after hours chats
Appendix B

Open Ended Responses – Least Beneficial

1. A few of the session went a little long and it was hard to stay focused on the speaker. A little to much time on resume building - most of us were not planning on moving maybe have an option of those that want resume workshop with those that want to work on interviewing choose on or the other.

2. All of the sessions were beneficial.

3. All was beneficial.

4. At the time I attended, the IAA was approximately a week long. I think it has since been reorganized to be a shorter program, which should be an improvement. Back in 2001, almost all the sessions were geared to those working in Div. I or hoping to get jobs in Div. I.

5. Being away from my family for a week!

6. budget part

7. budgeting was too short a time frame

8. cannot say

9. Can't identify any

10. Can't recall - it was a bit too long ago.

11. Can't recall.

12. Can't think of anything Content was geared toward campus issues (as it should be). Working on a national scale, we made our own connections between the content and how it could apply to our jobs

13. Cost

14. Day to day application of those materials.

15. Difficult to find congruency between the different Divisional groups. Discussion about Hillary Clinton. It was troubling to me that we spent so much time on a political subject and had to endure the political opinion of lead faculty. Does not help to overcome "glass-ceiling" at individual institutions - where titles do not match actual responsibilities. For example, as SWA, after 5 years and after attending IAA, I still do not have my hand in any senior management decisions/oversight. Perhaps having a workshop on the SWA designation and how to make sure our institutions are utilizing (or not) female assistant ADs.
21 don't recall
22 don't recall
23 Don't remember anything that was not somewhat beneficial
24 Enjoyed all aspects. After being inside for so long, it would interesting if a session could be outside (weather permitting).
25 even though important - the financial planning session but I recognize to others that could be extremely important -
26 Everything was beneficial
27 Everything was beneficial
28 Everything was beneficial except the workshop on retirement and investing.
29 Everything was beneficial!
30 Faculty were good to a point, but why not bring in the best in a multiple of areas? Faculty members from a variety of perspectives, not just those who have served on the NACWAA board. Way too limiting on the content.
31 Felt it was all beneficial.
32 Financial Information. Was not relevant. They should take budgets from real institutions and use them instead of trying to make it up. It was confusing and not helpful.
33 financial planning
34 Financial Planning
35 Financial Planning Session
36 Financial planning workshops. Would rather learn more about the finances of how to run a more efficient department, ideas for fundraising, budget planning, etc.
37 For me it was the marketing/promotions - I don't like marketing/promotions, but I see the value in being knowledgeable and experienced in this area.
38 Fundraising session...bake sales, really??
39 graduation ceremony, certificate, robe, etc...didn't feel that was a good use of money
40 group workshops
41 Hard to answer.
42 having participants in the program review my resume
43 Hearing the same information as we have heard over the years. Update speakers
Honestly, all the sessions were very beneficial. I think the lack of time to move/exercise in the schedule was a concern. I remember being stir crazy and needing more opportunity to walk/stretch or something.

I enjoyed all of it!
I felt it was very geared to new professionals--not enough for people that had been working in the field for sometime.

I like the entire program

I loved it all

I needed a little more time to work out between sessions so I could be "fresher."

I personally wasn't ready for it so I was not as motivated as I would be now

I remember it being a very positive experience. Long days and very intense. Hard to digest.

I think it is a great program and all of the components were helpful and necessary
I think the entire IAA was very helpful and I will take all that I learned and implement it in my career as I move toward my objective.
I think the interviewing session was offensive at times. The presenter spoke about the need as women to wear skirts/dresses during an interview and put on/reapply make-up throughout the day of our interview. I don't think that should be the focus of the interview...getting dolled up to impress the employer with our physical attributes.

I took away something from everything!
I was so young in my administrative career that I could not directly or immediately apply any of the skills and information learned.
I would like to have had more information on fundraising for smaller schools, I like the fundraising ideas, but they were set to a grander scale that small schools feasibly can not organize

I would like to see a better mix in the classes. In our class there seemed to be a lot of people who were just starting in sports. At the time I attended I had sport supervision and I often felt like some of the sessions were to elementary and not as beneficial for me. Had a just started in college athletics I would have seen their benefit, but having worked in athletics for almost four years by that point I would have liked to see some sessions that involved more than just the basics. I also do not think the financial planning session is necessary. While I understand the intention I believe that should be an optional session for those in attendance.

If you were not willing to reach out, you would not network as well as you could.

I'm not a big "group session" learner so that piece of it for me was not effective.
In some of the group sessions I gained very little. I had several years of experience in administration and was with a younger class - but did enjoy some mentoring with them.

Information was often repeated, could maybe have been one day shorter

It seemed to be a lot of intense sessions crammed into a short period of time

It was a while ago but I don't really recall anything negative. It was difficult in group situations to have participants from different divisions relate to issues that other divisions encounter (ex. resources are extremely different at DI vs DIII institutions).

It was ideal for younger people. I wish I had done this 20 years ago. I missed more people at my level.

It was not that helpful to me because I had more experience in my job than the level of instruction could support.

It would have been nice to play a round of golf! It's hard to pick out anything that was not beneficial. I thought the entire Institute was very helpful with a wide range of topics.

It's hard to say, since it's been a year and a half since I went. I don't remember thinking that there was anything I though they should have left out. It's over. It is very hard, without being scheduled, to continue consciously working on the topics during the day-to-day grind.

It's too gender biased at times.

Least beneficial was contract negotiations as it did not apply to me.

Length away from work

Living in dorms

Long days

Long sessions

Long sessions and very long days... would say that there should be more of a focus for same number of days but shorter in length, or add another day and give people time to recover.

Long, historical sessions

might be the budget work just because we worked with a very small Div II budget. my inability to participate - I had only been in my job 2 years right out of my masters program so I lacked confidence.

Need more case studies with administration and management exercises.

networking

Networking
networking sessions.
None
None
none
none
None to report. I enjoyed the whole program. Not any discussion about key topics that relate to day-to-day administration duties: such as NCAA Recertification, scheduling, Game Management and the value of creating game day atmosphere.
Not enough free time
Not sure
Nothing
nothing
nothing
Nothing
nothing
Nothing
nothing
Nothing - I really like all parts of it.
Nothing - it was all valuable in one way or another.
Nothing comes to mind.
Nothing to report.
Nothing!
nothing, it was all good

Nothing.

Nothing.

Nothing... everything was beneficial in some way
Often it was difficult as there was significant representation from D-II and D-III. So as a D-I person there was little we could relate to each other on.
One of the speakers was really boring and over everyone's head. I cannot recall the presenters name.

people asking personal advancement questions in every session

personal finances
Personally, my mentor experience was disappointing. Some information in the presentations was more basic than anticipated.
Portions of the fundraising sessions was not as well done as expected based on the presentation of the presenter

Probably the optional evening gatherings

Program was pretty long (a week).
self reflection is excellent but a bit long - more development on the budget side of the house
with hands on work would be concrete info to take home

Session about contract negotiations

Sessions too long and certain speakers didn't grab my attention
some areas could have been expanded upon so if not able to go into more detail, they became not beneficial. for example, financial overview, budgets

Some of it was geared more major universities, where we are a small DIII institute

Some of the evening programs as I recall.

Some of the group workshops

Some of the individual session lacked some luster
Some topics were more geared Division I. But at this level it was good to see all levels of athletics.

Sometimes it was hard to focus by the end of the day because the days were so long!

Staying in a dorm

Strong focus on NCAA, as I am with NJCAA institution
The cost
The different divisions of NCAA administrators made it hard to find network of women. Too many were coaches/administrators from division II and III. Not many top Div I women. The problems/challenges these institutions face are very different.
The evening sessions were very difficult to truly focus after a long extensive day and right after the dinner hour. I would not say that the sessions were not beneficial, just difficult to put 100% into learning and discussion at that point.

The financial planning information was too general to be of any help.
The financial planning session but I believe that was entirely due to the fact that I was at my first job -- at the current point of my career this would be VERY beneficial.

The financial planning session was not helpful to me at that time.
The financial planning session, but that's probably because I've been working with a financial planner for the duration of my career.

The financial planning speaker

The financial planning. I am an excellent budgeter so it was not helpful for me.
the forced networking. Additionally there was at least one session where we all sat around in a circle and spoke of our frustrations. While the discussion was beneficial, I couldn't help but think that, when several individuals started to cry, that "men wouldn't be sitting around crying about their work! they'd go out and FIX that problem!"
The format allowed us to really get to know one another and learn from each other as well as the faculty.

The history session was not all inclusive.

The history sessions were informative but should probably be less of a focus.
The length of the program. Difficult to be away from work for that long. Too much paperwork--need to use technology more.

The part where we were in the circle and everyone was telling stories that made them cry.

The personal financial planning session.
The program probably needed a little more time to develop. It also was difficult trying to marry the various divisions of intercollegiate athletics. DIII may be more nurturing and DI is still very much a good ol' boy network.

The session about dressing for an interview. I hope to finish my career where I am right now.
The speakers for HR/interviewing skills spoke to their personal experiences only. We received conflicting presentations with two classes on interviewing or preparing for the job search.

The unapproachable vibe from some faculty.

There was very little that I found not beneficial. The entire program ranged from good to
There wasn't anything that was least beneficial. It was a fabulous experience. There were no "unbeneficial" activities! At the completion of the IAA, was mentally, physically and emotionally drained - but loved every minute of it.

There's nothing that is least beneficial about NACWAA Title IX sessions - I had been exposed to that subject area before.

Title IX Venue - attended the last Bryn Mawr session While we did a lot of "networking" like sessions, I never was able to tap into the "network" after the IAA in order to benefit my career.

would have liked some of the sessions to be longer Would like to see more Community College participants yoga
Appendix C

Open Ended Responses – Too Much Focus

"Networking" at the bar each night was overly emphasized and more programming should have been built in to encourage the attendees to take advantage of the networking. The days were filled with so much information that many women in my class were too exhausted to attend the networking sessions.

2003 long time again...don't remember

A lot of time was spent on Title IX and its history, plight, etc.

All information was extremely helpful. At lot of discussion around feelings and emotions at times. Not enough focus on leadership skills or skills that apply to coaches/administrators who are female working in a diverse work environment.

At the time, too much about the history (NAIA). Its important but not consuming.

Big Picture

Can't remember

Can't think of any at this time.

career planning / resume writing / interviewing / etc.

Complaining about men's athletics. Could do with just one session on interviewing and resume writing - could probably have combined those sessions to open up space for other things

Do not recall anything.

Don't remember ~ too long ago

Everything got equal billing.

Everything was balanced very well.
For those who are not administrators and really want to be would have liked more information on how to break into it and what are some good situations to get into it. Fund raising and marketing. Those are issues we don't have to deal with at my institution. There was a noticeable bias toward gay women as well, but I was never made to feel uncomfortable as a straight married female.

Fundraising for iaa

Hard to answer.

History

History and Title IX.

History of Title IV

History of Women's Athletics

History of Women's athletics

Honestly I thought it was a great program. I thought there was a wide variance of topics and the speakers and faculty had a lot to offer.

I cannot recall any.

I cannot think of any

I do not remember - it was three years ago

I don't recall any area that was given too much focus. All topics were relevant to the overall development for athletic administration.

I don't think any one area was over emphasized.

I feel things were very well balanced.

I felt that as an elder in the group too much time was spent on history but I could see the value for others.

I had a great experience. I was comfortable with the way the program flowed.

I honestly cannot remember the areas...
I really can't remember. It's been so long.

I remember having many sessions on legal issues that we focused way too much on.

I think everything was given equal priority; Everything was appropriate.
I think it had a great variety of information. But if i had to mention one topic it was diversity.
I think it is hard to balance the application across divisions. Overall there was some sensitivity to this but the presenters in the first group were heavily weighted toward DI. We know there is greater shortage and barrier their but other divisions should not be devalued. At least one question in this survey ranked divisions as "highest level". Most of the faculty at IAA would not have done that.
I think the format has changed, but felt that all areas deserved the focus they received. The order of topics was also appropriate.
I thought all areas were beneficial however if I had to pick one thing I'd have to say the history of NAIA, etc.

I thought that there was a good balance and that no area was emphasized too much.

I thought the program was extremely well-balanced

I thought the subject matter was too basic for me based on where I was in my career

I thought there was a great balance

Interviewing

interviewing and resumes
it felt like everyone wanted to talk about what a bad situation they were working in, bad boss, etc.

It was a lot to take in overall, but all worth it!!

It was all good.

It was pretty equal for me.

Meyers Briggs.
My session was mostly NCAA information not really any on NAIA or JC/CC.

N/A - all sessions were great. I wish I could go back and have most of them again.
networking in the bar

Networking, socializing. Not really a strength for me.

No, the balance was good.
None come to mind

None that I can think of.

None.

None.

None. The topics were well balanced.

Nothing

Nothing

Nothing to report.

Possibly some of the history of the AIAW. Important to know and review, but maybe more focus on current trends and where we are today.

Same as above, I don't recall thinking at the time that anything was over-done.

see # 3

see #3

The focus provided to all areas was appropriate.

The history was a bit much.

the only complaint I had was that the tech service portion was too easy - we all felt that we were beyond what was presented.

The past

The repeat nature of issues from Level I to Level II.

There was a lot of focus on Title IX... BUT - I do think this background information is very important to have an understanding of.
There wasn't an area it was all helpful.

This was long ago for my and I can not thing of any being too long

Title IX

Title IX

Title IX

Title IX

Title IX

Title IX

Title IX - it sounds horrible but to most of us it was repetitive. As female administrators I feel that we are very educated and up to date on Title IX and we want what is best for our student-athletes.

Title IX and history

Title IX as I believe it is like preaching to the choir. Title IX is important it just needs to be in a format better than lecture or have the lecture and break it up into group sessions then go back to lecture to break it up

Title IX was long and difficult to truly understand as it relates to fundraising, for example. Title IX. I find that sometimes it is presented in a negative way and hinders what I need to learn to be an administrator in athletics

Title IX...I think everyone knows how far women's athletics has come. The focus could be on how we keep making progress.

to much emphasis on being a women, and women rights

To much time at the beginning were devoted to lecture i.e., women in sports history, title IX etc...thing those sessions could be combined in many instances.

Too long ago to be that specific. So sorry.

Too much self exploration - crying and emotions
Too much time spent on history of women's athletics and networking

When I went I felt that there was a lot of complaining and less solution buts it was a long time ago

Whereas the past is important, the history part was a little long

women's history

Work life balance, husband, kids...seemed not relevant to many participants.
Appendix D

Open Ended Responses – Not Enough Focus

A session for women of color would have been great. Also, more discussion about work/life balance could have been beneficial.

Administration at the division II level. It is totally different and all sessions seemed to be geared to DI including the faculty.

Again - none. However, technology has certainly changed since 1996!

e all appropriate

Assistant in gaining a new position

At the time I would have liked to discuss problem-solving skills and how to approach or handle ethical dilemmas that athletic administrators often face.

at the time thought all sessions were valuable

athletic admin culture

Balance

Balancing work, family and the guilt that is associated with it.

Budget and finance

Budget planning.

budgeting

budgeting and finance

budgeting, working with others within and outside of department to move challenges forward

Budgeting. Using examples with larger budgets. Possibly going over athletic contracts, marketing, sponsors and TV contracts.
Budgeting...Effective Fundraising...Utilizing on campus resources...

Budgeting/Serving on Senior Staff

Budgets

Building the resume

Can't remember

Chris Voelz was awesome. She needs to do more sessions!

communication skills; particularly articulating strengths and accomplishments

Communication styles and Conflict Resolution

Conflict management (i.e. dealing with difficult situations, assisting others with working through conflict/challenges); staff evaluation process; hiring new staff and coaches

Connections to real life leadership issues

Contracts - negotiating and writing them for head coaches

Crisis management session was great - could have been longer.

Current problems that athletic departments are dealing with on a daily bases.

dealing w/ diversity, YOGA/free time to be HEALTHY

developing a personal philosophy

developing ourselves

Did not have enough on financial aspects

Division III and the challenges that ADs from those institutions face
Empowerment of women in athletics for who they are - not for their gender.

Everything got equal billing.

Exactly how can the people around you help you get where you want to go.

Fiances - more practical/hands on information about how to manage a budget and how to go about fundraising.

Financial planning and current athletics culture

Fund raising, networking, leadership and presentation skills.

Fundraising--something we all have to do and not many of us like to do.

Fundraising--there was a very good session on this. But, for most of us this is our weakness when it comes to applying for AD jobs.

Gender Differences and Homophobia in Sport
Get each person involved with a senior administrator within their conference. Follow-up emails or phone calls to the participants to answer questions. Bring in key male leaders in athletics to give their perspective to the group.

Hillary Clinton. BTW, I like Hillary Clinton. I just thought it was not the right time or place to hold a forum on why she should have been the Democratic nominee for president.

How to deal with difficult bosses, office politics when to fight the battle when to let it go

How to gain additional experiences given our roles on campus.

How to get the sr. administration job
How to use your voice. When to use your voice. When your voice can get you in trouble. How to engage others. How to use NACWAA. How to know if one should reveal their sexual orientation. How to get back into athletic administration if one has been out of the industry for 3 years. How to align yourself with allies and how to know if people are allies. Understanding politics of the athletic department. When to be quiet. How to work the system. How to continue to apply what one has learned at the Institute. How to obtain a real mentor later in life. How to operate when ones supervisor is not a mentor, but watches out for herself only.
I always loved the history of women's sports -- you can't teach that enough!

I am working in an old boys club and only woman on staff I needed more information on how to get somewhere with these men. I have asked several times and can't get anywhere!

I attended several years ago, so am certain the program has changed. My needs were related to management of budget and fundraising.

I believe focusing on the hiring, evaluating and firing process more would be beneficial. That is a key component in every department.

I can't remember.

I do not remember - it was three years ago

I feel things were very well balanced.

I really liked the budget workshop; I just wish there were things that we could have brought back ie. handouts and examples of the excel document.

I think that not enough time was dedicated to discuss real life situations like how to strategize how to move up the ladders, how to discuss promotions or raises etc.

I think this is more of an individual question based on past work experience. For me it was dealing with personnel issues.

I thought it touched on all of the main points of administration.

I would have loved to have more input on fundraising

I would like to have had more time to work on resumes and cover letters to enhance job opportunities.

IAA was/is very broad based. Due to all of the topics covered it was/is hard to spend too much time on any one area.

I'd like to learn how to move up higher. More ways to get better jobs.

Interviewing and how to get your foot in the door

Interviewing skills

It was planned very well.
It would of been nice to give some additional attention to how to keep women with families in athletics. Usually when starting your family you are not at the senior level and accommodations are rare.

Leadership

Leadership - more indepth, even another type of session

Leadership styles-I learned so much from these sessions that I would have lvoed to do more.
Learning to find a working relationship with people who don't have the same work ethic as you or people that are difficult to work with.

Management skills and dealing with issues

Management skills, crises management, public relations, working with difficult colleagues.

Managing people

Managing resources, human resource management

Manuevering through the politics of higher educational administration.

Marketing and fundraising.

Maybe more on the money side of things...there were a lot of single women in my session and we need to take care of ourselves & our future.

Mentoring - seeking a mentor, value of a mentor

Minorites in Athletics. Atlhough I know that as women we are all minorities but being a woman of color (i.e. black means something completely different)

more budget, personnel, management skills

More discussion on how to make sound financial and budget decisions; how to follow basic accounting lingo and principles; real cost of adding a sport and real savings when dropping a sport.

More information on fundraising would of been great
More on leadership and dealing with men in the work place.

More opportunity to network and learn from others in the group

n/a

N/A

n/a

N/A

N/A

N/A

N/A

NA

NA

NA

NA

Need to focus on how to transition from job to job, institution to institution, and to work the executive recruiters. Women need greater understanding of how to "play the game" to allow for advancement and opportunity. We should not wait for people to notice they are competent and ready for advancement - we need to learn how to push this agenda.

Needed more time for individual exercise

Networking at that time was not really focused on and there was never really any follow up that I recall that would have encouraged it.

Networking for the opportunity of advancement, tactics for moving into senior roles, overcoming reverse sexual orientation bias as opposed to gender
None. The topics were well balanced.

Nothing to report.

organizational behavior in stressful times/economic downturns (not that there was one)/managing up dealing with work-life balance
Perhaps beneficial to having folks share experiences related to how to deal with various types of 'conflicts' (coach/s-a & administrator/coach & male administrator - female lower in authority...

Perhaps facilities development. So much has changed since then... I remember the presentation being good and eye opening but it only scratched the surface.

Perhaps more fundraising sessions would help...but of course, that is because I am in fundraising. Perhaps there could have been more discussion of how to play the political game in the male-dominated structure of college athletics...how to play the game but also put oneself in the position to effectuate positive change within the structure.

personnel supervision, hiring, training staff, recruiting staff, fund raising, building relationships and working with campus constituencies,

Possibly current status of athletics across the board.

Presenting different challenges and scenarios through role playing and letting participants learn first hand how to address/deal with those issues

Problem solving, things to do to get ahead, volunteering, how is a woman to be heard by the men that are leading the institution

professional career movement

Real world experiences.

Same as four.

see #3

See above

Self assessments

skills on hiring and running searches

Social interaction options. An outing other than "networking on the patio" would be nice.

Social Media. Generational Gap

Social time... should have more free time to workout and talk to one another
strategic planning

Student-Athlete awareness. I think there should be a session about the needs of students and how to handle their crises.

The class that was on contract negotiation - it was more on contracts that I would be administering with someone I was hiring. NOT on a contract for myself. Several of us had hoped that the class would be more about how to negotiate our own contracts.

The history of women in sports.

The nitty gritty on contracts, personnel, fundraising, etc.

The sharing session among your peers...It was good to have a time limit but I think we may have rushed.

The Title IX information is always valuable - especially since many of us are ultimately thrown into our SWA positions - we should know Title IX inside and out. Personally, I have not lived through the growing pains of that law, so it took me a while to start to grasp some of the ideas, concepts and items to look for in my SWA duties.

understanding the political environment of athletics; building an athletics budget from scratch

We did strategic planning development, but spent little time on implementation

Wellness...we must take care of ourselves physically if we are to be productive! The food was so awesome (but rich) and we sat a lot. We needed to get up and move or have time to exercise.

What to do with insights, education, new skills after returning to campus.

when I took the class, wasn't alot on diversity and inclusion

Work and family balance. Geographic difficulties with promotions once a family is started.

Work life balance

Working together with men's athletics and understanding the men's culture so that we could be more effective in affecting the overall outcomes in a department.

working within higher education--the focus is only on advancing within the athletics dept. On a vast majority of campuses, athletics funding is tied integrally into the institution's funding. How do you then advocate effectively within the institution to enhance your resources and your network? I don't recall any of that being discussed. It is important not to send the message that the best job is the AD's job in DIA...athletics administrators are part of a campus system.
Would have like to see some break out sessions based on your years of working in athletics (see above).

Would have liked a breakout session to discuss issues within the Division that I work at.

Would have liked more division specific time
Appendix E
Open Ended Responses – Additional Comments

1 A great experience. Just saw that they drastically reduced the cost which will be excellent for women out there.

2 A life-changing experience! I have recommended to all who have not yet attended. Although I am not currently working in the Athletic field, I am in higher education and the knowledge and experience that I gained through this program helped me to move into the position I am in. The program helped me grow as a person as well as professionally. I highly recommend this program to women in the higher education athletic field!

As a member of the first NACWAA/HERS class, and as my first administrative professional growth conference I felt that the opportunity to interact and network with women from all levels of athletics was not only very informative, but very energizing.

At the time, I don't believe any male faculty or guest speakers were part of the program. I fully support the advancement of women, but the reality is there are plenty of good administrators to learn from, male or female.

Attending IAA changed my life...both personally and professionally. I owe a tremendous debt of gratitude to Jane Betts, Cynthia Seacore and NACWAA.

7 Best professional development activity I've participated in.

8 Carry on!

9 Designed and developed for Division I administrators. Very class-driven instructors.

Even though I think NACWAA/Hers was too expensive, it was still very worthwhile. Further, with the recent announcement about the NCAA helping with this institute's cost, that will eliminate my cost concerns.

Everything was very well balanced and full of variety. The faculty were great. It was an amazing experience!
Fabulous experience!! Would love to do it again!!

Fantastic experience and completely exhausting

Fantastic-even for me that does not actually hold an administrative position but want to someday. It gave me self-confidence and awareness of other women administrators. Networking was tremendous.

Good Luck with your research!

great experience

Great experience! I recommend it to all the young women on my staff.

Great experience...would recommend.

great overall experience - however, if you don't use it you lose it. I would appreciate online courses to refresh what we learned. Maybe if you graduated you have free access to same level of info each year via internet - to stay refreshed...

Great program and will continue to be great with a little tweaks and ongoing development.

Great program to help women move up in the profession.

Great Program...Excellent for young administrators Keep the Title History piece!

hands on skills, Chris Volz interviewing skills on the patio...one I remember the most Also the networking, meeting others
Highly recommend to anyone

highly recommended - several younger current colleagues have now attended.

I am looking forward to attending the next level.

I attended over 3 years ago, so I don't quite remember every detail.

I coached at the Community College level and that was not one of the choices.

I do not recall the structure of all of the sessions so I have difficulty answering question 1 on this page.

I enjoyed attending and found it very beneficial based on where I was in my career and life circumstances. I love the program and will continue others to attend.

I enjoyed it and came back to work fired up!

I enjoyed the experience and found it to be empowering and motivating.

I enjoyed the IAA so much and got so much from it, I was delighted to be able to participate in LEI!

I graduated probably 10 years ago so it is hard to rember what was either good or bad. The overall experience was very valuable to me as a professional and I would recommend it to anyone interested in advancing their skill or knowledge in administration.

I had a great time and think it was a very enlightening week. I wish there was more follow up following the institute to help keep in touch with the classmates and fellow alumni.
I had an amazing experience and wish I could do it all over again. I am a younger administrator and would love to have a mid-level institute between NACWAA/Hers and the LEI program.

I just graduated, so it has not affected my career path as of yet, also I attended later in my career than I should have.

I loved being at the institute. I wish my institution would have supported more travel and networking activities after the IAA, but these opportunities were saved for the AD.

I loved it and found it very valuable to my career.

I loved it and I try to encourage others to go as much as I can. I loved my experience at NACWAA/HERS. I wouldn't trade it for anything in the world. After participating I was able to better understand what I stood for and that I needed to be at a place with similar values. I subsequently applied for a job at a Division institution and got it. I have now been at that institution for 3 years.

I no longer work in athletics therefore your second question should offer an "Other, please specify" option. You should not assume that everyone who attended HERS is still working in sports!

I really enjoyed my time at the IAA. The experience and knowledge gained is continuing to help me every day.

I really enjoyed the amazing faculty that they pulled together for this experience.

I think I would get a whole lot more out of this now then 7 years ago when I went.

I think that this was a wonderful experience! I also attending the Leadership Enhancement Institute which was also amazing!

I was in the first class and was very impressed with all aspects of the program. The organization, selection of topics was terrific. We had wonderful opportunities to meet other women with whom I was in close contact after the workshop. Although I have now left athletic administration, the administrative skills and knowledges I gained have continue to be most beneficial as Chair of the Kinesiology department. I feel I can work effectively and in an informed manner still with Athletics, Faculty governance, financial
oversight, etc.

I was surprised at how much focus was put into talking about how women are looked at second to men in the athletic profession. These feelings were not necessarily brought up by those involved in creating the seminar, but by those attending. I was surprised by how many of the participants have a low self esteem about what they do. Instead of focusing on the role they currently play in athletics, too much focus was put on why they were not holding higher positions. I think more should be discussed about how these women have taken huge strides to be in the positions they are in, and how being professional and ethical will pay off in the future if a larger administration position should come along.

I wish I could have the experience again as a 40 something mid-career professional. I was pretty naive back in 1996 and ultimately left athletics because of my perception of a lack of supportive environment and the glass ceiling.

I wish more female administrators would participate. I really believe it would be beneficial for their growth in athletics.

I wish there was some way to do some follow up work. This experience was fantastic but would love to have a way to touch base again in a professional environment once the week is over.

I would like to see it broken up into more divisional groups, many times there were unrelated topics involving areas of which I had no interest as well as areas that people from other divisions could provide no insight.

I would love to see more D-I folks participate. D-II and D-III have grant money, so that helps. But D-I folks seem to not prioritize their larger budgets to allow women to attend. Hopefully the new lower price and relationship with the NCAA will help with that. But it was noticeable and also challenged some of the discussions.

If attendance is down and costs restriction is limiting participation, do whatever it takes to continue the program.

If was motivating, educational, and one of the best experience of my professional life.

I'm very thankful I was able to do it.
In our career planning session I set a goal to be a Division III AD in five years and in five years I was. IT was because of that plan that I set at IAA. More needs to be done to keep these classes connected.

In this survey, under the topic primary responsibilities, you did not mention one of the most important aspects of athletic administration, Sports Supervision. I supervise 9 sports that is where I spend most of my time and that is not even an option in this survey.

It is a great opportunity for women to not only network but ensure it is not forgotten where and how far we have come.

It is very good and women in intercollegiate athletics are fortunate to have such a great resource!

It really is a great program. It gave me the tools to get where I am now.

It was a great experience and my knowledge grew exponentially. In fact, going through the next phase would be very meaningful, since many of the areas covered I've now experienced, learned from, and look forward to gaining even greater knowledge.

It was a great experience and one that I encourage young women getting into the field of athletics to attend.

It was a great experience I learned a lot, I still use some of the information I learned and I wish I could have a reunion with some of the people I met.

It was a great experience. I'm glad I was a part of the IAA.
It was a life-transforming experience. It helped me to envision my career in ways I never imagined. I had never been exposed to so many intelligent and powerful women in one setting, which was both inspirational and empowering for me. I am currently completing my PhD in athletic administration, which I began in the fall after attending IAA the previous summer. The IAA was a wonderful experience to have before beginning this PhD work.

It was a long time since I was part of IAA so I don't recall a lot of the sessions. What I do recall is that there were some women there who did not take advantage of all sessions and seemed a bit immature. But there are classmates I still keep in contact with.
it was a wonderful experience and the best thing I could do for my career. it gave me confidence and exposure to so many outstanding women and really opened my mind to other possibilities in athletics. It has definitely helped my career.

It was a wonderful experience that energized me and helped me learn things about myself.

It was a wonderful, affirming experience. 'truly life altering, professionally and personally.

It was amazing. I really grew personally from the experience and gained insights that have helped me to this day.

It was amazing...I hope to take the next level class!

It was an amazing experience!

It was an awesome experience. Everyone should get the chance to attend. I made friends for life at NACWAA/HERS!

It was an awesome experience. Unfortunately, I'm not working in athletics currently. However, I'm working very diligently to return to athletic administration. I think the IAA would've have assisted me more in the early 1990s or definitely right now.

It was an excellent experience. In 1996 there was only one session a year (in the summer at Bryn Mar) and it was five days long. I received a grant from the NCAA this year and sent my Assistant Athletic Director. She said it was too short of a time and there was no time to socialize and make connections with others or to ask questions in a small group. I would suggest adding another day or two and also structured times for connecting with others (something like a ten minute two per table and then rotate around the room, and have one person not move and the other persons move. The person that does not move should be the half of the attendees that have the most administrative experience and those that are presenters from other sessions, if possible).

It was awesome!!
It was great, price tag was too high however especially for those who received little financial support from their institution

It was great. I wish I could attend another of the workshops but even with a scholarship the cost to my DIII institution is prohibitive.

It was invaluable and one of the best professional experiences ever!

It was one of the most empowering experiences of my life. I left feeling that I could do anything I wanted. I was so confident in who I was and what I was doing that my outlook when I returned to campus was one of change. I wish that male administrators had the opportunity to experience or observe a similar experience so they could get a better insight into a female coaching/admin world.

It was the best professional development conference that I've ever attended!

It was the MOST amazing experience I have had in my professional career. I wish there was some type of follow up institute post IAA.

It was the most amazing professional experience- I would love to go back to the next level but have hesitated because of the week long format and family obligations.

It was wonderful and can't wait to go to EI

I was in the first class, but cannot find the year - sorry.

Life-changing experience from a professional standpoint.

Loved it would recommend it to anyone, however needs to be shortened slightly too long away!

Loved it! I recommended it to my female colleagues.
LOVED IT!! And my mentor is the best! She and I speak regularly.

My conference paid for me to attend NACWAA/HERS. If I had to pay for myself to attend, I would not have gone. Maybe the cost should be evaluated...

My experience at IAA was by far the best professional development events of my administrative career. I have only high regard for the class sessions and faculty.

N/A

NA

NACWAA/HERS was a week that I see was a turning point in my career. It helped me come out of my shell. Gave me the confidence and the push I needed to move out of coaching to where I am now. I HIGHLY recommend it to anyone. I am glad to see the price has dropped so more people can attend. IAA and LEI (Leadership Enhancement Institute) have been amazing experiences for me. Given me confidence. Allowed me to meet some great people. Connected me with some amazing friends.

Needs to be more affordable and perhaps Regional sessions throughout the country

no

One of the best professional experiences of my life. I consistently mention NACWAA/HERS to 'young' females in the profession - THANK YOU

Overall it was a wonderful experience that I wish more female administrators had the opportunity to take part in!

Overall, I enjoyed the experience.
Please continue it - please market it strongly. I went from an athletic department headed by a woman (herself a HERS grad) who promoted it to a dept. headed by a man (though enlightened), but it is not promoted at all and the women in the department are not in the loop on it. If incentives could be offered somehow to athletic departments, e.g.: for every three administrators you send, you'll receive ... And maybe offer it younger women still in school during their senior year or graduate school. Women centered educational experiences are becoming too rare.

102 Please refere back to #3

Terrific experience! I really loved the HERS conference and can't wait to participate in LEI and the Institute for Athletics Executives.

104 The experience was enlightening, empowering, and refreshing!
The experience was great. I wouldn't have changed it for the world. I would like to comment that it is once again interesting to me that you would focus on training and preparation for becoming an upper-level athletic administrator, when it is still so common for those with little or no training or experience in athletics at any level to become upper-level administrators while those of us with years of experience and numerous professional development experiences to be passed over.
The IAA was a wonderful experience both personally and professionally for me in my young athletic administrative career. The variety of backgrounds and NCAA levels for the individuals at the IAA can only benefit me down the road, when I enter a senior administrative position. The friendships and close bonds formed were also amazing because I will be in contact with these individuals for the rest of my athletic career. The NACWAA/HERS IAA was an invaluable opportunity at a turning point in my career. It truely helped me identify what steps I would need to take to become a Director if that indeed was my goal? Though I am an introvert and perhaps did not capitalize on "mass networking" opportunities a few key contacts from participation have proved instrumental in career advancement since then - both faculty and class participants.

107 The overal experience was fantastic. It brought women together from all part of the country which was empowering.

109 The overall experience was a much needed experience that all ladies whether in athletics or not should experience.

The program is good for female coaches/administrators who have never done any type of professional development. If you have done professional development you really didn't take that much away from the program other than new contacts in the industry.
The survey was very focused on administrators on campus but some of us now working in a conference office so the questions were not all applicable.

The whole experience as it was the best workshop I have ever attended and I doubt any other one will be better.

There should be a minimal level of collegiate experience required for such a course. I would suggest 5 years.

There were a number of attendees from HBCU's and conference offices and it would have been nice to give some focus to those areas of being unique challenges.

This conference should be a requirement for all female administrators...I left the conference knowing that there are empowering women to help me when I get to a fork in my road to help me along.

This is truly an amazing program for young, female administrators. I think it is very important to realize who NACWAA is competing against and I frankly think it is NACDA. Seems like the young female administrators choose one route or the other--not sure why they do not cross over.

This survey assumes that a graduate is not yet an athletics director--I have been an athletics director for 8 out of the last 12 years. Very difficult to remember the sessions from 10 years ago. I will say that based on my experiences as an athletics administrator and a higher education administrator, this program focuses too much on the history of women's athletics and not as much as is needed in current challenges--advocating for resources, legal challenges in employment, disability issues, socioeconomic issues, campus politics, navigating the politics of a new campus, etc.

This was a great experience - re-energizing, motivational - opportunity to network & meet so many of the great women in our profession.

This was a great experience for me personally. I was just transitioning from coaching into full time administration and this was helpful. However, I have colleagues who would really benefit from this professional development opportunity but are too 'advanced' in their careers to attend. This is really an institute for those who are beginning. The best place for them would be LEI but they can't attend without first going to NACWAA/HERS. Maybe the criteria for LEI could change. I would not attend NACWAA/HERS if it came to me at this point in my career so I am very grateful that it came my way when it did.

This was a life changing experience, I credit the Institute with helping me find direction and the courage to pursue it.
This was the best professional development experience I have ever had. I strongly recommend it to anyone who asks.

This was the most valuable professional development experience of my career. I recommend it to everyone!

too centered around food.

Very beneficial, I am proud of my accomplishments since attending and due to insights gained via HERS attendance.

Was the best professional development experience I have ever had!

Worth every penny. The best professional workshop that I have attended over a 25 year career.
REFERENCES


