Athletic Administration Best Practices of Recruitment, Hiring and Retention of Female Collegiate Coaches

TC

Tucker Center
for Research on Girls & Women in Sport

www.tuckercenter.org
Twitter: @TuckerCenter
facebook.com/TuckerCenter

This report was prepared by Nicole M. LaVoi, Ph.D., Co-Director, the Tucker Center for Research on Girls & Women in Sport (nmlavoi@umn.edu) and Matea Wasend, M.S., graduate student and Borton Fellow for Girls and Women in Sport Leadership at the University of Minnesota.

Athletic Administration Best Practices of Recruitment, Hiring and Retention of Women Collegiate Coaches

....

A SPECIAL REPORT FROM
THE TUCKER CENTER FOR GIRLS & WOMEN IN SPORT

....

BACKGROUND

In 1972, Title IX was passed. This landmark civil rights law made gender discrimination illegal in educational contexts. Title IX was inarguably the catalyst for educational institutions to offer sport participation opportunities to their female students that had long been afforded to males. Three generations removed from Title IX, female sports participation is at an all-time high—about 43% of girls participate in sport, compared to just 3% pre-Title IX (National Collegiate Athletic Association, 2017). Yet the percentage of women coaches is near an all-time low. In 1972, 90% of collegiate female athletes were coached by women, but in spite of the dramatic increase in the number of women's teams (Acosta & Carpenter, 2014)—which has provided increased job opportunities for coaches— today women make up ~40% of all head coaches of women's teams and a meager 4.6% of all head coaches of men's teams (Wilson, 2017). These percentages have remained stagnant for over a decade.

Ironically, when we advocate for gender diversity in coaching staffs, we are often asked, "Why do women coaches matter?" Fortunately, there is data to support the premise that women coaches matter (LaVoi, 2016). Foremost, young women want and need strong, confident same-sex role models, who positively affect their self-perceptions (Lockwood, 2006) and make it more likely they will go into coaching (Everhart & Chelladurai, 1998) and stay in coaching (Wasend & LaVoi, forthcoming). Second, diversity in the workforce is a business imperative (Hunt, Layton, & Prince, 2015), and athletic departments should not be the exception. Third, a diverse staff that reflects the student-athlete demographics helps the administration to serve students better. Despite these compelling reasons for diversity, the data is clear: currently fewer women—and particularly fewer women of color—than men are being hired for head coaching positions within intercollegiate athletics (LaVoi, 2013; 2014; 2015; 2016; 2017). It is simply not possible that as each new generation of females becomes increasingly involved in and shaped by their sport experiences, they simultaneously become less qualified to enter the coaching profession.

We are often asked, "How is this paradox possible? Why did this decline and current stagnation of women coaches happen?" The answer is complex—so complex that LaVoi edited a first-of-its kind book *Women in Sports Coaching* (2016) to address these questions! Both anecdotal evidence and empirical data illuminate the fact that some women are losing their jobs due to persistent and systemic sexism and gender discrimination, unfair double standards, stereotypes, and both explicit and unconscious gender bias in hiring and evaluation processes. In short, sport historically has been, and continues to be, a male-dominated, male-centered and male-led occupational context. While male domination in the workplace is not unique to college athletics, as a whole college athletics has been slower than other industries to embrace the value of diversity and inclusion.

Unfortunately, women coaches face multiple, inevitable and interwoven barriers that make sustaining a career in coaching challenging, and together these barriers account for the historic decline and stagnation of the percentage of women coaches. Because most women coaches are statistical tokens (<20%) within their workplace, they are more likely to experience negative personal and professional outcomes than their male colleagues (LaVoi 2016). Exposure to discrimination, pay inequity, harassment, gender bias, homophobia, stress, pressure to perform, and the constant scrutiny that come with being a token cause many women to burn out and quit the profession. This is particularly true for women coaches of color, who are dramatically underrepresented in head coaching positions (Caple, Lapchick, & LaVoi, 2017; Lapchick & Baker, 2015). Women of color often simultaneously experience racism along with sexism, homophobia, and belief-based bigotry, which contribute to systemic injustice, oppression, and social inequality. Diversity in the workforce is an imperative; therefore, it is critical that women, particularly the untapped talent pool of women of color, be mentored and supported.

In *Women in Sports Coaching* (LaVoi, 2016), an Ecological Systems Theory framework was utilized to illuminate existing literature pertaining to the barriers and supports for women
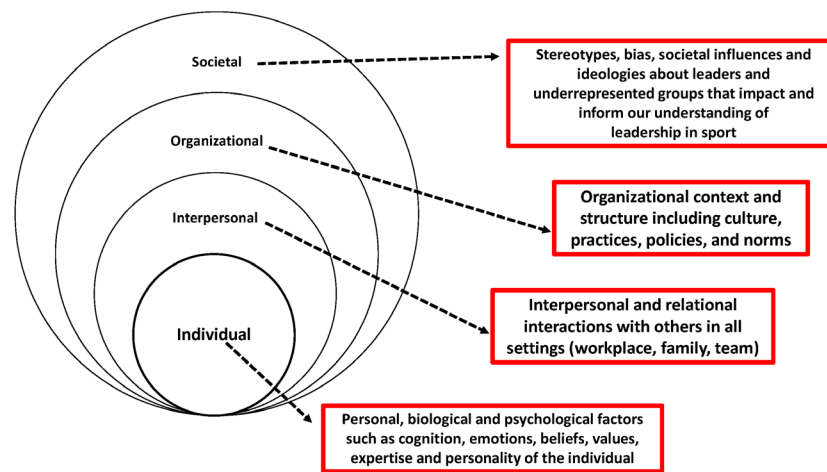

Figure 1. Ecological Model: Definitions of Levels © 2017 N. M. LaVoi

coaches of different intersectional identities (i.e., gender, race, age, sexual identity). In this model the multiple and interwoven levels of influence from the most proximal (i.e., closest to the individual) to most distal (i.e., societal) were defined and summarized (see Figure 1). Based on existing data, a great deal about the barriers women coaches face exists (see Figure 2, and LaVoi, 2016), but very little is known about the factors that help support and sustain women coaches across and through their career trajectories. One goal of developing the Intersectional Ecological Model of Barriers and Supports for Women Coaches (LaVoi, 2016) was to help researchers identify existing gaps in the knowledge and to gather data which will help further understanding about how these complex factors impact the career trajectory of women in the coaching profession.
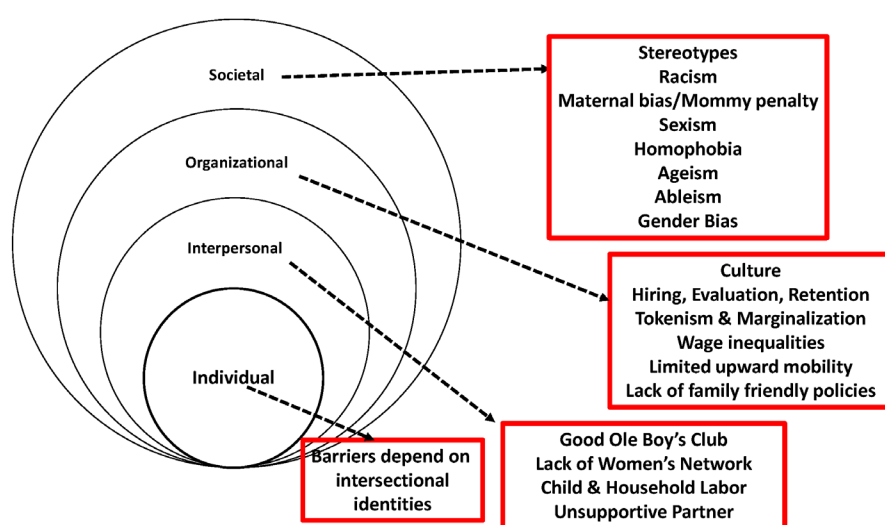
Figure 2. Summary of Barriers for Women Coaches within the Intersectional-Ecological Systems Model   © 2017 N. M. LaVoi

Many stakeholders, including the Tucker Center, are trying to support and increase the number of women coaches. To ascertain if these efforts are effective or not, the data must be tracked over time. To complement and extend the existing work of Acosta and Carpenter (2014), Lapchick and colleagues at The Institute for Diversity and Ethics in Sport, and Wilson (2012, 2017)—all of whom have tracked and written about women coaches—LaVoi and colleagues at the Tucker Center for Research on Girls & Women in Sport at the University of Minnesota launched the *Women in College Coaching Report Card* (WCCRC) in 2013. The purpose of the WCCRC is to track the progress or decline of women head coaches of women's teams in NCAA collegiate athletics and other athletic divisions (i.e., NAIA, JUCO) and levels (i.e., high school, club and youth). In the WCCRC a grade (A through F) is assigned to institutions, conferences, and sports based on the percentage of women in head coaching positions of women's teams. It is the first and only report to drill down to this level of specificity. The goals of the WCCRC are to stimulate dialogue, raise awareness, and hold decision-makers accountable in the hiring and retention of women coaches.

To date, after six years of compiling the WCCRC, very few institutions have received an above average grade of A or B. In fact, far more Fs have been assigned than As and Bs. Over the course of the last five years, we were often asked, "What are the A and B schools doing to hire and retain women?" We didn't know the answer. For the limited number of institutions who received an A or B, no data existed as to what these "above average" Athletic Administrators (ADs) and institutions were doing to recruit, hire and retain women head coaches. This study aimed to fill this gap in the knowledge. In essence, we wanted to learn from ADs that have a track record of success and "doing it right" (i.e., were awarded an A or B on the WCCRC) in terms of hiring and retaining a majority of women coaches for their women's teams.

RESEARCH QUESTIONS

The following questions guided this research:

1. How many Athletic Administrators from A and B grade institutions were aware of the annual *Women in College Coaching Report Card?*
2. What are A and B grade institutions doing to recruit and hire women coaches?
3. What are A and B grade institutions doing to recruit and hire women coaches of color?
4. What are A and B grade institutions doing to retain women coaches, and particularly women coaches of color?
5. What are the challenges that ADs face when recruiting, hiring and retaining women coaches?

WHAT WE DID

Athletics Directors from institutions that received and A or B grade in the 2016 or 2017 *Women in College Coaching Report Card* from select NCAA Divisions I, II and III were the sample for this project. Institutional Review Board approval was obtained. Semi-structured phone interviews ($N =21$) were conducted with D-I ($n = 11$), D-II ($n = 3$), and D-III ($n = 7$) Athletics Directors or Associate Athletics Directors. Five women and 16 men comprised the final sample. Four were African American, the remaining 17 were White. To protect confidentiality and anonymity of participants, breakdown of gender and race by division is not provided. Transcription of interview audio was completed, and data analysis commenced.

THEORETICAL FRAMEWORK

Athletic Directors outlined many strategies and best practices they utilized to recruit, hire and retain women coaches. To make sense of the data and to understand what the data means in a broader theoretical context, responses were deductively placed into existing and well-validated theoretical frameworks. For the recruiting and hiring data, responses were placed into levels of the Ecological Systems Theory (EST) model used in *Women in Sports*

Coaching (LaVoi, 2016) from individual level strategies an AD could personally undertake to organizational policies or practices an AD could employ. By placing strategies within the EST model, it is easier to understand at what level a target opportunity for change can occur and/ or if it is effective.

For retention of women coaches, responses were placed in a Self-Determination Theoretical (SDT) framework (Deci & Ryan, 2008). Self-determination is a meta-theory of wellness, human behavior and motivation based on the tenet that all human beings have three essential human needs: belongingness [feeling cared about, known, needed and valued], competence [developing skills and abilities, being good at something], and autonomy [being self-determined, having control and unrestricted choice]. LaVoi (2009) has referred to these essential needs as "The 3C's"—care, competence, and choice. When all three needs are satisfied and supported within social-relational contexts (e.g., the workplace, a team), the individual will have a higher quality of motivation—intrinsic motivation—than if all needs are not supported. When individuals are intrinsically motivated (in other words, they do something because it is inherently fun and rewarding) they report higher life and job satisfaction, enjoyment, well-being, sustained commitment, and effort and are more likely overall to perform at an optimal level. Therefore, we argue that if athletic administrators create a workplace climate where essential needs of care, competence and choice of women coaches are met, the department will likely attract women as well as retain the women currently employed. As you will read, the data in this study supported this contention.

KEY FINDINGS

RESEARCH QUESTION 1: How many Athletic Administrators were aware of the annual Women in College Coaching Report Card?

In this sample 43% (9 of 21) of ADs were aware of the WCCRC prior to contact for this study. Every participant, despite their institutions being above average (A and B grades) compared to peer institutions, expressed a desire to improve! One AD pointed out the report card *"speaks their language"* and stated, *"We are competitive people! We want to be the best."* Another AD laughed and said, *"Thank goodness we are in the upper quartile, but we need to continue to get better."*

Of the nine ADs that were aware of the WCCRC, they explicitly used it in a variety of ways:
- To recruit more women coaches and staff
- To provide proof of a track record of diversity
- To showcase the athletics program to internal and external constituents as proof that they are viewed as a leader among peers
  - One AD stated, *"I have told everybody about it. We are proud about it. We've had a lot of fun with your Report Card!"*

- Some institutions wrote press releases about their WCCRC grade and success
- To highlight success to institutional administration that aligns with mission of diversity and inclusion
- To illuminate evidence of a workplace climate that supports women

For the ADs who did not know about the WCCRC, all agreed it is more important to celebrate successes than to embarrass and shame institutions and peers with failing grades. Some ADs inherit a grade, and it is neither fair nor productive to "blame" that person for a below average grade. Conversely, some ADs inherit an above average grade. **With the data, we can see over time in their leadership tenure if the grade improves, is sustained, or if it declines.**

RESEARCH QUESTION 2: What are institutions doing to recruit and hire women coaches?

Recruiting and hiring strategies were organized by level into the Ecological Systems Model with supporting quotes from ADs. These strategies were broken down by what the AD can do on an individual level (Figure 3), interpersonal level (Figure 4) and organizational level—both with organizational culture (Figure 5) and organizational process (Figure 6)—to recruit and hire women coaches. Two of the more salient themes are elaborated below.

In many of the interviews, ADs were very explicit about their philosophy and preference for women coaching women. When asked if they got pushback for explicit preference of women, all of them answered with an emphatic "No!" It was clear these ADs had strong institutional support, and perhaps even an expectation, to hire women coaches. At these instititions, diversity and inclusion were an integral piece of the institutional culture—which in turn filtered down to the AD, where it could openly be part of the fabric of the athletic departmental culture. However, it is important to note that ADs legally cannot be required to hire women. Quotes are included below to highlight, in their own voices, how it sounds for an AD to value and prefer female candidates.

> *"Our philosophy here is that women should be coaching women."*
>
> *"Here is my general philosophy on a women's team… you better be extraordinarily head and shoulders above in the characteristics I look for, if you are a male, to be one of my women's coaches."*
>
> *"We exhaust all of our efforts on the women's side."*
>
> *"You have to make [getting women in the pool], the more women, the more likely you will hire a woman. That is the reality in numbers."*
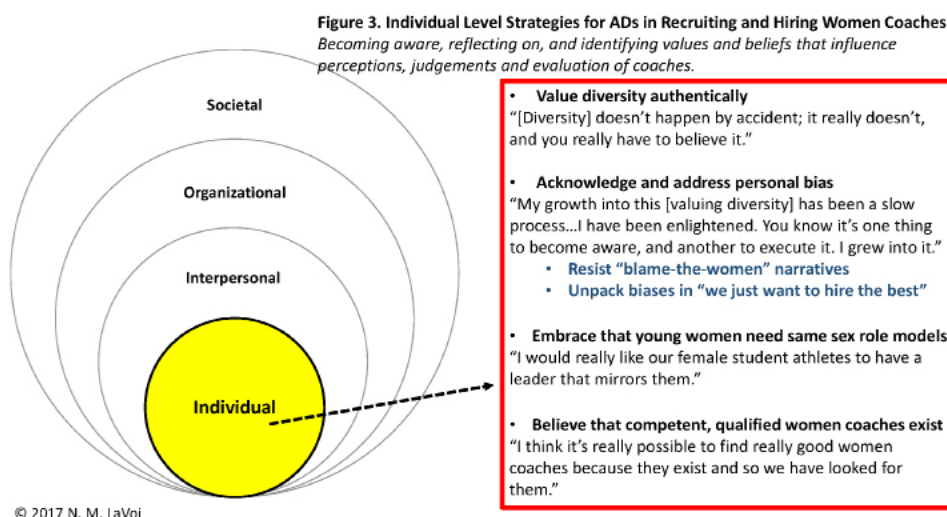
However, other ADs seemed reluctant to openly and publicly admit they prefer women to fill open positions given legal and human resource implications—which is a real and valid concern.

"You know human resources doesn't love us talking about 'hey, we are targeting a woman head coach for this position.' They would like us to talk about we're targeting the best person for the position."

"You have to be careful because you don't want to be discriminatory against anybody, so you cannot publicly say I just want a female candidate, it puts you at risk."

The paradox of wanting to hire women to coach women, but not being able to explicitly state it, may be a unique barrier to hiring women as ADs do not want to make themselves or their institutions vulnerable to litigation. However, if an AD wants to hire a coach for a men's team, the assumption and expectation that the coach will be a male is so strongly ingrained as the norm that gender likely isn't even part of the conversation! The key point is to create a consistent and strong culture of valuing women without crossing the legal line. Yet many ADs lament the challenge of creating and developing a culture of valuing women without being able to explicitly state it.

It cannot be concluded that A and B grade athletic administrators, versus those with Ds and Fs, exclusively embrace a philosophy of "women should be coached by women"—but among this sample, it was a pervasive theme. Therefore, it is likely not coincidental that a majority of the women's teams at these institutions are coached by women. The AD's philosophy influences the athletic departmental culture and when that philosophy is supported institutionally, a culture of diversity and inclusion is more pervasive. It follows that these institutions are likely to have a higher percentage of women coaching women.

Figure 3. Individual Level Strategies for ADs in Recruiting and Hiring Women Coaches
Becoming aware, reflecting on, and identifying values and beliefs that influence perceptions, judgements and evaluation of coaches.

Societal

Organizational

Interpersonal

Individual

- **Value diversity authentically**
"[Diversity] doesn't happen by accident; it really doesn't, and you really have to believe it."

- **Acknowledge and address personal bias**
"My growth into this [valuing diversity] has been a slow process...I have been enlightened. You know it's one thing to become aware, and another to execute it. I grew into it."
  - Resist "blame-the-women" narratives
  - Unpack biases in "we just want to hire the best"

- **Embrace that young women need same sex role models**
"I would really like our female student athletes to have a leader that mirrors them."

- **Believe that competent, qualified women coaches exist**
"I think it's really possible to find really good women coaches because they exist and so we have looked for them."

© 2017 N. M. LaVoi

BLAME THE WOMEN NARRATIVES
- Women don't apply
- Women choose not to coach
- Women don't like sports as much as men
- Women have *other* career choices
- Women "opt out" of coaching
- There aren't enough good women applicants
- Women don't want to move their families
- Women with kids aren't committed and have less time
- Women lack the knowledge and experience
- Women aren't confident
- Women don't "get in the game" or "lean in"
- Women are too "whiny"
- Women don't support each other
- Women won't apply unless they feel they are 100% qualified
- Women are too relational and touchy-feely
- Women *only* get the job because they are female
- Women don't aspire to "move up" or want top jobs

TuckerCenter

(LaVoi, 2016)

Nine Ways to Create a Departmental Culture of Valuing Women

1. Resist blaming women for the lack of women coaches (see image above). Instead, challenge existing narratives and shift blaming narratives with evidence-based narratives.
2. Make explicit your belief that women should be coached by women.
3. Be unapologetic in stating that women should coach women.
4. Make explicit the importance of female athletes having female role models. "Our coaches should reflect the composition of our student-athletes."
5. Do not accept a homogenous candidate pool.
6. Make the expectation clear: If the head coach is male, he should strive to have female role models on staff.
7. Go with the female when male and female candidates are equal or nearly equal.
8. Take a chance on rising female talent.
9. Take advantage of **Targets of Opportunity** to hire women coaches:

   - **When a male coach leaves/retires/is fired = hire a female**
   - **When a new sport is added = hire a female**
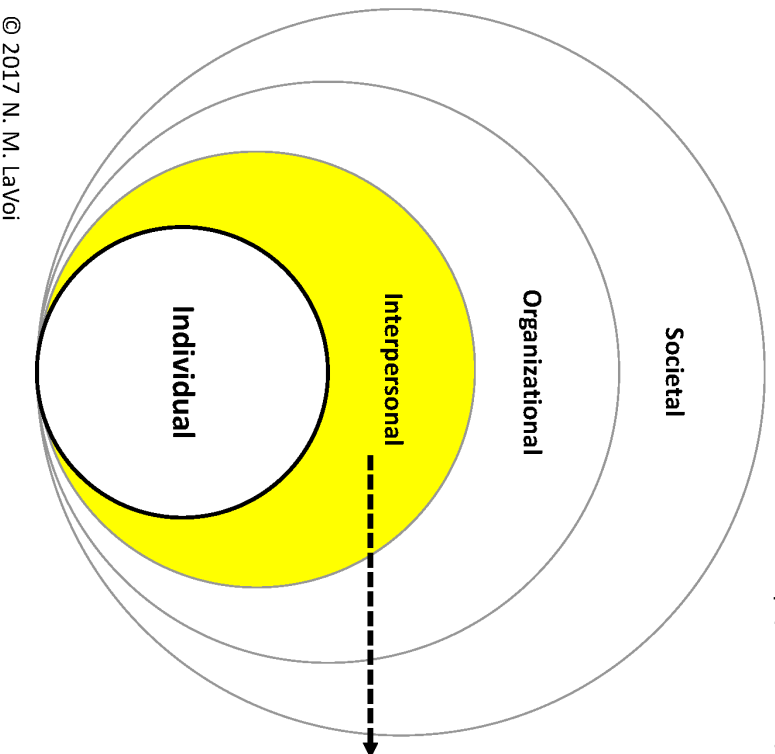   - **When a female coach leaves/retires/is fired = hire a female**

Figure 4. Interpersonal Level Strategies for ADs in Recruiting and Hiring Women Coaches
Relationships, networks, connections and personal influence that impact coaches

- **Build & reach out to diverse networks**

  "I have somewhat of a network of minority females that I know that are out there who also have a network of knowing other minority females who are out there in the field. I have kind of a network of minority women as well as Black women in general who I can reach out to."

- **Develop a succession list of talented women**

  "I try to be as active as I can around the country, paying attention. We watch other teams come into our building, I watch the other team's bench, I watch what's going on there...obviously looking for people to have on our list in the event we are looking for somebody."

- **Be willing to take chances on early career women**

  "She hasn't been given the opportunities that maybe some male counterparts have been given. And we try to recognize potential."

- **Develop and mentor women**

  "I don't hire to fire. I hire to develop."

- **Use *"teachable moments"* to tackle athlete preference for male coaches – Resource at https://z.umn.edu/3dba**

Individual

Interpersonal

Organizational

Societal

Figure 5. Organizational Level Strategies for ADs in Recruiting and Hiring Women Coaches: CULTURE, CULTURE, CULTURE
Process, policies, culture, and workplace environment factors that impact coaches
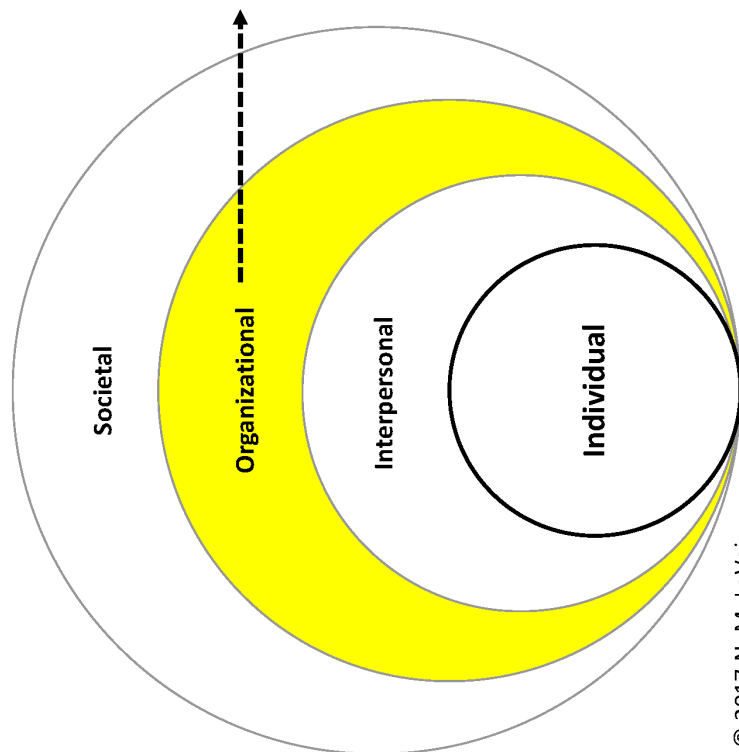
- **Be explicit, intentional and unapologetic in communicating inclusive culture**

  "We hire to the values. What we stand for and how we are going to exist and behave and focus on. How do we hold people accountable and not compromise with the coaches that don't behave that way."

- **Build a culture that values and reflects diversity**

  "I try my best to have our department from top to bottom reflect the population that we serve.... I really do believe that if I don't set the example for these young folks and look at diversity and gender and everything else, then when they get into the workplace and they become leaders of the community it's not paramount in their mind."

- **Value and support women's teams**

  "Coaches most importantly want to know that you care about your women's programs. You are only going to get as good as your own investment in those programs."

- **Value and support women leaders**

  "Having strong successful women in the program helps recruit other strong successful women... that type of reputation and that type of culture helps attract that type of talent."

- **Support, be flexible and accommodate parent-coaches**

  "Our approach here is just to have a really flexible, open supportive environment when it comes to families. We want you to bring your family into your role as coaches as much as you can. "
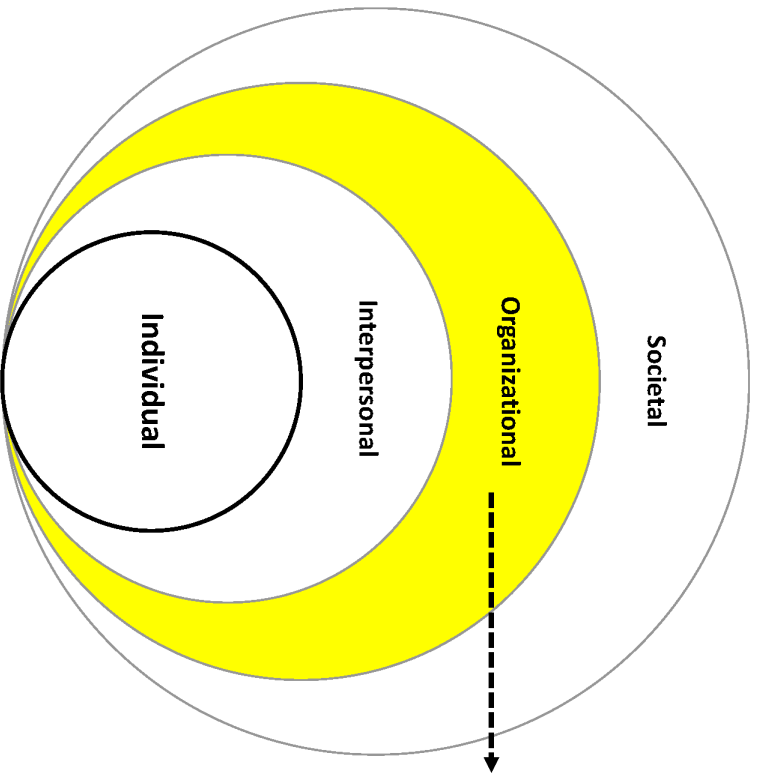

Societal

Organizational

Interpersonal

Individual

© 2017 N. M. LaVoi

© 2017 N. M. LaVoi

Figure 6. Organizational Level Strategies for ADs in Recruiting and Hiring Women Coaches: PROCESS

Societal

Interpersonal

Organizational

Individual

- **Commit to building a diverse candidate pool**
  "We've been dedicated to... doing targeted recruiting in minority populations and really making sure that we are not just waiting for the candidate pool to come to us. We are really trying to build the most qualified and diverse pool that we can."
    - **Leverage networks and organizations**
    - **Seek out search firms that have women and minorities on staff**
    - **Explicitly target and reach out to female candidates**
    - **Use intentionally inclusive language in postings**

- **Give the search time and energy**
  "You cannot be lazy about the search. I basically clear my calendar for a month, and you got to expect it's a full-time job. I honestly think this that some administrators just don't approach it that way and then they're surprised when they are not able to connect with candidates who are interested in coming to work with them."

- **Create a diverse search committee**

- **Train search committee in bias and/or use a trained Equity Advocate**

- **Involve female coaches & women leaders throughout recruiting and hiring process**

- **Give every female applicant a phone interview to develop pool in future**
  "I think the interview just educated her and fortified her for that next interview."

- **Ensure institutional & departmental goodness of fit**
  "When you hire a coach who's been successful somewhere else and their value structure isn't aligned with yours, that when you see they don't succeed

- **Keep position open until filled :** "We keep the deadline open.... And I've always found some of the best candidates come in [later]."

LEVERAGE WOMEN COACHES

Many of the ADs interviewed have at least one highly successful and long-serving, veteran woman head coach in their department. These women are invaluable assets! To help recruit other women, the veteran women are leveraged as they are not only role models and valued colleagues, but provide proof that women can be, and are, successful at the institution. One AD was very explicit in explaining leverage:

> *"Having strong, successful women in the program helped recruit other strong successful women. They talk support, they encourage, they talk about professional development, and they talk about the support base that allows them to be successful. That is the type of culture that helps attract that type of talent. In addition, we have great women leaders on the entire campus, and that is a huge asset."*

The downside of this strategy is many athletic departments have very few, if any, veteran women coaches to leverage.

RESEARCH QUESTION 3: What are institutions doing to recruit and hire women coaches of color?

While some ADs raised the topic of race on their own, many did not. A majority of the ADs seemed stymied by the challenge of recruiting (let alone hiring and retaining) women coaches of color. To some degree, strategic responses varied by the race of the AD, with African American ADs tending to offer more nuanced approaches than White ADs.

EXPLICITLY VALUE COACHES OF COLOR

Just as several ADs were explicit about their desire to hire women coaches, some ADs had clearly defined racial diversity as a priority. This latter group of ADs were proactive about leveraging diverse networks to search for candidates of color rather than waiting for candidates to come to them. For example, one AD stated:

> *"We've been dedicated to… doing targeted recruiting in minority populations and really making sure that we are not just waiting for the candidate pool to come to us. We are really trying to build the most qualified and diverse pool that we can."*

Many ADs of color in particular have vast networks of administrators, Senior Woman Administrators (SWAs), coaches, former employees, mentees and students of color they can readily call upon to populate open coaching positions with diverse candidates. One AD explained:

"To reverse the Old Boy's Network, you got to break that down and create an Old Diversity Network. You have to create a network that allows you to be able to reach out and identify quality individuals to help diversify your staff."

ADs should consider the following strategies to develop and ensure diverse candidate pools when conducting searches:

1. Make it a priority to keep track of upcoming coaches of color on an ongoing basis.
2. Leverage diverse networks to actively recruit candidates of color.
   - ADs with non-diverse networks should work on forging relationships and expanding networks through other ADs, administrators and coaches.
   - ADs can call on sport- or coach-focused organizations for help when relevant.
     - One AD stated, *"I always call the Black Coaches Association...who are some of the up and comers you know, we're looking for a diverse pool."* [We note here that the BCA no longer exists.]
   - If you use a hiring committee, make it diverse. Include coaches, administrators and/or student-athletes of color.
3. Avoid relying on search firms as a sole recruitment tool.
   - As one AD stated, *"I can't name you a diverse search firm, and I can only tell you that there is one minority in all the search firms I've worked with."* If you are working with a search firm, make it clear that you care about building a diverse candidate pool.
4. Be intentional about using inclusive language in job postings.
   - As one AD shared, *"In the last year we've changed our language in our postings to speak more to our desire to have a diverse community on campus and diversity within our coaching staff."*

BUILD AND LEVERAGE DIVERSITY IN ATHLETIC DEPARTMENTS MORE BROADLY

Perhaps one of the most logical but powerful conclusions from talking with ADs is that **diversity begets diversity.** This is true for women coaches in general—hence the recommendation to leverage female coaches and leaders as a recruitment tool—and for women coaches of color in particular. In this case, the more diverse the region, city, institution, institutional leadership, athletic administrators, and the coaching staff, the more likely a candidate of color will feel comfortable applying and taking the position. Institutions with strong female leaders of color already in place should similarly leverage their existing talent as a recruiting tool to attract coach candidates of color, and foster workplace environments where women of color are not, and do not feel like, tokens.

The problem with this logic is that for institutions with few people of color geographically or within leadership positions, it is less likely they will draw women of color to join the coaching

staff. ADs who are "building from scratch" need to start by being explicit and intentional about valuing diversity as a department; as one AD stated, *"You find out pretty fast here that we're all about diversity and inclusion."* The composition of athletic adminstration leadership should mirror the desired goal in the diversity of the coaching staff.

CULTIVATE AND EXPAND THE POOL OF COACHES OF COLOR

ADs play an important role in shaping the pool of current and future coaches based on who they interview, hire, and retain in the profession. ADs should consider the following strategies:

- Just like with up-and-coming women coaches in general, take chances on women coaches of color when there are opportunities to do so.
- Avoid pigeonholing coaches of color into certain roles, which is commonplace (e.g., in women's basketball, women of color are often primarily funneled into recruiting positions, where they do not gain comprehensive skills needed to get a head coach position).
- Build mentoring systems for student-athletes and encourage women of color to go into coaching. Scholarships, mentoring, and apprenticeships are needed to give women of color the opportunity to coach. African American ADs stated many women of color feel hopeless as they don't see anyone like themselves in positions of sport leadership and don't see coaching as a viable career pathway.

RESEARCH QUESTION 4: What are institutions doing to retain women coaches?

ADs discussed many ways they try to retain coaches. The overarching theme which captured the spirit of the data was… **SUPPORT!** One AD summed it up:

> *"It's about creating an environment where coaches feel valued and what they are doing is important, and there is support for what they are doing."*

Support was parsed into The 3C constructs: care, competence, and choice. A common complaint cited by women coaches is they do not feel the AD or SWA "has their back". Many don't feel supported by athletic administrators, and in fact often feel the relationship with their direct report is strained and awkward. One source of this breakdown is quality and frequency of communication between coach and administrator. The box on page 15 contains questions administrators can regularly ask women coaches so the coaches may feel supported, heard, and valued. These questions emerged as we talked to ADs about how they support, develop rapport with, and strive to retain their coaches.

When ADs create a supportive culture where the needs of their coaches are satisfied, the coach is less likely to leave. In fact, many ADs talked about how important it is to keep their coaches happy as a retention tool—one AD stated, *"A happy coach doesn't leave!"* In a competitive marketplace in a transient industry where female talent is perceived as being hard

Questions ADs Should Regularly Ask Coaches

☑ How are you doing?
☑ What do you need to be happy in your job?
☑ What do you need to keep you happy?
☑ What do you need to be successful? What would help you be
   successful?
☑ What is top of mind right now?
☑ What are your concerns?
☑ What are issues that I can help you with?
☑ How can I support you?
☑ How can I better support you?
☑ What are your goals this year?
☑ What professional development opportunities do you need/want?

to come by, institutions that have a successful female head coach must constantly fend off rival institutions looking to poach their talent by enticing the coach with a significantly higher salary and/or better resources/funding/facilities. Happiness, wellbeing and job satisfaction are more likely to occur when essential needs of care, competence and choice of the coach are being met. When coach needs are satisfied, coaches may be more likely to stick around rather than getting lured away. Therefore, ADs should strive to develop a culture where coach 3C needs are satisfied:

> **CARE:** Develop a culture of care where coaches feel known, needed, valued, heard, and that they belong. A sense of care should be fostered among coaches of all teams (men's and women's), and between the administration and the coach.

> **COMPETENCE:** Develop coach skills and abilities and create a culture of growth where the coach is constantly learning and improving.

> **CHOICE:** Provide coaches autonomy where they feel supported but not controlled or micromanaged. One AD stated, *"I get out of their way and let them do their thing."*

In sum, coaches frequently tell us they want a workplace where they feel supported, valued and cared about as people and professionals, and where they believe that the AD "has their back." Figure 7 contains themes of care, competence and choice broken down by specific strategies that ADs might consider in developing a culture where women coaches feel supported, along with supporting quotes.

Figure 7. Retaining Women Coaches: Developing a Supportive Culture

SUPPORT

Provide Resources to Facilitate Competence

Autonomy

Care

Provide Resources to Facilitate Competence

Professional Development
- Provide spaces for female coaches to network together
- Create a Culture of Growth
- Membership to Alliance Women Coaches
- Send to NCAA Women Coaches Academy

"I try to create an environment where coaches are being pushed to grow and develop and learn."

Invest
- Team Budget = Success is Viable
- Competitive & Equitable Salary
- Human Resources & Capacity

"I think you keep them first and foremost by giving them the opportunity to be successful. I think that most coaches just want a chance to win and be in an environment where they feel valued."

Autonomy

Provide Direction, but don't be controlling

It's not about being a micro-manager and monitoring hours. We have confidence our coaches get their job done.

Care

Value & Welcome Family
- Support All Family Models
  - Be Flexible, Creative & Accommodating

Listen!
- Meet with every coach regularly
- Ask: What is top of mind today?

"It's about how are you managing things…what can I do as an AD, you know, to help people do your job better but also, you know, I take a step further and I will ask them what can I do to help you achieve work life balance that you are happy with."

Communicate Coach Value
- Proactively Reward Success
- Be grateful for strong, confident, capable women
- Value & Support Diversity

"Having strong, diverse, successful women in the program helps recruit other strong successful women. That type of reputation and culture helps attract and retain talent."

Build Authentic Relationships

"The atmosphere throughout the department is very supportive… I mean we laugh together, we cry together, if we have somebody who needs some help we are there to help them."

Some other creative support strategies ADs shared included Competitive Excellence Forums where the coaches get together regularly and share best practices and discuss how to get better, and a Women's Excellence Fund, either endowed or dedicated, that is exclusively available to support women's athletic initiatives, enhancements and equipment.

CREATE A CULTURE THAT SUPPORTS AND VALUES ALL WOMEN AND ALL FAMILY STRUCTURES

First, be flexible and creative in supporting mother-coaches, especially with babies and toddlers. Best practices include:

- Have clear parent-coach policies in place (i.e., parental leave, travel)
- Provide funding for nanny to travel
- Provide funding for partner to travel
- Allow parent-coach to bring their baby to practice, and team trips especially when nursing
- Include money for daycare and/or family travel in contract
- Provide a clearly marked, well-designed lactation room

Typically, online coaching biographies include personal or family description text at the bottom of the webpage, particularly for heterosexual coaches (Calhoun, LaVoi & Johnson, 2011). For LGBTQ coaches who have families but do not want to be publicly out (for real reasons like persistent homophobia and negative recruiting in women's athletics), they may prefer to keep personal and same-sex family narratives out of their bios. However, if a coach has no personal/family narrative she is often immediately suspected of being lesbian, whether she is or not. Instituting a consistent departmental policy around personal/family narratives—which has nothing to do with coach effectiveness—potentially eliminates privileging of some family structures and sexual identities over others.

However, if family narratives in online coaching biographies are eliminated with a new policy, it suppresses individuals who are comfortable publically sharing personal information, value being authentic, and who perhaps want to be visible change agents. Eliminating all family narratives may have unintended consequences to gay family narratives. To date, there are a few courageous and pioneering gay and lesbian coaches who choose to be explicitly "out" in their online coaching biographies and specially mention their same-sex partner and/or children. For example the online bio of the head women's basketball coach at Vanderbilt, Stephanie White, states "White and her wife, Michelle, have three young boys: Landon, and twins, Aiden & Avery." White's bio provides space and visible proof that one can be authentic in the sport occupational landscape. Yet many others are not comfortable being explicitly out, are not ready to enter that space and should not feel pressured to do so.

This seemingly minor sports information practice is nuanced and complex, yet has a big

impact on coaches' personal and professional needs satisfaction and the overall departmental culture. In an ideal world, everyone's personal or family narratives would be included, which would create a culture that supports, includes and celebrates all coaches and their families.

SUPPORT AND DEVELOP EXISTING TALENT

Another aspect of retention discussed to a lesser degree is promoting from within. When filling open positions, ADs talked about encouraging, mentoring, growing and promoting the talent they have in the building. *"I try to create opportunity and invest in the existing women, the talent I already have. I use that as an advantage to keep and recruit talent,"* one AD explained. When the culture is supportive, talent wants to stay; promoting from within provides continuity in the program and the departmental culture.

RESEARCH QUESTION 5: What are the challenges that ADs face when recruiting, hiring and retaining women coaches?

REJECTION OF THE OFFER

Over half of ADs expressed frustration and exasperation in working to recruit women into the candidate pool, extending offers to one or more women in the final candidate pool, and having the offer rejected.

> *"I know we made concerted efforts [to hire women] and we've had a number of searches where our top ten or eight was a woman, and then for whatever reason we missed [getting them to take the offer]."*

Instead of blaming women for not taking the job or blaming women for the lack of women in coaching (see p. 8 for common 'blame the women' narratives), the questions should be: *What factors influenced her decision to reject the offer? Why did she say no? What factors are important to women in accepting an offer?* Competent female coaches are in high demand and they want to feel supported and valued both personally and professionally. Goodness of fit is an important factor in accepting a job. Coaches often leave because of the culture, and coaches likely do not take jobs where the culture is not percived to be supportive of women. More research is needed.

LACK OF RESOURCES TO BE COMPETITIVE

Some ADs knew their female talent would not stay due to the fact their programs were underfunded compared to peer institutions. This was mentioned at all three NCAA levels D-I, II and III.

> *"There is no retention of anything to talk about…because we don't pay very well, to be honest."*
>
> *"I worry the most about [X & Y conferences] because they have so much more money than we have. So I really worry about the female coaches that are the superstars*

in our conference getting poached by those conferences right now, like that's a real risk for us. We feel it every day here. We're feeling it from our coaches because they're feeling like they're falling behind."

SPORT MATTERS

ADs indicated that in some sports it is difficult to identify or find women to recruit. One AD said, "*There are sports where diverse candidate pools are much harder to build."*

Based on the WCCRC data, sports with a D or F grade are dominated by men—therefore, this challenge is likely real. For example in the Select 7 NCAA D-I WCCRC, swimming and diving, track and field, water polo, and cross country are sports with an F grade, which means less than 24% of all head coaches in these sports are women. In fact, water polo had zero percent women head coaches at the D-I level until this year (LaVoi, 2018). However, other sports like field hockey (96%), lacrosse (87%) and golf (81%) have high percentages and a strong history of a majority of women head coaches in their sports. More understanding is needed why some sports have a majority of women, while others do not.

GEOGRAPHY MATTERS

Whether suburban, urban or rural, every institution seemed to have its own geographical challenges when recruiting and hiring women, and for some, particularly women of color. Common challenges encountered were location, diversity of community, political landscape (conservative v. liberal), safety, proximity to family and support networks, employment opportunities for one's spouse/partner, and cost of living. ADs insinuated these factors were not as salient for male coaches in considering job possibilities, although there is no data to prove this is true. More research is needed.

EMERGENT FINDINGS

While the five stated research questions guided this study, additional findings emerged from the data and are summarized below.

GROWING AND DEVELOPING WOMEN IN THE COACHING PIPELINE

ADs talked passionately about developing women in the coaching pipeline and encouraging them to persist by giving them interviewing experience, even when the AD knew they would not hire a particular coach. One AD stated, "*The experience of explaining and knowing what questions are going to come is helpful for future interviews."*

The ADs offered many concrete ways to develop young women into and through the coaching pipeline.

1. Systematically observe opposing female coaches for rising talent.

2. Interview every female candidate in the pool.

3. Provide professional development opportunities for growth.

4. Mentor, encourage and support women to "get in the game".

5. Provide constructive, regular and structured feedback.

6. Encourage female athletes early in their sport career to think about coaching as a career (See Appendix A, #SHECANCOACH resources to use in such recruitment).

7. Collaborate with conference offices, peer institutions, and/or professional organizations to provide educational exposure for female athletes to think about coaching as a career.

8. Set the requirement that all coaches have career-development plans and discuss with them regularly.

9. Take care of your coaches! So much emphasis is put on the experience of the student athlete, that often ADs forget the *coaches' experience*.

10. Ensure AD performance expectations of the coach match the resources given to the coach and her program.

"WE WANT TO HIRE THE BEST": UNPACKING "THE BEST" NARRATIVE

Every AD interviewed explicitly stated that they wanted to hire "the best" coach for the position. Undoubtedly, employers want to hire, and stakeholders expect, the best person, the best fit, the best (i.e., most successful, a winner), the best-qualified... and the list goes on. Athletic departments are, after all, competitive workplaces filled with competitive people! However, what is not readily apparent in "the best" narrative is the underlying gender bias and gender stereotypes that affect how leadership is valued, perceived, and evaluated.

Stereotypes and gender bias are inherent in constructing and reinforcing what a female leader 'looks like' and 'does' as she conforms to expected gender norms, as well as the sanctions and discrimination she faces for non-conformity (LaVoi & Calhoun, 2016). For example, what it means "to coach"—being assertive and in control, aggressive, ambitious, confident, dominant, self-confident, forceful, self-reliant and individualistic—are characteristics typically associated with men and masculinity. This identity of the ideal/best coach is reinforced by society and the media, where coaches are constructed heroes and the male coach is a symbol and ultimate expression of the idealized form of masculine character (Butterworth, 2013). Therefore, when

ADs state they want "the best" coach, this statement automatically privileges and favors male coaches over women, whether intended or not. However, as mentioned earlier in this report, "the best" might also be a coded way ADs can talk about hiring women without putting themselves or the institution at risk for gender-based discrimination litigation by male applicants. Clearly, a complex set of conscious and unconscious inferences are contained within persistent and common *"hire the best"* narratives among college Athletics Directors in this sample, which illuminates the need for bias training and awareness that bias has a potential impact on the perception, recruitment, evaluation and hiring of women coaches.

COUNTERING FEMALE ATHLETE PREFERENCE FOR MALE COACHES

Nearly all ADs mentioned they encounter female student-athlete explicit preference for male coaches. In an educational context like higher education, this can be used as a teachable moment by ADs. See Appendix B for informed ways that ADs can respond to female athletes' assertions that "*We want a male coach.*" Note that it is unwise to ask female athletes their preference or eliminate women from the candidate pool based on athlete's stated preference.

CONCLUSION

CULTURE MATTERS!

To quote corporate leadership guru Peter Drucker, "Culture eats strategy for breakfast." What was striking and emergent in these interviews with collegiate Athletics Directors was how clearly culture emerged as a factor in the recruitment, hiring and retention of women coaches. Culture is the way a company/institution/department goes about its daily business. Culture is constructed as the way "we" do it, norms, lived values, and unwritten rules of behavior (Senn, 2011). As depicted in Figure 8, the outcome of valuing and hiring women is a result of many layers of culture. For the purpose of this project, the primary focus was on what ADs can do personally and organizationally to create a culture that values and includes women. ADs provide the leadership, clarity and direction for culture creation which can act as "human glue" and a powerful force that mobilizes the energy of the staff toward goals.

The ADs in this study had a clear and unwavering commitment to diversity, which was an integral part of their departmental culture. Diversity in the workforce is a business imperative and athletic departments are not the exception. A diverse staff that reflects the student-athletes helps the administration to serve them better. One emergent key finding herein is that diversity begets diversity. In a competitive job market, talented women will seek out a workplace which provides visible and tangible proof that women are valued, where they feel they will be supported, and where they perceive they can succeed. Athletics departments that earn an A or B on the *Women in College Coaching Report Card* have leaders, both institutionally and departmentally, who are intentional about creating an inclusive, supportive

culture. The "Nine Ways to Create a Departmental Culture of Valuing Women" box on the bottom of p. 8 provides concrete strategies that emerged from our interviews.

Figure 8. Levels of influence for recruiting, hiring, and retaining women coaches
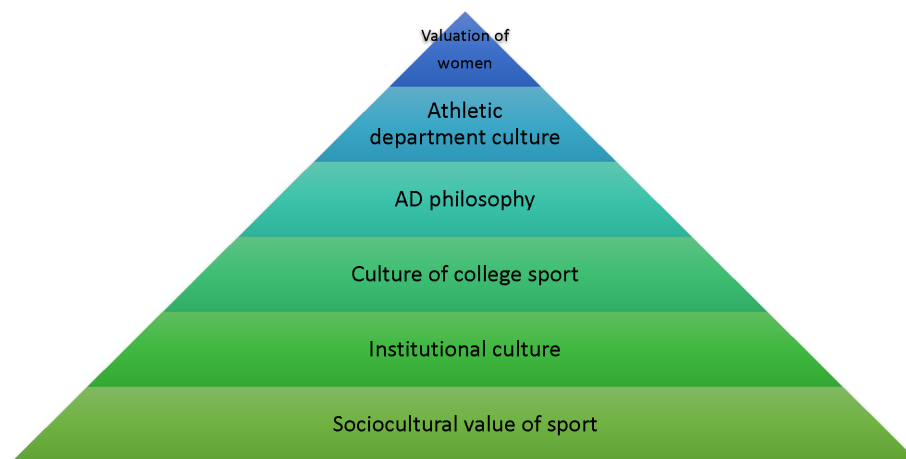
As a result, the WCCRC can be one tool for women on the job market, or who are looking for intuitional change, to utilize to assess workplace culture. A majority of women head coaches at an institution does not automatically make a positive, inclusive and effective workplace culture, but it can be one piece of data to inform important decision making on whether or not to take a job. This report can also be used as a roadmap for athletic administrators who desire to improve their institutional grade and help them to recruit, hire and retain women coaches. A vast amount of data exists pertaining to women coaches, but there are some areas that remain unexplored.

FUTURE RESEARCH DIRECTIONS

UNCOVERING THE WHYS

As discussed previously, many ADs talked about offering an open position to multiple women in their pool who turned them down, and they ended up with a male hire. Many ADs expressed a real desire to hire women, and seemed perplexed why women do not take the job offer. Future researchers should ask women coaches who were offered head coach positions but declined the rationale behind "why" they did not take the position. According to a recent study (Kane & LaVoi, 2018), male and female ADs attributed the lack of women coaches to very different factors. Namely, male ADs attributed this phenomena to individual level factors (e.g., women don't apply, lack of qualified women) and female ADs and Senior Woman Administrators attributed it to structural factors (e.g., Good Ole Boy's network, conscious discrimination in hiring). Currently, data pertaining to "the why" behind female coaches' decision-making in turning down head coach position offers does not exist. Similarly, researchers should ask women why they did not apply for an open position, when they are

qualified and even when invited or encouraged to do so.

UNCOVERING THE HIRING PROCESS

Floyd Keith, former Executive Director of the Black Coaches Association, along with Dr. Richard Lapchick of The Institute for Diversity & Ethics in Sport, with primary researcher Dr. Pamela C. Laucella (2014) did a study to determine if coaches of color were being given a fair opportunity in the hiring process. Data was acquired of all applicants for each open position for D-I men's basketball, who was chosen for the final candidate pool and interviewed and who was hired was tracked. Points for hiring and recruitment processes were awarded and bonus points were given for hiring a coach of color. Points were then turned into an A through F grade, where just over a third (7 of 19, 37%) of institutions earned As. Replication of gender and race of head coach positions for women's teams is needed as it will illuminate more about the recruitment and hiring processes.

UNCOVERING THE ROLE OF INSTITUTIONAL LEADERSHIP

Data exists outside of sport that women and minority leaders are more likely to create diverse candidate pools, which results in diverse hires (Smith et. al., 2004). Currently it is unknown if institutional leadership valuation of diversity trickles down to coach hires in the athletics department.

UNCOVERING BEST PRACTICES FOR PARENT-COACHES

More research on best practices for supporting pregnant and parenting coaches—for instance, how coaching contracts can be improved to better support parent-coaches—is needed.

FINAL THOUGHTS

Before this study, no data had captured what athletics administrators and institutions were doing to recruit, hire and retain women head coaches. This study aimed to fill this gap in the knowledge. The data herein helped us learn from ADs who have a track record of success. While the data may seem complex, it can be distilled and simplified into one key idea: *Create a supportive culture where coaches feel cared about, have opportunity to develop competencies, and are given autonomy to run their program and be successful.*

As ADs develop a supportive organizational culture they should reflect on their own biases and work to minimize the impact of those biases; strive to understand the complex barriers women coaches face and stop blaming women for lack of women coaches; take the opportunity to educate female athletes about gender bias when they express a preference for male coaches; encourage female student-athletes to consider coaching as a career pathway; \ develop and mentor existing female talent; and continue to learn from peers who are "doing it right." A special focus and effort should be paid to recruiting, hiring and retaining women coaches of color, a largely untapped pool of talent.

Women coaches should also realize they have more leverage in the occupational landscape then they perceive. Based on these interviews, we developed "The Women Coaches' Playbook for Being Hired and Retained" for women coaches (See Appendix C).

Athletics Directors possess the power to recruit, hire and retain women coaches. It is our hope that an increasing number of sport leaders will join our efforts to create a more supportive workplace culture and help reverse the stagnation of the percentage of women coaches, so that future generations of female athletes have the benefit having a female role model whom they call "coach".

APPENDIX A: #SHECANCOACH PROJECT

In an effort to increase the number of females in the coaching profession and pipeline, the Tucker Center has created the #SHECANCOACH project. Many women tell us they entered or tried coaching because a coach saw potential and passion and encouraged her to try it. It is that simple—ask and invite young women, especially current or former female athletes, to think about coaching. Your athletes have knowledge, experience, and passion for their sport and many want to be role models for other girls and women. Coaching is a meaningful way to blend passion and purpose. If she can play, #SHECANCOACH!

The #SHECANCOACH resource page on the Tucker Center websites offers posters and fliers developed from our research, including the toolkit pieces included here as Appendices B and C. **Please visit http://www.cehd.umn.edu/tuckercenter/multimedia/shecancoach.html.**

"We want a male coach":
A teachable moment for female athletes

Female athletes' preference for a male coach is a commonly heard statement. Instead of validating and reinforcing this sentiment, ignoring the comment, dismissing it as immature or irrelevant, or perpetuating the problem by explicitly asking females' preference for the gender of their next coach, athletic directors and individuals in charge of hiring coaches can use this as a teachable moment. This educational tool provides information on the bias inherent in athletes' preference for male coaches and offers five perspectives and examples of informed responses.

1 Given that males statistically dominate the coaching landscape at every level of competition in all sports but a rare few, many girls and young women grow up being coached only by men. Therefore, it is not surprising female athletes will ask for and prefer a male coach... because that is what they know!

Response: "Have you ever had a female coach?" If no, "Then how do you know you wouldn't like having a female coach?"

2 Perspective-taking can help players shift their thinking, see something from a new and different point of view, and uncover their own biases. Many athletes don't think from the coach's perspective—they make judgments from their own limited experiences.

Response: "Do any of you want to be coaches?" Ask those that raised their hands, "So how do you feel, knowing that nobody wants to hire you because female athletes want male coaches?" Ask those who want a male coach, "Given this information, would you reconsider?" This may generate discussion and foster perspective-taking.

Response: "How would you feel if you were hoping for a promotion, management or leadership position in the workplace, and your colleagues or subordinates tell the person who is hiring, 'We prefer you hire a male'?"

3 If a female athlete does have a female coach and has a bad experience, the female athlete will often generalize that ALL female coaches are the same (i.e., incompetent, too emotional, mean, doesn't push them hard enough) and therefore the athlete prefers males. Rarely does a female athlete have one bad male coach and say, "I prefer and want only female coaches."

Response: "Have you ever had a bad male coach/teacher?" If yes, ask, "Do you think all male coaches/teachers are bad, so much so you'd never want another male coach/teacher?" Not all male coaches are the same—and neither are all female coaches. Teach that overgeneralizing is an unproductive thinking style.

4

Gender bias affects how we evaluate, interpret and perceive behaviors. Research has shown that "agentic behaviors"—such as acting assertive, dominant, confident, self-reliant and ambitious—are stereotypically associated with masculinity. We also associate such agentic behaviors with effective coaching. Therefore, our perceptions of what it means "to coach" often privilege men.

For example, if a male coach yells at an athlete it is perceived as "coaching." If a female coach yells the same thing with the same tone, she is often judged negatively and may be perceived to be abusive, a bitch, a bully or mean. Male coaches are often permitted to use coaching methods and behaviors that are perceived as off-limits for female coaches. **This is gender bias.**

Response: "What makes a good coach?"

Response: "Why it is that you prefer a male coach?" Follow up with, "Do you think ALL male coaches are like that? Do you think ALL female coaches lack those characteristics?"

5

Homophobia is another reason why female athletes may prefer male coaches. If the coach is a man, he cannot be a lesbian. Unfortunately, due to persistent homophobia and stereotypes about lesbian coaches, this may unconsciously or consciously influence athlete preference for a male coach.

Response: Teach that preferring male coaches is layered with homophobia and stereotyping, whether or not they intended it—and that no data exists that connects either gender or sexual orientation with quality of coaching.
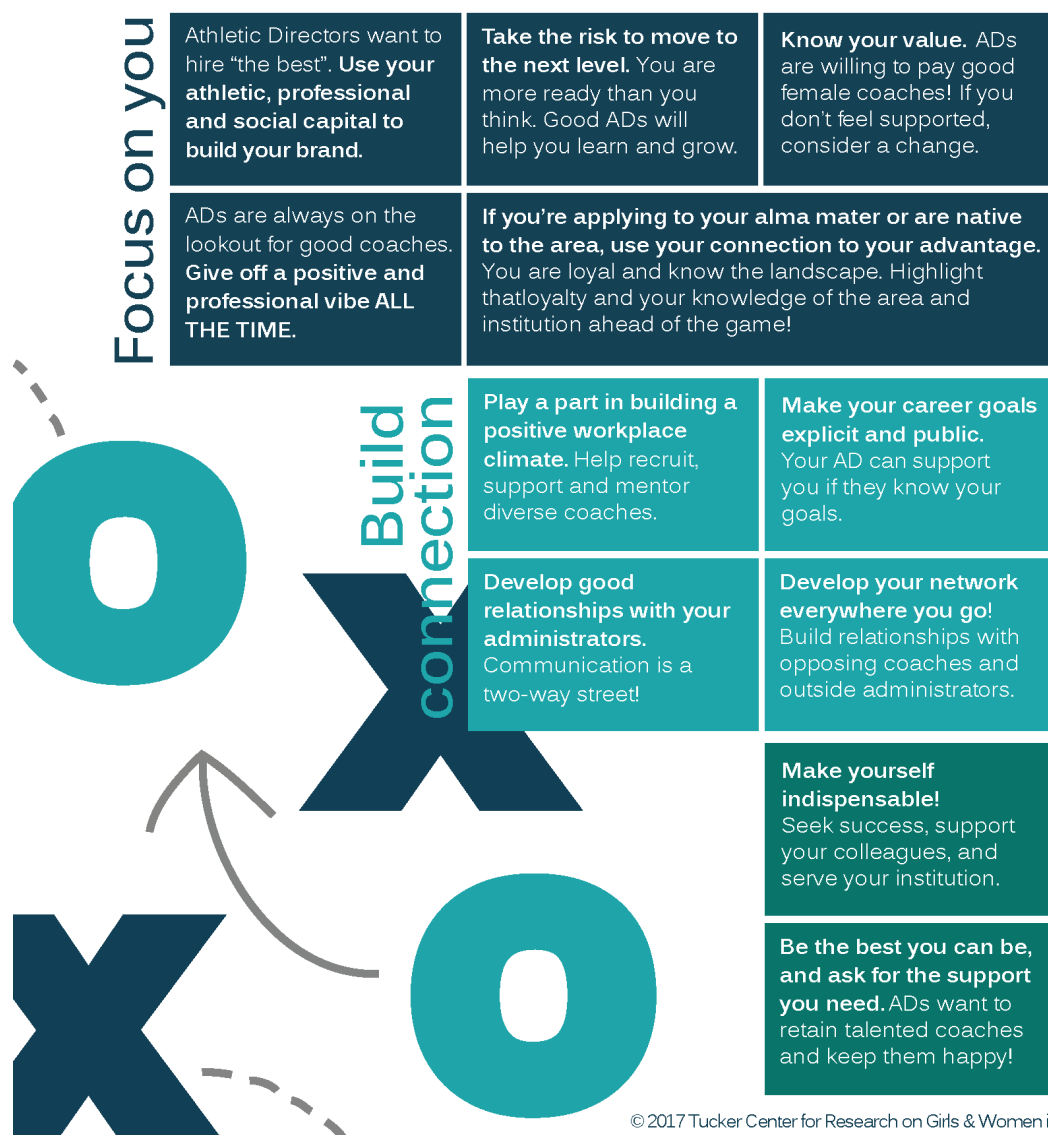
Additional Resources:

• **The Alliance of Women Coaches** is an organization dedicated to supporting women coaches.
• **Beyond the X's and O's: Gender Bias and Coaches of Women's College Sport** is a report by the Women's Sport foundation that documents widespread gender bias in college athletics.
• **Cognitive Distortions and Unhelpful Thinking Styles** is a concise summary on biased thinking patterns.
• **Do Female Athletes Prefer Male Coaches?** from the Women's Sport Foundation outlines six common myths and misconceptions about women coaches and the underlying bias in each.
• **Patterns of Gender Bias, from the Gender Bias Learning Project** outlines four types of bias, and gives real-life scenarios that bring biases to life.
• **Privilege and Unconscious Bias in Sports Coaching** is a fact-sheet from Sports Coach UK.
• **#SHECANCOACH** is a campaign of the Tucker Center that includes free tools to inspire and celebrate women coaches and increase the number of women in the coaching profession.

APPENDIX C: THE WOMEN COACHES' PLAYBOOK FOR BEING HIRED AND RETAINED

The Women Coaches'
PLAYBOOK
for Being Hired and Retained

TC
Tucker Center
for Research on Girls & Women in Sport

Based on interviews with Division I, II and III Athletic Directors at schools that received "A" and "B" grades in the *2016-17 Women in College Coaching Report Card.* [Project funded by the NCAA Office of Inclusion.]

Focus on you

Athletic Directors want to hire "the best". **Use your athletic, professional and social capital to build your brand.**

Take the risk to move to the next level. You are more ready than you think. Good ADs will help you learn and grow.

Know your value. ADs are willing to pay good female coaches! If you don't feel supported, consider a change.

ADs are always on the lookout for good coaches. **Give off a positive and professional vibe ALL THE TIME.**

If you're applying to your alma mater or are native to the area, use your connection to your advantage. You are loyal and know the landscape. Highlight that loyalty and your knowledge of the area and institution ahead of the game!

Build connection

Play a part in building a positive workplace climate. Help recruit, support and mentor diverse coaches.

Make your career goals explicit and public. Your AD can support you if they know your goals.

Develop good relationships with your administrators. Communication is a two-way street!

Develop your network everywhere you go! Build relationships with opposing coaches and outside administrators.

Make yourself indispensable! Seek success, support your colleagues, and serve your institution.

Be the best you can be, and ask for the support you need. ADs want to retain talented coaches and keep them happy!

© 2017 Tucker Center for Research on Girls & Women in Sport

REFERENCE LIST

Acosta, R. V., & Carpenter, L. J. (2014). Women in intercollegiate sport: A longitudinal, national study thirty-seven year update. Retrieved from http://acostacarpenter.org

Buttersworth, M. L. (2013) Coaches gone wild: Media, masculinity and morality in big-time college football. In L. Wenner (Ed.), Fallen sports heroes, media, & celebrity culture (p. 284-297). New York, NY: Peter Lang.

Calhoun, A.S., LaVoi, N.M., & Johnson, A. (2011). Framing with family: Examining online coaching biographies for heteronormative and heterosexist narratives. International Journal of Sport Communication, 4(3), 300-316.

Caple, N., Lapchick, R., LaVoi, N. M. (2017, June). Gender, race, and LGBT inclusion of head coaches of women's collegiate teams: A special collaborative report on select NCAA Division I conferences for the 45th anniversary of Title IX.

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. Canadian Psychology/Psychologie canadienne, 49(3), 182-185.

Everhart, C. B., & Chelladurai, P. (1998). Gender differences in preferences for coaching as an occupation: The role of self-efficacy, valence, and perceived barriers. Research Quarterly for Exercise and Sport, 69(2), 188–200.

Hunt, V., Layton, D., & Prince, S. (2015, January). Why diversity matters. Retrieved from https://www.mckinsey.com/~/media/mckinsey/business%20functions/organization/our%20insights/why%20diversity%20matters/diversity%20matters.ashx

Kane, M. J., & LaVoi, N. M. (2018). An examination of athletic administrators' perceptions regarding the absence of female head coaches in women's intercollegiate sports. Women in Sport and Physical Activity Journal.

Lapchick & Baker (2015). Racial & Gender Report Card: College Sport. Retrieved from http://www.tidesport.org/college-sport.html

Laucella, P. C., Keith, F., Lapchick, R. (2014). 2014 Hiring Report Card for Men's College Basketball Head Coaching Positions at FBS Schools. National Sports Journalism Center.

LaVoi, N. M. (2017, February). Head coaches of women's collegiate teams: A report on select NCAA Division-I institutions, 2016-17. Minneapolis: Tucker Center for Research on Girls & Women in Sport.

LaVoi, N. M. (2016) (Ed.) Women in Sports Coaching, London: Routledge.

LaVoi, N. M. (2016, February). Head coaches of women's collegiate teams: A report on select NCAA Division-I FBS institutions, 2015-16. Minneapolis: Tucker Center for Research on Girls & Women in Sport.

LaVoi, N. M. (2015, February). Head coaches of women's collegiate teams: A report on select NCAA Division-I FBS institutions, 2014-15. Minneapolis: Tucker Center for Research on Girls & Women in Sport

LaVoi, N. M. (2014, January). Head coaches of women's collegiate teams: A report on select NCAA Division-I FBS institutions, 2013-14. Minneapolis: The Tucker Center for Research on Girls & Women in Sport.

LaVoi, N. M. (2013, December). The decline of women coaches in collegiate athletics, 2012-13. Minneapolis: The Tucker Center for Research on Girls & Women in Sport.

LaVoi, N. M. (2009, October 17). LaVoi's 3C's of effective coaching. Retrieved from
https://nmlavoi.com/2009/10/17/lavois-3cs-of-effective-coaching/

LaVoi, N. M. & Calhoun, A. S. (2016). Women in sport media: Where are the women coaches? In N. M. LaVoi (Ed.), Women in Sports Coaching, (p. 163-176). London: Routledge.

Lockwood, P. (2006). "Someone like me can be successful": Do college students need same-gender role models? Psychology of Women Quarterly, 30(1), 36–46.

National Collegiate Athletic Association. (2017). Sport Sponsorship, Participation and Demographics Search [Data file]. Retrieved from http://web1.ncaa.org/rgdSearch/exec/main

Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. The Journal of Higher Education, 75(2), 133-160.

Wasend, M., & LaVoi N. M. (forthcoming). Are Women Coached by Women More Likely to Become Sport Coaches? Head Coach Gender and Female Collegiate Athletes' Entry into the Coaching Profession.

Wilson, A. (2017, June). 45 years of Title IX: The status of women in intercollegiate athletics. Retrieved from http://www.ncaa.org/sites/default/files/TitleIX45-295-FINAL_WEB.pdf

Wilson, A. (2012, June). The status of women in intercollegiate athletics as Title IX turns 40. Retrieved from http:// www.ncaapublications.com/productdownloads/TITLEIX.pdf

A SPECIAL REPORT ON COLLEGIATE ATHLETIC ADMINISTRATION BEST PRACTICES FOR RECRUITING, HIRING AND RETENTION OF WOMEN COACHES

Tucker Center

for Research on Girls & Women in Sport