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Gender Stereotyping of the Managerial Roles of NCAA Athletic Directors

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GENDER STEREOTYPING OF THE MANAGERIAL ROLES OF NCAA ATHLETIC

DIRECTORS

By

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M.S. University of Miami, 1997

A DISSERTATION

Submitted in Partial Fulfillment of the

Requirements for the Degree of

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(in Higher Education)

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The University of Maine

May 2019

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GENDER STEREOTYPING OF THE MANAGERIAL ROLES OF NCAA ATHLETIC DIRECTORS

By Richard Fabri

Dissertation Advisor: Dr. Susan Gardner

An Abstract of the Dissertation Presented
In Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy
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The study draws upon content analysis to investigate the construction of intercollegiate athletic director (AD) vacancy advertisements to better understand how such language may play a role in women's perceived access to these positions. As a mixed method study, this content analysis was initially employed to analyze the terminology used to construct AD job vacancy advertisements. Subsequently, survey data were analyzed to explore any possible relationships among the participants' gender, managerial sub-roles, the associated gender of the managerial sub-roles, and the perceived barriers the managerial sub-roles present. The women respondents in this study perceived three of the nine managerial roles and all five of the job titles presented as masculine. This perception of masculinity resulted in 17% of the women respondents being somewhat discouraged or discouraged from applying for a position with the job title of Athletic Director.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	viii
1. CHAPTER 1: INTRODUCTION	1
Gender Inequity in Athletic Administration	1
Study Design	2
Definition of Terms	6
Gender Related Terms	6
Additional Terms	7
2. CHAPTER 2: LITERATURE REVIEW	9
The Athletic Director (AD) Position	10
Managerial Roles	11
The National Collegiate Athletic Association	15
Intercollegiate Athletics	16
Women and Intercollegiate Athletics	17
Structure of the NCAA	18
Job Vacancy Advertisements and the Decision to Apply	21
Gender	24
Gender Roles	27
Gender and Job Advertisement	29
Gender Stereotyping in Sport Participation	30
Gender Stereotyping in Administration	32
Gendered Organization	36
Language and Gender	39

3. CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	43
Research Questions	43
Methodological Fit.....	44
Qualitative Phase	45
Quantitative Phase	48
Sampling and Data Collection	55
Qualitative Phase	56
Quantitative Phase	58
Informed Consent	59
Data Analysis	60
Qualitative Analysis	60
Quantitative Analysis	63
Limitations to the Study.....	66
Sample Size and Response Rate.....	66
Effect Size	67
Self-identified Gender Responses	67
Trustworthiness.....	68
Researcher Positionality	70
Reflexivity.....	72
4. CHAPTER 4: FINDINGS AND RESULTS	73
Qualitative Findings.....	73
Administration.....	73
Media Relations.....	74
Job Title.....	75

Leadership	75
Athletic Affairs.....	76
Staffing	77
Financial Management	79
League Responsibility	79
Maintenance and Routine Activities	80
Revenue Generation	81
Summary of Qualitative Findings.....	82
Quantitative Results	83
Descriptive Results.....	84
Perceived Gender Expression of Managerial Sub-roles.....	85
Maintenance and routine activities managerial sub-roles	86
Financial management managerial sub-roles.....	87
Staffing managerial sub-roles	88
Athletic affairs managerial sub-roles	90
Job titles	91
Willingness to Apply.....	95
Maintenance and routine activities managerial sub-roles	95
League responsibilities managerial sub-roles	99
Financial management managerial sub-roles.....	102
Staffing managerial sub-roles	106
Revenue generation managerial sub-roles	109
Administration managerial sub-roles.....	114

Athletic affairs managerial sub-roles	118
Leadership managerial sub-roles	123
Job titles	127
Summary of Quantitative Findings.....	133
5. CHAPTER 5: DISCUSSIONS, IMPLICATIONS, AND FUTURE RESEARCH ...	134
Discussion.....	134
Key Finding #1	135
Key Finding #2.....	138
Key Finding #3.....	141
Implications.....	143
Implication #1.....	144
Implication #2.....	147
Implication #3.....	150
Recommendations for Future Research	153
Conclusion	154
REFERENCES	156
APPENDICES	
APPENDIX A: CONSENT FOR RESEARCH AND SURVEY	171
APPENDIX B: DESCRIPTIVE STATISTICS OF THE QUALITATIVE	
SAMPLE	192
APPENDIX C: FINAL LISTS OF MANAGERIAL ROLES AND SUB-ROLES	
FOR SURVEY	195
APPENDIX D: DESCRIPTIVE STATISTICS OF THE QUANTITATIVE	
SAMPLE	198

APPENDIX E: UNIVERSITY OF MAINE INSTITUTIONAL REVIEW BOARD	
APPROVAL.....	200
APPENDIX F: QUALITATIVE ANALYSIS FINDINGS	207
APPENDIX G: DESCRIPTIVE STATISTICS OF THE SURVEY	
RESPONDENTS.....	216
APPENDIX H: SURVEY RESULTS	219
APPENDIX I: QUANTITATIVE ANALYSIS.....	254
BIOGRAPHY OF AUTHOR	326

LIST OF TABLES

Table 1: Summary of Common Managerial Roles (Parks et al., 2011)	12
Table 2: Summary of Mintzberg’s Managerial Roles (Mintzberg, 1989).....	12
Table 3: Chelladurai and Danylchuck (1999) Modified List of Managerial roles for ADs.....	13
Table 4: Commonalities between Mintzberg’s Managerial Roles (Mintzberg, 1989) and Chelladurai and Danylchuck (1999) Modified List of Managerial roles for ADs	14
Table 5: Coding Summary for Administration	74
Table 6: Coding Summary for Job Title	75
Table 7: Coding Summary for Leadership.....	76
Table 8: Coding Summary for Athletic Affairs	77
Table 9: Coding Summary for Staffing.....	78
Table 10: Coding Summary for Financial Management.....	79
Table 11: Coding Summary for League Responsibility.....	80
Table 12: Coding Summary for Maintenance and Routine Activities.....	81
Table 13: Coding Summary for Revenue Generation.....	82
Table 14: Descriptive Statistics: I describe myself as.....	85
Table 15: Chi-Square Tests for the Gender Expression of: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators.....	87
Table 16: Chi-Square Tests for the Gender Expression of: Assess outcomes, analyze trends, and make recommendations regarding resource allocations to include facilities/equipment maintenance	87
Table 17: Chi-Square Tests for the Gender Expression of: Administrative and financial skills.....	88
Table 18: Chi-Square Tests for the Gender Expression of: Screen, interview, select, and orient department personnel and recommend changes in status and compensation	89

Table 19: Chi-Square Tests for the Gender Expression of: Demonstrated knowledge and successful administrative record, including responsibilities in personnel management.....	90
Table 20: Chi-Square Tests for the Gender Expression of: Advance the success of student athletes in academic, athletic and personal development	90
Table 21: Chi-Square Tests for the Gender Expression of: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference.....	91
Table 22: Chi-Square Tests for the Gender Expression of: Athletic Director	92
Table 23: Chi-Square Tests for the Gender Expression of: Director of Athletics and Chair of the Physical Education Department.....	92
Table 24: Chi-Square Tests for the Gender Expression of: Director of Athletics, Physical Education & Recreational Services	93
Table 25: Chi-Square Tests for the Gender Expression of: Vice President and Director of Athletics.....	94
Table 26: Chi-Square Tests for the Gender Expression of: Director of Physical Education and Athletics.....	94
Table 27: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Arrange and supervise games and contests.....	96
Table 28: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators	97
Table 29: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Prepare and approve contracts for all home games, matches, contests, and special events.....	98

Table 30: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities	98
Table 31: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Ensure the university’s compliance with the National Collegiate Athletic Association and Conference rules and regulations.....	99
Table 32: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Attend the National Collegiate Athletic Association’s national district, regional, and meetings and conventions.....	100
Table 33: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association.....	101
Table 34: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations.....	102
Table 35: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Assess outcomes, analyze trends, and make recommendations regarding resource allocations to include facilities/equipment maintenance	103
Table 36: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Administrative and financial skills	104
Table 37: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs.....	105
Table 38: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Development and management of the annual operating budget.....	106

Table 39: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Ability to act as a guide and mentor to coaching staff	106
Table 40: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Encourage diversity and inclusion within the athletic department with regards to students, staff, administrators and coaches	107
Table 41: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Screen, interview, select, and orient department personnel and recommend changes in status and compensation	108
Table 42: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Demonstrated knowledge and successful administrative record, including responsibilities in personnel management	109
Table 43: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Fundraising, sponsorship development	110
Table 44: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Implement a comprehensive annual athletic fundraising program	111
Table 45: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Proven success in fund raising, including securing funds for capital projects, programs and facility improvements	113
Table 46: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Coordinate with external relations, including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.....	114
Table 47: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Administrative skills necessary to foster excellence in every aspect of the Department's operations.....	115

Table 48: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Directs and supervises the administration of all athletic programs and all
administrative, operational and business functions 116

Table 49: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Long-term planning and continued development of an overall program that is
consistent and supportive of the educational mission of the College 116

Table 50: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Responsible for developing, administering, and evaluating all aspects of the
College’s National Collegiate Athletic Association Division III athletic
program, including planning, budget creation, management..... 117

Table 51: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Oversee the management of the total intercollegiate athletic program..... 118

Table 52: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Advance the success of student athletes in academic, athletic and
personal development 119

Table 53: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Develop
and manage a recruiting program with Admissions that supports the Academy’s
enrollment goals 120

Table 54: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Oversee the recruitment and eligibility of student athletes as required by
conference and NCAA..... 121

Table 55: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Prepare and implement short and long range recruitment plan for student athletes 121

Table 56: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:
Expected to demonstrate a commitment to diversity, gender equity, and the
priority of academics in a highly competitive athletic conference 122

Table 57: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:	
Be able to provide strong leadership to staff, donors, and volunteers;	
have a clear vision of the University and the special quality of its broadly-based,	
diverse program	123
Table 58: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:	
Demonstrated ability to build and lead an effective, diverse, and	
complex organization	124
Table 59: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:	
Develop and execute short and long range strategic planning for the department	125
Table 60: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Has a	
vision for success and a passion to lead.....	126
Table 61: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Provide	
executive leadership to the division’s senior managers.....	127
Table 62: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Athletic	
Director.....	128
Table 63: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:	
Director of Athletics and Chair of the Physical Education Department.....	129
Table 64: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:	
Director of Athletics, Physical Education & Recreational Services.....	130
Table 65: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Vice	
President and Director of Athletics.....	131
Table 66: Chi-Square Tests for the Application Decision of the Managerial Sub-Role:	
Director of Physical Education and Athletics.....	132
Table B1: Total NCAA AD Advertisements per Year	192
Table B2: Regions of the United States	192

Table B3: The Number of Vacancy Advertisements per Region	193
Table B4: The Number of Vacancy Advertisements per Region and Percentage of Representation.....	193
Table B5: The Number of Vacancy Advertisements per Institutional Size.....	193
Table B6: The Number of Vacancy Advertisements per Public vs. Private Institution ..	194
Table B7: The Number of Vacancy Advertisements per NCAA Classification	194
Table C1: Final List Managerial Roles and Sub-roles for Survey	195
Table D1: Summary of Sample Population by NCAA Classification	198
Table D2: Summary of Sample Population by Region.....	198
Table D3: Summary of Sample Population by Public or Private	198
Table D4: Summary of Sample Population by Institutional Size	199
Table F1: Summary of Aggregated Managerial Sub-roles per Managerial Role	207
Table F2: Summary of Administration Managerial Sub-roles	207
Table F3: Summary of Athletic Affairs Managerial Sub-roles	208
Table F4: Summary of Coaching Experience Managerial Sub-roles	208
Table F5: Summary of Conflict Resolution Managerial Sub-roles	208
Table F6: Summary of Coordination Experience Managerial Sub-roles.....	209
Table F7: Summary of Disseminating Information Managerial Sub-roles	209
Table F8: Summary of Disturbance Handling Managerial Sub-roles	209
Table F9: Summary of Evaluation Managerial Sub-roles	209
Table F10: Summary of Figurehead Managerial Sub-roles.....	210
Table F11: Summary of Financial Management Managerial Sub-roles	210
Table F12: Summary of Information Seeking Managerial Sub-roles.....	210

Table F13: Summary of Job Titles.....	211
Table F14: Summary of Leadership Managerial Sub-roles	211
Table F15: Summary of League Responsibility Managerial Sub-roles.....	212
Table F16: Summary of Liaison Managerial Sub-roles.....	212
Table F17: Summary of Lobbying Managerial Sub-roles	213
Table F18: Summary of Maintenance and Routine Activities Managerial Sub-roles	213
Table F19: Summary of Marketing Managerial Sub-roles	214
Table F20: Summary of Media Relations Managerial Sub-roles	214
Table F21: Summary of Policy Making Managerial Sub-roles	214
Table F22: Summary of Public Relations Managerial Sub-roles	215
Table F23: Summary of Revenue Generation Managerial Sub-roles	215
Table F24: Summary of Staffing Managerial Sub-roles.....	215
Table G1: Total Respondents: I describe myself as.....	216
Table G2: Total Respondents: The NCAA classification of my institution is	216
Table G3: Total Respondents: The total enrollment, including undergraduate and graduate students, of my institution is	216
Table G4: Total Respondents: My institution is considered.....	217
Table G5: Total Respondents: My current age is	217
Table G6: Total Respondents: My current duties include (Please check all the apply)	217
Table H1: Question1A: Arrange and supervise games and contests	219

Table H2: Question 1B: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators.....	219
Table H3: Question 1C: Prepare and approve contracts for all home games, matches, contests, and special events.....	220
Table H4: Question 1D: Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities.....	220
Table H5: Question 2A: Arrange and supervise games and contests	221
Table H6: Question 2B: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators	221
Table H7: Question 2C: Prepare and approve contracts for all games, matches, contests, and special events	221
Table H8: Question 2D: Provide oversight for the coordination of event transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities	222
Table H9: Question 3A: Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	222
Table H10: Question 3B: Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions.....	223

Table H11: Question 3C: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association	223
Table H12: Question 3D: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations	224
Table H13: Question 4A: Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	224
Table H14: Question 4B: Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions.....	225
Table H15: Question 4C: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association	225
Table H16: Question 4D: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations	225
Table H17: Question 5A: Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include Facilities/equipment maintenance	226
Table H18: Question 5B: Administrative and financial skills	226

Table H19: Question 5C: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs	227
Table H20: Question 5D: Development and management of the annual operating Budget	227
Table H21: Question 6A: Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance	228
Table H22: Question 6B: Administrative and financial skills	228
Table H23: Question 6C: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs	228
Table H24: Question 6D: Development and management of the annual operating budget	229
Table H25: Question 7A: Ability to act as a guide and mentor to coaching staff	229
Table H26: Question 7B: Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	230
Table H27: Question 7C: Screen, interview, select, and orient department personnel and recommend changes in status and compensation	230
Table H28: Question 7D: Demonstrated knowledge and successful administrative record including responsibilities in personnel management	231
Table H29: Question 8A: Ability to act as a guide and mentor to coaching staff	231

Table H30: Question 8B: Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	232
Table H31: Question 8C: Screen, interview, select, and orient department personnel and recommend changes in status and compensation	232
Table H32: Question 8D: Demonstrated knowledge and successful administrative record including responsibilities in personnel management	232
Table H33: Question 9A: Fundraising, sponsorship development	233
Table H34: Question 9B: Implement a comprehensive annual athletic fundraising program	233
Table H35: Question 9C: Proven success in fund raising, including; securing funds for capital projects, program and facility improvements	234
Table H36: Question 9D: Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	234
Table H37: Question 10A: Fundraising, sponsorship development	235
Table H38: Question 10B: Implement a comprehensive annual athletic fundraising program	235
Table H39: Question 10C: Proven success in fund raising, including; securing funds for capital projects, program and facility improvements	235
Table H40: Question 10D: Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	236

Table H41: Question 11A: Administrative skills necessary to foster excellence in every aspect of the department's operations	236
Table H42: Question 11B: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	237
Table H43: Question 11C: Long-term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College	237
Table H44: Question 11D: Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management.....	238
Table H45: Question 11E: Oversee the management of the total intercollegiate athletic program	238
Table H46: Question 12A: Administrative skills necessary to foster excellence in every aspect of the department's operations	239
Table H47: Question 12B: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	239
Table H48: Question 12C. Long-term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College	240

Table H49: Question 12D: Responsible for developing, administering, and evaluating all aspects of the College’s National Collegiate Athletic Association Division III athletic program including planning, budget creation, management.....	240
Table H50: Question 12E: Oversee the management of the total intercollegiate athletic program.....	240
Table H51: Question 13A: Advance the success of student –athletes in academic, athletic and personal development	241
Table H52: Question 13B: Develop and manage a recruiting program with Admissions that supports the Academy’s enrollment goal	241
Table H53: Question 13C: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA.....	242
Table H54: Question 13D: Prepares and implements short and long range recruitment plan for student athletes.....	242
Table H55: Question 13E: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference	243
Table H56: Question 14A: Advance the success of student –athletes in academic, athletic and personal development	243
Table H57: Question 14B: Develop and manage a recruiting program with Admissions that supports the Academy’s enrollment goals.....	244
Table H58: Question 14C: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA.....	244

Table H59: Question 14D: Prepares and implements short and long range recruitment plan for student athletes.....	244
Table H60: Question 14E: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference	245
Table H61: Question 15A: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	245
Table H 62: Question 15B: Demonstrated ability to build and lead an effective, diverse, complex organization.....	246
Table H63: Question 15C: Develop and execute short and long range strategic planning for the department	246
Table H64: Question 15D: Has a vision for success and passion to lead.....	247
Table H65: Question 15E: Provides executive leadership to the division’s senior managers.....	247
Table H66: Question 16A: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	248
Table H67: Question 16B: Demonstrated ability to build and lead an effective, diverse, complex organization.....	248
Table H68: Question 16C: Develop and execute short and long range strategic planning for the department	249
Table H69: Question 16D: Has a vision for success and passion to lead.....	249

Table H70: Question 16E: Provides executive leadership to the division’s senior managers.....	249
Table H71: Question 17A: Athletic Director.....	250
Table H72: Question 17B: Director of Athletics and Chair of the Physical Education Department	250
Table H73: Question 17C: Director of Athletics, Physical Education & Recreational Services	250
Table H74: Question 17D: Vice President and Director of Athletics.....	251
Table H75: Question 17E: Director of Physical Education and Athletics.....	251
Table H 76: Question 18A: Athletic Director.....	252
Table H77: Question 18B: Director of Athletics and Chair of the Physical Education Department	252
Table H78: Question 18C: Director of Athletics, Physical Education & Recreational Services	253
Table H79: Question 18D: Vice President and Director of Athletics.....	253
Table H80: Question 18E: Director of Physical Education and Athletics.....	253
Table I1: Chi-Square Tests for Gender and Arrange and supervise games and contests	254
Table I2: Symmetric Measures for Gender and Arrange and supervise games and contests	254
Table I3: Chi-Square Tests for Gender and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators	254

Table I4: Symmetric Measures for Gender and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators255

Table I5: Chi-Square Tests for Gender and Prepare and approve contracts for all home games, matches, contests, and special events255

Table I6: Symmetric Measures for Gender and Prepare and approve contracts for all home games, matches, contests, and special events.....255

Table I7: Chi-Square Tests for Gender and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities255

Table I8: Symmetric Measures for Gender and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities256

Table I9: Chi-Square Tests for Gender Expression and Arrange and supervise games and contests.....256

Table I10: Symmetric Measures for Gender expression and Arrange and supervise games and contests.....257

Table I11: Chi-Square Tests for Gender Expression and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators257

Table I12: Symmetric Measures for Gender Expression and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators	258
Table I13: Chi-Square Tests for Gender Expression and Prepare and approve contracts for all home games, matches, contests, and special events.....	258
Table I14: Symmetric Measures for Gender Expression and Prepare and approve contracts for all home games, matches, contests, and special events	259
Table I15: Chi-Square Tests for Gender Expression and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities.....	260
Table I16: Symmetric Measures for Gender Expression and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities.....	261
Table I17: Chi-Square Tests for Gender and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	261
Table I18: Symmetric Measures for Gender and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	262

Table I19: Chi-Square Tests for Gender and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions	262
Table I20: Symmetric Measures for Gender and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions	262
Table I21: Chi-Square Tests for Gender and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association	262
Table I22: Symmetric Measures for Gender and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association	263
Table I23: Chi-Square Tests for Gender and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations	263
Table I24: Symmetric Measures for Gender and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations	263
Table I25: Chi-Square Test for Gender Expression and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	263

Table I26: Symmetric Measures for Gender Expression and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations.....264

Table I27: Chi-Square Test for Gender Expression and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions265

Table I28: Symmetric Measures for Gender Expression and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions266

Table I29: Chi-Square Tests for Gender Expression and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association266

Table I30: Symmetric Measures for Gender Expression and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association.....267

Table I31: Chi-Square Tests for Gender Expression and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations267

Table I32: Symmetric Measures for Gender Expression and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations268

Table I33: Chi-Square Tests for Gender and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance.....	269
Table I34: Symmetric Measures for Gender and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance.....	269
Table I35: Chi-Square Tests for Gender and Administrative and financial skills.....	269
Table I36: Symmetric Measures for Gender and Administrative and financial skills....	269
Table I37: Chi-Square Tests for Gender and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs.....	270
Table I38: Symmetric Measures for Gender and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs.....	270
Table I39: Chi-Square Tests for Gender and Development and management of the annual operating budget.....	270
Table I40: Symmetric Measures for Gender and Development and management of the annual operating budget.....	270
Table I41: Chi-Square Tests for Gender Expression and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance.....	271

Table I42: Symmetric Measures for Gender Expression and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance	271
Table I43: Chi-Square Tests for Gender Expression and Administrative and financial skills	272
Table I44: Symmetric Measures for Gender Expression and Administrative and financial skills	273
Table I45: Chi-Square Tests for Gender Expression and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs	273
Table I46: Symmetric Measures for Gender Expression and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs	274
Table I47: Chi-Square Tests for Gender Expression and Development and management of the annual operating budget	275
Table I48: Symmetric Measures for Gender Expression and Development and management of the annual operating budget	276
Table I49: Chi-Square Tests for Gender and Ability to act as a guide and mentor to coaching staff	276
Table I50: Symmetric Measures for Gender and Ability to act as a guide and mentor to coaching staff.....	277

Table I51: Chi-Square Tests for Gender and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	277
Table I52: Symmetric Measures for Gender and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	277
Table I53: Chi-Square Tests for Gender and Screen, interview, select, and orient department personnel and recommend changes in status and compensation	277
Table I54: Symmetric Measures for Gender and Screen, interview, select, and orient department personnel and recommend changes in status and compensation.....	277
Table I55: Chi-Square Tests for Gender and Demonstrated knowledge and successful administrative record including responsibilities in personnel management	278
Table I56: Symmetric Measures for Gender and Demonstrated knowledge and successful administrative record including responsibilities in personnel management.....	278
Table I57: Chi-Square Tests for Gender Expression and Ability to act as a guide and mentor to coaching staff.....	278
Table I58: Symmetric Measures for Gender Expression and Ability to act as a guide and mentor to coaching staff.....	279

Table I59: Chi-Square Tests for Gender Expression and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	279
Table I60: Symmetric Measures for Gender Expression and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	280
Table I61: Chi-Square Tests for Gender Expression and Screen, interview, select, and orient department personnel and recommend changes in status and compensation	281
Table I62: Symmetric Measures for Gender Expression and Screen, interview, select, and orient department personnel and recommend changes in status and compensation	281
Table I63: Chi-Square Tests for Gender Expression and Demonstrated knowledge and successful administrative record including responsibilities in personnel management.....	282
Table I64: Symmetric Measures for Gender Expression and Demonstrated knowledge and successful administrative record including responsibilities in personnel management	283
Table I65: Chi-Square Tests for Gender and Fundraising, sponsorship development.....	283
Table I66: Symmetric Measures for Gender and Fundraising, sponsorship development.....	283

Table I67: Chi-Square Tests for Gender and Implement a comprehensive annual athletic fundraising program	284
Table I68: Symmetric Measures for Gender and Implement a comprehensive annual athletic fundraising program	284
Table I69: Chi-Square Tests for Gender and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements.....	284
Table I70: Symmetric Measures for Gender and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements.....	284
Table I71: Chi-Square Tests for Gender and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	285
Table I72: Symmetric Measures for Gender and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	285
Table I73: Chi-Square Tests for Gender Expression and Fundraising, sponsorship development.....	285
Table I74: Symmetric Measures for Gender Expression and Fundraising, sponsorship development.....	286
Table I75: Chi-Square Tests for Gender Expression and Implement a comprehensive annual athletic fundraising program	286

Table I76: Symmetric Measures for Gender Expression and Implement a c comprehensive annual athletic fundraising program	287
Table I77: Chi-Square Tests for Gender Expression and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements.....	288
Table I78: Symmetric Measures for Gender Expression and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements.....	288
Table I79: Chi-Square Tests for Gender Expression and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	289
Table I80: Symmetric Measures for Gender Expression and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.....	290
Table I81: Chi-Square Tests for Gender and Administrative skills necessary to foster excellence in every aspect of the department's operations	290
Table I82: Symmetric Measures for Gender and Administrative skills necessary to foster excellence in every aspect of the department's operations	291
Table I83: Chi-Square Tests for Gender and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	291

Table I84: Symmetric Measures for Gender and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions291

Table I85: Chi-Square Tests for Gender and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College.....291

Table I86: Symmetric Measures for Gender and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College292

Table I87: Chi-Square Tests for Gender and Responsible for developing, administering, and evaluating all aspects of the College’s National Collegiate Athletic Association Division III athletic program including planning, budget creation, management292

Table I88: Symmetric Measures for Gender and Responsible for developing, administering, and evaluating all aspects of the College’s National Collegiate Athletic Association Division III athletic program including planning, budget creation, management292

Table I89: Chi-Square Tests for Gender and Oversee the management of the total intercollegiate athletic program292

Table I90: Symmetric Measures for Chi-Square Tests: Gender and Oversee the management of the total intercollegiate athletic program.....293

Table I91: Chi-Square Tests for Gender Expression and Administrative skills necessary to foster excellence in every aspect of the department's operations	293
Table I92: Symmetric Measures for Gender Expression and Administrative skills necessary to foster excellence in every aspect of the department's operations	294
Table I93: Chi-Square Tests for Gender Expression and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	294
Table I94: Symmetric Measures for Gender Expression and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	295
Table I95: Chi-Square Tests for Gender Expression and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College	296
Table I96: Symmetric Measures for Gender Expression and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College	296
Table I97: Chi-Square Tests for Gender Expression and Responsible for developing, administering, and evaluating all aspects of the College’s National Collegiate Athletic Association Division III athletic program including planning, budget creation, management	297

Table I98: Symmetric Measures for Gender Expression and Responsible for developing, administering, and evaluating all aspects of the College’s National Collegiate Athletic Association Division III athletic program including planning, budget creation, management	298
Table I99: Chi-Square Tests for Gender Expression and Oversee the management of the total intercollegiate athletic program.....	298
Table I100: Symmetric Measures for Gender Expression and Oversee the management of the total intercollegiate athletic program.....	299
Table I101: Chi-Square Tests for Gender and Advance the success of student - athletes in academic, athletic and personal development	300
Table I102: Symmetric Measures for Gender and Advance the success of student -athletes in academic, athletic and personal development	300
Table I103: Chi-Square Tests for Gender and Develop and manage a recruiting program with Admissions that supports the Academy’s enrollment goals	300
Table I104: Symmetric Measures for Gender and Develop and manage a recruiting program with Admissions that supports the Academy’s enrollment goals	300
Table I105: Chi-Square Tests for Gender and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA.....	301
Table I106: Symmetric Measures for Gender and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA.....	301
Table I107: Chi-Square Tests for Gender and Prepares and implements short and long range recruitment plan for student athletes.....	301

Table I108: Symmetric Measures for Gender and Prepares and implements short and long range recruitment plan for student athletes301

Table I109: Chi-Square Tests for Gender and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference302

Table I110: Symmetric Measures for Gender and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference302

Table I111: Chi-Square Tests for Gender Expression and Advance the success of student -athletes in academic, athletic and personal development302

Table I112: Symmetric Measures for Gender Expression and Advance the success of student -athletes in academic, athletic and personal development303

Table I113: Chi-Square Tests for Gender Expression and Develop and manage a recruiting program with Admissions that supports the Academy’s enrollment goals.....304

Table I114: Symmetric Measures for Gender Expression and Develop and manage a recruiting program with Admissions that supports the Academy’s enrollment goals.....304

Table I115: Chi-Square Tests and Gender Expression and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA305

Table I116: Symmetric Measures for Gender Expression and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA306

Table I117: Chi-Square Tests for Gender Expression and Prepares and implements short and long range recruitment plan for student athletes	306
Table I118: Symmetric Measures for Gender Expression and Prepares and implements short and long range recruitment plan for student athletes	307
Table I119: Chi-Square Tests for Gender Expression and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference.....	307
Table I120: Symmetric Measures for Chi-Square Tests: Gender Expression and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference	308
Table I121: Chi-Square Tests for Gender and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program.....	309
Table I122: Symmetric Measures for Gender and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	309
Table I123: Chi-Square Tests for Gender and Demonstrated ability to build and lead an effective, diverse, complex organization.....	309

Table I124: Symmetric Measures for Gender and Demonstrated ability to build and lead an effective, diverse, complex organization.....	310
Table I125: Chi-Square Tests for Gender and Develop and execute short and long range strategic planning for the department	310
Table I126: Symmetric Measures for Gender and Develop and execute short and long range strategic planning for the department	310
Table I127: Chi-Square Tests for Gender and Has a vision for success and passion to lead.....	310
Table I128: Symmetric Measure for Gender and Has a vision for success and passion to lead.....	310
Table I129: Chi-Square Tests for Gender and Provides executive leadership to the division’s senior managers.....	311
Table I130: Symmetric Measures for Gender and Provides executive leadership to the division’s senior managers.....	311
Table I131: Chi-Square Tests for Gender Expression and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	311
Table I132: Symmetric Measures for Gender Expression and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	312

Table I133: Chi-Square Tests for Gender Expression and Demonstrated ability to build and lead an effective, diverse, complex organization.....	313
Table I134: Symmetric Measures for Gender Expression and Demonstrated ability to build and lead an effective, diverse, complex organization	313
Table I135: Chi-Square Tests for Gender Expression and Develop and execute short and long range strategic planning for the department	314
Table I136: Symmetric Measures for Gender Expression and Develop and execute short and long range strategic planning for the department	314
Table I137: Chi-Square Tests for Gender Expression and Has a vision for success and passion to lead	315
Table I138: Symmetric Measures for Gender Expression and Has a vision for success and passion to lead	316
Table I139: Chi-Square Tests for Gender Expression and Provides executive leadership to the division’s senior managers	316
Table I140: Symmetric Measures for Gender Expression and Provides executive leadership to the division’s senior managers	317
Table I141: Chi-Square Tests for Gender and Athletic Director	317
Table I142: Symmetric Measures for Gender and Athletic Director.....	318
Table I143: Chi-Square Tests for Gender and Director of Athletics and Chair of the Physical Education Department.....	318
Table I144: Symmetric Measures for Gender and Director of Athletics and Chair of the Physical Education Department.....	318

Table I145: Chi-Square Tests for Gender and Director of Athletics, Physical Education & Recreational Services	318
Table I146: Symmetric Measures for Gender and Director of Athletics, Physical Education & Recreational Services	318
Table I147: Chi-Square Tests for Gender and Vice President and Director of Athletics	319
Table I148: Symmetric Measures for Gender and Vice President and Director of Athletics	319
Table I149: Chi-Square Tests for Gender and Director of Physical Education and Athletics	319
Table I150: Symmetric Measures for Gender and Director of Physical Education and Athletics	319
Table I151: Chi-Square Tests for Gender Expression and Athletic Director	320
Table I152: Symmetric Measures for Gender Expression and Athletic Director	320
Table I153: Chi-Square Tests for Gender Expression and Director of Athletics and Chair of the Physical Education Department	321
Table I154: Symmetric Measures for Gender Expression and Director of Athletics and Chair of the Physical Education Department.....	321
Table I155: Chi-Square Tests for Gender Expression and Director of Athletics, Physical Education & Recreational Services	322
Table I156: Symmetric Measures for Gender Expression and Director of Athletics, Physical Education & Recreational Services	323

Table I157: Chi-Square Tests for Gender Expression and Vice President and Director of Athletics	323
Table I158: Symmetric Measures for Gender Expression and Vice President and Director of Athletics.....	324
Table I159: Chi-Square Tests for Gender Expression and Director of Physical Education and Athletics.....	324
Table I160: Symmetric Measures for Gender Expression and Director of Physical Education and Athletics.....	325

CHAPTER 1

INTRODUCTION

Gender Inequity in Athletic Administration

Since the passage of Title IX in 1972, the number of women participating in interscholastic sports has dramatically increased from fewer than 300,000 to over 2.8 million participants, while men's participation has increased from 3.7 million to approximately 4 million (Acosta and Carpenter (2012); (Miller, Pedersen, & Whisenant, 2005). Intercollegiate athletics has witnessed a similar increase in women's participation. In fact, in their 2012 longitudinal study of intercollegiate athletics, Acosta and Carpenter (2012) showed that the number of women's intercollegiate athletic teams was at an all-time high of 9,274 teams, an increase of 2,928 teams in the last 14 years, with over 200,000 women participating in intercollegiate athletics.

In relation to athletic participation opportunities, women appear to have benefited from the implementation of Title IX; however, the same success does not appear to have translated to expanded athletic administrative employment opportunities (Miller et al., 2005; Pedersen & Whisenant, 2005). For example, a study of the National Collegiate Athletic Association (NCAA) member institutions found that only 20.3% of all athletic director (AD) positions were held by women (Acosta & Carpenter, 2012). Furthermore, additional studies have found that only 18% of all AD positions in intercollegiate and interscholastic athletic programs are held by women (Miller et al., 2005; Whisenant, 2003, 2008).

The position of AD is considered the top-level administrative position within intercollegiate and interscholastic athletic administration and has been linked to the success and failure of an athletic department (Parks, Pedersen, Quarterman, & Thibault, 2011; Pedersen &

Whisenant, 2005). The position is primarily responsible for setting the philosophical and strategic direction of the athletic department (Barr & Covell, 2010; Hums & MacLean, 2013; Miller et al., 2005; Parks et al., 2011). Within most intercollegiate athletic departments, the AD is responsible for the oversight and the day-to-day responsibilities of all functions within an athletic department, including budgeting and finance, facility management, risk management, compliance, fundraising, contract negotiations, personnel management, and alumni relations, to name only a few (Chelladurai & Danylchuk, 1999; Parks et al., 2011; Pedersen & Thibault, 2014).

Despite the importance of this position, Whisenant (2003) found that the number of athletic administrative positions in interscholastic and intercollegiate athletics declined from 458 to 382 in one 15-year period due to several factors, including budget reductions, program consolidations, and other concerns. During this time, the number of women in available athletic administration positions declined from 68% to 15.7%, while men continued to dominate the field by holding 84.3% of available administrative positions, thereby creating a perceived inequity between men and women within the athletic administration field (Acosta & Carpenter, 2012; Miller et al., 2005; Whisenant, 2003).

Study Design

The reported reasons for the disparity in women's representation in athletic administration positions are varied. Researchers have examined the lack of women in sport administration positions utilizing many different theoretical frameworks (Allan, 2011; Barr, Bruening, Burton, & Fink, 2009; Cunningham, 2008; Miller et al., 2005; Pedersen & Whisenant, 2004). These dominant frameworks have been utilized to investigate organizational policies and procedures, including hiring practices (Barr et al., 2009; Lovett & Lowry, 1994; Miller et al.,

2005; Pedersen & Whisenant, 2005), role models and mentoring (Avery, Phillips, & Tonidandel, 2008; Chelladurai & Weaver, 2002; Jordan, Kunda, & Lockwood, 2002), and legal perspectives (Passeggi, 2002). However, few studies have examined this phenomenon through the concept of gender roles. Historically, the concept of gender roles focuses on the behavioral aspects of a binary view of gender - a woman or man - and views these roles as socially constructed (Barr et al., 2009; Bem, 1993; Roy, 2004; West & Zimmerman, 1987). Such binary gender roles and their related stereotypes are applied to the behaviors of both men and women and are considered socially appropriate for them within a specific culture (Barr et al., 2009; Roy, 2004).

These stereotypes can then be applied to positions, position descriptions, and job announcements, thereby creating the perception that specific jobs are more appropriate for a woman or a man based on the roles expected of the job (Barr et al., 2009; Burton, Grappendort, & Henderson, 2011; Chelladurai & Danylchuk, 1999; Fincham & Fine, 2013; Roy, 2004; Whisenant, 2008). As such, the gender stereotyping of managerial roles may be a contributing factor leading to gender inequity within the leadership positions in the sport management and athletic administration fields (Barr et al., 2009; Whisenant, 2003, 2008).

Despite the plethora of research around the lack of women in athletic leadership positions, few studies have utilized gender as a lens to investigate the extent to which bias may play a role in the verbiage surrounding AD positions (Barr et al., 2009; Miller et al., 2005). Burton et al. (2011) applied the lens of gender roles to the question of why more women have entered into entry-level and mid-level athletic management positions at rates comparable to males, but there still appears to be a persistent lack of women in the AD position. Given the fact that gender stereotyping may occur through the use of language to describe AD positions (Barr et al., 2009; Burton et al., 2011), an additional approach to understanding this problem may be

through the use of content analysis. Content analysis can be defined as a systematic and objective means of analyzing, describing and quantifying written, verbal, or visual communication by focusing on the characteristics of language (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005; Kassirjian, 1977; Krippendorff, 1989; Weber, 1990) through the identification and evaluation of the meanings, ideas, and patterns of text (Elo & Kyngäs, 2008; Holsti, 1969; Hsieh & Shannon, 2005). Researchers agree content analysis is a flexible method for analyzing text (Hsieh & Shannon, 2005; Kassirjian, 1977; Krippendorff, 2012; Weber, 1990).

Therefore, in response to the identified research gaps, the general purpose of the current study was to investigate terminology used in the construction of AD vacancy advertisement to better understand how language may play a role in limiting women's access to these positions. In the following chapters, the study is detailed in order to address the research questions:

1. *In what ways was gendered language employed in institutional job vacancy advertisements of athletic directors employed by National Collegiate Athletic Association (NCAA) member institutions, from January 2006 to December 2015?*
2. *How do men and women in athletic administration perceive the gendered language used in job vacancy advertisements?*

The study focuses on NCAA member institutions because the employment data used as the foundation of this study is presented by Acosta and Carpenter's seminal (2012) study of NCAA member institutions. The researcher is particularly interested in NCAA member institutions since this organization has the largest membership of accredited higher educational institutions of all the intercollegiate governing bodies located within the United States of America and has a large level of influence on intercollegiate athletics, the sport industry, and society (Barr & Covell, 2010; Bodey, Judge, & Sawyer, 2008; Hums & MacLean, 2013).

This study utilizes a mixed methods approach. Mixed methods is the term applied to the conscious effort of combining quantitative and qualitative approaches to a project (Darcy & Veal, 2014; McMillan & Schumacher, 2010). A qualitative approach, using content analysis, was first employed to analyze 114 AD job vacancy advertisements. The qualitative portion of the study was then used to produce a survey that was forwarded to 4,402 individuals currently employed in positions below the rank of AD. In this quantitative portion of the study, the survey explored relationships among the gender of the participants, the variables identified in the qualitative analysis, the perceived gender of a managerial sub-role, and the willingness to apply for the AD position among a sample of qualified individuals. A chi-square test for independence was then used to explore relationships between the perception produced by the managerial sub-role verbiage and the individual's willingness to apply for the position.

In the following chapter, chapter two, a review of the current scholarly research regarding gender inequity within the field of athletic administration, specifically the AD position in intercollegiate athletics and the gender stereotyping of the position will be provided. A discussion on the role of the AD position, followed by the development and structure of the NCAA will be presented, followed by a discussion on the purpose and structure of position vacancy advertisements. Finally, an overview of gender stereotyping of managerial roles and the language used will serve as the conclusion. In chapter three, the research design and methodology of the study is discussed. In addition, the research questions will be discussed and the sampling methods, data collection and analysis methods, and credibility of the study. Chapter four reviews the qualitative findings and quantitative results, and chapter five discusses the implications and needs for future research.

Definition of Terms

Before moving forward, it is important to ground the terminology I will utilize in the remaining chapters.

Gender Related Terms

- *Gender* has historically referred to the social construction of the female and male identity (Bradley, 2007; Fincham & Fine, 2013; Roy, 2004; West & Zimmerman, 1987). The concept of gender varies across cultures and is an achieved status constructed through psychology, culture, and social norms (Fincham & Fine, 2013; Roy, 2004; Unger, 1979; West & Zimmerman, 1987). The definition used in this study can be seen as a continuum allowing individuals to identify with varying degrees of masculinity and femininity ("Gender as a spectrum and transgender identities," 2015) within in a system that is not fixed and socially defined by time, place, and culture (Bradley, 2007; Connell, 2009; Fincham & Fine, 2013). While I recognize that gender is not strictly binary – man or woman – I utilize this understanding of this concept as it aligns with the existing research and framework guiding this study.
- *Gender expression* refers one's outward presentation of their appearance, mannerisms, and behaviors (Healey, 2014; Johnson & Repta, 2012).
- *Gender roles* are a set of social and behavioral norms that within a certain culture are considered socially appropriate for a specific gender (Barr et al., 2009; Bem, 1993; Roy, 2004; West & Zimmerman, 1987) and can vary depending on cultural and societal norms and expectations (Fincham & Fine, 2013; Roy, 2004; Witt, 1997).

- *Gender socialization* refers to the learning of behaviors and attitudes considered appropriate for a specific sex or gender (DiMaggio & Powel, 1983; Roy, 2004; West & Zimmerman, 1987).
- *Gender stereotyping* refers to beliefs held about characteristics, traits, and activity-domains that are deemed appropriate for men and women (Burton et al., 2011; Roy, 2004).

Additional Terms

- *Language* refers a method - written or spoken - by which information is channeled (Gee, 1999; Incontro, James, & Mulac, 1985; Jorgenson & Phillips, 2002), and is one means of individual communication (Burton et al., 2011; Jorgenson & Phillips, 2002; Thorne, 2000).
- *Managerial Roles* refers to a set of ongoing, interactive activities used to accomplish the goals and objectives of organizations (Chelladurai & Danylchuk, 1999; Mintzberg, 1973; Pedersen & Thibault, 2014).
- *Managerial Sub-roles* refers to the specific behaviors of the managerial roles into the used to achieve the managerial process (Atwater, Brett, DiMare, Hayden, & Waldman, 2004).
- *Administration* refers to the activities related to running a company (Chelladurai & Danylchuk, 1999; Mintzberg, 1973; Pedersen & Whisenant, 2004).
- *Media Relations* refers to working with the media for the purpose of informing the public of an organization's mission and purpose (Geurin, Kian, Laucella, & Pedersen, 2017; Pedersen & Thibault, 2014).

- *Leadership* refers to a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2016) and described by Chelladurai and Danylchuk (1999) as supervising, motivating, inspiring, and counseling coaches and staff.
- *Athletic Affairs* refers to interacting and dealing with coaches' and athletes' concerns, disciplinary matters, eligibility, and recruiting (Chelladurai & Danylchuk, 1999).
- *Staffing* refers to recruiting, training, promoting, disciplining, and negotiating salaries for members of an organization (Chelladurai & Danylchuk, 1999).
- *Financial Management* refers to preparing, monitoring, and approving budgets, and allocate resources (Chelladurai & Danylchuk, 1999).
- *League Responsibility* refers to serving on league committees, attending league functions, and monitoring league rules and regulations (Chelladurai & Danylchuk, 1999).
- *Maintenance and Routine Activities* refers to scheduling and coordinating practices and contests, arranging travel, attending to correspondences, meetings, keeping records, and preparing reports (Chelladurai & Danylchuk, 1999).
- *Revenue Generation* refers to raising funds from the community, the university, and other sources (Chelladurai & Danylchuk, 1999).

CHAPTER 2

LITERATURE REVIEW

Statistics suggest women's athletic participation has significantly increased with the passage of Title IX of the Education Amendments Act of 1972. In 1971, research indicates there were fewer than 300,000 females participating in interscholastic sports (NFHS, 2015; Pedersen & Whisenant, 2005). In 2014-2015, the National Federation of State High School Associations (NFHS) reported that over 3 million women participated in interscholastic sports (NFHS, 2015). A 35-year longitudinal study of intercollegiate athletics published in 2012 found the number of women's intercollegiate athletic teams were at an all-time high of 9,274, with over 200,000 women participating (Acosta & Carpenter, 2012). This statistic represents an increase of 2,928 women's teams in the past 14 years and an increase in participation from approximately 16,000 participants in 1970 (Acosta & Carpenter, 2012).

From this perspective, women's athletic participation has benefited from the implementation of Title IX, the 1972 federal legislation that prohibits gender discrimination within educational programs and activities receiving federal financial assistance and requires equal opportunities within sport for both men and women (Parks et al., 2011; Passeggi, 2002; Pedersen & Thibault, 2014; Whisenant, 2003; Wong, 2010). However, the same increase in women's representation has not necessarily translated to athletic administration employment opportunities (Miller et al., 2005; Pedersen & Whisenant, 2005). A study of the NCAA member institutions found only 20.3% of all athletic director (AD) positions were held by women, which is a decrease of 1% since 2008 (Acosta & Carpenter, 2012). Additional studies have found only 18% of all AD positions - intercollegiate and interscholastic combined - were held by women (Miller et al., 2005; Whisenant, 2003, 2008).

In raw numbers, Acosta and Carpenter's (2012) study of NCAA institutions found 13,792 women professionals employed in intercollegiate athletic administration positions, an all-time high. However, the study reported 215 women were employed as ADs, equating to only 20.3% of NCAA AD positions. Additionally, 9.2% of NCAA institutions had zero women within their athletic administration (Acosta & Carpenter, 2012).

This gender inequity is the focus of this chapter within which the current scholarly research regarding the inequity within the field of athletic administration, specifically the AD position in intercollegiate athletics and the gender stereotyping of the position is reviewed. A discussion on the role of the AD position is presented, followed by the development and structure of the NCAA, and a discussion of the purpose and structure of position vacancy advertisements. An overview of gender stereotyping of managerial roles and the discourse used will serve as the conclusion.

The Athletic Director (AD) Position

The position of AD is the top-level administrative position within intercollegiate and interscholastic athletic administration and has been linked to the success and failure of an athletic department (Parks et al., 2011; Pedersen & Whisenant, 2005). The field of athletic administration is a subsection of the sport management field and specifically administers sports, which are competitive and athletic in nature (Lin & Liu, 2012).

The NCAA intercollegiate AD position has undergone many changes over the last two decades primarily in response to the changing financial demands, increased litigation, and the combining of men's and women's athletic programs (Lin & Liu, 2012; Parks et al., 2011; Pedersen & Thibault, 2014). Today, the AD is primarily responsible for setting the philosophical

and strategic direction of the athletic department (Hums & MacLean, 2013; Miller et al., 2005; Parks et al., 2011). Depending on the department's size and structure, the position is responsible for the oversight and the day-to-day operations of all functions within the athletic department, including but not limited to: budgeting and finance, facility management, risk management, compliance, fundraising, personnel management, alumni relations, and scheduling of competitions and practices (Chelladurai & Danylchuk, 1999; Hums & MacLean, 2013; Parks et al., 2011; Pedersen & Thibault, 2014). Therefore, the AD position requires managerial, leadership, and business skills (Parks et al., 2011; Pedersen & Thibault, 2014), and ensures a balance between the educational and athletic mission of intercollegiate athletics, a solid business sense, critical thinking and problem-solving abilities, and communication skills, including the ability to network (Chelladurai & Danylchuk, 1999; Hums & MacLean, 2013; Parks et al., 2011; Pedersen & Thibault, 2014).

Managerial Roles

In this way, the AD position encompasses many managerial roles. The managerial process, whether in a traditional business setting or a sport setting, such as intercollegiate athletics, can be defined as “working with and through individuals and groups and other resources to accomplish organizational goals” (Pedersen & Whisenant, 2004, p. 76). Managerial roles allow for the managerial process to occur and the most common general categorization of managerial roles are planning, staffing, organizing, directing, and controlling and evaluating (Hums & MacLean, 2013; Parks et al., 2011). A summary of these roles is provided in Table 1.

Table 1: *Summary of Common Managerial Roles* (Parks et al., 2011)

Managerial Role	Sub-Role
1. Planning	Developing and implementing goals and objectives and policies and procedures
2. Staffing	Recruiting, selecting, orienting, training, developing, and replacing employees, including coaches and other administrators
3. Organizing	Effectively and efficiently allocating resources such as financial, human, equipment and space throughout the organization
4. Directing	Influencing individuals toward attaining a common goal
5. Controlling and Evaluating	Ensuring employees remain on task and making progress toward a goal while adhering to established guidelines

Researchers, such as Mintzberg (1973, 1989) and Chelladurai and Danylchuk (1999), presented additional models of managerial roles. Mintzberg developed the following three broad managerial categories to encompass 10 managerial roles: interpersonal roles, informational roles, and decisional roles (Mintzberg, 1973, 1989; Parks et al., 2011). These are summarized in Table 2. Chelladurai and Danylchuck (1999) expanded on Mintzberg's (1973) categories and created a list of 19 managerial activities, summarized in Table 3.

Table 2: *Summary of Mintzberg's Managerial Roles* (Mintzberg, 1989)

Managerial Category	Managerial Role	Description of role
Interpersonal	Figurehead	Representing the organization in a ceremonial manner at functions and activities
	Leader	Responsible for the work of others. Responsible for coordinating the efforts of employees in their efforts to achieve organizational and personal goals
	Liaison	Cultivates relationships with groups and organizations outside of the organization
Informational	Monitor	Scans for and collects information about trends and events that could affect the institution
	Disseminator	Selectively passes on the collected information to individuals requiring it
	Spokesperson	Transmits information to individuals outside of the organization

Table 2 continued

Decisional	Entrepreneur	Searching for new ideas and implementing changes for the betterment of the organization
	Disturbance handler	Responds immediately to unexpected situations that may disrupt the normal operation of the organization
	Resource allocator	Determines the best way to distribute the organization's resources such as money, people, space, equipment, etc.
	Negotiator	Confers with outside individuals in efforts to reach agreements on purchases or pivotal issues effecting the organization

Table 3: *Chelladurai and Danylchuck (1999) Modified List of Managerial Roles for ADs*

Managerial Role	Description of Role
Figurehead	Represent the organization in a ceremonial manner at functions and activities
Leadership	Supervise, motivate, inspire, counsel coaches and staff
Liaison	Establish and maintain contacts with university bodies, community agencies, sport governing bodies, and governmental agencies
Public relations	Communicate between the community and the institution and athletic department
Information seeking	Seek information from athletic organizations, community, staff, coaches, and athletes
Disseminating information	Pass information to relevant personnel
Lobbying	Justify the mission and activities of the athletic department, and seek support from relevant groups
Policy making	Set policy, initiate new projects and services, initiate changes in organization structure and processes
Conflict resolution	Address issues such as gender equity and personnel conflicts
Athletic affairs	Interact and deal with coaches' and athletes' concerns, disciplinary matters, eligibility, and recruiting, etc.
Disturbance handling	React to pressure and changes beyond one's control
Staffing	Recruit, train, promote, discipline, and negotiate salaries
Coordination	Specify duties and activities of coaches and staff
Evaluation	Provide performance evaluation for coaches and staff and evaluating programs
Maintenance and routine activities	Schedule and coordinate practices and contests, arrange travel, attend to correspondences, meetings, keep records, and prepare reports
League responsibilities	Serve on league committees, attend league functions, and monitor league rules and regulations

Table 3 continued

Financial management:	Prepare, monitor, and approve budgets, and allocate resources
Revenue generation	Raise funds from the community, the university, and other sources
Marketing	Promote events, department, and the university, seek sponsorships, and establish ticket pricing

Several of Chelladurai's and Danylchuck's (1999) roles overlap or can be considered similar to several of Mintzberg's (1973, 1989) 10 roles. Table 4 summarizes the overlap. There are roles presented by Chelladurai and Danylchuck, such as athletic affairs, which align with several of Mintzberg's categories. However, Chelladurai and Danylchuck's list was developed as a research tool, specific to the unique nature of intercollegiate athletics and athletic administration.

Table 4: *Commonalities between Mintzberg's Managerial Roles (Mintzberg, 1989) and Chelladurai and Danylchuck's (1999) Modified List of Managerial Roles for ADs*

Mintzberg's Managerial Roles (Mintzberg, 1989)		Danylchuck and Chelladurai's (1999) Modified List of Managerial Roles for ADs
Managerial Category	Managerial Role	
Interpersonal	Figurehead	Figure head
	Leader	Leadership
	Liaison	Liaison
		Public relations
		Athletic affairs
		Staffing
		Coordination
		Evaluation
		League responsibilities

Table 4 continued

Informational	Monitor	Information seeking
	Disseminator	Disseminating information
	Spokesperson	Lobbying
		Athletic affairs
		Staffing
		Maintenance and routine activities
		Marketing

Decisional

Entrepreneur

Disturbance handling
Policy making
Conflict resolution
Staffing
Maintenance and routine activities
Financial management
Revenue generation

The National Collegiate Athletic Association

A vital part of the managerial tasks facing many ADs within intercollegiate athletics is the ability to work and align with a governing association, such as the National Collegiate Athletic Association (NCAA) (Chelladurai & Danylchuk, 1999; Pedersen & Thibault, 2014). Intercollegiate athletics and the NCAA both evolved from recreational activities organized by students looking to fill the need for physical and social activities (Bodey et al., 2008; Hums & MacLean, 2013; Parks et al., 2011). Originally, students from the same university came together to play a game as a diversion from their academic activities and win bragging rights on campus (Bodey et al., 2008; Hums & MacLean, 2013). These games were organized without faculty involvement (Bodey et al., 2008; Crowley, 2006; Hums & MacLean, 2013; Parks et al., 2011); however, faculty acknowledged that students needed a diversion from their academic pursuits and supported their efforts (Bodey et al., 2008; Hums & MacLean, 2013; Pedersen & Thibault, 2014). As the games continued on campus, students began challenging students from other universities as a means to enhance competition and institutional pride (Barr & Covell, 2010; Hums & MacLean, 2013; Pedersen & Thibault, 2014). These intercollegiate games evolved into today's version of intercollegiate athletics (Bodey et al., 2008; Crowley, 2006; Hums & MacLean, 2013; Pedersen & Thibault, 2014).

Intercollegiate Athletics

The first recorded intercollegiate competition was a crew race between Harvard University and Yale University in 1853 (Bodey et al., 2008; Crowley, 2006; Hums & MacLean, 2013; Parks et al., 2011). Interestingly, the event was organized by executives from the Boston, Concord, and Montreal Railroad as a means to boost tourism and travel and according to the organizers, “The race was supposed to be a frolic and no idea was entertained of establishing a precedent” (Parks et al., 2011, p. 198). However, the event led to organized baseball in 1859 with the initial game played between Amherst College and Williams College (Hums & MacLean, 2013). The first intercollegiate football game was played between Rutgers University and Princeton University on November 6, 1869 (Crowley, 2006; Hums & MacLean, 2013).

During this time, administrators became concerned with the “win-at-all-costs” mentality being developed; however, they noticed winning athletic contests helped recruit students, generated positive attention, and provided additional resources through political and alumni support (Crowley, 2006; Hums & MacLean, 2013). As a result, a group of faculty met in Chicago, Illinois on January 11, 1895 and developed eligibility and participation requirements for football (Barr & Covell, 2010; Bodey et al., 2008; Crowley, 2006; Hums & MacLean, 2013). This meeting turned out to be the inaugural meeting of the Intercollegiate Conference of Faculty Representatives, the forerunner of the Big Ten Conference (Barr & Covell, 2010; Crowley, 2006; Hums & MacLean, 2013). Following this meeting, faculty members began to exercise control over schedule development, equipment purchasing, eligibility enforcement, and some financial restrictions (Barr & Covell, 2010; Hums & MacLean, 2013).

As football continued to grow, an alarming number of football players were killed or seriously injured. In 1905, 18 football players were killed and 143 were seriously injured by

practices such as gang tackling and the utilization of mass formations (Barr & Covell, 2010; Crowley, 2006; Hums & MacLean, 2013). The concerns over athlete safety prompted President Roosevelt to intervene by inviting representatives from Harvard University, Yale University, Princeton University, and two White House representatives to discuss the problem (Barr & Covell, 2010; Crowley, 2006; Hums & MacLean, 2013). As a result, representatives from 13 institutions met in New York City with the intent of solving the problems associated with football. Instead, the Intercollegiate Athletic Association of the United States (IAAUS) was founded to oversee and regulate all college athletics (Barr & Covell, 2010; Hums & MacLean, 2013). The IAAUS was officially constituted on March 31, 1906 with 62 initial members and was renamed the National Collegiate Athletic Association in 1910 (Bodey et al., 2008; Crowley, 2006; Hums & MacLean, 2013).

Women and Intercollegiate Athletics

Women's involvement in intercollegiate athletics followed a somewhat different path. Prior to 1980, women's intercollegiate athletics were primarily governed by the Association for Intercollegiate Athletics for Women (AIAW) (Barr & Covell, 2010; Crowley, 2006; Hult, 1999). Similar to men's intercollegiate athletics, women's athletics began to develop in the mid-to late-1800s. The first women's intercollegiate athletic contest, a baseball game between Vassar College and Smith College, was played in 1866 (Crowley, 2006). As women's intercollegiate athletics continued to grow, the need to organize and sanction intercollegiate games and championship events became apparent (Barr & Covell, 2010; Crowley, 2006). As a result, the National Joint Committee on Extramural Sports for College Women was formed in 1957 to perform such duties (Barr & Covell, 2010; Crowley, 2006). In 1965, the duties of sanctioning women's intercollegiate athletic events was moved to the Division of Girls' and Women's Sports

(DGWS) of the American Association for Health, Physical Education, and Recreation (AAHPER) (Barrett-Power & Shaw, 1998; Crowley, 2006). As women's athletics continued to evolve, the governing duties became unmanageable for the DGWS. As a result, in 1967, the Commission on Intercollegiate Athletics for Women (CIAW) was formed (Barr & Covell, 2010; Crowley, 2006). The CIAW's primary purpose was to promote better coaching and competition for women's intercollegiate athletics (Barr & Covell, 2010). In 1972, the CIAW was renamed the Association for Intercollegiate Athletics for Women (AIAW) and in 1974, adopted the policy statement of "the enrichment of life of the participant is the focus and reason for the existence of any athletic program" (Barr & Covell, 2010, p. 15).

In 1980, the NCAA began competing with the AIAW by offering 10 national championship events for women within DII and DIII (Barr & Covell, 2010; Bodey et al., 2008; Hult, 1999; Hums & MacLean, 2013), and added DI championships in 1981 (Hult, 1999). In 1981-1982, the NCAA developed a comprehensive governance plan to include women by providing opportunities for women's sports to be represented within the governance process and expanded the number of women championship events by 19 across all divisions (Crowley, 2006; Hult, 1999; Hums & MacLean, 2013). The addition of women's national championships by the NCAA caused the defection of numerous AIAW institutions to the NCAA resulting in a significant loss of members and revenue for the AIAW (Hult, 1999). In 1980, the AIAW filed a lawsuit claiming the NCAA was creating a monopoly and was in violation of the Sherman Anti-Trust Act (Hult, 1999). The AIAW lost the lawsuit and ceased operations in 1983 (Hult, 1999).

Structure of the NCAA

Regardless of men's or women's participation, throughout its history, the NCAA has evolved into the most significant intercollegiate athletics governing association in the United States (Barr & Covell, 2010; Bodey et al., 2008; Hums & MacLean, 2013). The NCAA is a

membership-driven association, with over 1,285 members (Barr & Covell, 2010; Hums & MacLean, 2013), whose purpose “is to govern competition in a fair, safe, equitable and sportsmanlike manner” (Hums, 2018, p.181) and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount. A governing association has the ability to exercise the power and authority to establish and enforce rules, impose punishments, develop policy, determine organizational mission, establish membership eligibility, and the like (Bodey et al., 2008; Hums & MacLean, 2013). As a non-profit organization, the NCAA reported nearly \$913 million in total revenue in the 2013 fiscal year with a surplus of \$61 million (Berkowitz).

The NCAA has three competitive divisions that an institution may join: Division I (DI), Division II (DII), and Division III (DIII). The main criteria for establishing which division an institution joins includes (a) institutional size; (b) the number of sports offered, described by the NCAA as all-men, all-women, or mixed teams; (c) financial and sport minimums; (d) focus of programming; (e) football and basketball scheduling requirements; and (f) availability of athletic grant in aid (Barr & Covell, 2010; Bodey et al., 2008; Hums & MacLean, 2013; NCAA, 2014b). DI institutions tend to have the largest student enrollments, the largest athletic budgets, and the most number of athletic scholarships (NCAA, 2014c). The general requirements for DI membership include a minimum of 14 sports, where all but four basketball games must be against DI teams, at least one third of the regular contests must be in the home arena, and the institution must grant a minimum of 50% of the maximal allowable scholarships in each sport (NCAA, 2013a). DI is further subdivided into the football bowl subdivision (FBS), which requires the sponsorship of a football team as part of the 14 required teams. At least 60% of football games must be played against FBS opponents, there must be an average of 15,000 fans

during a rolling two-year period, it must provide an average of at least 90% of allowable scholarships, and must annually offer at least 200 athletic scholarships or spend \$4 million on athletic grant-in-aid (NCAA, 2013a). The other sub-classification is the football championship subdivision (FCS), which requires football sponsorship and at least 50% of all football games played against either FBS or FCS opponents (NCAA, 2013a).

NCAA DII requires a minimum of five all-men's or mixed-team sports and five all-women's team sports, or four all-men or mixed-team sports and six all-women team sports. It is also required to have one sport per gender per sport season - fall, winter, and spring - and requires each institution to meet the minimum number of contests designated by the sport as well as the minimum amount of financial aid (NCAA, 2013b).

NCAA DIII requires institutions with less than 1,000 students to maintain a minimum of five all-male or mixed-team sports and five all-female teams. Institutions with more than 1,000 students enrolled are required to sponsor a minimum of six all-men or mixed-team sports and six all-women sports. Each institution is required to field at least one male team and one female team per sport season (NCAA, 2013c).

With regards to the administration of each division, research shows 30% of DIII ADs were female compared to 11% of DI ADs (Lapchick, 2017). Reasons may include the lack of a football team (Dodd, Lumpkin, & McPherson, 2014). Research suggests a female is nearly twice as likely to serve as an AD in institutions that do not sponsor football (Dodd et al., 2014). Second, smaller athletic departments, similar to those in DIII (NCAA, 2014a), may create fewer family/work conflicts due to fewer on campus work requirements while providing an opportunity for women to balance family and career commitments (Bower, Grappendorf, & Hums, 2015).

Currently, the NCAA is not the only intercollegiate athletic governing body. The National Association of Intercollegiate Athletics (NIAA) is comprised of about 300 institutions (Bodey et al., 2008; Hums & MacLean, 2013; Pedersen & Thibault, 2014). The NIAA is the second largest governing body in North America and tends to view intercollegiate athletics as co-curricular and does not emphasize revenue production (Bodey et al., 2008; Hums & MacLean, 2013). This study concentrated on NCAA institutions due to the breadth of institutional sizes, organizational structures, and the variation of athletic philosophy. In addition, there are no published studies for the NIAA or the other governing bodies that provide the employment statistics similar to Acosta and Carpenter's (2012) study.

Job Vacancy Advertisements and the Decision to Apply

Since the AD position has been linked to the success and failure of an athletic department (Parks et al., 2011; Pedersen & Whisenant, 2005), it is vital for an NCAA institution to recruit qualified employees for this role. Job vacancy advertisements have been found to be an essential tool for employee recruitment (Askehave, 2010; Clavio, Meadows, Petersen, & Pierce, 2012) and are considered one of the more traditional approaches in recruiting employees that are utilized by organizations (Aamodt, Kaplan, & Wilk, 1991; Beadle, Gallo, Highhouse, & Miller, 1998). In general, the purpose of job advertisements is to attract the attention of a potential applicant (Askehave, 2010; Barber & Roehling, 1993; Beadle et al., 1998) and create a candidate pool with a large number of quality applicants (Barber & Roehling, 1993). Job advertisements tend to include an overview of the company (Askehave, 2010; Clavio et al., 2012), required and preferred job skills, specific work experience, compensation and benefits, and possibly an indication of the employer's preference and future needs (Barber & Roehling, 1993; Clavio et al., 2012). In addition, a common aspect of job advertisements is the presence of equal

employment opportunity and affirmative action statements (Barber & Roehling, 1993; Wong, 2010). Barber and Roehling (1993) concluded that the structure of vacancy advertisements should include two general areas: organizational characteristics and job characteristics.

Organizational characteristics are a set of characteristics used to describe the organization to a potential applicant. They can include, but are not be limited to, organizational size, type of organization, geographic location, and employee demographics. Job characteristics include job title, compensation, benefits, duties, and the required skills.

The decision of a job seeker to apply or not apply for a position may have critical consequences for the organization and the individual, such as limiting the diversity within the organization by restricting the applicant pool, or effectively opening or closing employment opportunities for the individual (Askehave, 2010; Barber & Roehling, 1993). This decision to apply may be based primarily on information revealed by a job vacancy advertisement (Beadle et al., 1998).

Several studies investigating candidates' decision to apply to particular positions have been conducted. In a study conducted by Barber and Roehling (1993), the authors suggested that applicants are more interested in applying for a job based on job titles, but acknowledged that not all job titles correlate directly to the duties required of the position. Additionally, the authors did not account for any influences prior to the application process and all of the subjects were college graduates preparing to enter the workforce, which could limit the extension of the results to older populations.

Researchers have also identified that a lack of information provided by the vacancy advertisements may act as a barrier to an applicant's willingness to apply for a position (Aamodt et al., 1991; Askehave, 2010; Barber & Roehling, 1993; Gatewood, Gowan, & Lautenschlager,

1993). Researchers have implied that applicants with limited information during the job search tend to display a reduced willingness to apply for that position (Aamodt et al., 1991; Askehave, 2010; Barber & Roehling, 1993; Gatewood et al., 1993), which may restrict access to that particular field of employment (Barber & Roehling, 1993).

In addition, the language used within vacancy advertisements may create a barrier for applicants (Aamodt et al., 1991; Askehave, 2010; Barber & Roehling, 1993). Askehave (2010) suggested that the information provided should be stated in vivid and descriptive language, and should not convey ambiguous information. Aamodt, Kaplan, and Wilk (1991) indicated that qualifications should be listed in terms of education levels, number of years of work experience, and job skills required. However, Askehave noted most studies do not provide a detailed analysis on how possible applicants interpret the language used and there appears to be limited studies exploring the relationship between recruitment needs and textual choices made during the recruitment process, particularly in the athletic administration field.

Given the vital role of the AD position and the importance of job advertisements in recruiting a new generation of ADs, very few studies exist examining these issues. In the few studies that have examined such parameters within the field of athletic administration, many limitations exist. First, Clavio, Meadows, Pierce, and Person (2012) used the “most heavily trafficked sports job websites,” (p. 152) which would exclude vacancies advertised on other websites or through different means. Additionally, advertisements written in vague terms were omitted due to predetermined variables. Barber and Roehling (1993) and Gatewood, Gowan, and Lautenschlag (1993) were limited to data collected after the job search process was started and both researchers acknowledged that their studies failed to consider factors present prior to the beginning of the job search. Finally, Askehave (2010) suggested that researchers need to

examine the way job advertisements use language to construct the ideal candidate and how surprisingly little is known regarding the factors that make one advertisement more effective than another (Beadle et al., 1998).

Gender

Another aspect largely missing in the existing research related to job advertisements within athletic administration is the treatment of gender (Askehave, 2010; Burton et al., 2011). The term gender traditionally has referred to the social construction of the binary female and male identity (Bradley, 2007; Fincham & Fine, 2013; Roy, 2004; Unger, 1979; West & Zimmerman, 1987), and is the activity of managing situational conduct in relation to the normative conceptions of attitudes and activities appropriate for one's sex (Bradley, 2007; West & Zimmerman, 1987). The term sex, then, has historically defined the biological differences between men and women (Holmes, 2007; Ridgeway, 2011; Roy, 2004; Unger, 1979). Sex refers to either male or female while gender refers to masculine or feminine (Lindsey, 2004). While traditionally seen as a binary - woman or man - gender can actually be seen as existing on a continuum (Bradley, 2007; Healey, 2014; Lantz & Schroeder, 1999; Monro, 2005). This traditional view of gender is usually established through the characteristics that distinguish a female from a male and may be expressed through patterns of speech, dress, or style of hair, and translates to behaviors that society tends to consider as female or male (Connell, 2009; Fincham & Fine, 2013; Holmes, 2007; Ridgeway, 2011; Unger, 1979; West & Zimmerman, 1987). The concept of gender varies across cultures and is an achieved status constructed through psychology, culture, and social norms (Fincham & Fine, 2013; Roy, 2004; Unger, 1979; West & Zimmerman, 1987).

Nevertheless, the terms sex and gender tend to be used interchangeably (Babatunde & Durowaiye, 2015; Lawson, 2007; "Understanding gender," 2015), and gender has become an inclusive term that includes the biological and sociological distinctions (Browne, 2007; Cheshire, 2002; Krieger, 2003). However, researchers describe a distinct difference in the definitions of the two terms (Armato & Thompson, 2012; Burton et al., 2011; Fincham & Fine, 2013; Roy, 2004; West & Zimmerman, 1987). The concept of sex refers to the classification of an individual based upon socially agreed biological criteria for establishing whether someone is female or male (Bem, 1981; Fincham & Fine, 2013; West & Zimmerman, 1987). The established criteria are based on hormones, external genitalia, and chromosomal typing present at birth (Bem, 1981; Fincham & Fine, 2013; West & Zimmerman, 1987).

The term gender became generally accepted by sociologists in the 1970s (Browne, 2007; Connell, 2009; Holmes, 2007) when it was borrowed from social psychologists who were working with individuals with ambiguous genitalia (Holmes, 2007; Krieger, 2003). Gender became a means to categorize individuals socially instead of just biologically (Babatunde & Durowaiye, 2015; Browne, 2007; West & Zimmerman, 1987), originally in a binary fashion, as either masculine or feminine (Babatunde & Durowaiye, 2015; Connell, 2009; Messner, 1996; "Understanding gender," 2015). As pointed out previously, gender as a binary concept is one that has been problematized in the literature (Bradley, 2007; Healey, 2014; Lantz & Schroeder, 1999; Monro, 2005). For example, post-modernists have attacked the binary meaning of gender and insisted upon a spectrum of fluid identities that are affected by real-life interactions (Browne, 2007; "Understanding gender," 2015). Post-modernists have insisted the binary concept of male or female fails to identify the variations of gender that exist within society and would be better identified through the use of a gender continuum (Browne, 2007; Lawson, 2007; "Understanding

gender," 2015). One's gender identity describes the gender with which a person identifies (e.g., male, female) or describes oneself; however, the term can also be used to refer to the gender that other people attribute to the individual on the basis of what they know from the social construction of gender (Burton et al., 2011; Roy, 2004), and is not always based on sexual orientation (Holmes & Meyerhoff, 2008; Roy, 2004; West & Zimmerman, 1987).

As a construct, gender can be seen as a continuum. The gender continuum is a linear model with 100% masculine and 100% feminine at its end points with varying states of gender in between, allowing individuals to identify with varying degrees of masculinity and femininity ("Gender as a spectrum and transgender identities," 2015). Gender is a complex and multilayered phenomenon (Browne, 2007; Connell, 2009; West & Zimmerman, 1987) and is created, maintained, and transformed through complex life encounters, allowing individuals to "do gender" (Armato & Thompson, 2012; Connell, 2009; West & Zimmerman, 1987).

Doing gender "involves a complex of socially guided perceptual, interactional, and micro political activities that cast particular pursuits as expressions of masculine and feminine natures" (Roy, 2004; West & Zimmerman, 1987, p. 126). Doing gender requires action by the individual (Armato & Thompson, 2012; West & Zimmerman, 1987) within in a system that is not fixed and socially defined by time, place, and culture (Bradley, 2007; Connell, 2009; Fincham & Fine, 2013), but occurs within a system of socially constructed roles that describe how males and females interact and learn in relation to their socially defined roles and exhibit the different identities associated with femininity and masculinity (Babatunde & Durowaiye, 2015; Ridgeway, 2011; West & Zimmerman, 1987). The notion of gender displayed as a role - or gender role - is a theoretical construct that refers to a set of social and behavioral norms that are considered stereotypically appropriate for individuals of a specific gender (Burton et al., 2011; Fenstermaker

& West, 2002; Roy, 2004; West & Zimmerman, 1987). Gender stereotypes present a simplified and standardized image relating to the typical social roles associated with males and females, or the typical activities deemed appropriate by society for men and women (Burton et al., 2011; Fincham & Fine, 2013; Roy, 2004; Witt, 1997).

Gender Roles

The concept of gender roles is a construct that refers to set of social and behavioral norms that within a certain culture are considered socially appropriate for a specific gender (Barr et al., 2009; Bem, 1993; Roy, 2004; West & Zimmerman, 1987), and has been the dominant sociological framework used to study relationships between men and women prior to the arrival of the second wave of feminism (Bradley, 2007). Gender roles can vary depending on cultural and societal norms and expectations (Fincham & Fine, 2013; Roy, 2004; Witt, 1997). Western cultures have defined gender as the social, domestic, and occupational roles men and women can attain, while defining appropriate characteristics, traits, behaviors, and activities acceptable for men and women (Roy, 2004; West & Zimmerman, 1987). Gender roles, identity, and expectations are learned primarily through what children see and learn from family, educational institutions, religion, and the media (Bandura & Bussey, 1999; Whisenant, 2003). Parental influence, the initial introduction to gender identity and roles, may have the greatest influence of all variables (Witt, 1997).

The gender with which an individual identifies is termed their gender identity, whereas one's outward presentation of their appearance, mannerisms, and behaviors are considered one's gender expression (Healey, 2014; Johnson & Repta, 2012). In some cases, one's gender identity and gender expression may conflict with society's gender expectations and roles (Burton et al., 2011; Healey, 2014; Johnson & Repta, 2012; Roy, 2004). Gender identity may also describe the gender others perceive the individual to be (Fenstermaker & West, 2002; Roy, 2004; West &

Zimmerman, 1987). Actions and behaviors of parents influence the creation of gender identity in children through the role modeling of behaviors within society, and the reinforcement and/or the approval of certain behaviors (Roy, 2004; Witt, 1997). Examples of parental behaviors may include dressing a boy in blue and a girl in pink, encouraging boys to play sports and girls to play with dolls, or allowing boys to wrestle but not allowing the same for girls. These behaviors reinforce gender stereotyping of specific activities while socializing children to these gender roles as early as two and a half years old (Witt, 1997).

The concept of gender socialization refers to the learning of behaviors and attitudes considered appropriate for a specific sex or gender (DiMaggio & Powel, 1983; Roy, 2004; West & Zimmerman, 1987). Gender socialization can become so well established within an individual that a child will revert to learned stereotyped choices even when new ideas are presented (Browne, 2007; Witt, 1997).

Barr et al. (2009) asserted that gender roles can be used as a lens to examine if women are limited in particular managerial positions, such as athletic administration positions, due to gendered stereotyping. The concept of gender roles has also been used to examine why more women have entered into the athletic administration field compared to men despite the persistent lack of women in leadership positions (Barr et al., 2009; Chelladurai & Weaver, 2002; Miller et al., 2005), as well as the association between sport participation and the possession and/or development of masculine gender role orientations (Coakley, 2009; Lantz & Schroeder, 1999; Messner, 2000; Messner & Sabo, 1994). Concurrently, there has been little research utilizing the concept of gender roles to explore if senior-level athletic administration position descriptions are constructed in a manner biased against women (Barr et al., 2009).

Gender and Job Advertisements

When linking gender roles to job advertisements, a job advertisement can reflect a set of predetermined roles or stereotypical expectations for a position (Askehave, 2010; Barber & Roehling, 1993; Burton et al., 2011), thereby overtly or covertly signaling gender expectations for the positions. For example, while job advertisements are traditionally constituted of several general components, such as the duties required of the position (Barber & Roehling, 1993; Clavio et al., 2012; Parks et al., 2011), they may contain language that can be limiting to potential applicants. As such, scholars have suggested that writers of job advertisements use clear, concise language (Aamodt et al., 1991; Askehave, 2010; Barber & Roehling, 1993), meaning free from gender bias (Askehave, 2010; Barber & Roehling, 1993).

Gender bias occurs when one gender's perspective is preferred over the other (Roy, 2004; Tudor, 2007). Traditionally, society tends to focus on men's perspectives, especially in athletics (Fincham & Fine, 2013; Grosser & Moon, 2005; Pedersen & Whisenant, 2004; Pedersen & Whisenant, 2005; Roy, 2004). In turn, researchers have found that the managerial roles required of upper-level management positions, such as ADs, have been categorized as more masculine than feminine (Atwater et al., 2004; Burton & Hagan, 2009; Pedersen & Whisenant, 2004). The stereotyping of managerial roles and/or occupations as masculine or feminine is defined as gender-typing (Burton & Hagan, 2009; Palma-Rivas & Wentling, 1998; Whisenant, 2008). Research has identified gender-typing as one of the primary barriers most likely to inhibit advancement of underrepresented populations in the workplace (Burton & Hagan, 2009; Chelladurai & Weaver, 2002; Palma-Rivas & Wentling, 1998; Whisenant, 2008).

Gender Stereotyping in Sport Participation

As previously stated, sports have traditionally been regarded as primarily male territory (Koivula, 1995, 2001; Miller et al., 2005; Whisenant, 2003, 2008), and have been called one of the most hegemonic masculine institutions in society (Coakley, 2009; Messner, 1988; Messner & Sabo, 1994; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008). An institution is considered hegemonic when a dominant ideology it espouses is broadly embraced and reinforced within a society (Barr et al., 2009; Miller et al., 2005; Whisenant, 2008), and hegemonic masculinity is a condition in which masculine attributes are lauded while femininity and its attributes are viewed as inferior (Barr et al., 2009; Messner, 1988; Miller et al., 2005; Whisenant, 2008). Therefore, with the application of the concept of hegemonic masculinity, sports have been traditionally thought of as a domain where men are encouraged to pursue masculine roles and identities (Coakley, 2009; Lantz & Schroeder, 1999; Messner & Sabo, 1994; Miller et al., 2005); thus, generally stereotyping men who choose not to participate as somehow less than masculine (Koivula, 1995, 2001; Lantz & Schroeder, 1999).

Studies have found that participation in sports has been used to socialize boys to men by teaching them cultural values and norms surrounding masculine behavior (Bodey et al., 2008; Hums & MacLean, 2013; Messner, 1988, 2000; Messner & Sabo, 1994). Researchers have found that boys who successfully display physical ability to overpower their opponent, aggressiveness, competitive spirit, discipline, stamina, and devotion to a team tend to be considered “manly” (Koivula, 1995, 2001; Messner, 1988, 2002; Messner & Sabo, 1994). American football is an excellent example of a sport that has traditionally served as a tool to instill masculine traits due to the fact American football has been designated as an activity appropriate for male and inappropriate for females (Hums & MacLean, 2013; Koivula, 1995, 2001). As a result,

participation in sport has been viewed as a masculine activity in American society and sport participation appears to cultivate the development of masculine characteristics of competitiveness (Koivula, 2001; Messner, 1988; Miller & Levy, 1996), achievement (Miller & Levy, 1996), aggressiveness, discipline, stamina, devotion to team (Coakley, 2009; Koivula, 2001; Messner, 1988; Messner & Sabo, 1994), domination, a sense of being stoic, goal-oriented, and physically strong (Barr et al., 2009; Burton et al., 2011; Messner & Sabo, 1994).

Researchers have suggested that women's sports tend to be more aesthetically pleasing to watch than men's and demand accuracy but do not require undo strength and competitiveness (Engel, 1994; Koivula, 2001; Schmalz & Kerstetter, 2006). Such gender stereotyping of women's sports may result in celebrating women as sexy and beautiful, thereby depicting them as nonathletic (Coakley, 2009; Eitzen & Sage, 2016). Researchers found cheerleading (Schmalz & Kerstetter, 2006), ballet (Koivula, 2001; Schmalz & Kerstetter, 2006), dance (Koivula, 2001; Schmalz & Kerstetter, 2006), aerobics, figure skating, gymnastics, riding, and synchronized swimming (Koivula, 1995, 2001) were deemed the top-rated feminine sports. To be considered masculine, a sport must be competitive, and must require one to physically overpower their opponent, include direct bodily force, and have face-to-face competition (Koivula, 2001; Messner & Sabo, 1994). The highest-rated men's sports include football (Koivula, 2001; Schmalz & Kerstetter, 2006), wrestling (Koivula, 2001; Schmalz & Kerstetter, 2006), baseball, boxing, ice-hockey, and rugby (Koivula, 2001; Riemer & Visio, 2003).

Researchers have also suggested that women's competitive sport participation has been traditionally viewed as inappropriate, and women who participate in competitive sports may be characterized as masculine (Coakley, 2009; Eitzen & Sage, 2016; Lantz & Schroeder, 1999). Moreover, these women may be perceived as acting outside of their prescribed gender roles

(Lantz & Schroeder, 1999; Messner & Sabo, 1994). However, Messner (1988) found 94% of 1,682 women athletes surveyed did not regard athletic participation as a threat to their femininity. In addition, 57% of the same athletes agreed that society still forces an artificial dichotomy between being athletic and feminine. This view reaffirms that sports still remain one of the only activities in society in which gender segregation is expected, accepted, and mandatory in nearly all competitive events (Coakley, 2009; Eitzen & Sage, 2016).

Gender Stereotyping in Administration

Both gender stereotyping, defined as the examination of stereotypical or preconceived roles associated with masculine and feminine behavior (Barr et al., 2009; Whisenant, 2003, 2008), and gendered assumptions, such as who is most likely to have athletic administration expertise, have been used to explain the lack of women's representation in administrative positions (Allan, 2011; Barr et al., 2009). These concepts are also believed to be a major barrier hindering women from attaining sport leadership roles, such as those of the AD position (Barr et al., 2009; Whisenant, 2003, 2008). Managerial gender stereotyping occurs when characteristics required to be successful as a manager are associated with one gender over another (Barr et al., 2009; Grambs, 2001). Masculine stereotyping of managerial positions may thereby create a bias against women in the selection of management positions (Barr et al., 2009; Burton et al., 2011; Palma-Rivas & Wentling, 1998).

Gender stereotyping is based on a set of socially constructed beliefs concerning characteristics, traits, and activity deemed appropriate for men or women (Bradley, 2007; Roy, 2004; Witt, 1997). For example, a traditional or conservative view of societal characteristics for women may include piety, submissiveness, and domesticity, while authoritative and aggressive traits may traditionally be associated with men (Britton, 2000; Miller & Levy, 1996; Roy, 2004),

and, therefore, leaders such as ADs (Barr et al., 2009; Burton et al., 2011). Professions such as teaching, nursing, librarianship, and social work are stereotypically associated with women (Carmichael, 1992; Grambs, 2001; Holbrook, 1991), while fields such as medicine, engineering, and athletics are traditionally considered men's professions (DiMaggio & Powel, 1983; Grambs, 2001). In this way, men and women are expected to display gender consistent behavior in society: men are expected to be assertive, confident, ambitious, competent, and dominant, while women are expected to be helpful, kind, supportive, and sympathetic (Atwater et al., 2004; Burton et al., 2011; Fincham & Fine, 2013; West & Zimmerman, 1987).

At the same time, women who choose to shed these traditionally feminine characteristics to succeed in men-dominated fields risk consequences. In the phenomenon of role reversal, women who tend to step outside of traditionally feminine roles may be seen as more masculine in their behaviors and therefore, may be penalized (Chelladurai & Weaver, 2002; Messner, 1988, 1996; Whisenant, 2008). Instead of being seen as leaders or assertive - traits associated traditionally with men - women who take on these qualities tend to be seen as "bitchy", "aggressive", or "harsh"; or in other words, masculine (Grambs, 2001; Messner, 1996). This stereotyping of occupations may therefore inhibit women from attaining leadership positions in masculine-associated professions (Barr et al., 2009; Burton et al., 2011; Grambs, 2001; Whisenant, 2008). Given stereotypes often attributed to women may even be seen as an employment risk due to the possibility of a woman becoming married or pregnant (Cunningham, 2008; Grambs, 2001).

Therefore, managerial role gender-typing has been identified as a limitation for achieving equity in business and may be a contributing factor to men dominating leadership roles in athletics (Burton & Hagan, 2009; Konrad, Moore, & Parkhouse, 2000; Pedersen & Whisenant,

2005; Whisenant, 2008). Gender stereotyping of managerial roles thereby perpetuates a bias against women in their selection of management roles, training, and advancement (Barr et al., 2009; Palma-Rivas & Wentling, 1998).

Scholars have also suggested that managerial activities and roles are primarily associated with being more masculine than feminine (Burton & Hagan, 2009; Burton et al., 2011; Chananie & Deshotels, 2013; Lammers, Stoker, & Velde, 2012; Pedersen & Whisenant, 2005; Whisenant, 2008). These researchers have pointed out that gender-typing managerial roles may be a contributing factor to men continually dominating leadership roles, such as ADs, in athletic administration (Burton & Hagan, 2009; Burton et al., 2011; Pedersen & Whisenant, 2005; Whisenant, 2003, 2008), and the traditional stereotype of a good manager being masculine or male still exists (Acker, 1990; Barr et al., 2009; Lammers et al., 2012). For example, researchers have outlined that managerial sub-roles of allocating resources, delegating, disciplining, strategic decision-making, problem-solving, and punishing are seen as masculine traits, while providing corrective feedback, planning and organizing, developing and mentoring, recognizing and rewarding, motivating and inspiring, communicating and informing, as well as supporting tend to be deemed more feminine (Atwater et al., 2004; Barr et al., 2009; Burton & Hagan, 2009; Pedersen & Whisenant, 2004). On the other hand, the managerial sub-roles of consulting others, monitoring work activities, and clarifying roles were designated as “can’t say” by the participants (Barr et al., 2009; Burton & Hagan, 2009; Pedersen & Whisenant, 2004).

In another study by Barr, Bruening, Burton, and Fink (2011), the researchers compared the gender-typing of three specific positions within and intercollegiate athletic department, the AD, life skills coordinator, and compliance officer. Their results suggested that the managerial sub-roles perceived as masculine were more relevant to the AD position than the compliance

officer and the life skills coordinator, whereas the life skills coordinator and compliance officer were perceived as requiring more feminine managerial skills. Therefore, such results may indicate that women who display the more traditional feminine traits may be at a disadvantage when trying to secure an AD position.

At the same time, studies such as the one conducted by Barr et al. (2011), have several limitations. For example, Barr et al. stated their research may have had three limiting factors. First, the managerial sub-roles were not defined to the students prior to the survey, and the researchers assumed the upper-level students would have a working understanding of each role. However, if a respondent did not have a clear understanding of each sub-role, the results would have been affected. Second, there were a disproportionate number of men to women in the study, which may have resulted in a biased interpretation of the sub-roles, thereby creating a male frame of reference. Third, the respondents were students and had little to no experience in athletic administration.

Additionally, other researchers have had explicit limitations in their work. One study utilized data collected from respondents in which the majority were employed, and many of them had supervisory experience (Atwater et al., 2004). Other studies did not attempt to ensure there was an equal amount of men and women respondents (Pedersen & Whisenant, 2004; Whisenant, 2003), and one study combined positions within intercollegiate and interscholastic athletics (Burton & Hagan, 2009). These limitations require caution when interpreting and generalizing the results.

Therefore, researchers have suggested further research is needed to explore the systemic barriers that may be in place that deny women access to intercollegiate AD positions (Pedersen & Whisenant, 2005; Whisenant, 2003), especially utilizing the tenets of gender role and gender

stereotyping of certain jobs in athletic administration (Barr et al., 2009; Pedersen & Whisenant, 2004; Whisenant, 2003).

Gendered Organizations

With these points in mind, it is perhaps not surprising that sports has been primarily regarded as male territory (Koivula, 1995, 2001; Miller et al., 2005; Whisenant, 2003, 2008), and have been called one of the most hegemonic masculine institutions in society (Coakley, 2009; Messner, 1988; Messner & Sabo, 1994; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008). Hegemonic masculinity is a condition wherein masculine attributes are celebrated while femininity and its attributes are viewed as inferior (Barr et al., 2009; Messner, 1988; Miller et al., 2005; Whisenant, 2008). An institution is considered hegemonic when a dominant ideology is celebrated, embraced, and reinforced by the culture (Barr et al., 2009; Coakley, 2009; Miller et al., 2005; Whisenant, 2008). As an institution, sports are widely recognized as dominated and controlled by males resulting in a culture shaped by hegemonic masculinity (Coakley, 2009; Miller et al., 2005; Whisenant, 2008); thus, it has become the prevailing culture of intercollegiate athletics (Whisenant, 2008).

Researchers describe two general categories of organizational culture; (a) similarity and (b) diversity (Cox, 1991; Cunningham, 2008; Holvino & Jackson, 1988). A culture shaped by hegemonic masculinity would be classified as a culture of similarity. A culture of diversity should contain the presence of differences among its members (Barrett-Power & Shaw, 1998). Culture within an organization refers to distinct aspects of the organization, symbols, images, rules, policies, and values (Swanberg, 2004). In the case of a hegemonic masculinity, these aspects steer the organization towards masculinity, leading to a culture of similarity and the organization being considered a gendered organization (Acker, 1990, 1998; Britton, 2000). A

gendered organization tends to maintain gendered social practices that reflect and support men and masculine patterns of activities (Benschop & Doorewaard, 1998; Ely & Meyerson, 2000; Whisenant, 2008). A gendered organization, in the case of sport organizations, celebrates and represents the interest of men and masculinizes the worker, social practices, and organizational aspects (Acker, 1990; Benschop & Doorewaard, 1998; Ely & Meyerson, 2000; Whisenant, 2008). These social practices include formal policies and procedures, informal practices, norms, and patterns of work (Ely & Meyerson, 2000). Formal policies and procedures refer to work rules, labor contracts, managerial roles, job descriptions, and performance appraisal systems (Ely & Meyerson, 2000). While, informal practices, norms, and patterns of work describes how organizational work is completed and the relationships required to complete work (Ely & Meyerson, 2000).

In an effort to move away from being a gendered organization, suggesting a move to a culture of diversity, Ely and Meyerson (2000) recommended implementing an incremental change approach involving three phases: (1) a critique, (2) narrative revisions, and (3) experimentation. The purpose of the critique phase is to identify the gendered social practices within the organization through qualitative and quantitative methods. The initial step of the critique phase is to secure commitment from the proper internal stake holders, primarily high level leadership (Kezar, 2001), and create a diverse work team to complete the phase (Ely & Meyerson, 2000). Once proper support is secured, the work team develops a detailed view of organizational life through interviews, observations, surveys, etc. (Ely & Meyerson, 2000). The second phase, narrative revisions, begins during the critique phase by analyzing the data collected through the lens of gender (Ely & Meyerson, 2000). During the narrative phase, individuals outside of the work group are invited to review and provide feedback on the narrative

collected. This provides the work group a different perspective and reality of the analyzed data (Ely & Meyerson, 2000). The final phase is to experiment with the proposed changes of the social practices identified as linked to gender oppression and compromises an individual's effectiveness (Ely & Meyerson, 2000). Through this experimentation process, the hope is a series of transformations will occur steering the organization away from being a gendered organization (Ely & Meyerson, 2000) to a diverse and inclusion organization which celebrates and embraces gender differences.

Research suggests there a several benefits of being a diverse and inclusive organization (Cox, 1991; Farh & Lee, 2004; Holvino & Jackson, 1988; Van Knippenberg & Schippers, 2007). Diverse groups are associated with greater information use and greater group interdependence (Van Knippenberg & Schippers, 2007). Additionally, men and women working in gender balanced groups tend to be more satisfied with their jobs, there appears to be an increase in interaction between minority and majority group members, and diversity may reduce prejudice and conflict between groups (Farh & Lee, 2004). Jackson and Holvino (1988) found that diversity increased organizational productivity and quality of work life. However, research shows women tend to express higher levels of agreement and attempt to relieve tension more than men (Barrett-Power & Shaw, 1998). Managing diversity means empowering employees and utilizing managerial skills and policies which emphasize and value every employee's contribution to the organization (Barrett-Power & Shaw, 1998; Palma-Rivas & Wentling, 1998). The AD may be responsible for managing diversity within an intercollegiate athletics department (Chelladurai & Danylchuk, 1999; Hums & MacLean, 2013; Hums & Maclean, 2018; Parks et al., 2011).

Language and Gender

To better understand how athletic administration can be considered a gendered organization, the language used to describe the organizational roles and players is an important indicator. Language is a method - written or spoken - by which information is channeled (Gee, 1999; Incontro et al., 1985; Jorgenson & Phillips, 2002), and is one means of individual communication (Burton et al., 2011; Jorgenson & Phillips, 2002; Thorne, 2000). As such, an essential component of job descriptions is to communicate a list of job specifications to the applicant (Barber & Roehling, 1993; Clavio et al., 2012; Miller et al., 2005), including the managerial sub-roles (Clavio et al., 2012; Miller et al., 2005). At the same time, the language used to construct job advertisements may subject women to discrimination (Askehave, 2010; Miller et al., 2005) because they may contain phrases and words that could be perceived as more masculine than feminine, specifically in AD roles (Burton & Hagan, 2009; Burton et al., 2011). Therefore, it is not surprising that Askehave (2010) suggested researchers need to examine the language used to construct job advertisements.

Language conveys representations of a socially constructed reality (Incontro et al., 1985; Jorgenson & Phillips, 2002), which has been found to utilize the foundation of maleness as “normal” (Holmes & Meyerhoff, 2008; Incontro et al., 1985). Language is also the mechanism that generates and constitutes the social world (Greene & Rubin, 1992; Holmes & Meyerhoff, 2008; Jorgenson & Phillips, 2002) by reinforcing gender distinction, and the development of our social identity through language (Gee, 1999; Holmes & Meyerhoff, 2008). English, the language examined in the current study, shares these traits.

Human language produces two results; a medium to channel information, and generating an individual’s affiliation with specific social groups through facilitation of the production of

their social identity (Gee, 1999; Jorgenson & Phillips, 2002). Gee (1999) claimed social identities are simultaneously constructed and conveyed through the use of language in six areas. First, through the meaning and value of the material world, individuals convey information. Individuals construct their personal identity through the information received by their perception of material objects and/or social situations (e.g., that shirt is blue, or the area the professor stands in becomes the front of the room). Second, people talk and act in certain ways depending upon their perception of the situation or the activity in which they are engaged. For example, people act in a socially accepted manner during a formal board meeting, but engage in informal actions prior to the start of the meeting. Third, identities and relationships are defined by language. People talk and act in a manner defined by the situation (e.g., during the meeting a person acts as the chairperson, and after the meeting they interact as colleagues). Fourth, language revolves around the distribution of social goods, including the relative value of one's identity in society. As such, a male acting visibly angry during a meeting could be considered as "standing his ground," whereas a female might be considered "hysterical". Fifth, the connections created by people are through language. Finally, the sixth area is semiotics. Gee defined semiotics as how different symbols affect relationships (e.g., the relationship of power, and how symbols present themselves in different forms of knowledge). For example, how does the title of athletic director affect the relationship with individuals possessing lower-ranking job titles? Gee argued that language produced and consumed within the formerly mentioned six areas constructs and builds individuals' sense of reality. The conveyed sense of socially constructed reality thereby assists with the development of one's social identity (Gee, 1999; Holmes & Meyerhoff, 2008; Incontro et al., 1985).

Much like organizations, language is not value-free nor is it gender-blind. The formal text of the English language has been seen as based on the principle of maleness as the norm (Gee, 1999; Holmes & Meyerhoff, 2008; Mulac, Lundell, & Bradac, 1986). The practice of using a male as the prototype for human representation leads to use of generic expressions of a masculine form (e.g., using the term “he” or “you guys” when referring to a generic third person or a group as used in U.S. English) (Holmes & Meyerhoff, 2008; Incontro et al., 1985). This practice reduces the woman to being invisible within the context of language (Holmes & Meyerhoff, 2008; Incontro et al., 1985) and places masculinity in the position of dominance (Gee, 1999; Holmes & Meyerhoff, 2008). Other examples of generic expressions in masculine form include: fireman, policeman, businessman, anchorman, sportsman, Walkman, doorman, chairman, etc. These describe a category of occupations that may include women but are made invisible with these terms.

The creation of one’s social identity is also created through the use of language (Allan, 2008; Gee, 1999; Greene & Rubin, 1992; Holmes & Meyerhoff, 2008; Incontro et al., 1985). Researchers have suggested certain adjectives used within written and spoken language consistently present a picture of either masculinity or femininity due to socially constructed views of men and women (Gee, 1999; Greene & Rubin, 1992; Incontro et al., 1985; Jorgenson & Phillips, 2002). Incontro et al. (1985) presented a list of stereotypically masculine adjectives that elicit images of men: assertive, confident, dominant, rational, and strong. They also presented a list of stereotypically feminine adjectives: gentle, sensitive, affectionate, attractive, and charming. Additionally, Holmes and Myerhoff (2008) included the stereotyped traits of sympathy, rapport, listening, private, connection, supportive, and intimacy to describe women, and problem-solving, reporting, lecturing, public, status, oppositional, and independent for men.

Additional masculine adjectives may include: dynamic, loud, active, and aggressive (Incontro et al., 1985). Relationship-oriented and cooperative (Holmes & Meyerhoff, 2008), excitable (Greene & Rubin, 1992), tactful, sweet, and pleasant (Incontro et al., 1985) have been included as additional feminine adjectives.

In summary, language provides a medium to communicate information and ideas, and facilitates social identities (Greene & Rubin, 1992; Holmes & Meyerhoff, 2008; Jorgenson & Phillips, 2002). Social identities are formed through the production and formation of language, and the consumption and sense-making of the language within the social and organizational context the communication is produced (Fairclough, 1992, 2012; Holmes & Meyerhoff, 2008; Incontro et al., 1985; Jorgenson & Phillips, 2002; Thorne, 2000). By applying the lens of gender to language, a researcher could investigate the role language has in defining and limiting men and women to specific roles within society and within its respective organizations.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the research design and methodology of the study. The research questions will be re-introduced and the sampling methods, data collection and analysis methods, credibility of the study, and the significance of the study will be described.

Research Questions

The previous chapter reviewed scholarly research relating to gender inequity within athletic administration, specifically relating to AD positions. Researchers have identified several areas requiring further research to identify possible reasons for this inequity. One such area identified involves a lack of research utilizing gender roles as a lens to investigate the gender stereotyping of managerial roles and the possible barriers created that may deny women access to intercollegiate AD positions (Barr et al., 2009; Pedersen & Whisenant, 2004; Whisenant, 2003). A second area identified involves the use of language in job advertisements to construct the ideal candidate (Askehave, 2010; Beadle et al., 1998), specifically applying a content analysis approach using a gender bias perspective (Askehave, 2010). In response to the identified research gaps, the general purpose of this study was to investigate the use of language and possible gender bias in the construction of AD vacancy advertisement and how such language might discourage women from applying for the position. The following research questions were used to guide this study:

1. *In what ways was gendered language employed in institutional job vacancy advertisements of athletic directors employed by National Collegiate Athletic Association (NCAA) member institutions, from January 2006 to December 2016?*

2. *How do men and women in athletic administration perceive the gendered language used in job vacancy advertisements?*

Methodological Fit

In an effort to address the stated research questions, a mixed methods approach was utilized. Mixed methods is the term applied to the conscious effort of combining quantitative and qualitative approaches to a project (Darcy & Veal, 2014; McMillan & Schumacher, 2010). A mixed method approach allows researchers to provide a more complete investigation, and does not limit the researcher to the traditional designs of qualitative and quantitative research (McMillan & Schumacher, 2010). Mixed method designs allow for the results to be obtained through one method (e.g., qualitative) and explained through a second method (e.g., quantitative) (McMillan & Schumacher, 2010). Mixed method designs vary considerably depending upon the weight given to each approach (Darcy & Veal, 2014; McMillan & Schumacher, 2010). The three primary mixed methods approaches include: (a) explanatory designs, which utilize a quantitative approach, then a qualitative approach; (b) exploratory designs, which utilize a qualitative approach, then a quantitative approach; and (c) triangular designs, which utilize qualitative and quantitative approaches together (McMillan & Schumacher, 2010).

This study adopted an exploratory design, wherein an initial qualitative process to identify themes, perspectives, and beliefs was used (Darcy & Veal, 2014; McMillan & Schumacher, 2010). Initially, a content analysis to determine the wording used in the AD job vacancy advertisements to describe any managerial roles provided was used. After the qualitative process was completed, quantitative methods were employed through the use of a survey, seeking to understand any relationships among the variables included (Darcy & Veal, 2014), specifically the gender of the respondents. More specifically, the identified phrases and words

from the qualitative phase, or the content analysis, was used to construct a survey that was sent to individuals employed by athletic departments of NCAA membership institutions. In the survey, how individuals perceived the gendered language used in job vacancy advertisements was examined. More detail regarding each phase of the study is presented in the following sections.

Qualitative Phase

The qualitative phase of this inquiry adopted established content analysis techniques to identify gendered managerial roles within intercollegiate AD position vacancy advertisements. Content analysis employs a set of procedures to analyze data within a specific context and allows replicable inferences to be made from the data (Krippendorff, 1989, 2012; Weber, 1990). Content analysis was first used in the 19th century as a method of analyzing written, verbal, or visual communication in hymns, newspapers and magazine articles, advertisements, and political messages (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005), and was later used as a quantitative method to code text into categories and describe the data through the use of statistics (Hsieh & Shannon, 2005). Content analysis focuses on the characteristics of language as a method of communication with attention to the contextual meaning of the text (Hsieh & Shannon, 2005).

Content analysis is regarded by researchers as a flexible method for analyzing text data and is primarily utilized as a qualitative method (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005; Weber, 1990), and can be defined as “systematic techniques for analyzing message content and message handling - it is a tool for observing and analyzing the overt communication behavior for selected communicators” (Kassarjian, 1977, p. 9). Even though there is “no right way” to perform a content analysis (Weber, 1990, p. 9), current research employing content analysis

shows three distinct approaches: conventional, directed, and summative (Hsieh & Shannon, 2005).

The major differences among the three approaches appears to be in the coding schemes and origins of codes (Hsieh & Shannon, 2005). In a conventional analysis, the coding schemes are derived from a review of the data during the actual analysis (Hsieh & Shannon, 2005), through an inductive process. In an inductive method, not enough knowledge about the phenomenon to predetermine codes exists; therefore, the codes are generated from the data (Elo & Kyngäs, 2008). In a directed content analysis, the researcher uses existing knowledge or theories to create an initial coding scheme prior to beginning the analysis (Hsieh & Shannon, 2005) through a deductive process. A deductive process creates a coding scheme based on previous research or knowledge (Elo & Kyngäs, 2008). As the directed content analysis progresses, the pre-determined coding scheme is revised and refined as needed, while additional codes may be added (Hsieh & Shannon, 2005). The final approach, the summative approach, analyzes the data as single words or in relation to a particular event, leading to an interpretation of the contextual meaning of the specific terms (Hsieh & Shannon, 2005).

Regardless of the approach applied, the key aspect to any content analysis is the development of the coding schemes (Hsieh & Shannon, 2005; Krippendorff, 1989, 2012; Weber, 1990). The coding scheme is designed to organize large quantities of text into fewer categories (Hsieh & Shannon, 2005; Weber, 1990). Categories are patterns or themes that are directly expressed by the text or derived through the analysis (Hsieh & Shannon, 2005; Krippendorff, 1989, 2012; Weber, 1990).

In this study, a directed content analysis was employed. The 19 managerial roles developed by Chelladuri and Danylchuk (1999) were used for the list of initial codes, which included:

1. Figurehead
2. Leadership
3. Liaison
4. Public relations
5. Information seeking
6. Disseminating information
7. Lobbying
8. Policy making
9. Conflict resolution
10. Athletic affairs
11. Disturbance handling
12. Staffing
13. Coordination
14. Evaluation
15. Maintenance and routine activities
16. League responsibilities
17. Financial management
18. Revenue generation
19. Marketing

The adopted 19 managerial roles were used to establish the parent nodes, or general categories, required within the qualitative software NVivo, which was used to employ the content analysis. NVivo utilizes nodes which are created and organized around themes or cases and can be used in a hierarchal fashion with a parent node residing as the highest level node and child nodes falling underneath them (QSR, 2016). This study utilized child nodes that were established by the descriptions of the 19 managerial roles provided by Chelladuri and Danylchuk (1999). Between the parent and child nodes, a total 1927 words were coded in the 114 job vacancy advertisements. The process allowed for additional codes not represented by Chelladuri's and Danylchuk's (1999) research to be developed, as necessary, through an inductive approach. Findings resulting from the content analysis will be discussed in chapter four. The following sections will discuss the methods used in the quantitative phase of the study.

Quantitative Phase

In the quantitative phase of this study, a survey to explore the possible relationships among managerial sub-roles, the perceived gender expression of the managerial roles, and whether the perceived gender expression creates a barrier to applying for a position requiring these roles was utilized. Surveys, as a quantitative method of data collection, allow for consistency in questioning all participants and can assure anonymity (McMillan & Schumacher, 2010). As such, they are the most widely used technique for collecting data (McMillan & Schumacher, 2010).

The survey was constructed using excerpts from the top eight parent nodes of the content analysis: maintenance and routine activities, league responsibilities, financial management, staffing, revenue generation, administration, athletic affairs, and leadership. These eight parent nodes provided 66% of all excerpts coded and were the only parent nodes containing greater than

100 references. Seven of the eight parent nodes were developed from Chelladuri's and Danylchuk's (1999) research. Administration was the only parent node included in the survey that emerged during the coding process. The role was the fourth most coded managerial role with 139 words or phrases coded. In addition to the eight parent nodes, the job titles and a demographic section was included.

The survey was developed using SurveyMonkey, a web-based survey platform, and was delivered via an email link to the identified population. Web-based surveys are preferable over mailed, paper-based surveys as they allow for a greater reach (Couper, 2000; Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman, Tortora, & Bowker, 1998; Umbach, 2004) at dramatically lower costs than traditional survey methods (Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014). Additionally, web-based surveys generally save time (Couper, 2000; Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). Dillman (1998) estimated an average return time of 9.16 days per e-mail survey versus 14.29 days per paper survey. Additionally, computerized responses are not limited by the number of researchers available to interview the respondents (Couper, 2000; Dillman & Bowker, 2001; Dillman et al., 1998), and Umbach (2004) claimed web-based surveys may reduce the human error involved in data entry and scanning, which relates to the processing of paper surveys. Despite the positive aspects of web-based surveys, researchers have found four general areas of concern: coverage error, measurement error, nonbiased response error, and sampling error (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). When designing surveys, all four sources of error must be minimized (Dillman & Bowker, 2001; Dillman et al., 1998). These areas and how they were addressed are discussed below.

Coverage error results when all members of a population do not have a probability of inclusion in the study or there is a mismatch between the target population and the framed population (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). The target population consists of the set of people one wishes to study and the framed population consists of the individuals within the target population that can be sampled (Couper, 2000; Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Umbach, 2004). Coverage error may be the biggest threat to utilizing web-based surveys with relation to web penetration, or individual access and use of the internet (Couper, 2000; Dillman et al., 1998). However, research suggests 84% of American adults have access to and use the internet. Furthermore, 85% of suburban households and 78% of rural households have access to and use the internet (Duggan & Perrin, 2017). However, some researchers suggest nearly 100% of certain populations have universal access to the internet and email (e.g., employees of companies and associations) (Dillman & Schaefer, 1998; Dillman et al., 1998). Since the target population of this study included employees of higher education institutions, they generally tend to have universal access to the internet, computers, and email; thus, basically eliminating the issue of coverage error in relation to access.

The next area of error connected to survey methods is measurement error. Measurement error results from inaccurate responses (Dillman & Bowker, 2001). In an effort to reduce measurement error, researchers have developed and introduced several principles for designing web-friendly questionnaires (Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). According to (Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004), the following are the principles of designing web questionnaires:

1. Begin the survey with a welcome screen that is motivational, emphasizes the ease of responding, and instructions relating to how to complete the survey.
2. Introduce the web questionnaire with a question that is fully visible on the first screen of questions, will be easy to comprehend and complete, and show how the first question defines how hard or easy the survey will be.
3. Present each question in a conventional format similar to a paper survey.
4. Limit line length to decrease the likelihood of respondents skipping words and interpreting the question incorrectly.
5. Provide specific instructions on how to perform each required computer action required for completion of the questionnaire.
6. Furnish computer operations instructions as part of each questions when an action is required.
7. Allow respondents to not answer questions before answering subsequent questions.
8. Construct questionnaires to allow respondents to scroll from question to question, unless the order affects the results.
9. Allow answers that exceed the number displayed on one screen to be displayed in columns.
10. Use graphical symbols or words to convey a sense of where the respondent is in the completion progress and avoid those requiring advanced programming.
11. Test the survey on multiple computers to ensure a standard format.
12. Divide long surveys into sections.

The survey in this study was designed with these 12 principles as its foundation. The welcome page included a letter the researcher describing the goals of the research project and

survey, including the anticipated time commitment required by the respondent for completion of the survey. In compliance with the institutional review board (IRB), the welcome page also included informed consent information. A copy of the informed consent and survey can be found in Appendix A.

The remaining portion of the survey was comprised of a series of close- and open-ended questions. Close-ended questions provide acceptable answers to the survey respondents and open-ended question allow the respondent to describe the reasons for their answer in their own words (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Fowler, 2014). Adhering to principle 12 for designing web-friendly questionnaires—divide long surveys into sections—(Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004) the survey was designed around one section per parent node, resulting in eight sections for the managerial roles, one for each job title, demographics, and an open-ended additional information question. The 11 sections were labeled as follows: maintenance and routine activities, league responsibilities, financial management, staffing, revenue generation, administration, athletic affairs, leadership, job titles, additional information, and demographics.

In each section, the respondents were asked two questions relating to managerial roles identified through the content analysis performed in qualitative phase of the study. The first question asked respondents to read a list of excerpts and select the gender expression that best depicted their perception of the managerial role(s) presented. Respondents' choices were presented in a Likert scale utilizing the following categories: most feminine, feminine, somewhat feminine, gender neutral, somewhat masculine, masculine, and most masculine.

The second, closed-ended question used the same excerpts identified through the content analysis and asked respondents to indicate whether their perceived gender expression of the

role(s) would: discourage them from applying, somewhat discourage them from applying, have no effect on their decision to apply, somewhat encourage them to apply, or encourage them to apply for a position requiring the described role(s). Again, the answers were presented in a weighted Likert scale utilizing the categories: discourage, somewhat discourage, no effect, somewhat encourage, and encourage. The 10th section included a single open-ended question allowing respondents to add any addition information they deemed important to the topic.

The next area of potential error when utilizing survey methods is nonresponse bias, which is defined as the inability or unwillingness for individuals to complete the survey (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). Researchers have suggested several factors that may result in nonresponse error (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). The primary issue may be the simple fact that not all members of the sample are willing to complete the survey (Couper, 2000). Researchers have found the more attempts made to reach people, the greater the chances of them responding (De Ruyter, Deutskens, Oosterveld, & Wetzels, 2004; Dillman & Schaefer, 1998; Dillman et al., 1998). In this study, three contacts were implemented; the initial email and two follow-up emails every seven days in an effort to reduce nonresponse bias.

Response rates for internal web-based surveys utilizing personalized multiple contacts have been found to range from 28.5% with a single contact to 41% for two contacts and 57% for three or more contacts (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998). However, the expected response rate for an external web-based survey employing multiple follow-up contacts is approximately 10-15% (Crompton & Howard, 2014; De Ruyter et al., 2004; Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Nulty,

2008; Rutherford, 2018). Researchers have indicated that follow-up contacts should be personalized and simple, as well as the terminology of the email content should be consistent with the survey terminology (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998). In addition to multiple contacts, using financial incentives to entice respondents to complete the survey may also be helpful (De Ruyter et al., 2004). However, in this study, financial incentives were not used. Other factors that may contribute to a lower response rate include the connection speed of the individual's internet, the power and speed of their computer, screen configuration, and variations in the browser being used (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998). In an effort to address these issues, the survey was tested on several different computers through different browsers as suggested by Fowler (2014), and as previously mentioned, this study utilized two follow-up contacts, each seven days apart. Additionally, the survey was pilot tested by six individuals to reduce confusion relating to the survey format, wording of the survey questions, and the listed responses.

After developing the survey, it was transferred to SurveyMonkey and sent as a pilot test to six individuals. Three of the individuals self-identified as a woman and three as a man. Two of the individuals were peer reviewers, the third was a university professor and former collegiate athlete, the fourth member was a student affairs professional and a sport journalist, and the last two were university professors but maintained no connection past or present to athletics.

The group was tasked with completing the survey, with the average time to completion was 22 minutes, and providing feedback relating to the wording and format of the survey. Feedback primarily consisted of minor grammatical and formatting corrections. However, one individual suggested the format change to a matrix style format rather than the traditional single question and answer format. The change created a cleaner and more user-friendly interface

according to the pilot group. The change reduced the estimated time to completion from 22 minutes to 17 minutes. The actual average time spent on the matrix style survey was approximately nine minutes. The change also allowed each section to be displayed on one screen which adheres to principle nine for designing web-friendly questionnaires (Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004).

The final version of the survey utilized the most common managerial roles identified in the job vacancy advertisements during the content analysis. In addition, the survey adheres to all but one of the 12 principles for designing web-friendly questionnaires (Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). The 12 principles suggests a sample question to be fully displayed on the first screen of questions to demonstrate the type of questions and difficulty of the survey (Dillman & Bowker, 2001; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). A sample question was not included on the front page of the survey due to the need to include an informed consent section, which structurally precluded the addition of a sample question.

The final area of concern for error in survey research is sampling error, which can be explained as not all members having an equal chance of being represented in the sample population (Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998; Fowler, 2014; Umbach, 2004). The strategy for sampling and the efforts to overcome sampling error are discussed in the next section.

Sampling and Data Collection

Being an exploratory mixed method design, the current study was composed of two different samples, one for the qualitative phase, content analysis, and a second for the quantitative phase or survey portion of the study. Both sample population selections evolved

from the research question and the particular documents chosen were driven by the scope of the research question (Allan, 2008). Since this study's research questions evolved from employment data presented by Acosta and Carpenter's (2012) study of NCAA member institutions, the qualitative and quantitative sample populations were chosen from NCAA member institutions with an attempt to include all NCAA classifications, regions of the country, enrollment sizes, and institutional type - either public or private institutions.

Qualitative Phase

The qualitative sampling strategy followed the description of purposeful data collection, or the selection of "particular elements from the population that will be representative or informative about the topic of interest" (McMillan & Schumacher, 2010, p. 138). For the job description sample, which is based on accessibility, convenience sampling was utilized (McMillan & Schumacher, 2010). The qualitative sample was derived from collecting available NCAA institutions athletic director (AD) job vacancy advertisements posted from 2006 to 2016. By beginning this study with data from 2006, the collection of job vacancy advertisements aligned with Acosta and Carpenter's (2012) stated change in protocol from collecting data every year to every other year.

Originally, the researcher planned to collect job vacancy advertisements posted in the *Chronicle of Higher Education* through the organization's online archives beginning with the January 2006 edition. However, the *Chronicle of Higher Education's* archives only included the articles; not the job vacancy advertisements. As a result, other options were explored it was discovered that the University of Maine's Raymond H. Fogler library had scanned all hard copy issues of the *Chronicle of Higher Education* onto microfilm and had stored the microfilm for future research. A review of the microfilm at volume 52, issue 18, January 2006 was conducted

and continued to volume 61, 2014-2015. Volume 59, 2012-2013, issues 24-43 were not reviewed because they were missing from the archives.

To organize the information, a Google folder labeled for each year, e.g. *The Chronicle of Higher Education* Volume 52 2005-2006 was created. Subfolders for each issue were created in the appropriate issue's main folder, e.g. volume 52, issue 18 January 16, 2006. If the current issue contained an AD job vacancy advertisement from an NCAA institution, it was saved in the appropriate folder as a PDF file and the folder was highlighted in green. If the edition did not contain an advertisement, the folder was highlighted red. At the same time, research was conducted on current jobs for the 2015-2016 year using on-line search engine Indeed.com as well as the *Chronicle of Higher Education*, the NCAA Marketplace, Insidehighered.com, Indeed.com, and Higheredjobs.com websites to find and save NCAA AD job vacancy advertisements. Six individual institution's advertisements redirected the search to the institutional specific website.

The search yielded a total of 114 NCAA AD job advertisements from 416 archived issues of the *Chronicle of Higher Education*, yielding 82 job vacancy advertisements and an additional 32 from online searches during the year 2015-2016. All the positions advertised were fulltime positions. The job vacancy advertisements were then categorized based on NCAA classification, geographical region (e.g., northeast, southeast, midwest, southwest, and northwest), size of enrollment and type of institution. The sample population developed appears to be representative of the NCAA membership by representing the different levels of NCAA classification, enrollment size, geographical regions, and institutional type. Appendix B contains the descriptive statistics of the job vacancy advertisements utilized in the qualitative phase of the study, while

Appendix C contains the managerial roles and sub-roles used to construct the survey sent to the qualitative sample.

Quantitative Phase

As previously discussed, the exploration of the consumption of text and the relationship between the text and social practices were explored through the use of a survey. The sample for the quantitative phase of the study was generated through a systematic sampling process. As described by McMillan and Schumacher (2010), systematic sampling is defined as “every N^{th} element is selected from a list of all elements in the survey population, beginning with a randomly selected element” (p. 133). The N^{th} element was determined by using the random number function in Microsoft Excel which resulted in the number three.

The NCAA on-line membership database was downloaded into an Excel spreadsheet and sorted by alphabetic order. The subsequent random number requiring every third institution to be included in the study resulted in a sample of 356 (N) institutions, or 32% of the NCAA institutional membership. Once the institutions were identified, each of the 356 institutions’ athletic department websites were visited and a spreadsheet containing the email addresses of individuals holding administrative titles was developed. This search resulted in a total of 4,042 email addresses. By utilizing systematic sampling, researcher bias was meant to be reduced or eliminated from the selection to arrive at a true random selection of NCAA member institutions. Appendix D summarizes the quantitative sample descriptive statistics.

The survey was forwarded to the sample population via SurveyMonkey, a web based survey tool, on July 17, 2018, with follow-up emails sent on July 24, 2018 and August 1, 2018. The survey was closed on August 12, 2018. Of the 4,046 emails sent, 404 individuals responded to the survey. Additionally, 29 email addresses were invalid, and 108 individuals had opted out

of receiving emails from SurveyMonkey. Based on the research previously presented, a response rate of approximately 10-15% was expected and an ultimate response rate of 11% was achieved.

Informed Consent

The University of Maine acknowledges their responsibility to ensure that the rights and welfare of human subjects participating in university sponsored research are protected (*Policies and procedures for the protection of human subjects of research*, 2009). As a result, university sponsored research with human subjects may not be conducted until proper consideration is afforded to the risks, benefits, and protection of human subjects, including an informed consent process (*Policies and procedures for the protection of human subjects of research*, 2009). This study's research protocol was reviewed by the University of Maine's institutional review board and was approved (see Appendix E).

It is the responsibility of the researcher to respect and protect the rights and privacy and welfare of individuals recruited for and participating in a research study. This study constituted minimal risks to the participants, primarily in the form of their time and inconvenience.

Participation in this study was voluntary and informed consent from the participants was obtained through the use of an embedded consent form that prefaced the survey (see Appendix A). By continuing and submitting the survey, the individuals provided their informed consent to participate in the study.

To protect the identities of the participants completing the survey, questions did not ask for personal identity information, and IP addresses were not tracked or collected. The information gathered in this study is used only in aggregate form.

Data Analysis

Qualitative Analysis

During the qualitative phase of the study, established content analysis practices were used to analyze the managerial roles embedded in the AD job vacancy advertisements. Codes used in a content analysis are efficient data-labeling devices (Huberman & Miles, 1984) and should be employed in a structured, systematic and logical manner (Hsieh & Shannon, 2005). A coding scheme may be developed through one of the following methods: 1) creating a “start list” (Huberman & Miles, 1984, p. 57) of pre-determined categories prior to beginning the research, 2) inductively through the collection and grouping of data, or 3) a combination of the two methods (Huberman & Miles, 1984). For the present study, a combination of the two methods was implemented to ensure the coding scheme was organized and systematic in nature. The list of 19 managerial roles created by Chelladurai and Danylchuck (1999) was adopted as a predetermined starting list of codes, while allowing for additional codes to further develop inductively through the analysis of the text. The use of a predetermined start list allowed for a consistent structure to identify language used to communicate the managerial roles embedded in the published NCAA AD job vacancy. The common identified language was used to construct the survey that was sent to athletic department employees of NCAA member institutions.

The use of a structured coding scheme, which was developed in a systematic and logical manner (Hsieh & Shannon, 2005), was central to the trustworthiness of the study (Hsieh & Shannon, 2005). Trustworthiness can be described as “a thorough reporting of the process and the results of qualitative data collection and analysis is the key to justifying and assuring that trustworthiness exists in the study” (Darcy & Veal, 2014, p. p. 50). Several researchers have suggested there is not one right way to perform a content analysis (Elo & Kyngäs, 2008;

Krippendorff, 1989, 2012; Weber, 1990); however, several have outlined certain steps which should be followed regardless of the method chosen (Krippendorff, 1989, 2012; Weber, 1990).

The identified steps begin with determining the information the researcher wishes to understand and to find the source of the data (Krippendorff, 1989). This study's purpose was to investigate the perceived gender expression produced through the language used to communicate the managerial roles developed by Chelladuri and Danylchuck's (1999) research, and as evident in NCAA AD job vacancy advertisements. During the second step, a researcher must identify and define the units of analysis (Krippendorff, 1989; Weber, 1990). This step has been categorized as the "most fundamental and important decisions" (Weber, 1990, p. 23) and involves determining the type of text to be analyzed (Krippendorff, 1989; Weber, 1990). The six types of text include: (1) a single word, which is the smallest unit; (2) the meaning of the words; (3) a sentence; (4) themes or a unit of text; (5) paragraph; and (6) whole text, such as a headline, book, pamphlet, etc. (Kassarjian, 1977; Weber, 1990). The unit of analysis included themes or units of text describing managerial roles. Next, the categories or coding scheme must be defined (Krippendorff, 1989, 2012; Weber, 1990). This study was deductive in nature and the definitions of the starting categories or themes were previously defined by Chelladuri's and Danylchuck's (1999) research.

After developing the coding scheme, a sample must be tested to assess accuracy and reliability (Krippendorff, 1989; Weber, 1990). In this stage of the process, peer reviewers were utilized to ensure stability and reproducibility as defined by Weber's (1990) definition of reliability. Two peers reviewed the coding process prior to the implementation, Dr. Marie Hansen, J.D., Ph.D., and Dr. Lee Speronis, J.D., C.H.E., C.H.I.A. Both peer reviewers have extensive knowledge of higher education and intercollegiate athletics, as intercollegiate athletes,

coaches, and current professors. The peer review included a comparison of the initial coding scheme based on Chelladuri and Danylchuck's (1999) research to ensure an accurate duplication of the identified managerial roles and their definitions. Upon completion of the content analysis, both individuals separately reviewed the results to ensure that coded units from the job vacancy ads fit into the chosen codes and ensured any emerging codes were interpreted and presented.

The final step described in the literature is the drawing of inferences from the data (Krippendorff, 1989, 2012). This step may be achieved through multiple methods such as keyword-in-text lists, word frequency lists, category counts, and other measurable models (Krippendorff, 1989, 2012; Weber, 1990). As the research recommends, keyword-in-text lists, word frequency lists, and category counts were utilized. A keyword-in-text list provides information related to the variation or consistency of the word meaning and whether its meaning is dependent upon its use within different phrases (Krippendorff, 1989, 2012; Weber, 1990). The word frequency lists examines the number of times a word or phrase is used; the higher the frequency may correlate the level of importance of the phrase (Hsieh & Shannon, 2005; Krippendorff, 1989, 2012; Weber, 1990). Category counts analyze the amount of text or phrases classified in each category by percentage, proportion, or rank count (Weber, 1990). In this study, the peer reviewers ensured all inferences and data interpretation were reliable by reviewing the keyword-in-text lists, word frequency lists, and category counts, thereby ensuring the items reflected the desired interpretation, and provided documentation of proposed changes and approval when warranted.

In summary, content analysis is a research method that allows for a systematic and objective means of describing and analyzing the characteristics of language as a communication tool (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005; Krippendorff, 1989, 2012; Weber, 1990).

The method ensures all data receive equal treatment in an objective manner (Krippendorff, 1989) and provides an aggregate account of inferences from large bodies of data that may reveal trends, patterns, and differences within the data (Krippendorff, 1989; Weber, 1990). By employing the techniques of a content analysis, the text of 114 NCAA AD job vacancy advertisements were analyzed by looking for codes relating to the categories created by the 19 managerial roles developed by Chelladuri and Danylchuck's (1999) research. These codes were used to construct the content of the survey utilized in the quantitative phase.

Quantitative Analysis

The second phase of the study utilized the results of the content analysis to develop the survey previously described. The survey remained open for a total of 21 days and received a response rate of 10% or 404 respondents. Of the 404 responses, however, only 334 respondents (83% of responses) completed the survey in its entirety for a completion rate of 8% of the total survey invitations. The analysis of the data was driven by the two research questions guiding the survey, both relating to gender. In the survey, respondents were asked to indicate their gender identity within the following categories: man, woman, transgender man, transgender woman, non-binary/gender fluid, or other. Of the 333 respondents that answered this question, 51% self-identified as "man", 49% self-identified as "woman", and .6% as "other". The two "other" respondents self-identified as an "American" and as an "[expletive] human being." An additional 71 respondents skipped the question.

Following the analysis of the frequency tables, the data were downloaded into the statistical analysis software, SPSS, for deeper analysis using a chi-square test for independence, also known as the Pearson's chi-square test (Darcy & Veal, 2014; Green & Salkind, 2017). The chi-square test for independence is designed to analyze categorical data and is meant to measure

the probability of the independence of two variables from the same population or if there is a significant association between the two variables (Darcy & Veal, 2014; Green & Salkind, 2017; Ling, 2008; stattrek.com, 2014). In this study, a chi-square analysis was preferred over a t-test as a chi-square analysis uses cross-tabulation of frequencies to determine the relationship between one or more independent and dependent variables (Darcy & Veal, 2014; Terrell, 2012).

Meaning, if the measure of perceived gender expression changes, then a change in the willingness to apply for a position based on the perceived gender expression of the managerial role can be expected; whereas a t-test is used to determine the difference between two means within the whole group or subgroups for one independent variable (Darcy & Veal, 2014; Terrell, 2012).

The chi-square test for independence measures the observed frequencies and expected frequencies to determine how the pattern of observed and expected frequencies differ (Boduszek, n/d; Green & Salkind, 2017; Terrell, 2012). However, the chi-square test for independence is not designed to use small expected frequency values, therefore, it is important to ensure 80% of the cells have expected frequency values of five or more, which meets the criteria for the expected counts rule (Darcy & Veal, 2014; Green & Salkind, 2017; McHugh, 2013; Terrell, 2012). If the chi-square test assumption of expected responses is violated and the contingency table is larger than a two by two table, the likelihood ratio chi-square test should be used (Green & Salkind, 2017; McHugh, 2013). The likelihood ratio test has similar properties to Pearson's chi-square, but is used to test the null hypothesis when the data set violates the expected cell counts rule (Green & Salkind, 2017). In this study, the chi-square test assumption of expected responses is violated in every analysis, resulting in the use of the likelihood ratio chi-square test in all cases. Regardless of the test used, the level of statistical significance, or the level at which the null

hypotheses is rejected, is $p\text{-value} > .05$. The alpha of 0.05 is a commonly used standard in social science research (Andrew, MacEvoy, & Pedersen, 2011; Green & Salkind, 2017; Terrell, 2012).

Using SPSS, the following hypotheses were tested using the chi-square test for independence, noting a threshold of statistical significance at the level of $p < 0.05$:

- H_0 : The perceived gender expression of the managerial role has no significant effect on a decision to apply for the position with this role required;
- H_1 : The perceived gender expression of the managerial role has a significant effect on the decision to apply for a position with this role required;
- H_0 : The perceived gender expression of the managerial role has no significant effect on a decision to apply for the position with this role required; and
- H_1 : The perceived gender expression of the managerial role has a significant effect on the decision to apply for a position with this role required.

As part of the quantitative analysis, SPSS provides several statistics that assess the strength of the relationship, including effect size, phi, and Cramér's V (Coe, 2002; Green & Salkind, 2017). In general, an effect size closer to zero indicates a very weak relationship, while values closer to 1 indicate a very strong relationship between the variables (Coe, 2002; Green & Salkind, 2017). When calculating effect size for row and column data larger than two by two, phi can extend past one; therefore, the results must be rescaled to obtain values between zero and one, resulting in the use of Cramér's V (Green & Salkind, 2017). Cramér's V rescales phi to ensure results range between zero and one (Green & Salkind, 2017).

The most established benchmarks for effect size are listed as: 0.2, which is interpreted as a small effect, 0.5 equates to a medium effect, and results greater than 0.8 are categorized as large effects (Coe, 2002; Cooper, Hedges, & Valentine, 2009). Green and Salkind (2017)

referred to 0.1, 0.3, and 0.5 as representation of small, medium, and large effect size respectively as benchmarks in their research. The described benchmarks should be used with caution and in relation to the effect of other variables (Coe, 2002; Cooper et al., 2009). In the present study, the more established guidelines of 0.2, 0.5, and 0.8 were employed to determine effect size.

In the cases where the null hypothesis was rejected, a pairwise analysis was performed using a z-test for difference of proportions to determine statistically significant, $p < .05$, differences between the responses of both men and women. A z-test for difference of proportions was used to evaluate the difference between the means of two independent populations—men and women—to determine if there is statistically significant, $p < .05$, difference between the mean of their responses (Chayes & Kruskal, 1966; Green & Salkind, 2017; Terrell, 2012). A z-test is preferable when the sample size is larger than 30 responses and the standard deviation of the population is known (Ozgur & Strasser, 2004). Both conditions are met by this study resulting in the use of a z-test for difference of proportions. Additionally, the z-test analysis in SPSS allowed for the nesting of values, which allowed for the responses to question one categorized by the respondent's self-reported gender, while determining their relationship to question two. The results of the qualitative analysis produced by SPSS are discussed in chapter four.

Limitations to the Study

This study had several limitations, which include sample size and response rate, and effect size, binary response of the respondents self-identified gender, and a reduced demographic section. I discuss each of these in turn below.

Sample Size and Response Rate

The sample population appeared to have been representative of the institutions which comprises the NCAA. However, the response rate to the survey was limited to 10% of the over

4,000 surveys distributed with an actual 8% total completion rate. More specifically, of the 404 responses, 71 individuals did not answer the “I describe myself as” question, thus eliminating their responses from the data analysis. Based on the earlier research presented on response rates, 10% is acceptable but may not include a large enough representation of the population to generalize the results to the greater population. Additionally, the survey was distributed during the summer semester which may have reduced the response rate. According to analytics provided by SurveyMonkey, 35% of the surveys remained unopened. Reasons were not provided; however, it is common practice for intercollegiate athletics administrators to be on 9- or 10-month contracts, meaning they do not work during the summer.

Effect Size

Second, the relationship between the variables may be influenced by external factors rather than the perceived gender expression of the managerial sub-roles presented. The calculated effect size for each statistically significant result ranged from small to medium, representing a weak to a medium relationship between variables. This means the responses may be influenced by other factors such as misinterpreting the wording or intent of the question, or responses based on other factors such as the feeling of not being qualified for a position versus the effect of the gender expression.

Self-Identified Gender Responses

Of the 333 respondents who answered the question “I describe myself as,” 331 responded as a man (51%) or a woman (49%) and 1% responded as other. No respondents chose transgender man, transgender woman, or non-binary/gender fluid. The distribution of respondents suggests a binary view of gender and may limit the interpretation of the respondents’ gender expression of the managerial roles, sub-roles, and job titles. In other words, since the

respondents reflected only a binary view of gender it is possible that the results also do not reflect any other reality other than a traditional binary view.

Trustworthiness

To minimize bias and ensure trustworthiness of the findings, established principles that support credibility in mixed method research were followed:

- identify and articulate the research question and design process, building from established methodology;
- systematic sampling, data collections, and analysis process;
- understand the impact that the researcher's role and biases may have on the research process (Darcy & Veal, 2014; Huberman & Miles, 1984; McMillan & Schumacher, 2010).

The study was built upon identified research gaps and several established research studies (e.g., Danylchuck and Chelladurai (1999), Gastill's (1990), and Acosta and Carpenter (2012).

The present study involved extensive engagement with the data and the sample was broadly representative of NCAA member institutions. The breadth of AD job descriptions spanned several years to capture the evolution of the field. Complete and organized data sets and accurately documented coding and analysis methods to ensure trustworthiness for possible future duplication were maintained.

Trustworthiness is the ability to make defensible inferences based on the collection of valid and reliable data (Elo & Kyngäs, 2008; Weber, 1990). Reliability of the data is based on three areas (Weber, 1990). The first is the extent to which the results are consistent or stable. Inconsistency in coding is considered unreliable and could be caused by ambiguous coding rules, ambiguities in the text being coded, and/or simple errors made by the coders (Weber, 1990). The

second component is the reproducibility of the results when coded by more than one individual. Ambiguous coding rules and random coding errors may result in low reproducibility (Weber, 1990). Accuracy is the final component described by Weber (1990) and corresponds to application of a developed standardized norm. However, standardized norms for text are infrequently established; thus, researchers seldom use accuracy as a reliability assessment.

To aid in this process, detailed logs and a reflective journal chronicling every step of the research process were maintained, and a peer review process of the first phase of the study was established. The initial peer reviews were implemented after the cataloging process of all the position vacancy ads and their corresponding institutional data. Next, they reviewed the development of the initial managerial roles coding categories prior to integration into NVivo, the qualitative data analysis software. Periodically throughout the coding process and at the conclusion, each reviewer received a copy of the coding results for their review and comments.

At the end of the coding process, each reviewer received a copy of the survey for their comments and suggestions, and revisions continued until all reviewers were satisfied with the wording and format of the survey, including a pilot study as previously mentioned. At the conclusion of the survey, the previously mentioned peer reviewers and members of Husson University's assessment department, assisted with the implementation of SPSS and the chi-square analysis process.

Researcher Positionality

Jorgenson and Phillips (2002) claimed that the researcher is usually part of the culture they study places the researcher into the center of the research process. Thus, it is important to fully understand the impact that the researcher may have had on the research process, interpretation and analysis of data, and the overall conclusion and implications of the study.

As the researcher of the present study, I have spent the over 20 years working within the sports industry as an administrator, coach, sport official, and consultant within intercollegiate and interscholastic athletic administration, university and community recreation administration, public and private fitness and wellness administration and programming, as well as a university sport management faculty member. I have extensive experience developing and managing programs, which include developing job descriptions and employment vacancy advertisements, and hiring, training, and supervising full-time and part-time employees. Additionally, I have developed and presently teach an undergraduate sport management curriculum. As a result of my professional experience, I have developed an established opinion and method of operation that may have impacted my ability to identify and analyze certain practices.

Additionally, as a heterosexual, white male, I understand I have benefited from a position of privilege. I represent the demographic that holds the power and dominates the sports industry, and my family and I benefit from this fact. Thus, I may unintentionally be vested in maintaining the status quo, which directly contradicts my desire to improve and enhance access to women in the sports industry. However, most importantly, I have experienced a similar type of bias described in this study. I entered the field of fitness and wellness at a time when it was viewed as a feminine industry and I have been denied access to employment opportunities because I was male. Additionally, I have a daughter entering the legal profession and she has witnessed similar types of biases described in this study. Finally, I currently direct a sport management academic program which has a limited number of females entering the program each year. As a result, I am committed to ensuring systemic barriers are removed for all individuals and everyone is allotted equal access to employment opportunities and careers.

As a critical theory researcher, I am committed to improving access to the intercollegiate AD position for all, especially women. Equal access is important for a multitude of reasons, but there are five primary reasons. First, equal access is mandated under the law, Title IV (Whisenant, 2003). Second, equity in hiring is simply a matter of fairness (Pedersen & Whisenant, 2005; Whisenant, 2003). Third, it is important young women have women role models in decision making positions when they are exploring future occupations (Pedersen & Whisenant, 2005). Fourth, programs with women ADs have a higher proportion of women coaches (Acosta & Carpenter, 2012; Konrad et al., 2000; Pedersen & Whisenant, 2005). Lastly, diversity is an important factor in organizational life (Barrett-Power & Shaw, 1998; Pedersen & Whisenant, 2005).

Reflexivity

Reflexivity is defined as “explicit and self-aware consideration of the relationship between the researcher and the researched” (Darcy & Veal, 2014, p. 41). It is a broad concept that includes a rigorous self-examination of the researcher’s beliefs throughout the research process (Darcy & Veal, 2014; McMillan & Schumacher, 2010). McMillan and Schumacher (2010) suggested several strategies to enhance the researcher’s reflexivity, including utilizing a peer debriefer, field log, a reflex journal, and understanding the researcher’s role.

The most valuable measure implement was the use of a peer debriefer. A peer debriefer is a colleague willing to discuss the researchers process, results, and assist the researcher with their personal role and biases (McMillan & Schumacher, 2010). Throughout this study, I utilized several peer reviewers who assisted with the research methodology and data analysis, however, two also acted as peer debriefers. Each one presented different view lenses of interpretation, which provided me an opportunity to recognize and evaluate my own biases which may or may

not have influenced the research process. One individual was a DI intercollegiate women's tennis player and currently serves as an academic dean. She spent many hours discussing the topics of gender, power, leadership, and athletics. It was these discussions that helped further my understanding of the systemic societal issues women need to overcome within male dominated professions. I found her insight to be invaluable.

I also utilized field journals and reflex journals. A field journal is a log of dates, times, places, and the activities performed to obtain information, while a reflex journal is record of the decisions and made during the research process (Darcy & Veal, 2014; McMillan & Schumacher, 2010). However, I did combine them into one journal. My journal allowed me to review and evaluate the research process to ensure it was replicable and trustworthy. There were many times the journal entries became a topic of discussion with my peer debriefers.

As I discuss in the researcher positionality statement, I understand I have benefited from a position of privilege. I represent the demographic that holds the power and dominates the sports industry, and my family and I benefit from this fact. Thus, I may unintentionally be vested in maintaining the status quo, which directly contradicts my desire to improve and enhance access to women in the sports industry. However, most importantly, I have experienced a similar type of bias described in this study. My experiences as a professional has helped me understand the fact gender bias is present the work place and as a sport professional in a leadership role, it is part of my responsibility to help remove this gender bias from the sport industry.

CHAPTER 4

FINDING AND RESULTS

The purpose of this chapter is to review the results of the study. The results will be presented in two sections, one representing the qualitative portion of the study and the findings, followed by the quantitative phase of the study and the findings.

Qualitative Findings

The qualitative phase of this inquiry adopted established content analysis techniques to identify common managerial roles within intercollegiate athletic director (AD) position vacancy advertisements. A total of 1864 words/phrases were identified in the 114 job vacancy advertisements found. In addition to the 19 managerial sub-roles initially adopted based upon the work of Chelladurai and Danylchuk (1999), two themes emerged as new managerial role categories - administration and media relations, bringing the total number of categories to 21.

Administration

The first theme that emerged was administration, defined as the activities related to running a company (Chelladurai & Danylchuk, 1999; Mintzberg, 1973; Pedersen & Whisenant, 2004). As summarized in table 5, nine additional managerial sub-roles emerged and were placed under administration, including general operations, decision making, management, planning, overall responsibility, time management, monitors, oversees, and organizational skill. They were listed under administration due to their relationship to skills or roles required to manage a business (Pedersen & Thibault, 2014).

The category of administration had an aggregated total of 142 coded items accounting for the third highest frequency total behind leadership, which had an aggregated total of 308 coded items, as well as athletic affairs, which had an aggregated total of 145 references. The category

of administration or one of its descriptive themes was listed in 74 unique individual job advertisements.

Table 5: *Coding Summary for Administration*

Code	Unique Job Advertisements	Total References
Administration		
General Operations	5	6
Decision Making	3	4
Management	37	41
Planning	12	14
Overall Responsibility	15	16
Time Management	2	2
Monitors	1	1
Oversees	4	5
Organizational Skills	1	1
Total	74	142

Media Relations

The second role that emerged was media relations, which was coded a total of 20 times in 13 unique advertisements. Media relations can be defined as working with the media for the purpose of informing the public of an organization’s mission and purpose (Geurin et al., 2017; Pedersen & Thibault, 2014), and was originally placed as its own category, with an aggregated total of 92 total references.

However, through the coding process, themes relating to media relations did not emerge; thus, leaving media relations void of coded items. As a result, media relations was reorganized as a coded item under the public relations category. The decision was made due to commonalities to public relations; specifically, the act of communication between the AD and the constituent involved.

Job Title

A third item emerged during the content analysis - job title. However, it is not related to the managerial sub-roles of an AD, but equally important to the results of study. During the coding process, nine different job titles were coded, for an aggregated total of 211 references.

Table 6 summarizes the job titles and the number of times referenced.

Table 6: *Coding Summary for Job Title*

Code	Unique Job Advertisements	Total References
AD	2	2
Athletic Director	30	47
Director of Athletics	62	109
Director of Athletics & Chair of the Physical Education Department	1	1
Director of Athletics and Recreation	7	10
Director of Athletics, Physical Education & Recreational Services	1	3
Director of Intercollegiate Athletics	23	36
Director of Physical Education and Athletics	2	2
Vice President & Director of Athletics	1	1
Totals	107	211

Leadership

Of the 19 starting categories labeled by the managerial sub-role identified by Chelladurai and Danylchuck (1999), the category of leadership was most prevalent, as summarized in table 7. There were 94 references to the word leadership and an aggregated total for the category of 308 coded items in 93 unique sources, defined as individual job vacancy advertisements. The coded items, which evolved from the description of leadership used by Chelladurai and Danylchuck (1999), included: supervise coaches and staff, motivate coaches and staff, inspire coaches and staff, and counsel coaches and staff.

In addition, the following themes emerged from the coding process: direct; ethics; executive leadership; facilitate; fostering; general supervision; integrity; leader; oversight; stewardship; strategic leadership; strategic planning; sustain, promote, and develop culture; visionary; and work ethic. The emergent codes were categorized under leadership due to the described roles and functions of the leaders (Northouse, 2016; Pedersen & Thibault, 2014). The aggregated total for the leadership category and the affiliated coded items equated to 308 references, which is responsible for 16% of the total words coded.

Table 7: *Coding Summary for Leadership*

Code	Unique Job Advertisements	Total References
Leadership	62	94
Direct	3	3
Ethics	4	6
Executive Leadership	3	4
Facilitate	1	1
Fostering	2	2
General Supervision	6	6
Inspire Coaches and Staff	1	1
Integrity	25	27
Leader	30	41
Motivate Coaches and Staff	1	1
Oversight	11	13
Stewardship	2	2
Strategic Leadership	12	14
Strategic Planning	25	30
Supervision Coaches and Staff	19	35
Sustain, Promote and Develop Culture	13	15
Visionary	9	12
Work Ethic	1	1
Total	93	308

Athletic Affairs

The second most frequently coded role was athletic affairs, summarized in table 8 with an aggregated total of 145 coded references, 7% of the total words coded in 68 unique sources. The

coded items were labeled as: interact with coaches, interact with athletes, disciplinary matters, eligibility, and recruiting. However, there appears to be an overlap of the coded items of eligibility and that is monitor league rules and regulation or compliance within the role of league responsibility. Being listed under league responsibility infers the process of overseeing compliance issues while the role described under athletic affairs infers performing the action of submitting eligibility paperwork. The role of ensuring academic success emerged from the coding process and was listed under athletic affairs due to the interaction required between students-athletes and coaches to ensure academic success.

Table 8: *Coding Summary for Athletic Affairs*

Code	Unique Job Advertisements	Total References
Athletic Affairs	3	8
Academic Success	33	37
Disciplinary Matters	1	1
Eligibility	7	9
Interact with Athletes	31	40
Interact with Coaches	11	13
Recruiting	27	37
Total	68	145

Staffing

The role of staffing was the fourth most frequently coded role, 125 references coded in 64 unique sources, as summarized in table 9. Staffing, defined as the recruitment, training, promotion, disciplining, and salary negotiations with staff (Chelladurai & Danylchuk, 1999), accounted for an aggregated total of 125 codes, or 6.49% of total items coded. The initial coded items included: staffing, recruiting staff and coaches, training staff and coaches, disciplining staff and coaches, and salary negotiations, and accounted for 58% of the total items coded. The emerged codes of diversity and inclusion (17 references), mentor (9 references), personnel administration

(21 references), and hiring (5 references) were responsible for the remaining 42% of the aggregated total.

During the coding process, the coded items’ themes of diversity and inclusion appeared to overlap with the leadership coded items’ themes of sustaining, promoting, and developing culture. After further investigation, the leadership themes appeared to infer the idea of developing of a culture, while the staffing themes appeared to infer the hiring of a diverse staff. Thus, the roles were separated into two respective categories.

A second commonality appeared between staffing and athletic affairs, primarily the coded items of interact with coaches, recruiting, and disciplining coaches. The role of recruiting used in athletic affairs was strictly regulated to the recruitment of student-athletes and not coaches and staff, which is the perspective used in staffing and is similar to the discipline role listed in athletic affairs, which was also limited to the disciplining of the student-athlete. The final overlapping role relates to the interaction with coaches, which was strictly aligned with responsibilities relating to academic and competitive success, not to the duties of an employee.

Table 9: *Coding Summary for Staffing*

Theme	Unique Job Advertisements	Total References
Staffing	17	31
Disciplining Coaches	3	3
Encourage Diversity & Inclusion	16	17
Hiring	5	5
Mentor	8	9
Personnel Administration	20	21
Recruiting Staff and Coaches	17	23
Salary Negotiations	3	3
Training staff and Coaches	9	13
Total	64	125

Financial Management

The category of financial management accounted for 122 aggregated references in 76 unique sources, or 6.33% of the total coding count, which ranks fifth out of the 21 categories. Financial management used the coded items of prepare budgets, monitor budgets, approve budgets, and allocate resources, which came from the definition used by Chelladurai's and Danylchuk's (1999) list of managerial sub-roles. No additional coded items emerged throughout the coding process. The category of financial management was the prevalent role identified as it accounted for 107 of 122 of the coded references, or 88% of the aggregated total. The coded items of allocate resources, monitor budgets, and prepare budgets contained 15 coded items, while the coded items of approving budgets contained zero coded items.

Table 10: *Coding Summary for Financial Management*

Code	Unique Job Advertisements	Total References
Financial Management	73	107
Allocate Resource	5	5
Approve Budgets	0	0
Monitor Budgets	4	4
Prepare Budgets	5	6
Total	76	122

League Responsibility

The node of league responsibility ranked sixth with an aggregated total of 113 codes, 76 unique job advertisements, as summarized in table 11, equating to 6% of the total coverage. Serving on league committees, attending league functions, and monitoring league rules and regulations where the coded items established by the definitions provided by Chelladurai and Danylchuk (1999).

There appeared to be an overlap of monitor league rules and regulation, from league responsibility and eligibility, from athletic affairs. However, while reviewing the coded

references from each, there emerged a distinct intent between the two. The role of monitor league rules and regulation referred to the need to enforce all league rules and regulations established by the NCAA and an institution’s conference and or league, while eligibility referred only to the student-athletes eligibility to participate in their given sport.

Table 11: *Coding Summary for League Responsibility*

Code	Unique Job Advertisements	Total References
Attend League Functions	4	4
Monitor League Rules and Regulations (Compliance)	76	105
Serve on League Committees	4	4
Total	76	113

Maintenance and Routine Activities

Ranking seventh was maintenance and routine activities, summarized in table 12. The node contained an aggregated total of 112 coded words, 5.81% of the total coded inventory in 55 unique job advertisements. Chelladurai and Danylchuck (1999) described the managerial sub-role as: schedule and coordinate practices, schedule and coordinate games/contests, arrange travel, attend to correspondences, attend meetings, keep records, and prepare reports. As with the previous categories, the listed definitions were used to develop the initial list of coded items.

The coded items accounted for 39 coded themes, or 35% of the aggregated node total, but the roles of attend meetings and attend to correspondences were each coded zero times. Thus, both coded items were eliminated from the content analysis. The category of maintenance and routine activities accounted for 13 coded items.

Two emerged codes, event management and facilities, accounted for 54% of the coded items aggregated total with 99 codes. During the coding process, it appeared the terms event

management and facilities were used to replace or condense the actions of schedule and coordinate practices with schedule and coordinate games and contests.

Table 12: *Coding Summary for Maintenance and Routine Activities*

Code	Unique Job Advertisements	Total References
Maintenance and Routine Activities	8	13
Arrange Travel	3	3
Attend Meetings	0	0
Attend to Correspondents	0	0
Event Management	1	1
Facilities	48	59
Keeping Records	5	7
Prepare Reports	5	5
Schedule and Coordinate Games & Contests	13	16
Schedule and Coordinate Practices	8	8
Total	55	112

Revenue Generation

Of the 21 categories, the last one to have over 100 themes coded was revenue generation. The node contained 102 aggregated coded words in 60 unique advertisements, or 5.29% of the total coded terms. Chelladurai and Danylchuck (1999) defined revenue generation as raising funds from the community, the university, and other sources and were used to establish the child codes for revenue generation. However, at the end of the coding process, the three coded items were condensed into the emergent theme of fundraising. The job advertisements only referred to fundraising and did not delineate the areas of where the funds were raised from. The coded items of fundraising accounted for 86 coded items, 84% of the aggregated node total, while the category of revenue generation resulted in 13 references

At the conclusion of the coding process, the role of seeking sponsorship appeared under the category of marketing due to the consistent practice of using the definitions provided by Chelladurai's and Danylchuck's (1999) research to develop the coded items. Securing sport

sponsorships is a vital means of raising revenue and offsetting costs (Irwin, McCarthy, & Sutton, 2002; Pedersen & Thibault, 2014), and it aligns directly with the purpose of revenue generation despite developing sponsorship being part of a marketing plan. Thus, the role of seeking sponsorship was moved from marketing to revenue generation, resulting in an additional 3 coded items, which is accounted for in the above listed aggregated node total of 102 coded actions.

Table 13: *Coding Summary for Revenue Generation*

Code	Unique Job Advertisements	Total References
Revenue Generation	9	13
Fundraising	59	86
Sponsorship	3	3
Totals	60	102

The previously mentioned nine mentioned categories, excluding media relations, were responsible for the majority (61%) of the total managerial roles and sub-roles coded during the content analysis, and was used to develop the survey utilized in the qualitative portion of the study. The remaining managerial sub-roles identified by Chelladurai and Danylchuck (1999) accounted for 28% of the remaining items coded and can be found summarized in Appendix F.

Summary of Qualitative Findings

As mentioned above, the eight categories of leadership, athletic affairs, administration, staffing, financial management, league responsibilities, maintenance and routine activities, and revenue generation, contained most of the managerial sub-roles coded; thus, representing most of the managerial sub-roles used within AD vacancy advertisements. The category of job title was added based on the research presented by Barber and Roehling (1993), suggesting applicants are more interested in applying for a job based on the job title.

In an effort to reduce the number of coded items within each category, the items were sorted by the number of times each item was coded, highest to lowest. Second, the list was

reviewed by the researcher and the peer reviewers to remove items not aligned with the category, duplicate items, and items awkwardly written. The final list was reduced to the four or five most frequently coded items within the category.

The initial survey contained 80 questions organized by the nine categories listed above, with an estimated completion time of 28 minutes. The average time to completion during the pilot test was 17 minutes. Based on feedback received during the pilot test, the survey was changed to a matrix format, reducing the number of questions to 26 and still organized by the above categories. The estimated time to completion was 17 minutes with an actual time of 15 minutes.

Additional feedback resulted in removing education attainment, race and current salary range from the demographics section. The gender identity options were enhanced based on suggestions presented by peer reviewers and research presented by the Consortium of Higher Education LGBT Resource Professions (2015). A copy of the survey can be found in Appendix A.

Quantitative Results

The quantitative phase of the study asked respondents two questions relating to each managerial sub-role identified throughout the qualitative phase:

1. What gender expression best depicts the perception of the managerial role(s) presented;
and
2. Whether the perceived gender expression of the role(s) would: discourage the respondent from applying; somewhat discourage them from applying; have no effect on their decision to apply; somewhat encourage them to apply; or encourage them to apply for a position requiring the described role(s).

SPSS was utilized to analyze the data using the chi-square test for independence to test the following null and alternative hypothesis:

- H_0 : Gender has no statistically significant effect on the perceived gender expression of the managerial role.
- H_0 : The perceived gender expression of the managerial role has no statistically significant effect on the decision to apply for the position.

Descriptive statistics and the results found to be statistically significant at $p < .05$ are reported in the following sections, organized by survey questions and managerial category. See Appendix G for a complete summary of descriptive statistics, Appendix H for the survey results, and Appendix I for the quantitative analysis.

Descriptive Results

As describe in chapter three, the sample population was derived from the NCAA institutional membership database. The database was downloaded into Excel and sorted alphabetically. The random number feature in Excel was used to determine the interval between selections resulting in 356 institutions. From these institutions, 4,402 email addresses were collected from their respective website departmental directories, from individuals holding administrative titles only. The web-based survey was sent to these individuals and resulted in 404 respondents, a response rate of 10%, however, only 334 responded completed the survey in its entirety reducing the response rate to 8%.

Among the demographic questions presented, “I describe myself as” was included. The intent was to determine the self-identified gender of each respondent. The choices were developed through suggestions presented by peer reviewers and research by the Consortium of Higher Education LGBT Resource Professions (2015), which included: man, woman,

transgender man, transgender woman, non-binary/fluid, and other. Of the 404 responses, 71 respondents skipped this question therefore removing their responses from the analysis, 169 (51%) selected “man” and 162 (49%) selected “woman”. Two respondents selected “other” and entered a response of “an American” and “a [expletive] human being”. Due to the lack of responses, the “other” category was not included in the statistical analysis. Table 14 summarizes the total responses of “I describe myself as”. See Appendix H for a summary of the survey responses.

Table 14: *Descriptive Statistics: I describe myself as*

	Responses	Percentage of Responses
Man	169	51%
Woman	162	49%
Transgender Man	0	0%
Transgender Woman	0	0%
Non-binary/Gender Fluid	0	0%
Other (please specify)	2	0.60%
Total Respondents	333	

Note: 71 Respondents did not answer the question.

Perceived Gender Expression of Managerial Sub-roles

A two-way contingency table analysis was conducted for each of the managerial sub-roles and job titles to evaluate if the null hypothesis, H_0 : The self-identified gender of the respondent has no statistically significant effect on their perceived gender expression of the managerial sub-role or job title, should be accepted or rejected. The gender with which an individual identifies is termed their gender identity (Healey, 2014; Johnson & Repta, 2012), and the respondent’s self-identified gender was collected as described above. Gender expression can be defined as the appearance, mannerisms, and behaviors associated with femininity and masculinity (Healey, 2014; Johnson & Repta, 2012). A chi-square test for independence was

conducted for each and it was determined in each calculation that the expected cell count assumption was violated, resulting in the use of the Likelihood Ratio.

The results suggested that a statistically significant association at $p = .05$ existed between 12 (30%) of the managerial sub-roles and job titles presented and the respondents' self-reported gender. Thus, rejecting the null hypothesis and accepting the alternative hypothesis, H_1 : The self-identified gender of the respondent has an effect on their perceived gender expression of the managerial sub-role or job title, in these instances. Tables 14 through 25 summarize the chi-square test for independence results relating to those roles, presenting a statistically significant relationship.

Maintenance and routine activities managerial sub-roles.

Table 15 summarizes the chi-square test for independence results, $X^2 (12, N = 333) = 22.69, p = .031$, and suggests the respondents' self-identified gender had a statistically significant effect on their perceived gender expression of the managerial role: direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators. The calculated effect size, Cramér's $V = .173$, suggests the respondents' self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman's average response ($M = 4.34$) was slightly skewed towards a masculine gender expression versus a man's average response ($M = 4.26$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women respondents (22%) labeled the role as "Somewhat Masculine" than men (10%), while a statistically significant, $p = .05$, greater percentage of men (78%) labeled the role as "Gender Neutral" than women (60%).

Table 15: *Chi-Square Tests for the Gender Expression of: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	20.040	12	.066	.05
Likelihood Ratio	22.686	12	.031	.05
N of Valid Cases	333			

Financial management managerial sub-roles.

Table 16 summarizes the chi-square test for independence results, $X^2 (12, N = 332) = 30.42, p = .001$, and suggests the respondents’ self-identified gender had a statistically significant effect on their perceived gender expression of the managerial role: assess the outcomes, analyze trends, and make recommendations regarding resource allocations to include facilities/equipment maintenance. The calculated effect size, Cramér’s $V = .202$, suggests the respondents’ self-reported gender had a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 4.55$) was slightly skewed towards a masculine gender expression versus the average man’s response ($M = 4.2$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Somewhat Masculine”, 27% to 17%, and “Masculine” 11% to 1%. While, 73% of men choose “Gender Neutral”, compared to 58% of women, and 5% of men compared to 1% of women labeled the role as “Somewhat “Feminine”.

Table 16: *Chi-Square Tests for the Gender Expression of: Assess outcomes, analyze trends, and make recommendations regarding resource allocations to include facilities/equipment maintenance*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	27.027	10	.003	.05
Likelihood Ratio	30.423	10	.001	.05
N of Valid Cases	332			

Table 17 summarizes the chi-square test for independence results, $X^2 (10, N = 332) = 23.32, p = .025$, and suggests the respondents' self-identified gender had a statistically significant effect on their perceived gender expression of the managerial role: administrative and financial skills. The calculated effect size, Cramér's $V = .176$, suggests the respondents' self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman's average response ($M = 3.68$) was slightly skewed towards a "Feminine" gender expression versus men ($M = 4.9$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of men than women labeled the role as "Somewhat Feminine" (5% to 1%), and "Gender Neutral" (73% to 58%). While 11% of women choose "Masculine" compared to 1% of men.

Table 17: *Chi-Square Tests for the Gender Expression of: Administrative and financial skills*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	20.612	12	.056	.05
Likelihood Ratio	23.317	12	.025	.05
N of Valid Cases	332			

Staffing managerial sub-roles.

Table 18 summarizes the chi-square test for independence results, $X^2 (12, N = 333) = 24.68, p = .016$, and suggests the respondents' self-identified gender had a statistically significant effect on their perceived gender expression of the managerial role: screen, interview, select, and orient department personnel and recommend changes in status and compensation. The calculated effect size, Cramér's $V = .174$, suggests the respondents' self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 3.90$) was slightly skewed towards a “Feminine” gender expression versus men ($M = 4.01$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Feminine” (5% to 1%), while a greater percentage of men than women labeled the role as “Gender Neutral” (85% to 72%).

Table 18: *Chi-Square Tests for the Gender Expression of: Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	20.092	12	.065	.05
Likelihood Ratio	24.679	12	.016	.05
N of Valid Cases	333			

Table 19 summarizes the chi-square test for independence results, $X^2 (12, N = 333) = 24.68, p = .016$, and suggests the respondents’ self-identified gender had a statistically significant effect on their perceived gender expression of the managerial role: demonstrated knowledge and successful administrative record, including responsibilities in personnel management. The calculated effect size, Cramér’s $V = .177$, suggests the respondents’ self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 3.80$) was slightly skewed towards a “Feminine” gender expression versus men ($M = 4.00$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Masculine” (4% to 0%), while a greater percentage of men than women labeled the role as “Gender Neutral” (88% to 75%).

Table 19: *Chi-Square Tests for the Gender Expression of: Demonstrated knowledge and successful administrative record, including responsibilities in personnel management*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	20.971	12	.051	.05
Likelihood Ratio	24.679	12	.016	.05
N of Valid Cases	333			

Athletic affairs managerial sub-roles.

Table 20 summarizes the chi-square test for independence results, $X^2 (12, N = 333) = 26.4, p = .009$, and suggests the respondents’ self-identified gender had a statistically significant effect on their perceived gender expression of the managerial role: advance the success of student athletes in academic, athletic and personal development. The calculated effect size, Cramér’s $V = .175$, suggests the respondents’ self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 3.50$) was slightly skewed towards a “Feminine” gender expression versus men ($M = 3.86$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Most Feminine” (7% to 0%).

Table 20: *Chi-Square Tests for the Gender Expression of: Advance the success of student athletes in academic, athletic and personal development*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	20.467	12	.059	.05
Likelihood Ratio	26.396	12	.009	.05
N of Valid Cases	333			

Table 21 summarizes the chi-square test for independence results, $X^2 (12, N = 333) = 22.45, p = .035$, and suggests the respondents’ self-identified gender had a statistically significant

effect on their perceived gender expression of the managerial role: expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference. The calculated effect size, Cramér’s $V = .157$, suggests the respondents’ self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 3.53$) was slightly skewed towards a “Feminine” gender expression versus men ($M = 3.78$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Most Feminine” (7% to 0%).

Table 21: *Chi-Square Tests for the Gender Expression of: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	16.401	12	.174	.05
Likelihood Ratio	22.248	12	.035	.05
N of Valid Cases	333			

Job titles.

Table 22 summarizes the chi-square test for independence results, $X^2 (10, N = 314) = 28.91, p = .001$, and suggests the respondents’ self-identified gender had a statistically significant effect on their perceived gender expression of the job title: Athletic Director. The calculated effect size, Cramér’s $V = .202$, suggests the respondents’ self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 4.82$) was slightly skewed towards a masculine gender expression versus men ($M = 4.30$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender

expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Most Masculine” (13% to 2%), while a greater percentage of men than women labeled the role as “Gender Neutral” (75% to 57%).

Table 22: *Chi-Square Tests for the Gender Expression of: Athletic Director*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	25.673	10	.004	.05
Likelihood Ratio	28.911	10	.001	.05
N of Valid Cases	314			

Table 23 summarizes the chi-square test for independence results, $X^2 (10, N = 330) = 28.4$, $p = .002$, and suggests the respondents’ self-identified gender had a statistically significant effect on their perceived gender expression of the job title: Director of Athletics and Chair of the Physical Education Department. The calculated effect size, Cramér’s $V = .196$, suggests the respondents’ self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 4.68$) was slightly skewed towards a masculine gender expression versus men, ($M = 4.21$). Furthermore a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Masculine” (11% to 4%) and “Most Masculine” (10% to 1%), while a greater percentage of men than women labeled the role as “Gender Neutral” (75% to 62%).

Table 23: *Chi-Square Tests for the Gender Expression of: Director of Athletics and Chair of the Physical Education Department*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	25.380	10	.005	.05
Likelihood Ratio	28.396	10	.002	.05
N of Valid Cases	330			

Table 24 summarizes the chi-square test for independence results, $X^2 (10, N = 331) = 23.13, p = .01$, and suggests the respondents' self-identified gender had a statistically significant effect on their perceived gender expression of the job title: Director of Athletics, Physical Education & Recreational Services. The calculated effect size, Cramér's $V = .178$, suggests the respondents' self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman's average response ($M = 4.61$) was slightly skewed towards a masculine gender expression versus men ($M = 4.23$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as "Masculine" (9% to 2%) and "Most Masculine" (9% to 2%), while a greater percentage of men than women labeled the role as "Gender Neutral" (73% to 63%).

Table 24: *Chi-Square Tests for the Gender Expression of: Director of Athletics, Physical Education & Recreational Services*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	21.069	10	.021	.05
Likelihood Ratio	23.132	10	.010	.05
N of Valid Cases	331			

Table 25 summarizes the chi-square test for independence results, $X^2 (10, N = 333) = 19.02, p = .04$, and suggests the respondents' self-identified gender had a statistically significant effect on their perceived gender expression of the job title: Vice President and Director of Athletics. The calculated effect size, Cramér's $V = .158$, suggests the respondents' self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman's average response ($M = 4.71$) was slightly skewed towards a masculine gender expression versus men ($M = 4.33$). Furthermore, a

pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Most Masculine” (9% to 3%), while a greater percentage of men than women labeled the role as “Gender Neutral” (73% to 59%).

Table 25: *Chi-Square Tests for the Gender Expression of: Vice President and Director of Athletics*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	16.649	10	.083	.05
Likelihood Ratio	19.023	10	.040	.05
N of Valid Cases	333			

Table 26 summarizes the chi-square test for independence results, $X^2 (12, N = 333) = 35.91, p = .000$, and suggests the respondents’ self-identified gender had a statistically significant effect on their perceived gender expression of the job title: Director of Physical Education and Athletics. The calculated effect size, Cramér’s $V = .210$, suggests the respondents’ self-reported gender has a small effect on the relationship.

A follow-up analysis of the means showed a woman’s average response ($M = 4.59$) was slightly skewed towards a masculine gender expression versus men ($M = 4.13$). Furthermore, a pairwise comparison of between group, woman and man, response rates within the gender expression categories suggests that a statistically significant, $p = .05$, greater percentage of women than men labeled the role as “Most Masculine” (7% to 1%), while a greater percentage of men than women labeled the role as “Somewhat Feminine” (6% to 0%).

Table 26: *Chi-Square Tests for the Gender Expression of: Director of Physical Education and Athletics*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Pearson Chi-Square	29.378	12	.003	.05
Likelihood Ratio	35.914	12	.000	.05
N of Valid Cases	333			

Willingness to Apply

A second two-way contingency table analysis was conducted for each of the managerial sub-roles and job titles to evaluate if the null hypothesis, H_0 : the perceived gender expression of the managerial sub-role has no significant effect on the decision to apply for a position listing the presented managerial sub-role or job title, should be accepted or rejected. The two variables were the perceived gender expression of the managerial sub-role or job title sorted by the self-identified gender and the decision to apply or not for a position requiring the managerial sub-role or job title. A Chi-square test for independence was conducted for each and it was determined the expected cell count assumption was violated in each case, resulting in the use of the Likelihood Ratio.

The results suggested men rejected the null hypothesis for 30 (75%) managerial sub-roles or job titles, while women rejected the null hypothesis for 39 (98%) managerial sub-roles or job titles. The following tables summarize the Chi-square test for independence results relating to those managerial sub-roles or job titles presenting a statistically significant relationship.

Maintenance and routine activities managerial sub-roles.

As summarized in table 27, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (24, N = 154) = 42.04, p < .05$, and self-identified man respondents, $X^2 (16, N = 161) = 32.04, p < .05$. The average response (M) for men was 3.06 and 3.04 for women. The calculated effect size, Cramér's V, for men was .34 and .33 for women, suggesting small to medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 27: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Arrange and supervise games and contests*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	73.611	16	.000	.05
	Likelihood Ratio	32.042	16	.010	.05
	N of valid Cases	161			
Woman	Pearson Chi-Square	65.772	24	.000	.05
	Likelihood Ratio	42.037	24	.013	.05
	N of valid Cases	154			

As summarized in table 28, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified woman respondents, $X^2 (24, N = 156) = 48.85, p < .05$. The average response (M) for women was 3.16. The calculated effect size, Cramér’s V , for women was .3, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine” suggests a significantly greater, $p = .05$, proportion of men (29%) respondents were “Somewhat Encouraged” to apply for a position requiring this managerial sub-role compared to women (8%).

When comparing the total response rates, a pairwise comparison test of men and women responses suggests that a significantly greater, $p = .05$, proportion of women respondents stated their perceived gender expression of the managerial role would “Somewhat Discourage” (10% to

2%) them from applying for a position requiring this managerial sub-role. While, 84% of men respondents suggested the perceived gender expression of the role would have no effect on their decision to apply.

Table 28: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Woman				
Pearson Chi-Square	54.009	24	.000	.05
Likelihood Ratio	43.845	24	.008	.05
N of valid Cases	156			

As summarized in table 29, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified man respondents, $X^2(20, N = 165) = 51.74, p < .05$. The average response (M) for men was 3.1. The calculated effect size, Cramér’s V , for men was .51, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Most Masculine”, a significantly greater, $p = .05$, proportion of men respondents would be “Discouraged” (100% to 0%) from applying for a position requiring this managerial sub-role. When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of men respondents stated their perceived gender expression of the managerial role would have “No Effect” (86% to 74%) on their decision to apply for a position requiring this managerial sub-role.

Table 29: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Prepare and approve contracts for all home games, matches, contests, and special events*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man				
Pearson Chi-Square	169.670	20	.000	.05
Likelihood Ratio	51.174	20	.000	.05
N of valid Cases	165			

As summarized in table 30, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for woman respondents, $X^2 (24, N = 162) = 52.87, p < .05$. The average response (M) for women was 3.19. The calculated effect size, Cramér’s V , for women was .38, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Masculine”, a significantly greater, $p = .05$, proportion of men respondents selected there would be “No Effect” (68% to 0%) on their decision to apply.

Table 30: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	91.424	24	.000	.05
Likelihood Ratio	52.867	24	.001	.05
N of valid Cases	162			

League responsibilities managerial sub-roles.

As summarized in table 31, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for both self-identified woman respondents, $X^2(24, N = 162) = 61.26, p < .05$. The average response (M) for women was 3.19. The calculated effect size, Cramér's V , for women was .5, suggesting a medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 31: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Assures the university's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	112.889	24	.000	.05
Likelihood Ratio	61.262	24	.000	.05
N of valid Cases	162			

As summarized in table 32, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified woman respondents, $X^2(24, N = 162) = 66.33, p < .05$. The average response (M) for women was 3.25. The calculated effect size, Cramér's V , for women was .5, suggesting a medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being "Somewhat Feminine"

suggests that a significantly greater, $p = .05$, proportion of women respondents would be “Somewhat Encouraged” (50% to 0%) to apply for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of men respondents suggested their perceived gender expression of the managerial role would have “No Effect” (86% to 75%) on their decision to apply for a position requiring this managerial sub-role.

Table 32: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Attend the National Collegiate Athletic Association’s national district, regional, and meetings and conventions*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	137.249	24	.000	.05
Likelihood Ratio	66.325	24	.000	.05
N of valid Cases	162			

As summarized in table 33, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (24, N = 162) = 53.71, p < .05$, and self-identified man respondents, $X^2 (15, N = 168) = 26.57, p < .05$. The average response (M) for men was 3.31 and 3.04 for women. The calculated effect size, Cramér’s V, for men was .5 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Masculine” showed that a significantly greater, $p = .05$, proportion of men would be “Somewhat Encouraged” (100% to 0%) to apply for a position requiring this managerial sub-role. When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a

significantly greater, $p = .05$, proportion of man respondents suggested their perceived gender expression of the managerial role would have “No Effect” (89% to 75%) on their decision to apply for a position requiring this managerial sub-role. Women stated their perceived gender expression of the managerial role would “Encourage” (10% to 2%) them to apply for a position requiring this managerial sub-role.

Table 33: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	126.094	15	.000	.05
	Likelihood Ratio	26.565	15	.032	.05
	N of valid Cases	168			
Women	Pearson Chi-Square	109.630	24	.000	.05
	Likelihood Ratio	53.706	24	.000	.05
	N of valid Cases	162			

As summarized in table 34, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (24, N = 161) = 45.38, p < .05$, and self-identified man respondents, $X^2 (16, N = 167) = 33.19, p < .05$. The average response (M) for men was 3.30 and 3.22 for women. The calculated effect size, Cramér’s V, for men was .4 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Masculine”, showed that a significantly greater, $p = .05$, proportion of women respondents selected their perceived gender expression would have “No Effect” (100% to 25%) on their decision to apply.

Table 34: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	105.341	16	.000	.05
	Likelihood Ratio	33.185	16	.007	.05
	N of valid Cases	167			
Women	Pearson Chi-Square	93.541	24	.000	.05
	Likelihood Ratio	45.379	24	.005	.05
	N of valid Cases	161			

Financial management managerial sub-roles.

As summarized in table 35, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(20, N = 161) = 51.86, p < .05$, and self-identified man respondents, $X^2(20, N = 167) = 39.84, p < .05$. The average response (*M*) for men was 3.12 and 2.98 for women. The calculated effect size, Cramér’s *V*, for men was .4 and .5 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Somewhat “Feminine”, suggests a significantly greater, $p = .05$, proportion of woman respondents would be “Somewhat Encouraged” (100% to 0%) to apply for a position requiring this managerial sub-role.

Additionally, of those respondents who perceived the managerial sub-role as “Somewhat Masculine”, a significantly greater, $p = .05$, proportion of women respondents would be “Somewhat Discouraged” (50% to 0%) from applying for a position requiring this managerial sub-role, while a significantly greater proportion of men respondents selected there would be

“No Effect” (79% to 54%) on their decision to apply. Of those respondents who perceived the managerial sub-role as “Masculine”, a significantly greater, $p = .05$, proportion of men were “Somewhat Encouraged” (50% to 6%) to apply for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests a significantly greater, $p = .05$, proportion of men stated their perceived gender expression of the managerial role would have “No Effect” (87% to 73%) on their decision to apply for a position requiring this managerial sub-role. Women respondents suggested their perceived gender expression of the managerial role would “Somewhat Discourage” (16% to 2%) them from applying for a position requiring this managerial sub-role.

Table 35: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Assess outcomes, analyze trends, and make recommendations regarding resource allocations to include facilities/equipment maintenance*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man					
	Pearson Chi-Square	101.352	20	.000	.05
	Likelihood Ratio	39.842	20	.005	.05
	N of valid Cases	167			
Women					
	Pearson Chi-Square	135.345	20	.000	.05
	Likelihood Ratio	51.864	20	.000	.05
	N of valid Cases	161			

As summarized in table 36, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (20, N = 160) = 55.96, p < .05$, and self-identified man respondents, $X^2 (20, N = 165) = 47.91, p < .05$. The average response (M) for men was 2.98 and 3.04 for women. The calculated effect size, Cramér’s V, for men was .5 and .4 for women, suggesting medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 36: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Administrative and financial skills*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	130.978	20	.000	.05
	Likelihood Ratio	47.908	20	.000	.05
	N of valid Cases	165			
Women	Pearson Chi-Square	78.275	20	.000	.05
	Likelihood Ratio	55.958	20	.000	.05
	N of valid Cases	160			

As summarized in table 37, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified woman respondents, $X^2 (24, N = 161) = 47.44, p < .05$. The average response (M) for women was 3.02. The calculated effect size, Cramér’s V , for women was .3, suggesting a small to medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Masculine” showed that a significantly greater, $p = .05$, proportion of woman respondents would be “Somewhat Discouraged” (46% to 0%) from applying for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents suggested their perceived gender expression of the managerial role would “Somewhat Discourage” (12% to 1%) them from applying for a position requiring this managerial sub-role.

Table 37: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	68.492	24	.000	.05
Likelihood Ratio	47.435	24	.003	.05
N of valid Cases	161			

As summarized in table 38, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified woman respondents, $X^2(24, N = 162) = 54.93, p < .05$. The average response (M) for women was 3.06. The calculated effect size, Cramér's V , for women was .3, suggesting a small to medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being "Somewhat Masculine", showed that a significantly greater, $p = .05$, proportion of women respondents would be "Somewhat Discouraged" (19% to 0%) from applying for a position requiring this managerial sub-role. While a significantly greater, $p = .05$, proportion of men respondents suggested the perceived gender expression of "Masculine" (75% to 18%) would have "No Effect" on their decision to apply.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests a significantly greater, $p = .05$, proportion of women respondents suggested their perceived gender expression of the managerial role would "Somewhat Discourage" (11% to 1%) them from applying for a position requiring this managerial sub-role.

Table 38: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Development and management of the annual operating budget*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	74.810	24	.000	.05
Likelihood Ratio	54.928	24	.000	.05
Mean (M) Response	3.06			
Cramer's V	.34			
N of valid Cases	162			

Staffing managerial sub-roles.

As summarized in table 39, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(24, N = 160) = 63.38, p < .05$, and self-identified man respondents, $X^2(16, N = 169) = 46.60, p < .05$. The average response (*M*) for men was 3.16 and 3.19 for women. The calculated effect size, Cramér's V, for men was .4 and .4 for women, suggesting medium effect size.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests a significantly greater, $p = .05$, proportion of man respondents stated their perceived gender expression of the managerial role would have "No Effect" (86% to 74%) on their decision to apply for a position requiring this managerial sub-role.

Table 39: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Ability to act as a guide and mentor to coaching staff*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man				
Pearson Chi-Square	124.063	16	.000	.05
Likelihood Ratio	42.602	16	.000	.05
N of valid Cases	169			

Table 39 continued

Women					
	Pearson Chi-Square	98.135	24	.000	.05
	Likelihood Ratio	63.380	24	.000	.05
	N of valid Cases	160			

As summarized in table 40, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(20, N = 161) = 47.41, p < .05$, and self-identified man respondents, $X^2(16, N = 168) = 28.10, p < .05$. The average response (M) for men was 3.06 and 3.26 for women. The calculated effect size, Cramér's V , for men was .3 and .4 for women, suggesting small to medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 40: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Encourage diversity and inclusion within the athletic department with regards to students, staff, administrators and coaches*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man					
	Pearson Chi-Square	77.329	16	.000	.05
	Likelihood Ratio	28.098	16	.031	.05
	N of valid Cases	168			
Women					
	Pearson Chi-Square	84.354	20	.000	.05
	Likelihood Ratio	47.414	20	.001	.05
	N of valid Cases	161			

As summarized in table 41, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-

identified woman respondents, $X^2(24, N = 161) = 76.09, p < .05$. The average response (M) for women was 3.16. The calculated effect size, Cramér’s V , for women was .5, suggesting a medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Feminine”, a significantly greater, $p = .05$, proportion of men would be “Discouraged” (100% to 0%) from applying for a position requiring this managerial sub-role. Additionally, of those respondents who perceived the managerial sub-role as “Somewhat Masculine”, a significantly greater, $p = .05$, proportion of women (33% to 0%) would be “Somewhat Discouraged” from applying for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests a significantly greater, $p = .05$, proportion of women respondents stated their perceived gender expression of the managerial role would “Somewhat Discourage” (6% to 1%) them from applying for a position requiring this managerial sub-role.

Table 41: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	131.872	24	.000	.05
Likelihood Ratio	76.094	24	.000	.05
N of valid Cases	161			

As summarized in table 42, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(20, N = 162) = 66.38, p < .05$, and self-identified man

respondents, $X^2 (20, N = 169) = 32.80, p < .05$. The average response (M) for men was 3.11 and 3.21 for women. The calculated effect size, Cramér’s V , for men was .6 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine” showed that a significantly greater, $p = .05$, proportion of man respondents selected there would be “No Effect” (100% to 17%) on their decision to apply. When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of men stated their perceived gender expression of the managerial role would have “No Effect” (86% to 75%) on their decision to apply for a position requiring this managerial sub-role.

Table 42: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Demonstrated knowledge and successful administrative record, including responsibilities in personnel management*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	232.836	20	.000	.05
	Likelihood Ratio	32.796	20	.036	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	103.975	20	.000	.05
	Likelihood Ratio	66.384	20	.000	.05
	N of valid Cases	162			

Revenue generation managerial sub-roles.

As summarized in table 43, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (24, N = 161) = 96.70, p < .05$, and self-identified man

respondents, $X^2 (16, N = 169) = 47.14, p < .05$. The average response (M) for men was 3.09 and 2.93 for women. The calculated effect size, Cramér’s V, for men was .4 and .5 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine” suggests a significantly greater, $p = .05$, proportion of women would be “Somewhat Discouraged” from applying for a position requiring this managerial sub-role, while a significantly greater, $p = .05$, proportion of men were “Somewhat Encouraged”.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests a significantly greater, $p = .05$, proportion of women stated their perceived gender expression of the managerial role would “Somewhat Discourage” (12% to 3%) them from applying for a position, while men respondents stated their perceived gender expression of the managerial role would “Somewhat Encourage” (10% to 3%) them to apply to a position requiring this managerial sub-role.

Table 43: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Fundraising, sponsorship development*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man				
Pearson Chi-Square	102.506	16	.000	.05
Likelihood Ratio	47.143	16	.000	.05
N of valid Cases	169			
Table 43 continued				
Women				
Pearson Chi-Square	143.958	24	.000	.05
Likelihood Ratio	96.696	24	.000	.05
N of valid Cases	161			

As summarized in table 44, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(24, N = 162) = 96.67, p < .05$, and self-identified man respondents, $X^2(20, N = 169) = 60.35, p < .05$. The average response (M) for men was 3.11 and 2.96 for women. The calculated effect size, Cramer's V, for men was .5 and .5 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being "Somewhat Masculine" showed that a significantly greater, $p = .05$, proportion of women respondents would be "Somewhat Discouraged" (32% to 5%) from applying for a position requiring this managerial sub-role, while a significantly greater proportion of man respondents would be "Somewhat Encouraged" (37% to 0%) to apply for a position requiring this managerial sub-role. Additionally, of those respondents who perceived the managerial sub-role as "Masculine", a significantly greater, $p = .05$, proportion of women respondents would be "Somewhat Discouraged" (54% to 0%) from applying for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of woman respondents stated their perceived gender expression of the managerial role would "Somewhat Discourage" (12% to 4%) them from applying for a position requiring this managerial sub-role.

Table 44: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Implement a comprehensive annual athletic fundraising program*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	151.553	20	.000	.05

Table 44 continued

	Likelihood Ratio	60.353	20	.000	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	167.144	24	.000	.05
	Likelihood Ratio	96.674	24	.000	.05
	N of valid Cases	162			

As summarized in table 45, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(24, N = 162) = 85.01, p < .05$, and self-identified man respondents, $X^2(16, N = 169) = 45.53, p < .05$. The average response (M) for men was 3.08 and 2.89 or women. The calculated effect size, Cramér's V, for men was .3 and .4 for women, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being "Somewhat Masculine" showed that a significantly greater, $p = .05$, proportion of women respondents would be "Somewhat Discouraged" (29% to 3%) from applying for a position requiring this managerial sub-role, while a significantly greater, $p = .05$, proportion of man respondents would be "Somewhat Encouraged" (26% to 5%) to apply. Additionally, of those respondents who perceived the managerial sub-role as "Masculine", a significantly greater, $p = .05$, proportion of women respondents would be "Somewhat Discouraged" (57% to 0%) from applying, while a significantly greater proportion of men respondents would be "Somewhat Encouraged" to apply for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents stated their perceived gender expression of the managerial role would “Somewhat Discourage” (14% to 4%) them from applying for a position requiring this managerial sub-role.

Table 45: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Proven success in fund raising, including securing funds for capital project, program and facility improvements*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man					
	Pearson Chi-Square	78.380	16	.000	.05
	Likelihood Ratio	45.533	16	.000	.05
	N of valid Cases	169			
Women					
	Pearson Chi-Square	127.317	24	.000	.05
	Likelihood Ratio	85.011	24	.000	.05
	N of valid Cases	162			

As summarized in table 46, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (20, N = 162) = 84.56, p < .05$, and self-identified man respondents, $X^2 (16, N = 169) = 39.71, p < .05$. The average response (M) for men was 3.12 and 2.94 for women. The calculated effect size, Cramér’s V , for men was .4 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine” showed that a significantly greater, $p = .05$, proportion of men would be somewhat “Encouraged” (27% to 0%) to apply for a position requiring this managerial sub-role. Of those respondents who perceived the managerial sub-role as “Somewhat Masculine”, a significantly

greater, $p = .05$, proportion of men respondents would be somewhat “Encouraged” (25% to 0%) to apply for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents stated their perceived gender expression of the managerial role would “Discourage” (5% to 1%) them from applying for a position requiring this managerial sub-role.

Table 46: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Coordinate with external relations, including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man					
	Pearson Chi-Square	101.386	16	.000	.05
	Likelihood Ratio	39.706	16	.001	.05
	N of valid Cases	169			
Women					
	Pearson Chi-Square	118.752	20	.000	.05
	Likelihood Ratio	84.562	20	.000	.05
	N of valid Cases	162			

Administration managerial sub-roles.

As summarized in table 47, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (20, N = 162) = 51.77, p < .05$, and self-identified man respondents, $X^2 (24, N = 169) = 47.34, p < .05$. The average response (M) for men was 3.09 and 3.14 for women. The calculated effect size, Cramér’s V, for men was .6 and .4 for women, suggesting medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 47: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Administrative skills necessary to foster excellence in every aspect of the department's operations*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	203.828	24	.000	.05
	Likelihood Ratio	47.337	24	.003	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	96.286	20	.000	.05
	Likelihood Ratio	51.765	20	.000	.05
	N of valid Cases	162			

As summarized in table 48, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified woman respondents, $X^2(24, N = 161) = 74.19, p < .05$. The average response (M) for women was 3.08. The calculated effect size, Cramér's V, for women was .4, suggesting a medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being "Somewhat Masculine" showed that a significantly greater, $p = .05$, proportion of women respondents were "Somewhat Discouraged" (35% to 0%) from applying. Additionally, those respondents who perceived the managerial sub-role as "Masculine", a significantly greater, $p = .05$, proportion of women respondents were "Somewhat "Discouraged" (50% to 0%) from applying for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of man respondents stated their perceived gender expression of the managerial role would have "No Effect" (86% to 70%)

on their decision to apply for a position requiring this managerial sub-role. While, women respondents stated their perceived gender expression of the managerial role would “Somewhat Discourage” (11% to 0%) them from applying for a position requiring this managerial sub-role.

Table 48: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	100.342	24	.000	.05
Likelihood Ratio	74.188	24	.000	.05
N of valid Cases	161			

As summarized in table 49, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-identified woman respondents, $X^2 (24, N = 162) = 54.33, p < .05$. The average response (*M*) for women was 3.14. The calculated effect size, Cramér’s V, for women was .4, suggesting a medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 49: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Long-term planning and continued development of an overall program that is consistent and supportive of the educational mission of the college*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	104.209	24	.000	.05
Likelihood Ratio	54.329	24	.000	.05
N of valid Cases	162			

As summarized in table 50, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (24, N = 161) = 48.91, p < .05$, and self-identified man respondents, $X^2 (16, N = 169) = 26.70, p < .05$. The average response (M) for men was 3.13 and 3.14 for women. The calculated effect size, Cramér’s V, for men was .4 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine” showed that a significantly greater, $p = .05$, proportion of men respondents were “Encouraged” (33% to 0%) to apply for a position requiring this managerial sub-role.

Table 50: Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Responsible for developing, administering, and evaluating all aspects of the College’s National Collegiate Athletic Association Division III athletic program, including planning, budget creation, management

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	114.564	16	.000	.05
	Likelihood Ratio	26.690	16	.045	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	95.999	24	.000	.05
	Likelihood Ratio	48.905	24	.002	.05
	N of valid Cases	161			

As summarized in table 51, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (20, N = 168) = 74.01, p < .05$, and self-identified man

respondents, $X^2(20, N = 166) = 34.92, p < .05$. The average response (M) for men was 3.20 and 3.07 for women. The calculated effect size, Cramér’s V, for men was .4 and .4 for women, suggesting medium effect size.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women stated their perceived gender expression of the managerial role would “Discourage” (5% to 1%) them from applying for a position requiring this managerial sub-role.

Table 51: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Oversee the management of the total intercollegiate athletic program*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man					
	Pearson Chi-Square	121.631	20	.000	.05
	Likelihood Ratio	34.918	20	.021	.05
	N of valid Cases	166			
Table 51 continued					
Women					
	Pearson Chi-Square	94.198	20	.000	.05
	Likelihood Ratio	74.008	20	.000	.05
	N of valid Cases	168			

Athletic affairs managerial sub-roles.

As summarized in table 52, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(12, N = 162) = 30.68, p < .05$, and self-identified man respondents, $X^2(20, N = 169) = 56.62, p < .05$. The average response (M) for men was 3.11 and 3.36 for women. The calculated effect size, Cramér’s V, for men was .5 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Somewhat Feminine” showed that a significantly greater, $p = .05$, proportion of men respondents were “Somewhat Discouraged” (24% to 3%) from applying for a position requiring this managerial sub-role.

Table 52: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Advance the success of student athletes in academic, athletic and personal development*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	150.377	20	.000	.05
	Likelihood Ratio	56.620	20	.000	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	38.663	12	.000	.05
	Likelihood Ratio	30.684	12	.002	.05
	N of valid Cases	162			

As summarized in table 53, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (15, N = 162) = 25.42, p < .05$, and self-identified man respondents, $X^2 (20, N = 169) = 71.19, p < .05$. The average response (M) for men was 3.09 and 3.25 for women. The calculated effect size, Cramér’s V, for men was .5 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 53: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	172.258	20	.000	.05
	Likelihood Ratio	54.867	20	.000	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	38.130	15	.001	.05
	Likelihood Ratio	25.423	15	.045	.05
	N of valid Cases	162			

As summarized in table 54, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(15, N = 162) = 35.02, p < .05$, and self-identified man respondents, $X^2(20, N = 168) = 35.17, p < .05$. The average response (M) for men was 3.12 and 3.17 for women. The calculated effect size, Cramér's V, for men was .5 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 54: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	152.291	20	.000	.05
	Cramer's V	.48			
	N of valid Cases	168			
Women	Pearson Chi-Square	56.140	15	.000	.05
	Likelihood Ratio	35.021	15	.002	.05
	N of valid Cases	162			

As summarized in table 55, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(15, N = 162) = 27.52, p < .05$, and self-identified man respondents, $X^2(20, N = 39.58) = 168, p < .05$. The average response (M) for men was 3.12 and 3.18 for women. The calculated effect size, Cramér's V, for men was .5 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of between group response rates, $p = .05$, found no statistically significant difference between men and women responses.

Table 55: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Prepares and implements short and long range recruitment plan for student athletes*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	173.846	20	.000	.05
	Likelihood Ratio	39.583	20	.006	.05
	N of valid Cases	168			
Women	Pearson Chi-Square	44.414	15	.000	.05
	Likelihood Ratio	27.252	15	.027	.05
	N of valid Cases	162			

As summarized in table 56, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(12, N = 162) = 23.39, p < .05$, and self-identified man respondents, $X^2(20, N = 169) = 66.07, p < .05$. The average response (M) for men was 3.07 and 3.31 for women. The calculated effect size, Cramér's V, for men was .5 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being "Somewhat Feminine" showed that a significantly greater, $p = .05$, proportion of men respondents were "Somewhat Discouraged" (26% to 0%) from applying for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of men stated their perceived gender expression of the managerial role would "Somewhat Discourage" (7% to 1%) them from applying for a position requiring this managerial sub-role.

Table 56: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	134.467	20	.000	.05
	Likelihood Ratio	66.069	20	.000	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	30.274	12	.003	.05
	Likelihood Ratio	23.394	12	.025	.05
	N of valid Cases	162			

Leadership managerial sub-roles.

As summarized in table 57, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2(24, N = 162) = 60.91, p < .05$, and self-identified man respondents, $X^2(16, N = 168) = 31.22, p < .05$. The average response (M) for men was 3.18 and 3.19 for women. The calculated effect size, Cramér's V , for men was .6 and .6 for women, suggesting medium to large effect size.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women stated their perceived gender expression of the managerial role would "Somewhat Discourage" (6% to 1%) them from applying for a position requiring this managerial sub-role.

Table 57: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the university and the special quality of its broadly-based, diverse program*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man				
Pearson Chi-Square	230.033	16	.000	.05
Table 57 continued				
Likelihood Ratio	31.215	16	.013	.05
N of valid Cases	168			
Women				
Pearson Chi-Square	218.278	24	.000	.05
Likelihood Ratio	60.905	24	.000	.05
N of valid Cases	162			

As summarized in table 58, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required was found to be statistically significant for self-

identified woman respondents, $X^2 (24, N = 161) = 60.89, p < .05$. The average response (M) for women was 3.19. The calculated effect size, Cramér’s V , for women was .4, suggesting a medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Feminine” showed that a significantly greater, $p = .05$, proportion of women respondents were “Somewhat Encouraged” (100% to 0%) to apply for a position requiring this managerial sub-role, while a significant greater proportion of men respondents suggested there was “No Effect” (100% to 0%) on their decision to apply.

Table 58: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Demonstrated ability to build and lead an effective, diverse, and complex organization*

	Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Women				
Pearson Chi-Square	98.255	24	.000	.05
Likelihood Ratio	60.893	24	.000	.05
N of valid Cases	161			

As summarized in table 59, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (16, N = 162) = 52.81, p < .05$, and self-identified man respondents, $X^2 (20, N = 169) = 48.56, p < .05$. The average response (M) for men was 3.17 and 3.17 for women. The calculated effect size, Cramér’s V , for men was .7 and .4 for women, suggesting medium to large effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine”

showed that a significantly greater, $p = .05$, proportion of women respondents were “Somewhat Discouraged” (30% to 0%) from applying for a position requiring this managerial sub-role.

Additionally, those respondents who perceived the managerial sub-role as “Masculine”, a significantly greater, $p = .05$, proportion of women respondents were “Somewhat Discouraged” (57% to 0%) from applying.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of men stated their perceived gender expression of the managerial role would have “No Effect” (86% to 73%) on their decision to apply for a position requiring this managerial sub-role, while woman respondents stated their perceived gender expression of the managerial role would “Somewhat Discourage” (9% to 1%) them from applying.

Table 59: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Develop and execute short and long range strategic planning for the department*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	287.938	20	.000	.05
	Likelihood Ratio	48.556	20	.000	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	82.520	16	.000	.05
	Likelihood Ratio	52.813	16	.000	.05
	N of valid Cases	162			

As summarized in table 60, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (20, N = 161) = 54.65, p < .05$, and self-identified man respondents, $X^2 (20, N = 167) = 32.90, p < .05$. The average response (M) for men was 3.14 and

3.24 for women. The calculated effect size, Cramer’s V, for men was .4 and .5 for women, suggesting medium effect size.

A pairwise comparison test of man and woman total response rates, suggests that a significantly greater, $p = .05$, proportion of men suggested their perceived gender expression of the managerial role would have “No Effect” (87% to 73%) on their decision to apply for a position requiring this managerial sub-role.

Table 60: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Has a vision for success and passion to lead*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	130.941	20	.000	.05
	Likelihood Ratio	32.901	20	.035	.05
	N of valid Cases	167			
Women	Pearson Chi-Square	161.474	20	.000	.05
	Likelihood Ratio	54.645	20	.000	.05
	N of valid Cases	161			

As summarized in table 61, the relationship between the perceived gender expression of the managerial sub-role or job title presented and the decision to apply or not for a position requiring the managerial sub-role or job title required were found to be statistically significant for both self-identified woman respondents, $X^2 (20, N = 160) = 84.32, p < .05$, and self-identified man respondents, $X^2 (24, N = 169) = 53.11, p < .05$. The average response (M) for men was 3.15 and 3.12 for women. The calculated effect size, Cramér’s V, for men was .5 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being “Somewhat Feminine” showed that a significantly greater, $p = .05$, proportion of women suggested there was “No

Effect” (100% to 0%) on their decision to apply. Of those respondents who perceived the managerial sub-role as “Somewhat Masculine”, a significantly greater, $p = .05$, proportion of women were “Somewhat Discouraged” (29% to 0%) from applying for a position requiring this managerial sub-role.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of men suggested their perceived gender expression of the managerial role would have “No Effect” (85% to 71%) on their decision to apply for a position requiring this managerial sub-role, while women respondents suggested their perceived gender expression of the managerial role would “Somewhat Discourage” (9% to 2%) them from applying for a position requiring this managerial sub-role.

Table 61: *Chi-Square Tests for the Application Decision of the Managerial Sub-Role: Provides executive leadership to the division’s senior managers*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	160.414	24	.000	.05
	Likelihood Ratio	53.110	24	.001	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	120.093	20	.000	.05
	Likelihood Ratio	84.315	20	.000	.05
	N of valid Cases	160			

Job titles.

As summarized in table 62, the relationship between the perceived gender expression of the job title presented and the decision to apply or not for a position requiring the job title were found to be statistically significant for both self-identified woman respondents, $X^2 (12, N = 150) = 61.05, p < .05$, and self-identified man respondents, $X^2 (20, N = 157) = 50.69, p < .05$. The

average response (M) for men was 3.23 and 2.95 for women. The calculated effect size, Cramér’s V, for men was .6 and .4 for women, suggesting medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the job title being “Masculine” showed that a significantly greater, $p = .05$, proportion of woman respondents were “Somewhat Discouraged” (40% to 0%) from applying for this position, while a significantly greater, $p = .05$, proportion of men were “Somewhat Encouraged” (20% to 0%) or “Encouraged” (50% to 15%) to apply for a position with this job title.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents suggested their perceived gender expression of the job title would “Discourage” (7% to 1%) or “Somewhat Discourage” (9% to 1%) them from applying for a position with this job title.

Table 62: *Chi-Square Tests for the Application Decision of the Job Title: Athletic Director*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	247.014	20	.000	.05
	Likelihood Ratio	50.690	20	.000	.05
	N of valid Cases	157			
Women	Pearson Chi-Square	71.362	12	.000	.05
	Likelihood Ratio	61.046	12	.000	.05
	N of valid Cases	150			

As summarized in table 63, the relationship between the perceived gender expression of the job title presented and the decision to apply or not for a position requiring this job title were found to be statistically significant for both self-identified woman respondents, $X^2 (16, N = 161) = 50.51, p < .05$, and self-identified man respondents, $X^2 (20, N = 167) = 40.05, p < .05$. The

average response (M) for men was 3.04 and 2.85 for women. The calculated effect size, Cramér’s V, for men was .3 and .3 for women, suggesting small effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being “Somewhat Masculine” showed that a significantly greater, $p = .05$, proportion of women respondents were “Somewhat Discouraged” (35% to 4%) from applying for a position with this job title, while a significantly greater, $p = .05$, proportion of men were “Somewhat Encouraged” (23% to 4%) to apply. Of those respondents who perceived the managerial sub-role as “Masculine”, a significantly greater, $p = .05$, proportion of men respondents were “Somewhat Encouraged” (50% to 6%) to apply for a position with this job title.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents suggested their perceived gender expression of the job title would “Somewhat Discourage” (13% to 4%) them from applying for a position with this job title.

Table 63: *Chi-Square Tests for the Application Decision of the Job Title: Director of Athletics and Chair of the Physical Education Department*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	74.014	20	.000	.05
	Likelihood Ratio	46.053	20	.001	.05
	N of valid Cases	167			
Women	Pearson Chi-Square	54.163	16	.000	.05
	Likelihood Ratio	50.506	16	.000	.05
	N of valid Cases	161			

As summarized in table 64, the relationship between the perceived gender expression of the job title presented and the decision to apply or not for a position with this job title were found to

be statistically significant for both self-identified woman respondents, $X^2 (20, N = 160) = 52.68$, $p < .05$, and self-identified man respondents, $X^2 (20, N = 160) = 45.19$, $p < .05$. The average response (M) for men was 3.04 and 2.91 for women. The calculated effect size, Cramér's V, for men was .3 and .3 for women, suggesting small effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the managerial sub-role being "Masculine" showed that suggests a significantly greater, $p = .05$, proportion of men were "Encouraged" (25% to 0%) to apply for a position with this job title.

Table 64: *Chi-Square Tests for the Application Decision of the Job Title: Director of Athletics, Physical Education & Recreational Services*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	65.396	20	.000	.05
	Likelihood Ratio	45.185	20	.001	.05
	N of valid Cases	168			
Women	Pearson Chi-Square	67.325	20	.000	.05
	Likelihood Ratio	52.680	20	.000	.05
	N of valid Cases	160			

As summarized in table 65, the relationship between the perceived gender expression of the job title presented and the decision to apply or not for a position requiring the job title were found to be statistically significant for both self-identified woman respondents, $X^2 (12, N = 162) = 48.83$, $p < .05$, and self-identified man respondents, $X^2 (20, N = 169) = 56.70$, $p < .05$. The average response (M) for men was 3.27 and 2.94 for women. The calculated effect size, Cramér's V, for men was .4 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of who identified their perception of the gender expression of the job title "Somewhat Masculine" showed that a

significantly greater, $p = .05$, proportion of women were “Somewhat Discouraged” (27% to 0%) from applying for a position requiring with this job title. Of those respondents who perceived the managerial sub-role as “Masculine”, a significantly greater, $p = .05$, proportion of men respondents were “Somewhat Encouraged” (50% to 6%) to apply for this position, while respondents who perceived the managerial sub-role as “Most Masculine”, a significantly greater, $p = .05$, proportion of men respondents were “Encouraged” (40% to 6%) to apply for this position.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents suggested their perceived gender expression of the job title would “Discourage” (6% to 1%) or “Somewhat Discourage” (11% to 1%) them from applying for a position with this job title, while men suggested their perceived gender expression of the job title would “Somewhat Encourage” (9% to 2%) them from applying for a position with this job title.

Table 65: *Chi-Square Tests for the Application Decision of the Job Title: Vice President and Director of Athletics*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	90.670	20	.000	.05
	Likelihood Ratio	56.701	20	.000	.05
	N of valid Cases	169			
Women	Pearson Chi-Square	55.022	12	.000	.05
	Likelihood Ratio	48.825	12	.000	.05
	N of valid Cases	162			

As summarized in table 66, the relationship between the perceived gender expression of the job title presented and the decision to apply or not for a position requiring the job title were found to be statistically significant for both self-identified woman respondents, X^2 (12, N = 162)

= 35.77, $p < .05$, and self-identified man respondents, $X^2 (24, N = 168) = 62.60, p < .05$. The average response (M) for men was 3.00 and 2.86 for women. The calculated effect size, Cramér's V, for men was .5 and .3 for women, suggesting small to medium effect size.

A pairwise comparison test of man and woman response rates of those who identified their perception of the gender expression of the managerial sub-role being "Somewhat Masculine" suggests that a significantly greater, $p = .05$, proportion of women were "Somewhat Discouraged" from applying for a job with the presented title. Of those who identified their perception of the gender expression of the managerial sub-role being "Masculine" suggests that a significantly greater, $p = .05$, proportion of man would be "Encouraged" (38% to 0%) to apply for this position.

When comparing the total response rates, a pairwise comparison test of man and woman responses suggests that a significantly greater, $p = .05$, proportion of women respondents suggested their perceived gender expression of the job title would "Somewhat Discourage" (14% to 4%) them from applying for a position with this job title, while men respondents suggested their perceived gender expression of the job title would have "No Effect" (85% to 74%) on their decision to apply for a position requiring this job title.

Table 66: *Chi-Square Tests for the Application Decision of the Job Title: Director of Physical Education and Athletics*

		Value	df	Asymptotic Significance (2-sided)	<i>p-value</i>
Man	Pearson Chi-Square	132.825	24	.000	.05
	Likelihood Ratio	62.260	24	.000	.05
	N of valid Cases	168			
Women	Pearson Chi-Square	37.324	12	.000	.05
	Likelihood Ratio	35.176	12	.000	.05
	N of valid Cases	162			

Summary of Quantitative Findings

In summary, as described in the first section of the qualitative results, the chi-square test for independence suggests a statistically significant association, $p = .05$, between 12 (30%) of the managerial sub-roles and job titles presented and the respondents' self-reported gender identity. Thus, rejecting the null hypothesis and accepting the alternative hypothesis, H_1 : The self-identified gender of the respondent has a statistical effect on their perceived gender expression of the managerial sub-role or job title, in these instances.

In relation to the respondents' willingness to apply for a position based on their perceived gender expression of the managerial sub-role or job title, a chi-square test for independence suggests a statistically significant association, $p = .05$, regarding 30 (75%) managerial sub-roles or job titles for men and 39 (98%) managerial sub-roles or job titles for women. In these instances, rejecting the null hypothesis and accepting the alternative hypothesis; H_1 : The perceived gender expression of the managerial sub-role or job title has a significant effect on the decision to apply for a position listing the presented managerial sub-role or job title.

CHAPTER 5

DISCUSSIONS, IMPLICATIONS, AND FUTURE RESEARCH

The purpose of this chapter is to build upon the results presented in chapter four through an interpretation of said results in light of existing literature and the framework that guided this study. The results presented in chapter four were developed through the implementation of an exploratory mixed method design, which required the use of an initial qualitative process to identify themes, perspectives, and beliefs followed by quantitative methods, in this case, a survey, seeking to understand any relationships among variables (Darcy & Veal, 2014; McMillan & Schumacher, 2010). The variables, the respondents' gender identification, the perceived gender expression of the managerial role presented, and the respondents' willingness to apply to a position based on their perceived gender expression of the role, evolved from the study's research questions:

3. *In what ways is gendered language employed in institutional job vacancy advertisements of athletic directors employed by National Collegiate Athletic Association (NCAA) member institutions, from January 2006 to December 2015?*
4. *How do men and women in athletic administration perceive the gendered language used in job vacancy advertisements?*

Key findings relating to the research questions will be presented and discussed within the larger context of the current research presented in chapter two. Additionally, implications and recommendations and future research needs will be discussed.

Discussion

Scholars have suggested further research is needed to explore the systemic barriers that may be in place which deny women access to intercollegiate athletic director (A.D.) positions

(Pedersen & Whisenant, 2005; Whisenant, 2003), especially utilizing the concepts of gender roles and gender stereotyping of certain jobs in athletic administration (Barr et al., 2009; Pedersen & Whisenant, 2004; Whisenant, 2003). Guided by the research questions presented and a review of the literature, the intent of the current study was to better understand if men and women's perceived gender expression of the managerial sub-roles identified affected their willingness to apply for a position listing these roles in the job vacancy advertisements.

In general, the purpose of job advertisements is to attract the attention of potential applicants (Askehave, 2010; Barber & Roehling, 1993; Beadle et al., 1998) and create a candidate pool with a large number of quality applicants (Barber & Roehling, 1993). Job advertisements tend to include an overview of the company (Askehave, 2010; Clavio et al., 2012), required and preferred job skills (managerial roles and sub -roles), specific work experience, compensation and benefits, and possibly an indication of the employer's preference and future needs (Barber & Roehling, 1993; Clavio et al., 2012).

Key Finding #1

The purpose of the qualitative phase of the study was to identify the most commonly referenced managerial roles and sub-roles within the A.D. job vacancy advertisements. The findings of the present study support the managerial roles and sub-roles defined by Chelladurai and Danylchuk's (1999) research. All 19 roles were represented within the job vacancy advertisements examined, and only one additional role emerged through the content analysis process, administration, that was utilized in the survey.

Even though this study did not directly evaluate the importance of each role, the roles including the most frequently mentioned managerial sub-roles were used in this study. Since job vacancy advertisements are designed to outline the required and preferred job skills (Barber &

Roehling, 1993; Clavio et al., 2012), the perceived importance of the role can be inferred by the amount of times it was mentioned within the job advertisements. Based on this assumption, there appears to be a discrepancy relating to the importance placed on the roles included in the two studies.

Chelladurai and Danylchuk (1999) suggested the top five managerial roles, determined by the perceived importance and time on task, to be (a) financial management, (b) leadership, (c) disturbance handling, (d) revenue generation, and (e) athletic affairs. Of the roles included in this study, only four of the eight overlapped with Chelladurai and Danylchuk's research. Two of the roles - maintenance and routine activities and league responsibilities—were identified by Chelladurai and Danylchuk as two of the least important, while this study identified them as containing the third and eighth most identified managerial roles.

Today, in general, the AD is still primarily responsible for setting the philosophical and strategic direction of the athletic department (Hums & MacLean, 2013; Miller et al., 2005; Parks et al., 2011). However, over the years, the role of the NCAA has changed in response to evolving demands in areas such as the challenges relating to the changes in financial needs, increased litigation, and the combining of men's and women's athletic programs (Lin & Liu, 2012; Parks et al., 2011; Pedersen & Thibault, 2014), which may attribute to the discrepancy between the importance of the roles.

However, the roles of an institution-specific AD may be dependent upon the uniqueness of that specific department (Chelladurai & Danylchuk, 1999; Parks et al., 2011; Pedersen & Thibault, 2014). The size and structure of the department will determine if the AD is responsible more for the oversight of department or required to perform more of the day-to-day operations within the athletic department (Chelladurai & Danylchuk, 1999; Hums & MacLean, 2013; Parks

et al., 2011; Pedersen & Thibault, 2014). For example, DI institutions tend to have the largest student enrollments, the largest athletic budgets, and the most number of athletic scholarships, while DIII institutions historically have the smallest levels of staffing and budgets (NCAA, 2014c). Therefore, the roles deemed less important and more likely performed by assistant directors or other staff in larger institutions would be required of the AD in smaller institutions. The differences found between the two studies may be attributed to this study's sample of vacancy advertisements, which represented a greater number of small schools (49) compared to large schools (27).

Overall, even though the NCAA intercollegiate AD position has undergone many changes over the last two decades (Lin & Liu, 2012; Parks et al., 2011; Pedersen & Thibault, 2014), the roles identified by Chelladurai and Danylchuk (1999) appear to have remained predominantly consistent with the managerial roles and sub-roles identified in this study.

Language is a method - written or spoken - by which information is conveyed to others (Gee, 1999; Incontro et al., 1985; Jorgenson & Phillips, 2002) and is an essential component of job vacancy advertisements (Barber & Roehling, 1993; Clavio et al., 2012; Miller et al., 2005). The language used to construct job advertisements may subject women to discrimination (Askehave, 2010; Miller et al., 2005) because they may contain phrases and words that could express more masculine than feminine tones, specifically in AD roles (Burton & Hagan, 2009; Burton et al., 2011), and may result in gender stereotyping of the position.

Gender stereotypes present a simplified and standardized image relating to the typical social roles associated with males and females, or typical activities deemed appropriate by society for men and women (Burton et al., 2011; Fincham & Fine, 2013; Roy, 2004; Witt, 1997). The concept of gender roles is a construct that refers to a set of social and behavioral norms that

within a certain culture, are considered socially appropriate for a specific gender (Barr et al., 2009; Bem, 1993; Roy, 2004; West & Zimmerman, 1987). Gender roles, identity, and expectations are learned primarily through what children see and learn from family, educational institutions, religion, and the media (Bandura & Bussey, 1999; Whisenant, 2003). Parental influence, the initial introduction to gender identity and roles, may have the greatest influence of all variables (Witt, 1997).

Barr et al. (2009) have claimed gender roles can be used as a lens to examine if women are limited in managerial positions, such as athletic administration positions, due to gendered stereotyping. The concept of gender roles has also been used to examine why more women have entered into the athletic administration field compared to men despite the persistent lack of women in leadership positions (Barr et al., 2009; Chelladurai & Weaver, 2002; Miller et al., 2005), as well as the association between sport participation and the possession and/or development of masculine gender role orientations (Coakley, 2009; Lantz & Schroeder, 1999; Messner, 2000; Messner & Sabo, 1994). Research has identified gender stereotyping managerial roles as one of the primary barriers to the advancement of underrepresented populations in the workplace (Burton & Hagan, 2009; Chelladurai & Weaver, 2002; Palma-Rivas & Wentling, 1998; Whisenant, 2008)

Key Finding #2

Based on the findings in this study, it appears AD job vacancy advertisements are not without gender bias. The findings appear to support the current research, suggesting managerial activities and roles are primarily associated with more masculine than feminine attributes (Burton & Hagan, 2009; Burton et al., 2011; Chananie & Deshotels, 2013; Lammers et al., 2012; Pedersen & Whisenant, 2005; Whisenant, 2008). Researchers have outlined the managerial sub-

roles of allocating resources, delegating, disciplining, strategic decision-making, problem-solving, and punishing as more masculine traits (Atwater et al., 2004; Barr et al., 2009; Burton & Hagan, 2009; Pedersen & Whisenant, 2004). In this study, women respondents perceived the managerial roles of (a) maintenance and routine activities, (b) financial management, and (c) staffing defined by sub-roles as masculine roles, whereas men respondents perceived these same managerial roles predominately as gender neutral.

Similarly, researchers have described feminine managerial roles to include corrective feedback, planning and organizing, developing and mentoring, recognizing and rewarding, motivating and inspiring, communicating and informing, and supporting (Atwater et al., 2004; Barr et al., 2009; Burton & Hagan, 2009; Pedersen & Whisenant, 2004). The roles identified above can be related to this study as managerial roles of staffing, financial management, and athletic affairs, which were perceived with a gender expression of feminine by both men and women respondents.

Not deviating from the established research presented by Atwater et al. (2004), Barr et al. (2009), Burton and Hagan (2009), and Pedersen and Whisenant (2004), women participating in this study identified the managerial sub-role of screen, interview, select, and orient department personnel and recommend changes in status and compensation within the staffing sub-role to be somewhat feminine in their expression. Additionally, the sub-role of administrative and financial skills within the financial management managerial role was suggested by women to be more feminine. The duality of the results, presenting masculine and feminine aspects, may suggest that the women's perceived gender expression of these two roles may be dependent less upon the managerial role itself but more on the actual sub-role presented within the job advertisement.

In addition to the examination of the managerial roles and sub-roles, the survey presented five common job titles used when advertising for an AD (see Table 7). The results of the survey suggested that women respondents perceived all five job titles as more masculine, while men perceived all five job titles as gender neutral. These results seem to be supported by the research of Barr, Bruening, Burton, and Fink (2011) wherein these researchers compared the roles of three different intercollegiate positions—athletic director, life skills coordinator, and compliance officer—and suggested the AD position was perceived as more masculine, while the other two were determined to be more feminine.

There has been little research designed using gender roles as a framework to explore if senior level athletic administration positions are constructed in a manner that may be biased toward women (Burton & Hagan, 2009). As presented previously, the findings of this study suggest that the AD job advertisements examined can be seen as using gendered language. As a result, it appears the AD positions examined in this study could be seen as gender-typed, or the stereotyping of managerial roles and/or occupations as masculine or feminine (Burton & Hagan, 2009; Palma-Rivas & Wentling, 1998; Whisenant, 2008). Such a view reflects a set of predetermined gender roles, predominantly masculine, as expectations for the position, thereby signaling gender expectations for the positions and a gendered organization (Ely & Meyerson, 2000). As described in chapter two, research has identified gender stereotyping as one of the primary barriers to the advancement of underrepresented populations in the workplace (Burton & Hagan, 2009; Chelladurai & Weaver, 2002; Palma-Rivas & Wentling, 1998; Whisenant, 2008).

The gender stereotyping of the AD position may also create a systemic barrier hindering access for women to the top management position in intercollegiate athletic departments. Few studies have utilized a gendered perspective to investigate the role verbiage plays in the systemic

problem of gender stereotyping (Barr et al., 2009; Miller et al., 2005). This study's results suggest that the language used to describe the managerial roles presented conveys the socially constructed reality of roles specifically defined by masculinity or femininity, thereby reinforcing the gendered expectation of who can perform specific roles in such gendered organizations.

Key Finding #3

Building upon the concept of gender stereotyping occupations and creating barriers for the advancement of underrepresented populations, the present study's findings suggest the perceived gender expression of the managerial roles and/or job title may have an effect on an applicant's willingness to apply for a position in relation to 9 of the 12 managerial sub-roles/job titles presented.

The gender stereotyping described above may play a role in discouraging women from applying for positions requiring the managerial roles and job titles identified. Women respondents in the current study suggested they would be somewhat discouraged from applying to positions that emphasized the perceived masculine roles of staffing, financial management, and maintenance and routine activities. On the other hand, men respondents suggested this perception would have no effect on their decision to apply; however, they suggested the managerial roles they perceived as feminine would somewhat discourage them from applying for a position with these stated roles.

In other words, such gender stereotyping plays a role in both encouraging and discouraging individuals based on the perceived gender expression of the managerial sub-role. Gender stereotyping is defined as the examination of preconceived roles associated with feminine or masculine behavior (Barr et al., 2009; Whisenant, 2003) and is based on a set of socially constructed beliefs concerning characteristics, traits, and activities deemed appropriate

for men and women; for example, the managerial roles of intercollegiate ADs (Bradley, 2007; Roy, 2004; Witt, 1997). Gender stereotyping is believed to be a major barrier keeping women from attaining sport leadership roles, such as the AD position (Barr et al., 2009; Whisenant, 2003). The research cited above suggests women who perceive the role as masculine would be discouraged from applying due to interpreting the role as inappropriate for or inaccessible to women. This same concept would apply to the men respondents who perceive the managerial role as feminine.

In relation to the job titles, Barber and Roehling (1993) suggested that applicants are more interested in applying for a job based on job titles. The findings of this study would suggest this is problematic for AD positions. Women respondents suggested they would be discouraged from applying for four out of the five positions listed based on their perception of masculinity: Athletic Director, Director of Athletics and Chair of the Physical Education Department, Vice President and Director of Athletics, and Director of Physical Education and Athletics. The results of this study suggest that the fifth job title, Director of Athletics, Physical Education and Recreational Services, would have no effect on a woman's decision. For men, the gender expression of the job titles would either encourage or have no effect on their decision to apply for a position with the presented job title.

In summary, it appears AD job vacancy advertisements not only reflect perceptions of gender bias but that this gender bias appears to play a role in discouraging women for applying for positions with the presented managerial sub-roles or job titles, while simultaneously encouraging men to apply. Specifically, the present study's findings suggest 17% of women respondents would be somewhat discouraged or discouraged from applying for a job with the title of Athletic Director, thus creating a barrier to advancement for these women regardless of

their abilities. If this statistic is applied to the estimated number of women professionals, 13,724 (excluding current athletic directors), employed in intercollegiate athletics in 2014 (Acosta & Carpenter, 2014), the title Athletic Director would discourage approximately 2,300 women from applying for a position and advancing into senior management (17% of the women employed in 2014). Adding the additional title of Vice President, the number grows to 27% of women who would be somewhat discouraged or discouraged from applying, equating to approximately 3,700 women.

Implications

Sports have traditionally been regarded as primarily male territory (Koivula, 1995, 2001; Miller et al., 2005; Whisenant, 2003, 2008), and have been called one of the most hegemonic masculine institutions in society (Coakley, 2009; Messner, 1988; Messner & Sabo, 1994; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008). Hegemonic masculinity is a condition in which masculine attributes are applauded, while femininity and its attributes are viewed as inferior (Barr et al., 2009; Messner, 1988; Miller et al., 2005; Whisenant, 2008), and become entrenched within the societal system.

For example, the managerial roles used in the study were developed over 20 years ago, yet the content analysis suggested the language presented by Chelladurai and Danylchuk (1999) has remained consistent throughout the past two decades. Since research suggests that athletic director roles have evolved over the years (Lin & Liu, 2012; Parks et al., 2011; Pedersen & Thibault, 2014), perhaps it is time to re-evaluate the language used to describe the managerial roles and job titles presented through the job descriptions and ultimately, the job vacancy advertisements.

To reduce this systemic problem, the culture in which the entire sport industry, including intercollegiate athletics, must change (Acker, 1990; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008). Changes must occur at the personal level, the organizational level, and the societal level. The implications below describe the multiple levels of change that are required, stemming from this study's findings.

Implication #1

Based on this study, there appears to be differences between the level of emphasis and importance placed on the managerial roles presented in the two studies. These differences may result in the inclusion of different managerial roles for different institutional job vacancy advertisements, despite the AD being primarily responsible for setting the philosophical and strategic direction of the athletic department (Hums & MacLean, 2013; Miller, Pedersen, & Whisenant, 2005; Parks, Pedersen, Quarterman, & Thibault, 2011). However, over the years, the role of the NCAA has changed in response to evolving demands in areas such as the challenges relating to the changes in financial needs, increased litigation, and the combining of men's and women's athletic programs (Lin & Liu, 2012; Parks et al., 2011; Pedersen & Thibault, 2014). The roles identified by Chelladurai and Danylchuk (1999) appear to have remained predominantly consistent over the past couple of decades, but the level of emphasis and importance has appeared to change. As a result, perhaps it is time to re-evaluate these roles and the language used to describe them in job advertisements.

Language, or discourse, contributes to the construction of social identities, social relations, and systems of knowledge and meaning (Gee, 1999; Jorgenson & Phillips, 2002) and is a crucial element in the relationships between power, dominance, and social inequity (Fairclough, 2001; Gee, 1999; Van Dijk, 1993). The dominant discourse of masculinity and

femininity provides guidelines for acceptable behavior relating to men and women (Allan, 2003, 2008; Jorgenson & Phillips, 2002) and possibly attributing to the gender stereotyping of the AD position. Language can become a change agent by redefining the dominant discourse used within the job advertisements (Quinn & Weick, 1999), reducing the power of the dominant group (Van Dijk, 1993).

Intercollegiate athletic departments should be encouraged to actively strive to value diversity and move away from a culture of similarity (Cunningham, 2008) by removing the dominant discourse of masculinity and commit to the removal of social oppression of all forms (Cox, 1991; Holvino & Jackson, 1988). Intercollegiate athletics departments and sport organizations in general should strive to embrace diverse social groups as full active and valued participants within the organization (Cox, 1991; Holvino & Jackson, 1988) and utilize diversity as a means to achieve organizational effectiveness (Cox, 1991; Holvino & Jackson, 1988).

To achieve this state, an athletic department must commit to analyzing the roles and titles used to describe their AD position. One method is to follow the three-phase change process outlined by Ely and Meyerson (2000), discussed in chapter two. The first phase, a critique, seeks to identify oppressive practices in the organization (Ely & Meyerson, 2000) and learn more about itself (Kezar, 2001), the gendered stereotyping of the managerial roles described in this study. To initiate the change process, support from leadership and key stakeholders is vital (Ely & Meyerson, 2000; Kezar, 2001; Northouse, 2016). Key stakeholders may include the president of the university, provost, deans, and the members of the athletic department.

Once key stakeholder support is attained, a diverse work should be established to navigate the review, critique (Ely & Meyerson, 2000) of the managerial roles and titles used to describe their AD position. Diverse work groups tend to produce more creative and high quality

decisions than homogeneous work groups (Barrett-Power & Shaw, 1998). Moreover, a diverse composition may reduce the level of prejudice (Farh & Lee, 2004) due to the different attitudes, values, and norms diverse work groups present (Van Knippenberg & Schippers, 2007; White, 1999). By introducing diversity into this review, the end product, revised managerial roles and job tile, may become less biased. The composition of the work group may include key individuals in the athletic department, such as the AD, the senior woman administration, multiple male and female coaches, and the faculty athletic representative. Additional members may include the institution's Title IX coordinator, representation from the human resource, English, Psychology, and Gender Studies departments, and if resources allow, a consultant that specializes in discourse analysis.

The purpose of the critique phase is to develop a detailed view of the organization (Ely & Meyerson, 2000), in this case the athletic department, through the use of one-on-one interviews, observations, review of documents, focus groups, and surveys (Ely & Meyerson, 2000). The critique, or review, of the managerial roles and job titles representative of the institution's AD should be compared to the roles emphasized by other institutions within different NCAA classifications, DI, DII, and DIII. In 2014, 22.3% of NCAA athletic directors were females, up 2% from 2012 (Acosta & Carpenter, 2014). NCAA DIII had the most female athletic directors, 133, compared to 37 in NCAA DI. However, due to the uniqueness of each institution, relating to the size, the structure, and the resources available to the AD, the comparison process would not be simple. However, specific reasons may include the lack of a football team (Dodd, Lumpkin, & McPherson, 2014). Research suggests a female is nearly twice as likely to serve as an AD in institutions that do not sponsor football (Dodd et al., 2014). Second, smaller athletic departments, similar to those in DIII (NCAA, 2014a), may create fewer family/work conflicts

due to fewer on campus work requirements while providing an opportunity for women to balance family and career commitments (Bower, Grappendorf, & Hums, 2015). Regardless, each situation would create a group of unique managerial roles relating to their specific institution. The language used to describe the roles and job titles could be compared to determine if there are differences between the classifications and remove the gender stereotyping not present in the DIII positions. If the DI institutions do not change the dominant discourse utilized, the balance power, dominance, and social inequity and status quo will remain.

The intent of the comparison between the divisions would be to create a pattern of best practices to follow in an effort to revise the narrative, which is phase two (Ely & Meyerson, 2000), and decrease systemic barriers while increasing the number of women applicants. In addition, the comparative analysis would reveal trends within the professions and institutions (Clavio et al., 2012), which then could be compared to other professions which tend to be more diverse.

Phase three, experimentation, would involve the introduction of the new language and job titles to campus constituents for review and then introduce them to the general public. The new language should appeal to a wide range of applicants with vivid and accurate messages that are understandable (Askehave, 2010). The new language utilized must contribute to constructing the desired end state of a sport organizations, a diverse organization (Cunningham, 2008), and be free from discriminatory language (Askehave, 2010; Miller et al., 2005).

Implication #2

Many studies have described how sports are the domain of men (Acker, 1990; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008), and this study suggests the language used to construct AD job vacancy advertisements were perceived as more masculine in nature by

the women respondents; thus, suggesting NCAA athletic director position vacancy advertisements used in this study contain language that may be discriminatory, resulting in the gender stereotyping. Research has shown that gender stereotyping careers may influence an individual's career choices and may result in women self-selecting out of the AD position (Barr et al., 2009; Cunningham, 2008; Whisenant, 2003, 2008).

To reduce the gender stereotyping of AD positions, the narrative and culture surrounding the roles of the AD position as well as the general culture intercollegiate athletics operates within must change. This narrative revision can equate to phase two of the change process described by Ely and Meyerson (2000). Changing the culture intercollegiate athletics operates within may prevent women from self-selecting out of opportunities relating to athletic director positions (Obenour, Pedersen, & Whisenant, 2002; Pedersen & Whisenant, 2005; Whisenant, 2003).

Organizational change that tends to be ongoing, evolving, and cumulative created simultaneously across organizational units can create substantial change (Kezar, 2001; Quinn & Weick, 1999), and the role of a change agent becomes one of managing language, dialogue and identify (DiMaggio & Powel, 1983; Quinn & Weick, 1999). The introduction of new language, as described above, may initiate a change at the institutional level by managing the language describing the role of an AD, but change at the individual and societal level must occur through managing the dialogue and identity of gender stereotyping.

The role modeling of the actions and behaviors of parents reinforce gender stereotyping at an early age (Roy, 2004; Witt, 1997). These behaviors need to be unlearned later in life and one method maybe to provide opportunities for young women to view intercollegiate athletics and sport in general as an important and viable career option (Coakley, 2009; Pedersen & Whisenant, 2005) through increased access to role models and mentors. By improving access to

mentors and role models, young women may see the important contributions women make to the industry and infer that a woman's contribution is as important as a man's (Acker, 1990; Coakley, 2009; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008). Seeing the sports industry as a viable career option may help young women from self-selecting out of opportunities relating to gender stereotyping occupations (Acker, 1990; Miller et al., 2005; Pedersen & Whisenant, 2005; Whisenant, 2008); thus, reducing the hegemonic masculinity of the sport industry and re-writing the narrative surrounding intercollegiate athletics.

A role model or mentor can be defined as an individual who is trusted and whose actions or behavior in a particular role are imitated by others ("Merriam-Webster.com Dictionary," 2018). Chelladurai and Weaver (2002) defined mentoring as "a process in which a more experienced person serves as a role model, provides guidance and support to a developing novice, and sponsors that novice in his/her career progress" (p. 98). Mentored individuals tend to have higher salaries, are promoted to higher positions, and have more job satisfaction; 94% of athletic administrators advocate young professionals establishing a mentoring relationship (Chelladurai & Weaver, 2002).

Based on this statement, the intercollegiate athletic community should continue developing and facilitating mentoring events with the intent to expose intercollegiate athletics as a career to both younger women as well as women who are already in leadership and decision-making roles within intercollegiate athletics. There are several established mentoring programs for women including the Global Sports Mentoring Program, Women Leaders in College Sports, and to the SIGA Global Female Mentorship Program. In addition, the NCAA sponsors Diversity Grants for each division which will fund, if accepted, a proposed full-time, entry level academic year administrative position for two years for ethnic minorities and women (NCAA, 2019).

Additionally, several institutions appears to have developed their own mentoring programs, such as the University of Tennessee and the University of Connecticut, etc. (Stark-Mason, 2019). As part of the narrative revision, phase two of Ely and Meyerson (2000) change process, NCAA institutions should develop new mentoring programs and actively encourage the use of the diversity grants and other mentoring programs. These additionally opportunities will increase access to mentors and roles models for young women and re-write the narrative demonstrating a woman's contribution is as important as a man's, thus changing the culture around gender stereotyping and the culture within which intercollegiate athletics operates.

Additionally, networking and mentoring have been found to be a key element of success for those wishing to move up the ranks of intercollegiate athletics (Parks et al., 2011), and networking with women in administrative positions will help increase the number of female subordinates, trainees, and colleagues within intercollegiate athletics (Pedersen & Whisenant, 2005). Networking and mentoring events may include lunch and dinner meetings, golf and other athletic outings, and invitations to social clubs frequented by organization leaders (Cox, 1991). The continuing development of mentoring opportunities may reduce the good old boy network and enhance the effectiveness of the good old girls network (Lovett & Lowry, 1994), and increase the candidate pool for athletic director positions. A four year study suggested networking events should include non-work related events, informal joking around, attending external meetings, and doing/attending community service events (Luthans, 1988).

Implication #3

Building upon the gender stereotyping of the NCAA AD position, this study suggests a relationship exists between the gendered perception of the managerial role, or the gender stereotyping of the position, and the willingness of women to apply for a position requiring the

managerial role. This finding points to the perpetuation of the culture of hegemonic masculinity and maintaining the status quo (Barr et al., 2009; Miller et al., 2005). Instead, the desired end state would be to eliminate the gender stereotyping of careers and move towards developing diverse sport organizations, organizations that value diversity and maintains a commitment to eliminate oppression and become gender inclusive (Holvino & Jackson, 1988; Palma-Rivas & Wentling, 1998).

More precisely, by removing the gender stereotyping language, more women would either be encouraged to apply to AD positions, or their perceived gender expression of the managerial roles and sub-roles would not influence their decision to apply, thereby increasing the size of the candidate pool. As mentioned earlier, based on the study's findings, approximately 2,000 women could potentially be added to the candidate pool. Generating large diverse and qualified applicant pools are the general purpose of job advertisements (Askehave, 2010; Barber & Roehling, 1993; Beadle et al., 1998). However, institutional characteristics, which is one of the two general areas of job advertisements (Barber & Roehling, 1993), may also limit applicant pools depending upon the candidate's preferences, e.g. the institution's location, size, NCAA classification, etc. Regardless, limiting the applicant pool may have critical consequences for the institution and applicants, such as limiting diversity within the organization (Askehave, 2010; Barber & Roehling, 1993).

It is vital for an NCAA institution to recruit qualified employees for this role, and job vacancy advertisements have been found to be an essential tool for employee recruitment (Askehave, 2010; Clavio et al., 2012). They are considered one of the more traditional approaches in recruiting employees that are utilized by organizations (Aamodt et al., 1991; Beadle et al., 1998). Through the process of collecting job advertisements, it became clear

institutions have moved almost exclusively to on-line advertising. The advertisements used as of 2015 were exclusively listed on-line. In 2017, a survey found 95% of the United States population had access to the internet (Argaez, 2018). However, recruiting activities should be targeted to women-specific networking events to enhance the exposure to the available options. For example, Women in Sports and Events provides numerous opportunities for mentoring, professional development, and career resources (WISE, 2019) and should be utilized to enhance the amount of women applicants. Additionally, Askhave (2010) claimed face-to-face conversations are the best way to convey the position details to the applicant and may remove the gender stereotyping of positions by the job advertisements. While meeting with all applicants is not necessarily feasible, meeting with potential applicants at mentoring or networking events may achieve the desired results of adding more qualified women to the applicant pool. However, future research is needed to determine the effectiveness of target recruitment efforts.

The lack of organizational diversity may hinder the hiring of women due to research suggesting hiring decisions are influenced by the gender of the hiring decision maker (Grambs, 2001; Konrad et al., 2000; Whisenant, 2003). Programs with women ADs tend to have a higher proportion of women coaches than those led by men ADs (Lovett & Lowry, 1994; Pedersen & Whisenant, 2005; Whisenant, 2003), whereby men tend to appoint other men to key positions (Grambs, 2001). The selection of candidates depends on how similar the candidates' backgrounds and experiences are to those of the decision makers (Barr et al., 2009; Miller et al., 2005). As a result, institutions should include a level of diversity within the hiring process. Ensuring men and women are represented within the hiring committee may reduce the level of prejudice (Farh & Lee, 2004) due to the different attitudes, values, and norms diverse work groups present (Van Knippenberg & Schippers, 2007; White, 1999). One study suggested that

women hires occurred in 55% of searches when there were two or more women on the search committee (Bilimoria & Buch, 2010). A university hiring committee should include an equal number of men and women from diverse backgrounds to ensure equal access for all applicants. However, Bilimora and Buch (2010) pointed out that “hiring outcomes may be diversified by increasing the range of candidates in the early stages” (p. 28) of the search process, which points to the need to successfully change the narrative within the job vacancy advertisement as well as change the narrative around the culture of intercollegiate athletics as described above.

In conclusion, this study suggests there is a need to review the managerial roles and job titles used to describe the athletic director position. Additionally, there is a need to remove the language causing the gender stereotyping of AD positions, and provide enhanced mentoring and role modeling opportunities to convey the message that intercollegiate athletics are a viable career option for women. Intercollegiate athletics should strive to become multicultural organizations through introducing diversity into their decision-making processes, especially within the job description review and hiring process. Finally, recruitment efforts should be targeted to women-specific mentoring and career fairs to enhance the number of women applicants.

Recommendations for Future Research

The intent of this study was narrowly focused on the respondents perceived gender expression of the managerial sub-roles identified and if the perceived gender expression affected an individual’s willingness to apply for a position. The findings add to the current literature and have implications for practice; however, the findings were analyzed in a limited fashion and indicate the importance of additional research. The following recommendations are proposed for future study:

1. Qualitative studies to determine how and when individuals learn about gender roles and how it affects their thought process.
2. Replicate the study to other professions that are deemed gendered, e.g. nursing, elementary education, information technology, etc.
3. Qualitative studies to determine why intercollegiate athletics departments have not changed or revised their job descriptions.
4. Quantitative studies explore the intersectionality of gender, race, ethnicity, sexuality, age or generation, etc.
5. Quantitative and qualitative studies to explore why there is a difference between the number of female ADs at the DI and DIII level.
6. Explore the effects of bias on the respondents' answers.

Conclusion

This study drew upon a mixed method design to investigate any possible relationships among the participants' self-identified gender, the associated gender expression of the managerial sub-roles, and the perceived barriers the managerial sub-roles present. The findings suggest AD job vacancy advertisements are not written free of gender bias and this gender bias appears to discourage women from applying for positions, with the presented managerial sub-roles or job titles perpetuating gender stereotyping of the athletic director position.

It is the hope of the researcher that the findings of this study will begin a conversation regarding the systemic barriers created by the gendered language used to write AD job vacancy advertisements. The hope is for the findings to further the understanding of the need to move beyond the status quo and change how things have always been done by re-evaluating the current roles and job titles used to describe the athletic director position. It is also expected that this

study will inspire new questions not only within the athletic administration profession, but with other male or female dominated professions. All individuals should be afforded equitable access to positions they are qualified for and should not be discouraged by the gender stereotyping of occupations.

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APPENDIX A

CONSENT FOR RESEARCH AND SURVEY

Invitation to participate: You are invited to participate in a research project being conducted by Richard A. Fabri, M.S. Ed., a graduate student in the higher education doctoral program within the College of Education and Human Development at the University of Maine. The faculty sponsor is Dr. Susan Gardner, Ph.D., Director of Women's, Gender, and Sexuality Studies and the Rising Tide Center. The purpose of this study is to investigate the terminology used in the construction of athletic director (AD) vacancy advertisements to better understand how language may play a role in limiting women's access to these positions.

What you will be asked to do: If you agree to participate, you will be asked to read excerpts from athletic director vacancy advertisements and select the gender expression that best depicts your perception of the managerial role(s) presented and whether your perception of the managerial role would keep you from applying for a position requiring the stated role(s). The estimated time to complete the survey is 15-20 minutes.

Potential risks: The risks associated with this study are minimal and include your time and inconvenience.

Benefits: There may be no direct benefits to you from participating in this study, this information has the potential to address the important societal issue of equal access to leadership positions for women in intercollegiate athletics.

Confidentiality: The survey responses will remain anonymous and there will be no personal information collected. Your email address was collected from your institution's website and will only be used to give you access to the survey. Your email address will not be shared with anyone else, or linked to your responses, and will be deleted after the survey is distributed. All collected information will be stored on the primary investigator's password protected laptop.

Voluntary participation: Your participation in the study is voluntary and you may refuse to take part in the study. Also, you are free to take back this consent and withdraw from the study at any time. You are free to skip any questions on the survey. Submission of the survey implies consent to participate in the research project.

Questions: If you have any questions about this study, please contact the lead investigator, Richard A. Fabri, at (207) 941-7970 or rfabri@maine.edu. You may also reach the faculty adviser, Dr. Susan Gardner, on this study at (207) 581-3122 or susan.k.gardner@maine.edu. If you have any questions about your rights as a research participant, please contact the Office of Research Compliance, University of Maine, (207) 581-1498 or (207) 581-2657 or email umric@maine.edu.

Section 1. Maintenance and Routine Activities

1. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Arrange and supervise games and contests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare and approve contracts for all home games, matches, contests, and special events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Arrange and supervise games and contests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare and approve contracts for all games, matches, contests, and special events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide oversight for the coordination of event transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2. League Responsibilities

3. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3. Financial Management

5. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative and financial skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development and management of the annual operating budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative and financial skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development and management of the annual operating budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4. Staffing

7. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Ability to act as a guide and mentor to coaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen, interview, select, and orient department personnel and recommend changes in status and compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated knowledge and successful administrative record including responsibilities in personnel management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Ability to act as a guide and mentor to coaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen, interview, select, and orient department personnel and recommend changes in status and compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated knowledge and successful administrative record including responsibilities in personnel management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5. Revenue Generation

9. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Fundraising, sponsorship development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a comprehensive annual athletic fundraising program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proven success in fund raising, including; securing funds for capital projects, program and facility improvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Fundraising, sponsorship development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a comprehensive annual athletic fundraising program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proven success in fund raising, including; securing funds for capital projects, program and facility improvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6. Administration

11. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Administrative skills necessary to foster excellence in every aspect of the department's operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oversee the management of the total intercollegiate athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Administrative skills necessary to foster excellence in every aspect of the department's operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directs and supervises the administration of all athletic programs and all administrative, operational and business functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oversee the management of the total intercollegiate athletic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7. Athletic Affairs

Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Second, please identify whether your perceived gender expression of the role(s) would prohibit you from applying, somewhat affect your decision not to apply, have no effect on your decision to apply, somewhat encourage you to apply, or encourage you to apply for a position requiring the described role(s).

13. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Advance the success of student athletes in academic, athletic and personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oversee the recruitment and eligibility of student athletes as required by conference and NCAA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares and implements short and long range recruitment plan for student athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Advance the success of student athletes in academic, athletic and personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oversee the recruitment and eligibility of student athletes as required by conference and NCAA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares and implements short and long range recruitment plan for student athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 8. Leadership

15. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to build and lead an effective, diverse, complex organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and execute short and long range strategic planning for the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a vision for success and passion to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides executive leadership to the division's senior managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to build and lead an effective, diverse, complex organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and execute short and long range strategic planning for the department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a vision for success and passion to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides executive leadership to the division's senior managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 9. Job Title

17. Please read each job titles below and select the gender expression that best depicts your perception of the job title presented.

	Most Feminine	Feminine	Somewhat Feminine	Gender Neutral	Somewhat Masculine	Masculine	Most Masculine
Athletic Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director of Athletics and Chair of the Physical Education Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director of Athletics, Physical Education & Recreational Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice President and Director of Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director of Physical Education and Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please indicate whether your perceived gender expression of the job title would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position with this job title.

	Discourage	Somewhat Discourage	No Effect	Somewhat Encourage	Encourage
Athletic Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director of Athletics and Chair of the Physical Education Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director of Athletics, Physical Education & Recreational Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice President and Director of Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director of Physical Education and Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 10: Additional Information

19. Before proceeding to the demographics section, please provide any additional detail or information related to your responses:

Section 11: Demographics

In the following section, you will be asked some information about your institution and yourself.

20. My institution is located in the following region:

- | | |
|--|--|
| <input type="radio"/> Northeast Region | <input type="radio"/> Southwest Region |
| <input type="radio"/> Southeast Region | <input type="radio"/> West Region |
| <input type="radio"/> Midwest Region | |

21. The NCAA classification of my institution is:

- | | |
|---|---|
| <input type="radio"/> Division I-FBS | <input type="radio"/> Division II without football |
| <input type="radio"/> Division I-FCS | <input type="radio"/> Division III with football |
| <input type="radio"/> Division I without football | <input type="radio"/> Division III without football |
| <input type="radio"/> Division II with football | |

22. The total enrollment, including undergraduate and graduate students, of my institution is:

- Less than 5,000 students (small)
- Between 5,000 and 15,000 students (medium)
- More than 15,000 students (large)

23. My institution is considered a:

- Public Institution
- Private Institution

24. I describe myself as:

- | | |
|--|---|
| <input type="radio"/> Man | <input type="radio"/> Transgender Woman |
| <input type="radio"/> Woman | <input type="radio"/> Non-binary/Gender Fluid |
| <input type="radio"/> Transgender Man | |
| <input type="radio"/> Other (please specify) | |

25. My current duties include (Please check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Director (Athletics) | <input type="checkbox"/> Sports Information |
| <input type="checkbox"/> Compliance | <input type="checkbox"/> Senior Women Administrator (SWA) |
| <input type="checkbox"/> Title IX | <input type="checkbox"/> Business/Finance |
| <input type="checkbox"/> Marketing/Promotions/Licensing | <input type="checkbox"/> Ticket Sales |
| <input type="checkbox"/> Facilities/Event Management | <input type="checkbox"/> Sport Medicine/Performance |
| <input type="checkbox"/> Fundraising/Development | <input type="checkbox"/> Equipment Management |
| <input type="checkbox"/> Media/Public Relations | <input type="checkbox"/> Coach |
| <input type="checkbox"/> Other (please specify) | |

26. My current age is:

- | | |
|--------------------------------|--|
| <input type="radio"/> Under 25 | <input type="radio"/> 55-64 |
| <input type="radio"/> 25-34 | <input type="radio"/> Over 65 |
| <input type="radio"/> 35-44 | <input type="radio"/> I prefer not to answer |
| <input type="radio"/> 45-54 | |

APPENDIX B

DESCRIPTIVE STATISTICS OF QUALITATIVE SAMPLE

Table B1: *Total NCAA AD Advertisements per Year*

Year	Number of Vacancy Advertisements
2005-2006	11
2006-2007	12
2007-2008	10
2008-2009	5
2009-2010	10
2010-2011	9
2011-2012	3
2012-2013	8
2013-2014	4
2014-2015	10
2015-2016	32
Total	114

Table B2: *Regions of the United States*

Northeast	Southeast	Midwest	Southwest	West
Connecticut	Alabama	Illinois	Arizona	Alaska
Maine	Arkansas	Indiana	New Mexico	California
Maryland	Delaware	Iowa	Oklahoma	Colorado
Massachusetts	District of Columbia	Kansas	Oklahoma	Hawaii
New Hampshire	Florida	Michigan	Texas	Idaho
New Jersey	Georgia	Minnesota		Montana
New York	Kentucky	Missouri		Nevada
Pennsylvania	Louisiana	Nebraska		Oregon
Rhode Island	Mississippi	North Dakota		Utah
Vermont	North Carolina	Ohio		Washington
	South Carolina	South Dakota		Wyoming
	Tennessee	Wisconsin		
	Virginia			
	West Virginia			

Table B3: *The Number of Vacancy Advertisements per Region*

Year	Regions					Totals
	Northeast	Southeast	Midwest	Southwest	West	
2005-2006	5	1	1	0	4	11
2006-2007	5	1	3	0	3	12
2007-2008	3	4	3	0	0	10
2008-2009	1	3	1	0	0	5
2009-2010	4	5	1	0	0	10
2010-2011	1	3	3	0	2	9
2011-2012	1	0	2	0	0	3
2012-2013	3	2	2	1	0	8
2013-2014	0	1	1	0	2	4
2014-2015	3	3	4	0	0	10
2015-2016	15	4	9	3	1	32
Totals	41	27	30	4	12	114

Table B4: *The Number of Vacancy Advertisements per Region and Percentage of Representation*

	Regions									
	Northeast		Southeast		Midwest		Southwest		West	
Distribution of NCAA Member Institutions	363	33%	291	26%	261	23%	76	7%	122	11%
Distribution of the Sample of NCAA Member Institutions	41	36%	27	24%	30	26%	4	4%	12	11%
Difference between Actual and Sample		-3%		2%		-3%		3%		0%

Table B5: *The Number of Vacancy Advertisements per Institutional Size*

	Institutional Size					
	Small		Medium		Large	
Distribution of NCAA Member Institutions	598	54%	312	28%	203	18%
Distribution of the Sample of NCAA Member Institutions	49	43%	38	33%	27	24%
Difference between Actual and Sample		11%		-5%		-6%

Table B6: *The Number of Vacancy Advertisements per Public vs. Private Institution*

	Public		Private	
Distribution of NCAA Member Institutions	472	42%	641	58%
Distribution of the Sample of NCAA Member Institutions	65	57%	49	43%
Difference between Actual and Sample		-15%		15%

Table B7: *The Number of Vacancy Advertisements per NCAA Classification*

	NCAA Classification					
	DI		DII		DIII	
Distribution of NCAA Member Institutions	351	32%	313	28%	449	40%
Distribution of the Sample of NCAA Member Institutions	50	44%	24	21%	40	35%
Difference between Actual and Sample		-12%		7%		5%

APPENDIX C

FINAL LIST OF MANAGERIAL ROLES AND SUB-ROLES FOR SURVEY

Table C1: *Final List Managerial Roles and Sub-roles for Survey*

Managerial Role	Managerial Sub-role
1. Maintenance and Routine Activities	<ul style="list-style-type: none"> • Arrange and supervise games and contests • Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators • Prepare and approve contracts for all home games, matches, contests, and special events • Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities
2. League Responsibilities	<ul style="list-style-type: none"> • Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations • Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions • Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association • Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations
3. Financial Management	<ul style="list-style-type: none"> • Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance • Administrative and financial skills • Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs • Development and management of the annual operating budget

Table C1 continued

4. Staffing
- Ability to act as a guide and mentor to coaching staff
 - Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches
 - Screen, interview, select, and orient department personnel and recommend changes in status and compensation
 - Demonstrated knowledge and successful administrative record including responsibilities in personnel management
5. Revenue Generation
- Fundraising, sponsorship development
 - Implement a comprehensive annual athletic fundraising program
 - Proven success in fund raising, including; securing funds for capital projects, program and facility improvements
 - Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.
6. Administration
- Administrative skills necessary to foster excellence in every aspect of the department's operations
 - Directs and supervises the administration of all athletic programs and all administrative, operational and business functions
 - Long term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College
 - Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management
 - Oversee the management of the total intercollegiate athletic program
7. Athletic Affairs
- Advance the success of student athletes in academic, athletic and personal development
 - Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals

Table C1 continued

- Oversee the recruitment and eligibility of student athletes as required by conference and NCAA
 - Prepares and implements short and long range recruitment plan for student athletes
 - Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference
8. Leadership
- Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program
 - Demonstrated ability to build and lead an effective, diverse, complex organization
 - Develop and execute short and long range strategic planning for the department
 - Has a vision for success and passion to lead
 - Provides executive leadership to the division's senior managers
9. Job Title
- Athletic Director
 - Director of Athletics and Chair of the Physical Education Department
 - Director of Athletics, Physical Education & Recreational Services
 - Vice President and Director of Athletics
 - Director of Physical Education and Athletics

APPENDIX D

DESCRIPTIVE STATISTICS OF THE QUANTITATIVE SAMPLE

Table D1: *Summary of Sample Population by NCAA Classification*

	NCAA Classification						Total
	DI		DII		DIII		
	Actual	% of Population	Actual	% of Population	Actual	% of Population	
NCAA Member Institutions	351	32%	313	28%	449	40%	1113
Sample of NCAA Member Institutions	108	30%	95	27%	153	43%	356
Difference between Actual and Sample		2%		1%		-3%	

Table D2: *Summary of Sample Population by Region*

	Region									
	Northeast		Southeast		Midwest		Southwest		West	
NCAA Member Institutions	363	33%	291	26%	261	23%	76	7%	122	11%
Sample of NCAA Member Institutions	110	31%	98	28%	83	23%	30	8%	35	10%
Difference between Actual and Sample		2%		-2%		0%		-1%		1%

Table D3: *Summary of Sample Population by Public or Private*

	Public		Private	
	Actual	% of Population	Actual	% of Population
Distribution of NCAA Member Institutions	472	42%	641	58%
Distribution of the Sample of NCAA Member Institutions	145	41%	211	59%
Difference between Actual and Sample		1%		-1%

Table D4: *Summary of Sample Population by Institutional Size*

	Small		Medium		Large	
	Actual	% of Population	Actual	% of Population	Actual	% of Population
Distribution of NCAA Member Institutions	598	54%	312	28%	203	18%
Distribution of the Sample of NCAA Member Institutions	198	56%	94	26%	64	18%
Difference between Actual and Sample		-2%		2%		0%

APPENDIX E

UNIVERSITY OF MAINE INSTITUTIONAL REVIEW BOARD APPROVAL

7/17/2018

University of Maine System Mail - IRB application 2018-07-05 - Approval



Richard Fabri <rfabri@maine.edu>

IRB application 2018-07-05 - Approval

2 messages

Paula Portalatin <paula.portalatin@maine.edu>
To: Richard Fabri <rfabri@maine.edu>
Cc: Susan Gardner <susan.k.gardner@maine.edu>

Tue, Jul 17, 2018 at 7:30 AM

RE: The gender stereotyping of the managerial roles of NCAA athletic directors

Dear Richard,

The study referenced above has final approval to begin. The study was judged exempt from further review under Category 2 of the regulations. As a study in that category, no further communication with the IRB is required unless you need a modification. If you need to submit a modification to the study please visit our [website](#)

We keep applications in this category for five years and then destroy, but we will confirm with you that the study is completed prior to destroying.

I have attached the completed cover page and approved application for your records.

Good luck with the study.

Best regards,
Paula

Paula Portalatin, M. Ed., CPIA
Research Compliance Officer II
University of Maine
Corbett Hall Room 402
(207) 581-2657
<https://umaine.edu/research-compliance/>

APPLICATION COVER PAGE

- **KEEP THIS PAGE AS ONE PAGE – DO NOT CHANGE MARGINS/FONTS!!!!!!!!!!**
- **PLEASE SUBMIT THIS PAGE AS WORD DOCUMENT**

APPLICATION FOR APPROVAL OF RESEARCH WITH HUMAN SUBJECTS
Protection of Human Subjects Review Board, 400 Corbett Hall

(Type inside gray areas)

PRINCIPAL INVESTIGATOR: Richard A. Fabri EMAIL: rfabri@maine.edu
 CO-INVESTIGATOR: EMAIL:
 CO-INVESTIGATOR: EMAIL:
 FACULTY SPONSOR: Susan Gardner, Ph.D. EMAIL: susan.k.gardner@maine.edu
 (Required if PI is a student):
 TITLE OF PROJECT: The gender stereotyping of the managerial roles of NCAA athletic directors
 START DATE: 8/1/18 PI DEPARTMENT: College of Education & Human
 Development
 FUNDING AGENCY (if any): N/A

STATUS OF PI: FACULTY/STAFF/GRADUATE/UNDERGRADUATE G (F,S,G,U)

1. If PI is a student, is this research to be performed:

<input type="checkbox"/> for an honors thesis/senior thesis/capstone?	<input type="checkbox"/> for a master's thesis?
<input checked="" type="checkbox"/> for a doctoral dissertation?	<input type="checkbox"/> for a course project?
<input type="checkbox"/> other (specify)	

2. Does this application modify a previously approved project? No (Y/N). If yes, please give assigned number (if known) of previously approved project:

3. Is an expedited review requested? Y (Y/N).

Submitting the application indicates the principal investigator's agreement to abide by the responsibilities outlined in [Section I.E. of the Policies and Procedures for the Protection of Human Subjects](#).

Faculty Sponsors are responsible for oversight of research conducted by their students. The Faculty Sponsor ensures that he/she has read the application and that the conduct of such research will be in accordance with the University of Maine's Policies and Procedures for the Protection of Human Subjects of Research. **REMINDER:** if the principal investigator is an undergraduate student, the Faculty Sponsor **MUST** submit the application to the IRB.

Email this cover page and complete application to UMRIC@maine.edu

FOR IRB USE ONLY Application # 2018-07-05 Review (F/E): E Expedited Category:
 ACTION TAKEN:

- Judged Exempt; category 2 Modifications required? Yes Accepted (date) 7/17/2018
- Approved as submitted. Date of next review: by Degree of Risk:
- Approved pending modifications. Date of next review: by Degree of Risk:
Modifications accepted (date):
- Not approved (see attached statement)
- Judged not research with human subjects

FINAL APPROVAL TO BEGIN 7/17/2018
Date

01/2017

Human Subject Application for “The Gender Stereotyping of the Managerial Roles of NCAA Athletic Directors”

Principle Investigator: Richard A. Fabri, M.S. Ed.

Faculty Sponsor: Susan K. Gardner, Ph.D.

I. Summary of the Proposal

Since the passage of Title IX in 1972, the number of women participating in interscholastic sport has increased dramatically from fewer than 300,000 to over 3.27 million participants, while men’s participation has increased from 3.7 million to approximately 4.5 million (Acosta & Carpenter, 2012; Acosta & Carpenter, 2014; Hums & Maclean, 2018; Miller et al., 2005). Intercollegiate athletics has witnessed a similar increase in women’s participation. In fact, in their 2014 longitudinal study of intercollegiate athletics, Acosta and Carpenter (2014) showed the number of women’s intercollegiate athletic teams was at an all-time high of 9581 teams, an increase of 3,235 teams in the last 16 years, with over 200,000 women participating in intercollegiate athletics (Acosta & Carpenter, 2012; Acosta & Carpenter, 2014).

In relation to athletic participation opportunities, women appear to have benefited from the implementation of Title IX; however, the same success does not appear to have translated to expanded athletic administrative employment opportunities (Miller et al., 2005; Pedersen & Whisenant, 2005). In 2014, a study of National Collegiate Athletic Association (NCAA) member institutions found only 22.3% of all athletic directors (AD) were females (Acosta & Carpenter, 2014), an increase from 20.3% in 2012 (Acosta & Carpenter, 2012); earlier studies found only 18% of all AD positions in intercollegiate and interscholastic athletic programs were held by women (Miller et al., 2005; Whisenant, 2003, 2008).

Despite the plethora of research around the lack of women in athletic leadership positions, few studies have utilized gender as a lens to investigate the extent to which bias may play a role in the verbiage surrounding the AD position (Barr et al., 2009; Miller et al., 2005).

Burton et al. (2011) applied gender roles to the question of why more women have entered into entry-level and mid-level athletic management positions at rates comparable to males, but there appears to be a persistent lack of women in upper level athletic managerial positions. Given the fact that gender stereotyping may occur through the use of language to describe AD positions (Barr et al., 2009; Burton et al., 2011), an additional approach to understanding this problem may be through the use of content analysis. Content analysis can be defined as a systematic and objective means of analyzing, describing and quantifying written, verbal, or visual communication by focusing on the characteristics of language (Elo & Kyngäs, 2008; Hsieh & Shannon, 2005; Kassirjian, 1977; Krippendorff, 1989; Weber, 1990) through the identification and evaluation of the meanings, ideas, and patterns of text (Elo & Kyngäs, 2008; Holsti, 1969; Hsieh & Shannon, 2005). Researchers agree content analysis is a flexible method for analyzing text (Hsieh & Shannon, 2005; Kassirjian, 1977; Krippendorff, 2012; Weber, 1990).

In response to the identified research gaps, the purpose of this study is to investigate terminology used in the construction of AD vacancy advertisements to better understand how language may play a role in limiting women's access to these positions.

II. Methods

The proposed data collection method for this study is through an anonymous online survey distributed via an email link. To develop the survey, I used a content analysis of 114 athletic director job vacancy advertisements posted between 2005 and 2016 by NCAA member institutions and coded each managerial role using the 19 AD managerial roles developed by Chelladuri and Danylchuck's (1999) research. The resulting text excerpts were used to construct the survey. Participants will be asked to describe their perceived gender expression of each role

and whether or not their perceived gender expression will affect their decision to apply for a position requiring the role (sis a). The survey will take approximately 15-20 minutes.

III. Personnel

Richard A. Fabri, MS. Ed., a doctoral candidate in the College of Education and Human Development, will be the principal investigator. He holds a Masters of Education from the University of Miami and is currently an assistant professor at Husson University within the College of Business. He has completed several economic impact studies involving the Senior League World Series and the Kenduskeag Stream Canoe Race and last completed the CITI training in May 2018.

The faculty sponsor of the study is Susan K. Gardner, Ph.D., professor of Higher Education at the University of Maine. She is a tenured, full professor with numerous published studies conducted during her 11 years at the University of Maine. Her CITI training extend to May 29, 2022.2014.

IV. Subject Recruitment

The sample population was developed from the NCAA membership database, publish on the NCAA website. The database of 1,113 member institutions, was downloaded into an Excel spreadsheet and labeled by NCAA classification, size of total enrollment, region within the United States, and institutional type.

The random number feature in Excel was used to determine the numbered interval between institutions selected. The resulting interval, three, produced 356 institutions. From these institutions, the email address of individuals holding administrative titles were captured in a spreadsheet. All participants will be at least 18 years old. The resulting sample, N=4066, will be sent an email (see Appendix A) requesting their participation in the survey (see attached). The

email will contain a link to the survey which is published in SurveyMonkey. The expected response rate for an external web-based survey employing two follow-up contacts is 15-20% (Crompton & Howard, 2014; De Ruyter et al., 2004; Dillman & Bowker, 2001; Dillman & Schaefer, 1998; Dillman et al., 1998). Based on this research, I expect to receive a minimum of 610 responses.

V. Informed Consent

Informed consent from the participants will be obtained through the use of the attached consent form (see Appendix B) that will preface the survey. By continuing and submitting the survey, the individuals will provide their informed consent to participate in the study.

VI. Confidentiality

In order to protect the identities of the participants completing the survey, questions will not ask for personal identity information, and IP addresses will not be tracked or collected. The information gathered in this study will be presented and/or published only as group information.

All email addresses will be deleted immediately following the distribution of the survey. All data will be stored only on the primary investigator's password protected and encrypted laptop and all data will be deleted from SurveyMonkey by May 2019. All downloaded data will be maintained indefinitely on a password protected and encrypted computer.

VII. Risks to Subjects

This study constitutes minimal risks to the participants, primarily in the form of their time and inconvenience.

VIII. Benefits

There are no direct benefits to participants, however, this information has the potential to address the important societal issue of equal access to leadership positions for women in intercollegiate athletics.

IX. Compensation

There is no compensation for participants for completing the survey

APPENDIX F

QUALITATIVE ANALYSIS FINDINGS

Table F1: *Summary of Aggregated Managerial Sub-roles per Managerial Role*

Rank	Managerial Role (Parent Node)	Frequency Totals	Percentage of Total Codes
1	Leadership	304	16.31%
2	Job Title	211	11.32%
3	Athletic Affairs	140	7.51%
4	Administration	139	7.46%
5	Staffing	120	6.44%
6	Financial Management	118	6.33%
7	League Responsibility	113	6.06%
8	Maintenance and Routine Activities	107	5.74%
9	Revenue Generation	97	5.20%
10	Liaison	92	4.94%
11	Public Relations	87	4.67%
12	Evaluation	56	3.00%
13	Marketing	52	2.79%
14	Figurehead	50	2.68%
15	Conflict Resolution	43	2.31%
16	Policy Making	31	1.66%
17	Disseminating Information	30	1.61%
18	Media relations	26	1.39%
19	Lobbying	17	0.91%
20	Coaching Experience	15	0.80%
21	Coordination	10	0.54%
22	Information Seeking	4	0.21%
23	Disturbance Handling	2	0.11%
Totals		1864	

Table F2: *Summary of Administration Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Administration		49	35%	
	Decision Making	4	3%	
	General Operations	6	4%	
	Management	41	29%	
	Monitors	1	1%	
	Organizational Skills	1	1%	

Table F2 continued

Responsible	16	12%
Oversees	5	4%
Planning	14	10%
Time Management	2	1%
Totals	139	7%

Table F3: *Summary of Athletic Affairs Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Athletic Affairs		3	2%	
	Academic success	37	26%	
	Disciplinary matter	1	1%	
	Eligibility	9	6%	
	Interact with athletes	40	29%	
	Interact with coached	13	9%	
	Recruiting	37	26%	
Totals		140		8%

Table F4: *Summary of Coaching Experience Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Coaching Experience		15	100%	
Totals		15		0.8%

Table F5: *Summary of Conflict Resolution Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Conflict Resolution				
	Addressing Gender Equity	42	98%	
	Addressing Personal Conflict	1	2%	
Totals		43		2%

Table F6: *Summary of Coordination Experience Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Coordination		10	100%	
Totals		10		0.5%

Table F7: *Summary of Disseminating Information Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Disseminating Information		1	3%	
	Interpersonal Skills	24	80%	
	Pass Information	5	17%	
Totals		30		2%

Table F8: *Summary of Disturbance Handling Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Disturbance Handling				
	Debate	1	50%	
	Handle Criticism	1	50%	
Totals		2		0.1%

Table F9: *Summary of Evaluation Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Evaluation		7	13%	
	Academic Excellence	23	41%	
	Evaluation of program	8	14%	
	Performance evaluations of coaches and staff	18	32%	
	Totals	56		3%

Table F10: *Summary of Figurehead Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Figurehead		5	10%	
	Represent	45	90%	
Totals		50		3%

Table F11: *Summary of Financial Management Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Financial Management		103	87%	
	Allocate Resource	5	4%	
	Approve Budgets	0	0%	
	Monitor Budgets	4	3%	
	Prepare Budgets	6	5%	
Totals		118		6%

Table F12: *Summary of Information Seeking Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Information Seeking		2	50%	
	Seek Information from Athletes	1	25%	
	Seek information form athletic organization	0	0%	
	Seek information from community	0	0%	
	Seek information from staff & coaches	0	0%	
	Seek information from the university	1	25%	
Totals		4		0.2%

Table F13: *Summary of Job Titles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Job Title				
	AD	2	1%	
	Athletic Director	47	22%	
	Director of Athletics	109	52%	
	Director of Athletics & Chair of the Physical Education Department	1	0%	
	Director of Athletics and Recreation	10	5%	
	Director of Athletics, Physical Education, & Recreational Services	3	1%	
	Director of Intercollegiate Athletics	36	17%	
	Director of Physical Education and Athletics	2	1%	
	Vice President & Director of Athletics	1	0%	
Totals		211		11%

Table F14: *Summary of Leadership Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Leadership		90	30%	
	Direct	3	1%	
	Ethics	6	2%	
	Executive Leadership	4	1%	
	Facilitate	1	0%	
	Fostering	2	1%	
	General Supervision	6	2%	
	Inspire coaches and staff	1	0%	
	Integrity	27	9%	
	Leader	41	13%	
	Motivate coaches and staff	1	0%	
	Oversight	13	4%	
	Stewardship	2	1%	
	Strategic leadership	14	5%	
	Strategic Planning	30	10%	

Table F14 continued

Supervision coaches and staff	35	12%
Sustain, Promote and Develop Culture	15	5%
Visionary	12	4%
Work Ethic	1	0%
Totals	304	16%

Table F15: *Summary of League Responsibility Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
League Responsibility	Attend league functions	4	4%	
	Monitor league rules and regulations	105	93%	
	Serve on league committees	4	4%	
	Totals	113	6%	

Table F16: *Summary of Liaison Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Liaison		21	23%	
	Collaborating	61	66%	
	Collegial	3	3%	
	Community Outreach	1	1%	
	Establish and maintain contacts	0	0%	
	Establish and maintain contacts with community agencies	0	0%	
	Establish and maintain contacts with governmental agencies	0	0%	
	establish and maintain contacts with the NCAA	1	1%	
	Totals	91	10%	

Table F16 continued

	Establish and maintain contacts with university departments	2	67%	
	Serve	3	3%	
Totals		92		5%

Table F17: *Summary of Lobbying Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Lobbying		10	59%	
	Coalition Building	1	6%	
	Cultivate	1	6%	
	Justification of Activities	1	6%	
	Justification of mission	4	24%	
Totals		17		1%

Table F18: *Summary of Maintenance and Routine Activities Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Maintenance and Routine Activities		8	7%	
	Arrange travel	3	3%	
	Attend meetings	0	0%	
	Attend to correspondents	0	0%	
	Event management	1	1%	
	Facilities	59	55%	
	Keeping records	7	7%	
	Prepare reports	5	5%	
	Schedule and coordinate games & contests	16	15%	
	Schedule and coordinate practices	8	7%	
Totals		107		6%

Table F19: *Summary of Marketing Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Marketing		26	50%	
	Establish ticket pricing	2	4%	
	Increase attendance	4	8%	
	Promote department	12	23%	
	Promote events	5	10%	
	Promote university	3	6%	
Totals		52		3%

Table F20: *Summary of Media Relations Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Media relations		26	100.00%	
Totals		26		1%

Table F21: *Summary of Policy Making Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Policy Making		13	42%	
	Initiate Change	0	0%	
	Initiate new projects	9	29%	
	Setting policy	9	29%	
Totals		31		2%

Table F22: *Summary of Public Relations Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Public Relations		31	36%	
	Communication	41	47%	
	Communication between the community	6	7%	
	Communication between the community and athletic department	2	2%	
	Communications between the community and University	2	2%	
	Community relations	5	6%	
Totals		87		5%

Table F23: *Summary of Revenue Generation Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Revenue Generation		8	8%	
	Fundraising	86	89%	
	Sponsorship	3	3%	
Totals		97		5%

Table F24: *Summary of Staffing Managerial Sub-roles*

Managerial Role	Managerial Sub-role	Total References	Percentage of Node Total Items Coded	Percentage of Total Items Coded
Staffing		26	22%	
	Disciplining Coaches	3	3%	
	Encourage diversity & inclusion	17	14%	
	Hiring	5	4%	
	Mentor	9	8%	
	Personnel Administration	21	18%	
	Recruiting staff and coaches	23	19%	
	Salary negotiations	3	3%	
	Training staff and coaches	13	11%	
Totals		120		6%

APPENDIX G

DESCRIPTIVE STATISTICS OF THE SURVEY RESPONDENTS

Table G1: *Total Respondents: I describe myself as*

	Number of Respondents	Percent of Respondents
Man	169	51%
Woman	162	49%
Transgender Man	0	0%
Transgender Woman	0	0%
Non-binary/Gender Fluid	0	0%
Other (please specify)	2	1%
Total Responses	333	

Note: 71 Respondents to the survey did not answer this question

Table G2: *Total Respondents: The NCAA classification of my institution is*

	Number of Respondents	Percent of Respondents
Division I-FBS	66	20%
Division I-FCS	66	20%
Division I without football	46	14%
Division II with football	31	9%
Division II without football	33	10%
Division III with football	59	18%
Division III without football	32	10%
Total Responses	333	

Note: 71 Respondents to the survey did not answer this question

Table G3: *Total Respondents: The total enrollment, including undergraduate and graduate students, of my institution is*

	Number of Respondents	Percent of Respondents
Less than 5,000 students (small)	121	36%
Between 5,000 and 15,000 students (medium)	120	36%
More than 15,000 students (large)	91	27%
Total Responses	332	

Note: 72 Respondents to the survey did not answer this question

Table G4: Total Respondents: My institution is considered

	Number of Respondents	Percent of Respondents
Public Institution	187	56%
Private Institution	147	44%
Total Responses	334	

Note: 70 Respondents to the survey did not answer this question

Table G5: Total Respondents: My current age is

	Number of Respondents	Percent of Respondents
Under 25	13	4%
25-34	101	30%
35-44	75	23%
45-54	70	21%
55-64	59	18%
Over 65	10	3%
I prefer not to answer	4	1%
Total Responses	332	

Note: 72 Respondents to the survey did not answer this question

Table G6: Total Respondents: My current duties include (Please check all the apply)

	Number of Respondents	Percent of Respondents
Director (Athletics)	55	17%
Compliance	77	23%
Title IX	51	15%
Marketing/Promotions/Licensing	67	20%
Facilities/Event Management	81	24%
Fundraising/Development	57	17%
Media/Public Relations	65	20%
Sports Information	61	18%
Senior Women Administrator	62	19%
Business/Finance	31	9%
Ticket Sales	30	9%
Sport Medicine/Performance	16	5%
Equipment Management	19	6%
Coach	26	8%
Other (please specify)	97	29%
Academic Support	51	
Sport Administrator	25	
Assoc./Asst/Deputy Director	8	
FAR	1	

Table G6 continued

Recreation	2
Community Relations	1
Total Responses	333

Note: 71 Respondents to the survey did not answer this question

APPENDIX H
SURVEY RESULTS

Section 1. Maintenance and Routine Activities

Question 1. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H1: *Question 1A: Arrange and supervise games and contests*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	0	2	2
Somewhat Feminine	0	2	5	7
Gender Neutral	2	129	119	250
Somewhat Masculine	0	21	14	35
Masculine	0	7	10	17
Most Masculine	0	3	7	10
Total	2	162	159	323

Table H2: *Question 1B: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	0	3	3
Somewhat Feminine	0	6	8	14
Gender Neutral	2	131	97	230
Somewhat Masculine	0	17	36	53
Masculine	0	12	9	21
Most Masculine	0	3	7	10
Total	2	169	162	333

Table H3: *Question 1C: Prepare and approve contracts for all home games, matches, contests, and special events*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	2	1	3
Somewhat Feminine	0	4	9	13
Gender Neutral	2	149	117	268
Somewhat Masculine	0	7	15	22
Masculine	0	5	10	15
Most Masculine	0	1	8	9
Total	2	168	162	332

Table H4: *Question 1D: Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	3	3
Feminine	0	0	2	2
Somewhat Feminine	0	9	6	15
Gender Neutral	2	139	118	259
Somewhat Masculine	0	17	24	41
Masculine	0	3	5	8
Most Masculine	0	1	4	5
Total		169	162	333

Question 2. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H5: *Question 2A: Arrange and supervise games and contests*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	3	4	7
Somewhat Discourage	0	5	13	18
No Effect	2	144	122	268
Somewhat Encourage	0	7	7	14
Encourage	0	7	10	17
Total	2	166	156	324

Table H6: *Question 2B: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	2	3
Somewhat Discourage	0	3	16	19
No Effect	2	141	115	258
Somewhat Encourage	0	14	12	26
Encourage	0	9	17	26
Total	2	168	162	332

Table H7: *Question 2C: Prepare and approve contracts for all games, matches, contests, and special events*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	1	2
Somewhat Discourage	0	6	13	19
No Effect	2	146	119	267
Somewhat Encourage	0	7	13	20
Encourage	0	9	14	23
Total	2	169	160	331

Table H8: *Question 2D: Provide oversight for the coordination of event transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	1	2
Somewhat Discourage	0	5	10	15
No Effect	2	144	121	267
Somewhat Encourage	0	10	13	23
Encourage	0	9	17	26
Total	2	169	162	333

Section 2. League Responsibilities

Question 1. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H9: *Question 3A: Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Most Feminine	0	1	6	7
Feminine	0	3	4	7
Somewhat Feminine	0	15	14	29
Gender Neutral	2	139	123	264
Somewhat Masculine	0	6	9	15
Masculine	0	2	4	6
Most Masculine	0	2	2	4
Total	2	168	162	332

Table H10: *Question 3B: Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	1	1
Feminine	0	0	4	4
Somewhat Feminine	0	8	4	12
Gender Neutral	2	153	137	292
Somewhat Masculine	0	5	11	16
Masculine	0	1	3	4
Most Masculine	0	2	2	4
Total	2	169	162	333

Table H11: *Question 3C: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	3	3
Feminine	0	5	1	6
Somewhat Feminine	0	6	9	15
Gender Neutral	2	154	131	287
Somewhat Masculine	0	2	11	13
Masculine	0	1	3	4
Most Masculine	0	1	4	5
Total	2	169	162	333

Table H12: *Question 3D: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	5	5
Feminine	0	0	1	1
Somewhat Feminine	0	12	11	23
Gender Neutral	2	145	128	275
Somewhat Masculine	0	7	12	19
Masculine	0	4	3	7
Most Masculine	0	1	2	3
Total	2	169	162	333

Question 4. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H13: *Question 4A: Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Discourage	0	2	1	3
Somewhat Discourage	0	2	6	8
No Effect	2	146	131	279
Somewhat Encourage	0	9	9	18
Encourage	0	8	15	23
Total	2	167	162	331

Table H14: *Question 4B: Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	1	2
Somewhat Discourage	0	3	8	11
No Effect	2	144	122	268
Somewhat Encourage	0	9	11	20
Encourage	0	10	20	30
Total	2	167	162	331

Table H15: *Question 4C: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	1	3
Somewhat Discourage	0	0	5	5
No Effect	2	149	122	273
Somewhat Encourage	0	7	11	18
Encourage	0	10	23	33
Total	2	168	162	332

Table H16: *Question 4D: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	3	1	4
Somewhat Discourage	0	2	5	7
No Effect	2	145	129	276
Somewhat Encourage	0	9	10	19
Encourage	0	8	16	24
Total	2	167	161	330

Section 3. Financial Management

Question 5. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H17: *Question 5A: Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	1	1	2
Somewhat Feminine	0	9	1	10
Gender Neutral	2	124	94	220
Somewhat Masculine	0	29	43	72
Masculine	0	2	18	20
Most Masculine	0	4	4	8
Total	2	169	161	332

Table H18: *Question 5B: Administrative and financial skills*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	4	4
Feminine	0	5	13	18
Somewhat Feminine	0	20	34	54
Gender Neutral	2	131	96	229
Somewhat Masculine	0	10	8	18
Masculine	0	2	6	8
Most Masculine	0	1	0	1
Total	2	169	161	332

Table H19: *Question 5C: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	1	1
Feminine	0	1	5	6
Somewhat Feminine	0	6	7	13
Gender Neutral	2	139	114	255
Somewhat Masculine	0	13	20	33
Masculine	0	7	11	18
Most Masculine	0	2	4	6
Total	2	168	162	332

Table H20: *Question 5D: Development and management of the annual operating budget*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	2	5	7
Somewhat Feminine	0	5	8	13
Gender Neutral	2	137	113	252
Somewhat Masculine	0	19	21	40
Masculine	0	4	11	15
Most Masculine	0	1	2	3
Total	2	168	162	332

Question 6. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H21: *Question 6A: Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	2	3
Somewhat Discourage	0	4	25	29
No Effect	2	145	118	265
Somewhat Encourage	0	8	9	17
Encourage	0	9	8	17
Total	2	167	162	331

Table H22: *Question 6B: Administrative and financial skills*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	3	2	5
Somewhat Discourage	0	12	18	30
No Effect	2	141	121	264
Somewhat Encourage	0	3	11	14
Encourage	0	6	9	15
Total	2	165	161	328

Table H23: *Question 6C: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	3	5
Somewhat Discourage	0	2	19	21
No Effect	2	142	120	264

Table H23 continued

Somewhat Encourage	0	13	9	22
Encourage	0	8	10	18
Total	2	167	161	330

Table H24: *Question 6D: Development and management of the annual operating budget*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	3	4
Somewhat Discourage	0	2	17	19
No Effect	2	140	121	263
Somewhat Encourage	0	12	10	22
Encourage	0	11	11	22
Total	2	166	162	330

Section 4. Staffing

Question 7. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H25: *Question 7A: Ability to act as a guide and mentor to coaching staff*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Most Feminine	0	0	4	4
Feminine	0	0	3	3
Somewhat Feminine	0	9	13	22
Gender Neutral	2	128	117	247
Somewhat Masculine	0	27	16	43
Masculine	0	2	7	9
Most Masculine	0	3	2	5
Total	2	169	162	333

Table H26: *Question 7B: Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	8	8
Feminine	0	11	14	25
Somewhat Feminine	0	39	37	76
Gender Neutral	2	115	100	217
Somewhat Masculine	0	2	2	4
Masculine	0	0	1	1
Most Masculine	0	1	0	1
Total	2	168	162	332

Table H27: *Question 7C: Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	4	4
Feminine	0	1	8	9
Somewhat Feminine	0	11	16	27
Gender Neutral	2	144	117	263
Somewhat Masculine	0	12	9	21
Masculine	0	0	5	5
Most Masculine	0	1	3	4
Total	2	169	162	333

Table H28: *Question 7D: Demonstrated knowledge and successful administrative record including responsibilities in personnel management*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	1	7	8
Feminine	0	3	6	9
Somewhat Feminine	0	6	16	22
Gender Neutral	2	149	121	272
Somewhat Masculine	0	9	6	15
Masculine	0	0	6	6
Most Masculine	0	1	0	1
Total	2	169	162	333

Question 8. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H29: *Question 8A: Ability to act as a guide and mentor to coaching staff*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Discourage	0	1	2	3
Somewhat Discourage	0	2	9	11
No Effect	2	146	119	267
Somewhat Encourage	0	9	16	25
Encourage	0	11	14	25
Total	2	169	160	331

Table H30: *Question 8B: Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	3	1	4
Somewhat Discourage	0	11	6	17
No Effect	2	136	121	259
Somewhat Encourage	0	11	16	27
Encourage	0	8	17	25
Total	2	169	161	332

Table H31: *Question 8C: Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	3	5
Somewhat Discourage	0	1	9	10
No Effect	2	144	121	267
Somewhat Encourage	0	16	16	32
Encourage	0	6	12	18
Total	2	169	161	332

Table H32: *Question 8D: Demonstrated knowledge and successful administrative record including responsibilities in personnel management*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	1	2
Somewhat Discourage	0	4	8	12
No Effect	2	146	122	270
Somewhat Encourage	0	11	18	29
Encourage	0	7	13	20
Total	2	169	162	333

Section 5. Revenue Generation

Question 9. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H33: *Question 9A: Fundraising, sponsorship development*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	0	2	2
Somewhat Feminine	0	7	4	11
Gender Neutral	2	133	99	234
Somewhat Masculine	0	16	29	45
Masculine	0	10	16	26
Most Masculine	0	3	9	12
Total	2	169	161	332

Table H34: *Question 9B: Implement a comprehensive annual athletic fundraising program*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	1	1
Feminine	0	1	2	3
Somewhat Feminine	0	5	3	8
Gender Neutral	2	133	109	244
Somewhat Masculine	0	19	25	44
Masculine	0	8	13	21
Most Masculine	0	3	9	12
Total	2	169	162	333

Table H35: *Question 9C: Proven success in fund raising, including; securing funds for capital projects, program and facility improvements*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	1	1
Feminine	0	0	2	2
Somewhat Feminine	0	3	1	4
Gender Neutral	2	123	96	221
Somewhat Masculine	0	31	38	69
Masculine	0	7	14	21
Most Masculine	0	5	10	15
Total	2	169	162	333

Table H36: *Question 9D: Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	0	0	0
Somewhat Feminine	0	4	6	10
Gender Neutral	2	132	105	239
Somewhat Masculine	0	22	27	49
Masculine	0	8	15	23
Most Masculine	0	3	7	10
Total	2	169	162	333

Question 10. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H37: *Question 10A: Fundraising, sponsorship development*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	7	9
Somewhat Discourage	0	5	20	25
No Effect	2	142	122	266
Somewhat Encourage	0	16	4	20
Encourage	0	4	9	13
Total	2	169	162	333

Table H38: *Question 10B: Implement a comprehensive annual athletic fundraising program*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	6	7
Somewhat Discourage	0	6	20	26
No Effect	2	141	120	263
Somewhat Encourage	0	16	6	22
Encourage	0	5	10	15
Total	2	169	162	333

Table H39: *Question 10C: Proven success in fund raising, including; securing funds for capital projects, program and facility improvements*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	8	10
Somewhat Discourage	0	7	23	30
No Effect	2	139	117	258
Somewhat Encourage	0	17	6	23
Encourage	0	4	8	12
Total	2	169	162	333

Table H40: *Question 10D: Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	8	9
Somewhat Discourage	0	8	18	26
No Effect	2	137	120	259
Somewhat Encourage	0	16	7	23
Encourage	0	7	9	16
Total	2	169	162	333

Section 6. Administration

Question 11. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H41: *Question 11A: Administrative skills necessary to foster excellence in every aspect of the department's operations*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Most Feminine	0	1	4	5
Feminine	0	3	14	17
Somewhat Feminine	0	23	28	51
Gender Neutral	2	133	105	240
Somewhat Masculine	0	7	7	14
Masculine	0	1	4	5
Most Masculine	0	1	0	1
Total	2	169	162	333

Table H42: *Question 11B: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

I describe myself as:				
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	3	3
Feminine	0	1	4	5
Somewhat Feminine	0	3	9	12
Gender Neutral	2	139	116	257
Somewhat Masculine	0	16	20	36
Masculine	0	7	8	15
Most Masculine	0	2	2	4
Total	2	168	162	332

Table H43: *Question 11C: Long term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College*

I describe myself as:				
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	1	3	4
Somewhat Feminine	0	9	7	16
Gender Neutral	2	145	126	273
Somewhat Masculine	0	7	13	20
Masculine	0	4	6	10
Most Masculine	0	2	5	7
Total	2	168	162	332

Table H44: *Question 11D: Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	2	2
Feminine	0	2	4	6
Somewhat Feminine	0	4	4	8
Gender Neutral	2	156	129	287
Somewhat Masculine	0	6	13	19
Masculine	0	0	6	6
Most Masculine	0	1	4	5
Total	2	169	162	333

Table H45: *Question 11E: Oversee the management of the total intercollegiate athletic program*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	1	1
Feminine	0	1	0	1
Somewhat Feminine	0	1	1	2
Gender Neutral	2	144	116	262
Somewhat Masculine	0	12	16	28
Masculine	0	5	16	21
Most Masculine	0	3	12	15
Total	2	166	162	330

Question 12. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H46: *Question 12A: Administrative skills necessary to foster excellence in every aspect of the department's operations*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	1	3
Somewhat Discourage	0	7	11	18
No Effect	2	141	126	269
Somewhat Encourage	0	11	13	24
Encourage	0	8	11	19
Total	2	169	162	333

Table H7: *Question 12B: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	3	4
Somewhat Discourage	0	0	18	18
No Effect	2	145	113	260
Somewhat Encourage	0	13	17	30
Encourage	0	9	10	19
Total	2	168	161	331

Table H48: *Question 12C: Long term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	2	3
Somewhat Discourage	0	4	12	16
No Effect	2	141	122	265
Somewhat Encourage	0	12	13	25
Encourage	0	11	13	24
Total	2	169	162	333

Table H49: *Question 12D: Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	2	4
Somewhat Discourage	0	4	11	15
No Effect	2	143	121	266
Somewhat Encourage	0	10	16	26
Encourage	0	10	11	21
Total	2	169	161	332

Table H50: *Question 12E: Oversee the management of the total intercollegiate athletic program*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	8	9
Somewhat Discourage	0	4	13	17
No Effect	2	135	114	251
Somewhat Encourage	0	15	13	28
Encourage	0	13	14	27
Total	2	168	162	332

Section 7. Athletic Affairs

Question 13. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H51: *Question 13A: Advance the success of student athletes in academic, athletic and personal development*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	11	11
Feminine	0	7	9	16
Somewhat Feminine	0	21	30	51
Gender Neutral	2	134	111	247
Somewhat Masculine	0	4	1	5
Masculine	0	1	0	1
Most Masculine	0	2	0	2
Total	2	169	162	333

Table H52: *Question 13B: Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goal*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	6	6
Feminine	0	1	5	6
Somewhat Feminine	0	14	13	27
Gender Neutral	2	142	120	264
Somewhat Masculine	0	7	14	21
Masculine	0	3	4	7
Most Masculine	0	2	0	2
Total	2	169	162	333

Table H53: *Question 13C: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	6	6
Feminine	0	3	3	6
Somewhat Feminine	0	5	16	21
Gender Neutral	2	147	124	273
Somewhat Masculine	0	9	12	21
Masculine	0	2	1	3
Most Masculine	0	2	0	2
Total	2	168	162	332

Table H54: *Question 13D: Prepares and implements short and long range recruitment plan for student athletes*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	3	3
Feminine	0	3	4	7
Somewhat Feminine	0	9	12	21
Gender Neutral	2	145	130	277
Somewhat Masculine	0	8	9	17
Masculine	0	1	4	5
Most Masculine	0	2	0	2
Total	2	168	162	332

Table H55: *Question 13E: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	11	11
Feminine	0	8	10	18
Somewhat Feminine	0	31	25	56
Gender Neutral	2	125	113	240
Somewhat Masculine	0	2	3	5
Masculine	0	1	0	1
Most Masculine	0	2	0	2
Total	2	169	162	333

Question 14. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H56: *Question 14A: Advance the success of student athletes in academic, athletic and personal development*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Discourage	0	1	0	1
Somewhat Discourage	0	8	1	9
No Effect	2	141	123	266
Somewhat Encourage	0	9	17	26
Encourage	0	10	21	31
Total	2	169	162	333

Table H57: *Question 14B: Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	0	1
Somewhat Discourage	0	6	4	10
No Effect	2	146	128	276
Somewhat Encourage	0	8	15	23
Encourage	0	8	15	23
Total	2	169	162	333

Table H58: *Question 14C: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	0	1
Somewhat Discourage	0	2	8	10
No Effect	2	150	131	283
Somewhat Encourage	0	8	10	18
Encourage	0	8	13	21
Total	2	169	162	333

Table H59: *Question 14D: Prepares and implements short and long range recruitment plan for student athletes*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	0	1
Somewhat Discourage	0	3	6	9
No Effect	2	146	134	282
Somewhat Encourage	0	12	9	21
Encourage	0	7	13	20
Total	2	169	162	333

Table H60: *Question 14E: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Discourage	0	2	0	2
Somewhat Discourage	0	12	1	13
No Effect	2	137	129	268
Somewhat Encourage	0	8	13	21
Encourage	0	10	19	29
Total	2	169	162	333

Section 8. Leadership

Question 15. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H61: *Question 15A: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	3	3
Feminine	0	0	1	1
Somewhat Feminine	0	2	6	8
Gender Neutral	2	145	116	263
Somewhat Masculine	0	12	25	37
Masculine	0	9	9	18
Most Masculine	0	1	2	3
Total	2	169	162	333

Table H 62: *Question 15B: Demonstrated ability to build and lead an effective, diverse, complex organization*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	3	3
Feminine	0	3	1	4
Somewhat Feminine	0	4	4	8
Gender Neutral	2	141	120	263
Somewhat Masculine	0	14	21	35
Masculine	0	6	10	16
Most Masculine	0	1	2	3
Total	2	169	161	332

Table H63: *Question 15C: Develop and execute short and long range strategic planning for the department*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	2	0	2
Somewhat Feminine	0	2	3	5
Gender Neutral	2	146	131	279
Somewhat Masculine	0	13	17	30
Masculine	0	5	7	12
Most Masculine	0	1	4	5
Total	2	169	162	333

Table H64: *Question 15D: Has a vision for success and passion to lead*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	1	6	7
Somewhat Feminine	0	3	4	7
Gender Neutral	2	149	132	283
Somewhat Masculine	0	11	15	26
Masculine	0	3	3	6
Most Masculine	0	2	1	3
Total	2	169	161	332

Table H65: *Question 15E: Provides executive leadership to the division's senior managers*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	1	0	1
Feminine	0	1	1	2
Somewhat Feminine	0	2	2	4
Gender Neutral	2	139	116	257
Somewhat Masculine	0	16	25	41
Masculine	0	7	12	19
Most Masculine	0	3	5	8
Total	2	169	161	332

Question 16. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H66: *Question 16A: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	2	3
Somewhat Discourage	0	2	10	12
No Effect	2	142	121	265
Somewhat Encourage	0	12	10	22
Encourage	0	11	19	30
Total	2	168	162	332

Table H67: *Question 16B: Demonstrated ability to build and lead an effective, diverse, complex organization*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	2	4	6
Somewhat Discourage	0	2	7	9
No Effect	2	144	123	269
Somewhat Encourage	0	9	11	20
Encourage	0	12	17	29
Total	2	169	162	333

Table H68: *Question 16C: Develop and execute short and long range strategic planning for the department*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	2	3
Somewhat Discourage	0	2	15	17
No Effect	2	145	118	265
Somewhat Encourage	0	9	9	18
Encourage	0	12	18	30
Total	2	169	162	333

Table H69: *Question 16D: Has a vision for success and passion to lead*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	2	3
Somewhat Discourage	0	3	9	12
No Effect	2	145	119	266
Somewhat Encourage	0	6	12	18
Encourage	0	12	20	32
Total	2	167	162	331

Table H70: *Question 16E: Provides executive leadership to the division's senior managers*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	6	7
Somewhat Discourage	0	4	14	18
No Effect	2	143	115	260
Somewhat Encourage	0	11	9	20
Encourage	0	10	17	27
Total	2	169	161	332

Section 9. Job Titles

Question 17. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Table H71: *Question 17A: Athletic Director*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	2	0	2
Somewhat Feminine	0	1	0	1
Gender Neutral	2	121	86	209
Somewhat Masculine	0	24	25	49
Masculine	0	10	20	30
Most Masculine	0	3	20	23
Total	2	161	151	314

Table H72: *Question 17B: Director of Athletics and Chair of the Physical Education Department*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	1	0	1
Somewhat Feminine	0	6	1	7
Gender Neutral	2	126	100	228
Somewhat Masculine	0	26	26	52
Masculine	0	6	18	24
Most Masculine	0	2	16	18
Total	2	167	161	330

Table H73: *Question 17C: Director of Athletics, Physical Education & Recreational Services*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	1	1	2
Somewhat Feminine	0	7	1	8
Gender Neutral	2	123	101	226

Table H73 continued

Somewhat Masculine	0	30	29	59
Masculine	0	4	15	19
Most Masculine	0	3	14	17
Total	2	168	161	331

Table H74: *Question 17D: Vice President and Director of Athletics*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	0	0	0
Feminine	0	2	0	2
Somewhat Feminine	0	2	0	2
Gender Neutral	2	123	95	220
Somewhat Masculine	0	27	34	61
Masculine	0	10	18	28
Most Masculine	0	5	15	20
Total	2	169	162	333

Table H75: *Question 17E: Director of Physical Education and Athletics*

	I describe myself as:			
	Other (please specify)	Man	Woman	Total
Most Feminine	0	1	0	1
Feminine	0	3	0	3
Somewhat Feminine	0	10	0	10
Gender Neutral	2	126	104	232
Somewhat Masculine	0	18	31	49
Masculine	0	8	16	24
Most Masculine	0	2	11	13
Total	2	168	162	332

Question 16. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Table H 76: *Question 18A: Athletic Director*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	11	12
Somewhat Discourage	0	1	14	15
No Effect	2	134	113	249
Somewhat Encourage	0	11	5	16
Encourage	0	15	12	27
Total	2	162	155	319

Table H77: *Question 18B: Director of Athletics and Chair of the Physical Education Department*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	5	10	15
Somewhat Discourage	0	8	21	29
No Effect	2	138	119	259
Somewhat Encourage	0	11	7	18
Encourage	0	7	5	12
Total	2	169	162	333

Table H78: *Question 18C: Director of Athletics, Physical Education & Recreational Services*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	4	9	13
Somewhat Discourage	0	9	17	26
No Effect	2	140	121	263
Somewhat Encourage	0	9	8	17
Encourage	0	7	6	13
Total	2	169	161	332

Table H79: *Question 18D: Vice President and Director of Athletics*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	1	10	11
Somewhat Discourage	0	1	18	19
No Effect	2	135	118	255
Somewhat Encourage	0	15	3	18
Encourage	0	17	13	30
Total	2	169	162	333

Table H80: *Question 18E: Director of Physical Education and Athletics*

	I describe myself as:			Total
	Other (please specify)	Man	Woman	
Discourage	0	6	9	15
Somewhat Discourage	0	8	22	30
No Effect	2	142	119	263
Somewhat Encourage	0	6	7	13
Encourage	0	7	5	12
Total	2	169	162	333

APPENDIX I

QUANTITATIVE ANALYSIS

Section 1: Maintenance and Routine Activities

Question 1. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Question 1A: Arrange and supervise games and contests

Table I1: *Chi-Square Tests for Gender and Arrange and supervise games and contests*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.834 ^a	12	.631
Likelihood Ratio	11.864	12	.457
N of Valid Cases	323		

a. 14 cells (66.7%) have expected count less than 5. The minimum expected count is .01.

Table I2: *Symmetric Measures for Gender and Arrange and supervise games and contests*

	Value	Approximate Significance
Phi	.174	.631
Cramer's V	.123	.631
N of Valid Cases	323	

Question 1B: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators

Table I3: *Chi-Square Tests for Gender and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.040 ^a	12	.066
Likelihood Ratio	22.686	12	.031
N of Valid Cases	333		

a. 12 cells (57.1%) have expected count less than 5. The minimum expected count is .01.

Table I4: *Symmetric Measures for Gender and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

	Value	Approximate Significance
Phi	.245	.066
Cramer's V	.173	.066
N of Valid Cases	333	

Question 1C: Prepare and approve contracts for all home games, matches, contests, and special events

Table I5: *Chi-Square Tests for Gender and Prepare and approve contracts for all home games, matches, contests, and special events*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.592 ^a	12	.099
Likelihood Ratio	20.569	12	.057
N of Valid Cases	332		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I6: *Symmetric Measures for Gender and Prepare and approve contracts for all home games, matches, contests, and special events*

	Value	Approximate Significance
Phi	.237	.099
Cramer's V	.167	.099
N of Valid Cases	332	

Question 1D: Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities

Table I7: *Chi-Square Tests for Gender and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.300 ^a	12	.503
Likelihood Ratio	13.748	12	.317
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I8: *Symmetric Measures for Gender and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

	Value	Approximate Significance
Phi	.184	.503
Cramer's V	.130	.503
N of Valid Cases	333	

Question 2. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 2A: Arrange and supervise games and contests

Table I9: *Chi-Square Tests for Gender Expression and Arrange and supervise games and contests*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	73.611 ^c	16	.000
Likelihood Ratio	32.042	16	.010
N of Valid Cases	161		
Woman			
Pearson Chi-Square	65.772 ^d	24	.000
N of Valid Cases	154		
Total			
Pearson Chi-Square	107.391 ^a	24	.000
Likelihood Ratio	63.619	24	.000
N of Valid Cases	317		

a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .04.

b. No statistics are computed because Arrange and supervise games and contests and Arrange and supervise games and contests are constants.

c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .05.

Table I10: *Symmetric Measures for Gender Expression and Arrange and supervise games and contests*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.676	.000
Cramer's V	.338	.000
N of Valid Cases	161	
Woman		
Phi	.654	.000
Cramer's V	.327	.000
N of Valid Cases	154	
Total		
Phi	.582	.000
Cramer's V	.291	.000
N of Valid Cases	317	

c. No statistics are computed because Arrange and supervise games and contests and Arrange and supervise games and contests are constants.

Question 2B: Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators

Table I11: *Chi-Square Tests for Gender Expression and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	37.102 ^c	16	.002
Likelihood Ratio	19.410	16	.248
N of Valid Cases	166		
Woman			
Pearson Chi-Square	54.009 ^d	24	.000
Likelihood Ratio	43.845	24	.008
N of Valid Cases	156		
Total			
Pearson Chi-Square	71.978 ^a	24	.000
Likelihood Ratio	48.305	24	.002

Table I11 continued

N of Valid Cases	324
a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .04.	
b. No statistics are computed because Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators and Arrange and supervise games and contests are constants.	
c. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .05.	
d. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .05.	

Table I12: *Symmetric Measures for Gender Expression and Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.473	.002
Cramer's V	.236	.002
N of Valid Cases	166	
Woman		
Phi	.588	.000
Cramer's V	.294	.000
N of Valid Cases	156	
Total		
Phi	.471	.000
Cramer's V	.236	.000
N of Valid Cases	324	

c. No statistics are computed because Direct all game management operations to ensure safe and hospitable game environments for home and visiting teams, fans, students, officials, and administrators and Arrange and supervise games and contests are constants.

Question 2C: Prepare and approve contracts for all home games, matches, contests, and special events

Table I13: *Chi-Square Tests for Gender Expression and Prepare and approve contracts for all home games, matches, contests, and special events*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			

Table I13 continued

	Pearson Chi-Square	169.670 ^c	20	.000
	Likelihood Ratio	51.174	20	.000
	N of Valid Cases	165		
Woman				
	Pearson Chi-Square	37.602 ^d	24	.038
	Likelihood Ratio	30.771	24	.160
	N of Valid Cases	156		
Total				
	Pearson Chi-Square	110.481 ^a	24	.000
	Likelihood Ratio	61.125	24	.000
	N of Valid Cases	323		

a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .04.

b. No statistics are computed because Prepare and approve contracts for all home games, matches, contests, and special events and Arrange and supervise games and contests are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .02.

d. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .03.

Table I14: *Symmetric Measures for Gender Expression and Prepare and approve contracts for all home games, matches, contests, and special events*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.014	.000
Cramer's V	.507	.000
N of Valid Cases	165	
Woman		
Phi	.491	.038
Cramer's V	.245	.038
N of Valid Cases	156	
Total		
Phi	.585	.000
Cramer's V	.292	.000
N of Valid Cases	323	

c. No statistics are computed because Prepare and approve contracts for all home games, matches, contests, and special events and Arrange and supervise games and contests are constants.

Question 2D: Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities

Table I15: *Chi-Square Tests for Gender Expression and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	182.800 ^c	16	.000
Linear-by-Linear Association	3.582	1	.058
N of Valid Cases	169		
Woman			
Pearson Chi-Square	91.424 ^d	24	.000
Likelihood Ratio	52.867	24	.001
N of Valid Cases	162		
Total			
Pearson Chi-Square	126.689 ^a	24	.000
Likelihood Ratio	63.348	24	.000
N of Valid Cases	333		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities and Provide oversight for the coordination of event transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities are constants.

c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

d. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

Table I16: *Symmetric Measures for Gender Expression and Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.040	.000
Cramer's V	.520	.000
N of Valid Cases	169	
Woman		
Phi	.751	.000
Cramer's V	.376	.000
N of Valid Cases	162	
Total		
Phi	.617	.000
Cramer's V	.308	.000
N of Valid Cases	333	

c. No statistics are computed because Provide oversight for the coordination of event scheduling, transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities and Provide oversight for the coordination of event transportation, game management and the scheduling, preparation, and use of indoor and outdoor facilities are constants.

Section 2: League Responsibilities

Question 3. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Question 3A: Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations

Table I17: *Chi-Square Tests for Gender and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.436 ^a	12	.893
Likelihood Ratio	7.212	12	.843
N of Valid Cases	332		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .02.

Table I18: *Symmetric Measures for Gender and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

	Value	Approximate Significance
Phi	.139	.893
Cramer's V	.098	.893
N of Valid Cases	332	

Question 3B: Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions

Table I19: *Chi-Square Tests for Gender and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.665 ^a	12	.558
Likelihood Ratio	12.906	12	.376
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I20: *Symmetric Measures for Gender and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions*

	Value	Approximate Significance
Phi	.179	.558
Cramer's V	.127	.558
N of Valid Cases	333	

Question 3C: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association

Table I21: *Chi-Square Tests for Gender and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.431 ^a	12	.134
Likelihood Ratio	19.814	12	.071
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .02.

Table I22: *Symmetric Measures for Gender and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

	Value	Approximate Significance
Phi	.229	.134
Cramer's V	.162	.134
N of Valid Cases	333	

Question 3D: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations

Table I23: *Chi-Square Tests for Gender and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.224 ^a	12	.684
Likelihood Ratio	11.855	12	.457
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I24: *Symmetric Measures for Gender and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

		Value	Approximate Significance
Nominal by Nominal	Phi	.166	.684
	Cramer's V	.118	.684
N of Valid Cases		333	

Question 4. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 4A: Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations

Table I25: *Chi-Square Test for Gender Expression and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		

Table I25 continued

Man				
	Pearson Chi-Square	83.874 ^c	24	.000
	Likelihood Ratio	22.868	24	.528
	N of Valid Cases	166		
Woman				
	Pearson Chi-Square	112.889 ^d	24	.000
	Likelihood Ratio	61.262	24	.000

Table I25 continue

	N of Valid Cases	162		
Total				
	Pearson Chi-Square	123.014 ^a	24	.000
	Likelihood Ratio	62.966	24	.000
	N of Valid Cases	330		

a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .04.

b. No statistics are computed because Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations are constants.

c. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

d. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

Table I26: *Symmetric Measures for Gender Expression and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.711	.000
Cramer's V	.355	.000
N of Valid Cases	166	
Woman		
Phi	.835	.000
Cramer's V	.417	.000
N of Valid Cases	162	
Total		
Phi	.611	.000
Cramer's V	.305	.000
N of Valid Cases	330	

Table I26 continued

c. No statistics are computed because Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations and Assures the University's compliance with the National Collegiate Athletic Association and Conference rules and regulations are constants.

Question 4B: Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions

Table I27: *Chi-Square Test for Gender Expression and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	102.448 ^c	16	.000
Likelihood Ratio	22.786	16	.120
N of Valid Cases	167		
Woman			
Pearson Chi-Square	137.249 ^d	24	.000
Likelihood Ratio	66.325	24	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	179.280 ^a	24	.000
Likelihood Ratio	77.128	24	.000
N of Valid Cases	331		

a. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions are constants.

c. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .01.

d. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

Table I28: *Symmetric Measures for Gender Expression and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions*

I describe myself as:		Value	Approximate Significance
Other (please specify)	Phi	. ^c	
	N of Valid Cases	2	
Man	Phi	.783	.000
	Cramer's V	.392	.000
	N of Valid Cases	167	
Woman	Phi	.920	.000
	Cramer's V	.460	.000
	N of Valid Cases	162	
Total	Phi	.736	.000
	Cramer's V	.368	.000
	N of Valid Cases	331	

c. No statistics are computed because Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions and Attend the National Collegiate Athletic Association national district, regional, and meetings and conventions are constants.

Question 4C: Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association

Table I29: *Chi-Square Tests for Gender Expression and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

I describe myself as:		Value	df	Asymptotic Significance (2-sided)
Other (please specify)	Pearson Chi-Square	. ^b		
	N of Valid Cases	2		
Man	Pearson Chi-Square	126.094 ^c	15	.000
	Likelihood Ratio	26.565	15	.032
	N of Valid Cases	168		
Woman	Pearson Chi-Square	109.630 ^d	24	.000
	Likelihood Ratio	53.706	24	.000
	N of Valid Cases	162		
Total	Pearson Chi-Square	197.271 ^a	24	.000
	Likelihood Ratio	73.725	24	.000
	N of Valid Cases	332		

a. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .03.

Table I29 continued

- b. No statistics are computed because Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association are constants.
- c. 20 cells (83.3%) have expected count less than 5. The minimum expected count is .01.
- d. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

Table I30: *Symmetric Measures for Gender Expression and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.866	.000
Cramer's V	.500	.000
N of Valid Cases	168	
Woman		
Phi	.823	.000
Cramer's V	.411	.000
N of Valid Cases	162	
Total		
Phi	.771	.000
Cramer's V	.385	.000
N of Valid Cases	332	

c. No statistics are computed because Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association and Serve on committees that further the interests of the department on campus and in the conference, and the National Intercollegiate Athletic Association are constants.

Question4D: Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations

Table I31: *Chi-Square Tests for Gender Expression and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			

Table I31 continued

	Pearson Chi-Square	105.341 ^c	16	.000
	Likelihood Ratio	33.185	16	.007
	N of Valid Cases	167		
Woman				
	Pearson Chi-Square	93.541 ^d	24	.000
	Likelihood Ratio	45.379	24	.005
	N of Valid Cases	161		
Total				
	Pearson Chi-Square	145.109 ^a	24	.000
	Likelihood Ratio	64.941	24	.000
	N of Valid Cases	330		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations are constants.

c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

d. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

Table I32: *Symmetric Measures for Gender Expression and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.794	.000
Cramer's V	.397	.000
N of Valid Cases	167	
Woman		
Phi	.762	.000
Cramer's V	.381	.000
N of Valid Cases	161	
Total		
Phi	.663	.000
Cramer's V	.332	.000
N of Valid Cases	330	

c. No statistics are computed because Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations and Ensure compliance with federal, state, and local laws and regulations and state and college policies and procedures in all department operations are constants.

Section 3: Financial Management

Question 5. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Question 5A: Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance

Table I33: *Chi-Square Tests for Gender and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.027 ^a	10	.003
Likelihood Ratio	30.423	10	.001
N of Valid Cases	332		

a. 11 cells (61.1%) have expected count less than 5. The minimum expected count is .01.

Table I34: *Symmetric Measures for Gender and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance*

	Value	Approximate Significance
Phi	.285	.003
Cramer's V	.202	.003
N of Valid Cases	332	

Question 5B: Administrative and financial skills

Table I35: *Chi-Square Tests for Gender and Administrative and financial skills*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.612 ^a	12	.056
Likelihood Ratio	23.317	12	.025
N of Valid Cases	332		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I36: *Symmetric Measures for Gender and Administrative and financial skills*

	Value	Approximate Significance
Phi	.249	.056
Cramer's V	.176	.056
N of Valid Cases	332	

Question 5C: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs

Table I37: *Chi-Square Tests for Gender and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.798 ^a	12	.634
Likelihood Ratio	10.871	12	.540
N of Valid Cases	332		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I38: *Symmetric Measures for Gender and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

	Value	Approximate Significance
Phi	.172	.634
Cramer's V	.121	.634
N of Valid Cases	332	

Question 5D: Development and management of the annual operating budget

Table I39: *Chi-Square Tests for Gender and Development and management of the annual operating budget*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.563 ^a	12	.567
Likelihood Ratio	11.941	12	.450
N of Valid Cases	332		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I40: *Symmetric Measures for Gender and Development and management of the annual operating budget*

	Value	Approximate Significance
Phi	.178	.567
Cramer's V	.126	.567
N of Valid Cases	332	

Question 6. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 6A: Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance

Table I41: *Chi-Square Tests for Gender Expression and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	101.352 ^c	20	.000
Likelihood Ratio	39.842	20	.005
N of Valid Cases	167		
Woman			
Pearson Chi-Square	135.345 ^d	20	.000
Likelihood Ratio	51.864	20	.000
N of Valid Cases	161		
Total			
Pearson Chi-Square	126.461 ^a	20	.000
Likelihood Ratio	68.960	20	.000
N of Valid Cases	330		

a. 21 cells (70.0%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance are constants.

c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.

d. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

Table I42: *Symmetric Measures for Gender Expression and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.779	.000
Cramer's V	.390	.000
N of Valid Cases	167	
Woman		
Phi	.917	.000

Table I42 continued

	Cramer's V	.458	.000
	N of Valid Cases	161	
Total	Phi	.619	.000
	Cramer's V	.310	.000
	N of Valid Cases	330	

c. No statistics are computed because Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance and Assess outcomes, analyzes trends, and makes recommendations regarding resource allocations to include facilities/equipment maintenance are constants.

Question 6B: Administrative and financial skills

Table I43: *Chi-Square Tests for Gender Expression and Administrative and financial skills*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	130.978 ^c	20	.000
Likelihood Ratio	47.908	20	.000
N of Valid Cases	165		
Woman			
Pearson Chi-Square	78.275 ^d	20	.000
Likelihood Ratio	55.958	20	.000
N of Valid Cases	160		
Total			
Pearson Chi-Square	207.700 ^a	24	.000
Likelihood Ratio	98.891	24	.000
N of Valid Cases	327		

a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Administrative and financial skills and Administrative and financial skills are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .02.

d. 23 cells (76.7%) have expected count less than 5. The minimum expected count is .05.

Table I44: *Symmetric Measures for Gender Expression and Administrative and financial skills*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.891	.000
Cramer's V	.445	.000
N of Valid Cases	165	
Woman		
Phi	.699	.000
Cramer's V	.350	.000
N of Valid Cases	160	
Total		
Phi	.797	.000
Cramer's V	.398	.000
N of Valid Cases	327	

c. No statistics are computed because Administrative and financial skills and Administrative and financial skills are constants.

Question 6C: Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs

Table I45: *Chi-Square Tests for Gender Expression and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	61.028 ^c	20	.000
Likelihood Ratio	20.862	20	.405
N of Valid Cases	166		
Woman			
Pearson Chi-Square	68.492 ^d	24	.000
Likelihood Ratio	47.435	24	.003
N of Valid Cases	161		
Total			
Pearson Chi-Square	112.016 ^a	24	.000

Table I45 continued

Linear-by-Linear Association	7.222	1	.007
N of Valid Cases	329		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .02.
 b. No statistics are computed because Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs are constants.
 c. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .01.
 d. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .02.

Table I46: *Symmetric Measures for Gender Expression and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.606	.000
Cramer's V	.303	.000
N of Valid Cases	166	
Woman		
Phi	.652	.000
Cramer's V	.326	.000
N of Valid Cases	161	
Total		
Phi	.584	.000
Cramer's V	.292	.000
N of Valid Cases	329	

c. No statistics are computed because Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs and Forecast and control expenditures for the department by projecting department needs, justifying requests, allocating funds, revising priorities, and monitoring expenditures of assigned programs are constants.

Question 6D: Development and management of the annual operating budget

Table I47: *Chi-Square Tests for Gender Expression and Development and management of the annual operating budget*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	190.895 ^c	20	.000
Likelihood Ratio	30.943	20	.056
N of Valid Cases	166		
Woman			
Pearson Chi-Square	74.810 ^d	24	.000
Table I48 continue			
Likelihood Ratio	54.928	24	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	127.956 ^a	24	.000
N of Valid Cases	330		

a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Development and management of the annual operating budget and Development and management of the annual operating budget are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .01.

d. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

Table I48: *Symmetric Measures for Gender Expression and Development and management of the annual operating budget*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.072	.000
Cramer's V	.536	.000
N of Valid Cases	166	
Woman		
Phi	.680	.000
Cramer's V	.340	.000
N of Valid Cases	162	
Total		
Phi	.623	.000
Cramer's V	.311	.000
N of Valid Cases	330	

c. No statistics are computed because Development and management of the annual operating budget and Development and management of the annual operating budget are constants.

Section 4. Staffing

Question 7. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Question 7A: Ability to act as a guide and mentor to coaching staff

Table I49: *Chi-Square Tests for Gender and Ability to act as a guide and mentor to coaching staff*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.654 ^a	12	.261
Likelihood Ratio	17.969	12	.117
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .02.

Table I50: *Symmetric Measures for Gender and Ability to act as a guide and mentor to coaching staff*

	Value	Approximate Significance
Phi	.210	.261
Cramer's V	.148	.261
N of Valid Cases	333	

Question 7B: Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches

Table I51: *Chi-Square Tests for Gender and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.484 ^a	12	.408
Likelihood Ratio	16.922	12	.153
N of Valid Cases	332		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I52: *Symmetric Measures for Gender and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches*

	Value	Approximate Significance
Phi	.194	.408
Cramer's V	.137	.408
N of Valid Cases	332	

Question 7C: Screen, interview, select, and orient department personnel and recommend changes in status and compensation

Table I53: *Chi-Square Tests for Gender and Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.092 ^a	12	.065
Likelihood Ratio	24.679	12	.016
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .02.

Table I54: *Symmetric Measures for Gender and Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

	Value	Approximate Significance
Phi	.246	.065
Cramer's V	.174	.065
N of Valid Cases	333	

Question 7D: Demonstrated knowledge and successful administrative record including responsibilities in personnel management

Table I55: *Chi-Square Tests for Gender and Demonstrated knowledge and successful administrative record including responsibilities in personnel management*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.971 ^a	12	.051
Likelihood Ratio	24.679	12	.016
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I56: *Symmetric Measures for Gender and Demonstrated knowledge and successful administrative record including responsibilities in personnel management*

	Value	Approximate Significance
Phi	.251	.051
Cramer's V	.177	.051
N of Valid Cases	333	

Question 8. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 8A: Ability to act as a guide and mentor to coaching staff

Table I57: *Chi-Square Tests for Gender Expression and Ability to act as a guide and mentor to coaching staff*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	124.063 ^c	16	.000
Likelihood Ratio	42.602	16	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	98.135 ^d	24	.000
Likelihood Ratio	63.380	24	.000
N of Valid Cases	160		
Total			
Pearson Chi-Square	172.158 ^a	24	.000
Likelihood Ratio	96.839	24	.000
N of Valid Cases	331		

Table I57 continued

- a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .03.
- b. No statistics are computed because Ability to act as a guide and mentor to coaching staff and Ability to act as a guide and mentor to coaching staff are constants.
- c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .01.
- d. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .03.

Table I58: *Symmetric Measures for Gender Expression and Ability to act as a guide and mentor to coaching staff*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.857	.000
Cramer's V	.428	.000
N of Valid Cases	169	
Woman		
Phi	.783	.000
Cramer's V	.392	.000
N of Valid Cases	160	
Total		
Phi	.721	.000
Cramer's V	.361	.000
N of Valid Cases	331	

c. No statistics are computed because Ability to act as a guide and mentor to coaching staff and Ability to act as a guide and mentor to coaching staff are constants.

Question 8B: Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches

Table I59: *Chi-Square Tests for Gender Expression and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	77.329 ^c	16	.000
Likelihood Ratio	28.098	16	.031
N of Valid Cases	168		
Woman			
Pearson Chi-Square	84.354 ^d	20	.000
Likelihood Ratio	47.414	20	.001

Table I59 continued

	N of Valid Cases	161		
Total				
	Pearson Chi-Square	169.171 ^a	24	.000
	Likelihood Ratio	68.200	24	.000
	N of Valid Cases	331		

- a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .01.
 b. No statistics are computed because Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches are constants.
 c. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .02.
 d. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

Table I60: *Symmetric Measures for Gender Expression and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.678	.000
Cramer's V	.339	.000
N of Valid Cases	168	
Woman		
Phi	.724	.000
Cramer's V	.362	.000
N of Valid Cases	161	
Total		
Phi	.715	.000
Cramer's V	.357	.000
N of Valid Cases	331	

- c. No statistics are computed because Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches and Encourage diversity and inclusion within the athletic department with regard to students, staff, administrators and coaches are constants.

Question 8C: Screen, interview, select, and orient department personnel and recommend changes in status and compensation

Table I61: *Chi-Square Tests for Gender Expression and Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	172.290 ^c	16	.000
Likelihood Ratio	25.026	16	.069
N of Valid Cases	169		
Woman			
Pearson Chi-Square	131.872 ^d	24	.000
Likelihood Ratio	76.094	24	.000
N of Valid Cases	161		
Total			
Pearson Chi-Square	188.803 ^a	24	.000
Likelihood Ratio	93.134	24	.000
N of Valid Cases	332		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .06.

b. No statistics are computed because Screen, interview, select, and orient department personnel and recommend changes in status and compensation and Screen, interview, select, and orient department personnel and recommend changes in status and compensation are constants.

c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

d. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .06.

Table I62: *Symmetric Measures for Gender Expression and Screen, interview, select, and orient department personnel and recommend changes in status and compensation*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.010	.000
Cramer's V	.505	.000
N of Valid Cases	169	
Woman		
Phi	.905	.000
Cramer's V	.453	.000
N of Valid Cases	161	

Table I62 continued

Total	Phi	.754	.000
	Cramer's V	.377	.000
	N of Valid Cases	332	

c. No statistics are computed because Screen, interview, select, and orient department personnel and recommend changes in status and compensation and Screen, interview, select, and orient department personnel and recommend changes in status and compensation are constants.

Question 8D: Demonstrated knowledge and successful administrative record including responsibilities in personnel management

Table I63: *Chi-Square Tests for Gender Expression and Demonstrated knowledge and successful administrative record including responsibilities in personnel management*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	232.836 ^c	20	.000
Likelihood Ratio	32.796	20	.036
N of Valid Cases	169		
Woman			
Pearson Chi-Square	103.975 ^d	20	.000
Likelihood Ratio	66.384	20	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	287.293 ^a	24	.000
Likelihood Ratio	80.491	24	.000
N of Valid Cases	333		

a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Demonstrated knowledge and successful administrative record including responsibilities in personnel management and Demonstrated knowledge and successful administrative record including responsibilities in personnel management are constants.

c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.

d. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

Table I64: *Symmetric Measures for Gender Expression and Demonstrated knowledge and successful administrative record including responsibilities in personnel management*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.174	.000
Cramer's V	.587	.000
N of Valid Cases	169	
Woman		
Phi	.801	.000
Cramer's V	.401	.000
N of Valid Cases	162	
Total		
Phi	.929	.000
Cramer's V	.464	.000
N of Valid Cases	333	

c. No statistics are computed because Demonstrated knowledge and successful administrative record including responsibilities in personnel management and Demonstrated knowledge and successful administrative record including responsibilities in personnel management are constants.

Section 5. Revenue Generation

Question 9. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented.

Question 9A: Fundraising, sponsorship development

Table I65: *Chi-Square Tests for Gender and Fundraising, sponsorship development*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.678 ^a	12	.097
Likelihood Ratio	20.931	12	.051
N of Valid Cases	332		

a. 11 cells (52.4%) have expected count less than 5. The minimum expected count is .01.

Table I66: *Symmetric Measures for Gender and Fundraising, sponsorship development*

	Value	Approximate Significance
Phi	.237	.097
Cramer's V	.168	.097
N of Valid Cases	332	

Question 9B: Implement a comprehensive annual athletic fundraising program

Table I67: *Chi-Square Tests for Gender and Implement a comprehensive annual athletic fundraising program*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.855 ^a	12	.629
Likelihood Ratio	10.878	12	.539
N of Valid Cases	333		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I68: *Symmetric Measures for Gender and Implement a comprehensive annual athletic fundraising program*

	Value	Approximate Significance
Phi	.172	.629
Cramer's V	.122	.629
N of Valid Cases	333	

Question 9C: Proven success in fund raising, including; securing funds for capital projects, program and facility improvements

Table I69: *Chi-Square Tests for Gender and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.967 ^a	12	.371
Likelihood Ratio	14.830	12	.251
N of Valid Cases	333		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I70: *Symmetric Measures for Gender and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements*

	Value	Approximate Significance
Phi	.197	.371
Cramer's V	.140	.371
N of Valid Cases	333	

Question 9D: Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.

Table I71: *Chi-Square Tests for Gender and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.405 ^a	10	.406
Likelihood Ratio	11.763	10	.301
N of Valid Cases	333		

a. 10 cells (55.6%) have expected count less than 5. The minimum expected count is .01.

Table I72: *Symmetric Measures for Gender and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

	Value	Approximate Significance
Phi	.177	.406
Cramer's V	.125	.406
N of Valid Cases	333	

Question 10. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 10A: Fundraising, sponsorship development

Table I73: *Chi-Square Tests for Gender Expression and Fundraising, sponsorship development*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	102.506 ^c	16	.000
Likelihood Ratio	47.143	16	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	143.958 ^d	24	.000
Likelihood Ratio	96.696	24	.000
N of Valid Cases	161		
Total			
Pearson Chi-Square	231.238 ^a	24	.000
Likelihood Ratio	127.131	24	.000

Table I73 continue

N of Valid Cases	332
a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .05.	
b. No statistics are computed because Fundraising, sponsorship development and Fundraising, sponsorship development are constants.	
c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .04.	
d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .05.	

Table I74: *Symmetric Measures for Gender Expression and Fundraising, sponsorship development*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	.c	
N of Valid Cases	2	
Man		
Phi	.779	.000
Cramer's V	.389	.000
N of Valid Cases	169	
Woman		
Phi	.946	.000
Cramer's V	.473	.000
N of Valid Cases	161	
Total		
Phi	.835	.000
Cramer's V	.417	.000
N of Valid Cases	332	

c. No statistics are computed because Fundraising, sponsorship development and Fundraising, sponsorship development are constants.

Question 10B: Implement a comprehensive annual athletic fundraising program

Table I75: *Chi-Square Tests for Gender Expression and Implement a comprehensive annual athletic fundraising program*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	.b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	151.553 ^c	20	.000
Likelihood Ratio	60.353	20	.000
N of Valid Cases	169		
Woman			

Table I75 continued

	Pearson Chi-Square	167.144 ^d	24	.000
	Likelihood Ratio	96.674	24	.000
	N of Valid Cases	162		
Total				
	Pearson Chi-Square	258.404 ^a	24	.000
	Likelihood Ratio	128.251	24	.000
	N of Valid Cases	333		

a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Implement a comprehensive annual athletic fundraising program and Implement a comprehensive annual athletic fundraising program are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .01.

d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .04.

Table I76: *Symmetric Measures for Gender Expression and Implement a comprehensive annual athletic fundraising program*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.947	.000
Cramer's V	.473	.000
N of Valid Cases	169	
Woman		
Phi	1.016	.000
Cramer's V	.508	.000
N of Valid Cases	162	
Total		
Phi	.881	.000
Cramer's V	.440	.000
N of Valid Cases	333	

c. No statistics are computed because Implement a comprehensive annual athletic fundraising program and Implement a comprehensive annual athletic fundraising program are constants.

Question 10C: Proven success in fund raising, including; securing funds for capital projects, program and facility improvements

Table I77: *Chi-Square Tests for Gender Expression and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	78.380 ^c	16	.000
Likelihood Ratio	45.533	16	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	127.317 ^d	24	.000
Likelihood Ratio	85.011	24	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	201.205 ^a	24	.000
Likelihood Ratio	113.190	24	.000
N of Valid Cases	333		

a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .03.

b. No statistics are computed because Proven success in fund raising, including; securing funds for capital projects, program and facility improvements and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements are constants.

c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .04.

Table I78: *Symmetric Measures for Gender Expression and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.681	.000
Cramer's V	.341	.000
N of Valid Cases	169	
Woman		
Phi	.887	.000
Cramer's V	.443	.000
N of Valid Cases	162	
Total		
Phi	.777	.000

Table I78 continued

Cramer's V	.389	.000
N of Valid Cases	333	

c. No statistics are computed because Proven success in fund raising, including; securing funds for capital projects, program and facility improvements and Proven success in fund raising, including; securing funds for capital projects, program and facility improvements are constants.

Question 10D: Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.

Table I79: *Chi-Square Tests for Gender Expression and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	101.386 ^c	16	.000
Likelihood Ratio	39.706	16	.001
N of Valid Cases	169		
Woman			
Pearson Chi-Square	118.752 ^d	20	.000
Likelihood Ratio	84.562	20	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	195.030 ^a	20	.000
Likelihood Ratio	111.679	20	.000
N of Valid Cases	333		

a. 21 cells (70.0%) have expected count less than 5. The minimum expected count is .05.

b. No statistics are computed because Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc. and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc. are constants.

c. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .02.

d. 23 cells (76.7%) have expected count less than 5. The minimum expected count is .09.

Table I80: *Symmetric Measures for Gender Expression and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc.*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.775	.000
Cramer's V	.387	.000
N of Valid Cases	169	
Woman		
Phi	.856	.000
Cramer's V	.428	.000
N of Valid Cases	162	
Total		
Phi	.765	.000
Cramer's V	.383	.000
N of Valid Cases	333	

c. No statistics are computed because Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc. and Coordinate with external relations including but not limited to oversight of athletics fundraising, athletics donor development, sponsorships, etc. are constants.

Section 6. Administration

Question 11. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented

Question 11A: Administrative skills necessary to foster excellence in every aspect of the department's operations

Table I81: *Chi-Square Tests for Gender and Administrative skills necessary to foster excellence in every aspect of the department's operations*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.215 ^a	12	.182
Likelihood Ratio	17.924	12	.118
N of Valid Cases	333		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I82: *Symmetric Measures for Gender and Administrative skills necessary to foster excellence in every aspect of the department's operations*

	Value	Approximate Significance
Phi	.221	.182
Cramer's V	.156	.182
N of Valid Cases	333	

Question 11B: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions

Table I83: *Chi-Square Tests for Gender and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.919 ^a	12	.536
Likelihood Ratio	12.734	12	.389
Linear-by-Linear Association	.914	1	.339
N of Valid Cases	332		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .02.

Table I84: *Symmetric Measures for Gender and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

	Value	Approximate Significance
Phi	.181	.536
Cramer's V	.128	.536
N of Valid Cases	332	

Question 11C: Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College

Table I85: *Chi-Square Tests for Gender and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.439 ^a	12	.750
Likelihood Ratio	9.638	12	.648
Linear-by-Linear Association	.822	1	.364
N of Valid Cases	332		

a. 14 cells (66.7%) have expected count less than 5. The minimum expected count is .01.

Table I86: *Symmetric Measures for Gender and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College*

	Value	Approximate Significance
Phi	.159	.750
Cramer's V	.113	.750
N of Valid Cases	332	

Question 11D: Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management

Table I87: *Chi-Square Tests for Gender and Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.867 ^a	12	.197
Likelihood Ratio	19.348	12	.080
N of Valid Cases	333		

a. 17 cells (81.0%) have expected count less than 5. The minimum expected count is .01.

Table I88: *Symmetric Measures for Gender and Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management*

	Value	Approximate Significance
Phi	.218	.197
Cramer's V	.154	.197
N of Valid Cases	333	

Question 11E: Oversee the management of the total intercollegiate athletic program

Table I89: *Chi-Square Tests for Gender and Oversee the management of the total intercollegiate athletic program*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.308 ^a	12	.138
Likelihood Ratio	19.086	12	.086
N of Valid Cases	330		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I90: *Symmetric Measures for Chi-Square Tests: Gender and Oversee the management of the total intercollegiate athletic program*

	Value	Approximate Significance
Phi	.229	.138
Cramer's V	.162	.138
N of Valid Cases	330	

Question 12. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 12A: Administrative skills necessary to foster excellence in every aspect of the department's operations

Table I91: *Chi-Square Tests for Gender Expression and Administrative skills necessary to foster excellence in every aspect of the department's operations*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	203.828 ^c	24	.000
Likelihood Ratio	47.337	24	.003
N of Valid Cases	169		
Woman			
Pearson Chi-Square	96.286 ^d	20	.000
Likelihood Ratio	51.765	20	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	265.294 ^a	24	.000
Likelihood Ratio	80.899	24	.000
N of Valid Cases	333		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Administrative skills necessary to foster excellence in every aspect of the department's operations and Administrative skills necessary to foster excellence in every aspect of the department's operations are constants.

c. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .01.

d. 23 cells (76.7%) have expected count less than 5. The minimum expected count is .02.

Table I92: *Symmetric Measures for Gender Expression and Administrative skills necessary to foster excellence in every aspect of the department's operations*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.098	.000
Cramer's V	.549	.000
N of Valid Cases	169	
Woman		
Phi	.771	.000
Cramer's V	.385	.000
N of Valid Cases	162	
Total		
Phi	.893	.000
Cramer's V	.446	.000
N of Valid Cases	333	

c. No statistics are computed because Administrative skills necessary to foster excellence in every aspect of the department's operations and Administrative skills necessary to foster excellence in every aspect of the department's operations are constants.

Question 12B: Directs and supervises the administration of all athletic programs and all administrative, operational and business functions

Table I193: *Chi-Square Tests for Gender Expression and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	99.779 ^c	15	.000
Likelihood Ratio	22.107	15	.105
N of Valid Cases	167		
Woman			
Pearson Chi-Square	100.342 ^d	24	.000
Likelihood Ratio	74.188	24	.000
N of Valid Cases	161		
Total			
Pearson Chi-Square	134.157 ^a	24	.000
Likelihood Ratio	82.110	24	.000

Table I93 continued

N of Valid Cases	330
a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .04.	
b. No statistics are computed because Directs and supervises the administration of all athletic programs and all administrative, operational and business functions and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions are constants.	
c. 19 cells (79.2%) have expected count less than 5. The minimum expected count is .01.	
d. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .04.	

Table I94: *Symmetric Measures for Gender Expression and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	.c	
N of Valid Cases	2	
Man		
Phi	.773	.000
Cramer's V	.446	.000
N of Valid Cases	167	
Woman		
Phi	.789	.000
Cramer's V	.395	.000
N of Valid Cases	161	
Total		
Phi	.638	.000
Cramer's V	.319	.000
N of Valid Cases	330	

c. No statistics are computed because Directs and supervises the administration of all athletic programs and all administrative, operational and business functions and Directs and supervises the administration of all athletic programs and all administrative, operational and business functions are constants.

Question 12C: Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College

Table I95: *Chi-Square Tests for Gender Expression and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	113.605 ^c	20	.000
Likelihood Ratio	25.689	20	.176
N of Valid Cases	168		
Woman			
Pearson Chi-Square	104.209 ^d	24	.000
Likelihood Ratio	54.329	24	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	142.509 ^a	24	.000
Likelihood Ratio	64.442	24	.000
N of Valid Cases	332		

a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College are constants.

c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.

d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .02.

Table I96: *Symmetric Measures for Gender Expression and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.822	.000
Cramer's V	.411	.000
N of Valid Cases	168	
Woman		
Phi	.802	.000
Cramer's V	.401	.000

Table I96 continued

	N of Valid Cases	162	
Total	Phi	.655	.000
	Cramer's V	.328	.000
	N of Valid Cases	332	

c. No statistics are computed because Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College and Long- term planning and continued development of an overall program that is consistent and supportive of the educational mission of the College are constants.

Question 12D: Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management

Table I97: *Chi-Square Tests for Gender Expression and Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	114.564 ^c	16	.000
Likelihood Ratio	26.690	16	.045
N of Valid Cases	169		
Woman			
Pearson Chi-Square	95.999 ^d	24	.000
Likelihood Ratio	48.905	24	.002
N of Valid Cases	161		
Total			
Pearson Chi-Square	123.304 ^a	24	.000
Likelihood Ratio	57.837	24	.000
N of Valid Cases	332		

a. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management and Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management are constants.

c. 21 cells (84.0%) have expected count less than 5. The minimum expected count is .01.

d. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .02.

Table I98: *Symmetric Measures for Gender Expression and Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.823	.000
Cramer's V	.412	.000
N of Valid Cases	169	
Woman		
Phi	.772	.000
Cramer's V	.386	.000
N of Valid Cases	161	
Total		
Phi	.609	.000
Cramer's V	.305	.000
N of Valid Cases	332	

c. No statistics are computed because Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management and Responsible for developing, administering, and evaluating all aspects of the College's National Collegiate Athletic Association Division III athletic program including planning, budget creation, management are constants.

Question 12E: Oversee the management of the total intercollegiate athletic program

Table I99: *Chi-Square Tests for Gender Expression and Oversee the management of the total intercollegiate athletic program*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	121.631 ^c	20	.000
Likelihood Ratio	34.918	20	.021
N of Valid Cases	166		
Woman			
Pearson Chi-Square	94.198 ^d	20	.000
Likelihood Ratio	74.008	20	.000
N of Valid Cases	162		
Total			

Table I99 continued

Pearson Chi-Square	174.721 ^a	24	.000
Likelihood Ratio	108.133	24	.000
N of Valid Cases	330		

- a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .03.
 b. No statistics are computed because Oversee the management of the total intercollegiate athletic program and Oversee the management of the total intercollegiate athletic program are constants.
 c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .01.
 d. 22 cells (73.3%) have expected count less than 5. The minimum expected count is .05.

Table I100: *Symmetric Measures for Gender Expression and Oversee the management of the total intercollegiate athletic program*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.856	.000
Cramer's V	.428	.000
N of Valid Cases	166	
Woman		
Phi	.763	.000
Cramer's V	.381	.000
N of Valid Cases	162	
Total		
Phi	.728	.000
Cramer's V	.364	.000
N of Valid Cases	330	

- c. No statistics are computed because Oversee the management of the total intercollegiate athletic program and Oversee the management of the total intercollegiate athletic program are constants.

Section 7: Athletic Affairs

Question 13. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented

Question 13A: Advance the success of student -athletes in academic, athletic and personal development

Table I101: *Chi-Square Tests for Gender and Advance the success of student -athletes in academic, athletic and personal development*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.467 ^a	12	.059
Likelihood Ratio	26.396	12	.009
N of Valid Cases	333		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I102: *Symmetric Measures for Gender and Advance the success of student -athletes in academic, athletic and personal development*

	Value	Approximate Significance
Phi	.248	.059
Cramer's V	.175	.059
N of Valid Cases	333	

Question 13B: Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals

Table I103: *Chi-Square Tests for Gender and Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.494 ^a	12	.216
Likelihood Ratio	19.194	12	.084
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I104: *Symmetric Measures for Gender and Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals*

	Value	Approximate Significance
Phi	.216	.216
Cramer's V	.153	.216
N of Valid Cases	333	

Question 13C: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA

Table I105: *Chi-Square Tests for Gender and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.897 ^a	12	.153
Likelihood Ratio	20.550	12	.057
N of Valid Cases	332		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I106: *Symmetric Measures for Gender and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

	Value	Approximate Significance
Phi	.226	.153
Cramer's V	.160	.153
N of Valid Cases	332	

Question 13D: Prepares and implements short and long range recruitment plan for student athletes

Table I107 *Chi-Square Tests for Gender and Prepares and implements short and long range recruitment plan for student athletes*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.588 ^a	12	.738
Likelihood Ratio	10.928	12	.535
N of Valid Cases	332		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I108: *Symmetric Measures for Gender and Prepares and implements short and long range recruitment plan for student athletes*

	Value	Approximate Significance
Phi	.161	.738
Cramer's V	.114	.738
N of Valid Cases	332	

Question 13E: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference

Table I109: *Chi-Square Tests for Gender and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.401 ^a	12	.174
Likelihood Ratio	22.248	12	.035
N of Valid Cases	333		

a. 13 cells (61.9%) have expected count less than 5. The minimum expected count is .01.

Table I110: *Symmetric Measures for Gender and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

	Value	Approximate Significance
Phi	.222	.174
Cramer's V	.157	.174
N of Valid Cases	333	

Question 14. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 14A: Advance the success of student -athletes in academic, athletic and personal development

Table I111: *Chi-Square Tests for Gender Expression and Advance the success of student -athletes in academic, athletic and personal development*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	150.377 ^c	20	.000
Likelihood Ratio	56.620	20	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	38.663 ^d	12	.000
Likelihood Ratio	30.684	12	.002

Table I111 continued

	N of Valid Cases	162		
Total				
	Pearson Chi-Square	275.439 ^a	24	.000
	Likelihood Ratio	89.378	24	.000
	N of Valid Cases	333		

- a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .00.
 b. No statistics are computed because Advance the success of student -athletes in academic, athletic and personal development and Advance the success of student -athletes in academic, athletic and personal development are constants.
 c. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .01.
 d. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .01.

Table I12: *Symmetric Measures for Gender Expression and Advance the success of student -athletes in academic, athletic and personal development*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.943	.000
Cramer's V	.472	.000
N of Valid Cases	169	
Woman		
Phi	.489	.000
Cramer's V	.282	.000
N of Valid Cases	162	
Total		
Phi	.909	.000
Cramer's V	.455	.000
N of Valid Cases	333	

- c. No statistics are computed because Advance the success of student -athletes in academic, athletic and personal development and Advance the success of student -athletes in academic, athletic and personal development are constants.

Question 14B: Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals

Table II13: *Chi-Square Tests for Gender Expression and Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	172.258 ^c	20	.000
Likelihood Ratio	54.867	20	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	38.130 ^d	15	.001
Likelihood Ratio	25.423	15	.045
N of Valid Cases	162		
Total			
Pearson Chi-Square	261.591 ^a	24	.000
Likelihood Ratio	71.194	24	.000
N of Valid Cases	333		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals and Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals are constants.

c. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

d. 19 cells (79.2%) have expected count less than 5. The minimum expected count is .10.

Table II14: *Symmetric Measures for Gender Expression and Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.010	.000
Cramer's V	.505	.000
N of Valid Cases	169	
Woman		
Phi	.485	.001
Cramer's V	.280	.001
N of Valid Cases	162	
Total		

Table I114 continued

Phi	.886	.000
Cramer's V	.443	.000
N of Valid Cases	333	

c. No statistics are computed because Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals and Develop and manage a recruiting program with Admissions that supports the Academy's enrollment goals are constants.

Question 14C: Oversee the recruitment and eligibility of student athletes as required by conference and NCAA

Table I115: *Chi-Square Tests and Gender Expression and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	152.291 ^c	20	.000
Likelihood Ratio	35.172	20	.019
N of Valid Cases	168		
Woman			
Pearson Chi-Square	56.140 ^d	15	.000
Likelihood Ratio	35.021	15	.002
N of Valid Cases	162		
Total			
Pearson Chi-Square	250.334 ^a	24	.000
Likelihood Ratio	62.504	24	.000
N of Valid Cases	332		

a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Oversee the recruitment and eligibility of student athletes as required by conference and NCAA and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .01.

d. 18 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

Table I116: *Symmetric Measures for Gender Expression and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.952	.000
Cramer's V	.476	.000
N of Valid Cases	168	
Woman		
Phi	.589	.000
Cramer's V	.340	.000
N of Valid Cases	162	
Total		
Phi	.868	.000
Cramer's V	.434	.000
N of Valid Cases	332	

c. No statistics are computed because Oversee the recruitment and eligibility of student athletes as required by conference and NCAA and Oversee the recruitment and eligibility of student athletes as required by conference and NCAA are constants.

Question 14D: Prepares and implements short and long range recruitment plan for student athletes

Table I117: *Chi-Square Tests for Gender Expression and Prepares and implements short and long range recruitment plan for student athletes*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	173.846 ^c	20	.000
Likelihood Ratio	39.583	20	.006
N of Valid Cases	168		
Woman			
Pearson Chi-Square	44.414 ^d	15	.000
Likelihood Ratio	27.252	15	.027
N of Valid Cases	162		
Total			
Pearson Chi-Square	248.387 ^a	24	.000
Likelihood Ratio	58.239	24	.000
N of Valid Cases	332		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

Table I117 continued

- b. No statistics are computed because Prepares and implements short and long range recruitment plan for student athletes and Prepares and implements short and long range recruitment plan for student athletes are constants.
- c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.
- d. 19 cells (79.2%) have expected count less than 5. The minimum expected count is .11.

Table I118: *Symmetric Measures for Gender Expression and Prepares and implements short and long range recruitment plan for student athletes*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.017	.000
Cramer's V	.509	.000
N of Valid Cases	168	
Woman		
Phi	.524	.000
Cramer's V	.302	.000
N of Valid Cases	162	
Total		
Phi	.865	.000
Cramer's V	.432	.000
N of Valid Cases	332	

- c. No statistics are computed because Prepares and implements short and long range recruitment plan for student athletes and Prepares and implements short and long range recruitment plan for student athletes are constants.

Question 14E: Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference

Table I119: *Chi-Square Tests for Gender Expression and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	134.467 ^c	20	.000
Likelihood Ratio	66.069	20	.000
N of Valid Cases	169		

Table I119 continued

Woman				
	Pearson Chi-Square	30.274 ^d	12	.003
	Likelihood Ratio	23.394	12	.025
	N of Valid Cases	162		
Total				
	Pearson Chi-Square	206.660 ^a	24	.000
	Likelihood Ratio	83.871	24	.000
	N of Valid Cases	333		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

b. No statistics are computed because Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference are constants.

c. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .01.

d. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .02.

Table I120: *Symmetric Measures for Chi-Square Tests: Gender Expression and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.892	.000
Cramer's V	.446	.000
N of Valid Cases	169	
Woman		
Phi	.432	.003
Cramer's V	.250	.003
N of Valid Cases	162	
Total		
Phi	.788	.000
Cramer's V	.394	.000
N of Valid Cases	333	

c. No statistics are computed because Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference and Expected to demonstrate a commitment to diversity, gender equity, and the priority of academics in a highly competitive athletic conference are constants.

Section. 8. Leadership

Question 15. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented

Question 15A: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program

Table I121: *Chi-Square Tests for Gender and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.585 ^a	12	.265
Likelihood Ratio	16.672	12	.162
N of Valid Cases	333		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I122: *Symmetric Measures for Gender and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program*

	Value	Approximate Significance
Phi	.209	.265
Cramer's V	.148	.265
N of Valid Cases	333	

Question 15B: Demonstrated ability to build and lead an effective, diverse, complex organization

Table I123: *Chi-Square Tests for Gender and Demonstrated ability to build and lead an effective, diverse, complex organization*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.805 ^a	12	.719
Likelihood Ratio	10.398	12	.581
N of Valid Cases	332		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .02.

Table I124: *Symmetric Measures for Gender and Demonstrated ability to build and lead an effective, diverse, complex organization*

	Value	Approximate Significance
Phi	.163	.719
Cramer's V	.115	.719
N of Valid Cases	332	

Question 15C: Develop and execute short and long range strategic planning for the department

Table I125: *Chi-Square Tests for Gender and Develop and execute short and long range strategic planning for the department*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.954 ^a	10	.819
Likelihood Ratio	7.146	10	.712
N of Valid Cases	333		

a. 12 cells (66.7%) have expected count less than 5. The minimum expected count is .01.

Table I126: *Symmetric Measures for Gender and Develop and execute short and long range strategic planning for the department*

	Value	Approximate Significance
Phi	.134	.819
Cramer's V	.095	.819
N of Valid Cases	333	

Question 15D: Has a vision for success and passion to lead

Table I127: *Chi-Square Tests for Gender and Has a vision for success and passion to lead*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.880 ^a	10	.825
Likelihood Ratio	6.539	10	.768
N of Valid Cases	332		

a. 14 cells (77.8%) have expected count less than 5. The minimum expected count is .02.

Table I128: *Symmetric Measure for Gender and Has a vision for success and passion to lead*

	Value	Approximate Significance
Phi	.133	.825
Cramer's V	.094	.825
N of Valid Cases	332	

Question 15E: Provides executive leadership to the division's senior managers

Table I129: *Chi-Square Tests for Gender and Provides executive leadership to the division's senior managers*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.295 ^a	12	.838
Likelihood Ratio	8.126	12	.775
N of Valid Cases	332		

a. 15 cells (71.4%) have expected count less than 5. The minimum expected count is .01.

Table I130: *Symmetric Measures for Gender and Provides executive leadership to the division's senior managers*

	Value	Approximate Significance
Phi	.148	.838
Cramer's V	.105	.838
N of Valid Cases	332	

Question 16. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 16A: Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program

Table I131: *Chi-Square Tests for Gender Expression and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	230.033 ^c	16	.000
Likelihood Ratio	31.215	16	.013
N of Valid Cases	168		
Woman			
Pearson Chi-Square	218.278 ^d	24	.000
Likelihood Ratio	60.905	24	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	415.880 ^a	24	.000

Table I131 continued

Likelihood Ratio	87.926	24	.000
N of Valid Cases	332		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .01.
 b. No statistics are computed because Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program are constants.
 c. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .01.
 d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .01.

Table I132: *Symmetric Measures for Gender Expression and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.170	.000
Cramer's V	.585	.000
N of Valid Cases	168	
Woman		
Phi	1.161	.000
Cramer's V	.580	.000
N of Valid Cases	162	
Total		
Phi	1.119	.000
Cramer's V	.560	.000
N of Valid Cases	332	

c. No statistics are computed because Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program and Be able to provide strong leadership to staff, donors, and volunteers; have a clear vision of the University and the special quality of its broadly-based, diverse program are constants.

Question 16B: Demonstrated ability to build and lead an effective, diverse, complex organization

Table I133: *Chi-Square Tests for Gender Expression and Demonstrated ability to build and lead an effective, diverse, complex organization*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	125.358 ^c	20	.000
Likelihood Ratio	30.105	20	.068
N of Valid Cases	169		
Woman			
Pearson Chi-Square	98.255 ^d	24	.000
Likelihood Ratio	60.893	24	.000
N of Valid Cases	161		
Total			
Pearson Chi-Square	158.771 ^a	24	.000
Likelihood Ratio	78.461	24	.000
N of Valid Cases	332		

a. 28 cells (80.0%) have expected count less than 5. The minimum expected count is .05.

b. No statistics are computed because Demonstrated ability to build and lead an effective, diverse, complex organization and Demonstrated ability to build and lead an effective, diverse, complex organization are constants.

c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.

d. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .02.

Table I134: *Symmetric Measures for Gender Expression and Demonstrated ability to build and lead an effective, diverse, complex organization*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.861	.000
Cramer's V	.431	.000
N of Valid Cases	169	
Woman		
Phi	.781	.000
Cramer's V	.391	.000
N of Valid Cases	161	
Total		
Phi	.692	.000

Table I134 continued

Cramer's V	.346	.000
N of Valid Cases	332	

c. No statistics are computed because Demonstrated ability to build and lead an effective, diverse, complex organization and Demonstrated ability to build and lead an effective, diverse, complex organization are constants.

Question 16C: Develop and execute short and long range strategic planning for the department

Table I135: *Chi-Square Tests for Gender Expression and Develop and execute short and long range strategic planning for the department*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	287.938 ^c	20	.000
Likelihood Ratio	48.556	20	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	82.520 ^d	16	.000
Likelihood Ratio	52.813	16	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	196.568 ^a	20	.000
Likelihood Ratio	88.083	20	.000
N of Valid Cases	333		

a. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .02.

b. No statistics are computed because Develop and execute short and long range strategic planning for the department and Develop and execute short and long range strategic planning for the department are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .01.

d. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .04.

Table I136: *Symmetric Measures for Gender Expression and Develop and execute short and long range strategic planning for the department*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.305	.000
Cramer's V	.653	.000

Table I136 continued

Woman	N of Valid Cases	169		
	Phi	.714		.000
	Cramer's V	.357		.000
Total	N of Valid Cases	162		
	Phi	.768		.000
	Cramer's V	.384		.000
	N of Valid Cases	333		

c. No statistics are computed because Develop and execute short and long range strategic planning for the department and Develop and execute short and long range strategic planning for the department are constants.

Question 16D: Has a vision for success and passion to lead

Table I137: *Chi-Square Tests for Gender Expression and Has a vision for success and passion to lead*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	130.941 ^c	20	.000
Likelihood Ratio	32.901	20	.035
N of Valid Cases	167		
Woman			
Pearson Chi-Square	161.474 ^d	20	.000
Likelihood Ratio	54.645	20	.000
N of Valid Cases	161		
Total			
Pearson Chi-Square	256.263 ^a	20	.000
Likelihood Ratio	78.933	20	.000
N of Valid Cases	330		

a. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .03.

b. No statistics are computed because Has a vision for success and passion to lead and Has a vision for success and passion to lead are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .01.

d. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.

Table I138: *Symmetric Measures for Gender Expression and Has a vision for success and passion to lead*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.885	.000
Cramer's V	.443	.000
N of Valid Cases	167	
Woman		
Phi	1.001	.000
Cramer's V	.501	.000
N of Valid Cases	161	
Total		
Phi	.881	.000
Cramer's V	.441	.000
N of Valid Cases	330	

c. No statistics are computed because Has a vision for success and passion to lead and Has a vision for success and passion to lead are constants.

Question 16E: Provides executive leadership to the division's senior managers

Table I139: *Chi-Square Tests for Gender Expression and Provides executive leadership to the division's senior managers*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	160.414 ^c	24	.000
Likelihood Ratio	53.110	24	.001
N of Valid Cases	169		
Woman			
Pearson Chi-Square	120.093 ^d	20	.000
Likelihood Ratio	84.315	20	.000
N of Valid Cases	160		
Total			
Pearson Chi-Square	195.868 ^a	24	.000
Likelihood Ratio	118.574	24	.000
N of Valid Cases	331		

a. 27 cells (77.1%) have expected count less than 5. The minimum expected count is .02.

Table I139 continued

b. No statistics are computed because Provides executive leadership to the division's senior managers and Provides executive leadership to the division's senior managers are constants.

c. 30 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

d. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

Table I140: *Symmetric Measures for Gender Expression and Provides executive leadership to the division's senior managers*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.974	.000
Cramer's V	.487	.000
N of Valid Cases	169	
Woman		
Phi	.866	.000
Cramer's V	.433	.000
N of Valid Cases	160	
Total		
Phi	.769	.000
Cramer's V	.385	.000
N of Valid Cases	331	

c. No statistics are computed because Provides executive leadership to the division's senior managers and Provides executive leadership to the division's senior managers are constants.

Question 17. Please read each excerpt below and select the gender expression that best depicts your perception of the managerial role(s) presented

Question 17A: Athletic Director

Table I141: *Chi-Square Tests for Gender and Athletic Director*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.673 ^a	10	.004
Likelihood Ratio	28.911	10	.001
N of Valid Cases	314		

a. 10 cells (55.6%) have expected count less than 5. The minimum expected count is .01.

Table I142: *Symmetric Measures for Gender and Athletic Director*

	Value	Approximate Significance
Phi	.286	.004
Cramer's V	.202	.004
N of Valid Cases	314	

Question 17B: Director of Athletics and Chair of the Physical Education Department

Table I143: *Chi-Square Tests for Gender and Director of Athletics and Chair of the Physical Education Department*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.380 ^a	10	.005
Likelihood Ratio	28.396	10	.002
N of Valid Cases	330		

a. 10 cells (55.6%) have expected count less than 5. The minimum expected count is .01.

Table I144: *Symmetric Measures for Gender and Director of Athletics and Chair of the Physical Education Department*

	Value	Approximate Significance
Phi	.277	.005
Cramer's V	.196	.005
N of Valid Cases	330	

Question 17C: Director of Athletics, Physical Education & Recreational Services

Table I145: *Chi-Square Tests for Gender and Director of Athletics, Physical Education & Recreational Services*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.069 ^a	10	.021
Likelihood Ratio	23.132	10	.010
N of Valid Cases	331		

a. 10 cells (55.6%) have expected count less than 5. The minimum expected count is .01.

Table I146: *Symmetric Measures for Gender and Director of Athletics, Physical Education & Recreational Services*

	Value	Approximate Significance
Phi	.252	.021
Cramer's V	.178	.021
N of Valid Cases	331	

Question 17D: Vice President and Director of Athletics

Table I147: *Chi-Square Tests for Gender and Vice President and Director of Athletics*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.649 ^a	10	.083
Likelihood Ratio	19.023	10	.040
N of Valid Cases	333		

a. 10 cells (55.6%) have expected count less than 5. The minimum expected count is .01.

Table I148: *Symmetric Measures for Gender and Vice President and Director of Athletics*

	Value	Approximate Significance
Phi	.224	.083
Cramer's V	.158	.083
N of Valid Cases	333	

Question 17E: Director of Physical Education and Athletics

Table I149: *Chi-Square Tests for Gender and Director of Physical Education and Athletics*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.378 ^a	12	.003
Likelihood Ratio	35.914	12	.000
N of Valid Cases	332		

a. 12 cells (57.1%) have expected count less than 5. The minimum expected count is .01.

Table I150: *Symmetric Measures for Gender and Director of Physical Education and Athletics*

	Value	Approximate Significance
Phi	.297	.003
Cramer's V	.210	.003
N of Valid Cases	332	

Question 18. Please indicate whether your perceived gender expression of the role(s) would: discourage you from applying; somewhat discourage you from applying; have no effect on your decision to apply; somewhat encourage you to apply; or encourage you to apply for a position requiring the described role(s).

Question 17A: Athletic Director

Table I151: *Chi-Square Tests for Gender Expression and Athletic Director*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	247.014 ^c	20	.000
Likelihood Ratio	50.690	20	.000
N of Valid Cases	157		
Woman			
Pearson Chi-Square	71.362 ^d	12	.000
Likelihood Ratio	61.046	12	.000
N of Valid Cases	150		
Total			
Pearson Chi-Square	155.096 ^a	20	.000
Likelihood Ratio	107.963	20	.000
N of Valid Cases	309		

a. 22 cells (73.3%) have expected count less than 5. The minimum expected count is .04.

b. No statistics are computed because Athletic Director and Athletic Director are constants.

Table I151 continued

c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.

d. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .67.

Table I152: *Symmetric Measures for Gender Expression and Athletic Director*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	1.254	.000
Cramer's V	.627	.000
N of Valid Cases	157	
Woman		
Phi	.690	.000
Cramer's V	.398	.000
N of Valid Cases	150	

Table I152 continued

Total			
	Phi	.708	.000
	Cramer's V	.354	.000
	N of Valid Cases	309	

c. No statistics are computed because Athletic Director and Athletic Director are constants.

Question 18B: Director of Athletics and Chair of the Physical Education Department

Table I153: *Chi-Square Tests for Gender Expression and Director of Athletics and Chair of the Physical Education Department*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
	Pearson Chi-Square	. ^b	
	N of Valid Cases	2	
Man			
	Pearson Chi-Square	74.014 ^c	20
	Likelihood Ratio	46.053	20
	N of Valid Cases	167	
Woman			
	Pearson Chi-Square	54.163 ^d	16
	Likelihood Ratio	50.506	16
	N of Valid Cases	161	
Total			
	Pearson Chi-Square	95.033 ^a	20
	Likelihood Ratio	73.857	20
	N of Valid Cases	330	

a. 21 cells (70.0%) have expected count less than 5. The minimum expected count is .04.

b. No statistics are computed because Director of Athletics and Chair of the Physical Education Department and Director of Athletics and Chair of the Physical Education Department are constants.

c. 26 cells (86.7%) have expected count less than 5. The minimum expected count is .03.

d. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .03.

Table I154: *Symmetric Measures for Gender Expression and Director of Athletics and Chair of the Physical Education Department*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
	Phi	. ^c
	N of Valid Cases	2
Man		
	Phi	.666
	Cramer's V	.333

Table I154 continue

	N of Valid Cases	167	
Woman	Phi	.580	.000
	Cramer's V	.290	.000
	N of Valid Cases	161	
Total	Phi	.537	.000
	Cramer's V	.268	.000
	N of Valid Cases	330	

c. No statistics are computed because Director of Athletics and Chair of the Physical Education Department and Director of Athletics and Chair of the Physical Education Department are constants.

Question 18C: Director of Athletics, Physical Education & Recreational Services

Table I155: *Chi-Square Tests for Gender Expression and Director of Athletics, Physical Education & Recreational Services*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	65.396 ^c	20	.000
Likelihood Ratio	45.185	20	.001

Table I155 continued

	N of Valid Cases	168	
Woman	Pearson Chi-Square	67.325 ^d	.000
	Likelihood Ratio	52.680	.000
	N of Valid Cases	160	
Total	Pearson Chi-Square	118.059 ^a	.000
	Likelihood Ratio	84.557	.000
	N of Valid Cases	330	

a. 21 cells (70.0%) have expected count less than 5. The minimum expected count is .08.

b. No statistics are computed because Director of Athletics, Physical Education & Recreational Services and Director of Athletics, Physical Education & Recreational Services are constants.

c. 24 cells (80.0%) have expected count less than 5. The minimum expected count is .02.

d. 23 cells (76.7%) have expected count less than 5. The minimum expected count is .04.

Table I156: *Symmetric Measures for Gender Expression and Director of Athletics, Physical Education & Recreational Services*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.624	.000
Cramer's V	.312	.000
N of Valid Cases	168	
Woman		
Phi	.649	.000
Cramer's V	.324	.000
N of Valid Cases	160	
Total		
Phi	.598	.000
Cramer's V	.299	.000
N of Valid Cases	330	

c. No statistics are computed because Director of Athletics, Physical Education & Recreational Services and Director of Athletics, Physical Education & Recreational Services are constants.

Question 18D: Vice President and Director of Athletics

Table I157: *Chi-Square Tests for Gender Expression and Vice President and Director of Athletics*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	90.670 ^c	20	.000
Likelihood Ratio	56.701	20	.000
N of Valid Cases	169		
Woman			
Pearson Chi-Square	55.022 ^d	12	.000
Likelihood Ratio	48.825	12	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	117.950 ^a	20	.000
Likelihood Ratio	89.515	20	.000
N of Valid Cases	333		

a. 21 cells (70.0%) have expected count less than 5. The minimum expected count is .07.

b. No statistics are computed because Vice President and Director of Athletics and Vice President and Director of Athletics are constants.

Table I157 continue

- c. 25 cells (83.3%) have expected count less than 5. The minimum expected count is .01.
- d. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .28.

Table I158: *Symmetric Measures for Gender Expression and Vice President and Director of Athletics*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	. ^c	
N of Valid Cases	2	
Man		
Phi	.732	.000
Cramer's V	.366	.000
N of Valid Cases	169	
Woman		
Phi	.583	.000
Cramer's V	.336	.000
N of Valid Cases	162	
Total		
Phi	.595	.000
Cramer's V	.298	.000
N of Valid Cases	333	

c. No statistics are computed because Vice President and Director of Athletics and Vice President and Director of Athletics are constants.

Question 18E: Director of Physical Education and Athletics

Table I159: *Chi-Square Tests for Gender Expression and Director of Physical Education and Athletics*

I describe myself as:	Value	df	Asymptotic Significance (2-sided)
Other (please specify)			
Pearson Chi-Square	. ^b		
N of Valid Cases	2		
Man			
Pearson Chi-Square	132.825 ^c	24	.000
Likelihood Ratio	62.260	24	.000
N of Valid Cases	168		
Woman			
Pearson Chi-Square	37.324 ^d	12	.000
Likelihood Ratio	35.176	12	.000
N of Valid Cases	162		
Total			
Pearson Chi-Square	109.744 ^a	24	.000
Likelihood Ratio	73.955	24	.000

Table I159 continue

N of Valid Cases	332
a. 26 cells (74.3%) have expected count less than 5. The minimum expected count is .04.	
b. No statistics are computed because Director of Physical Education and Athletics and Director of Physical Education and Athletics are constants.	
c. 29 cells (82.9%) have expected count less than 5. The minimum expected count is .04.	
d. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .34.	

Table I160: *Symmetric Measures for Gender Expression and Director of Physical Education and Athletics*

I describe myself as:	Value	Approximate Significance
Other (please specify)		
Phi	.c	
N of Valid Cases	2	
Man		
Phi	.889	.000
Cramer's V	.445	.000
N of Valid Cases	168	
Woman		
Phi	.480	.000
Cramer's V	.277	.000
N of Valid Cases	162	
Total		
Phi	.575	.000
Cramer's V	.287	.000
N of Valid Cases	332	

c. No statistics are computed because Director of Physical Education and Athletics and Director of Physical Education and Athletics are constants.

BIOGRAPHY OF AUTHOR

Richard Fabri was raised in Saugus, Massachusetts and graduated from Saugus High School in 1986. Fabri attended Northeastern University in Boston Massachusetts and graduated in 1991 with a Bachelor of Science in Education in Physical Education. Fabri earned a Master in Education in Sport Administration from the University of Miami in 1997. Fabri has held various positions in campus recreation and intercollegiate athletics at the University of Rio Grande, Northeastern University, DePaul University (Centers, LLC), and the University of Maine at Machias. In 2012, Fabri transitioned into a full-time faculty position at Husson University.

Richard is a candidate for the Doctor of Philosophy degree in Higher Educational Leadership from the University of Maine in May 2019.