

University of New Mexico

UNM Digital Repository

Health, Exercise, and Sports Sciences ETDs

Education ETDs

Spring 4-11-2022

"Coming out the kitchen with our aprons on": Intersectionality of African American Athletic Administrators at Division I HBCUs

Margaret Wilkins

University of New Mexico - Main Campus

Follow this and additional works at: https://digitalrepository.unm.edu/educ_hess_etds



Part of the [Health and Physical Education Commons](#)

Recommended Citation

Wilkins, Margaret. "Coming out the kitchen with our aprons on": Intersectionality of African American Athletic Administrators at Division I HBCUs." (2022). https://digitalrepository.unm.edu/educ_hess_etds/136

This Dissertation is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Health, Exercise, and Sports Sciences ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

Margaret Wilkins

Candidate

Health, Exercise & Sports Sciences

Department

This dissertation is approved, and it is acceptable in quality and form for publication:

Approved by the Dissertation Committee:

Dr. John Barnes, Chair

Dr. Todd Seidler

Dr. Aaron Livingston

Dr. Glenn Hushman

**“COMIN’ OUT THE KITCHEN WITH OUR APRONS ON”:
INTERSECTIONALITY OF AFRICAN AMERICAN WOMEN
ATHLETIC ADMINISTRATORS AT DIVISION I HBCUS**

BY

MARGARET WILKINS

B.S., Sport Management, Hampton University, 2013
M.S. Sport Administration, Hampton University, 2014

DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

Physical Education, Sports and Exercise Science

The University of New Mexico
Albuquerque, New Mexico

May 2022

DEDICATION

First and foremost I dedicate this study to my Lord and Savior Jesus Christ, who had this journey planned out for me long before I even knew. Only through Him was I able to make it through this excursion called life thus far, and accomplish such a feat as this! I would've never imagined, thank you God! My life and this dissertation is Yours, please continue to lead and instruct me . Secondly, I dedicate this study to my family: my dad, mom, brother, and lovely puppies Jett and Jade. Thank you for encouraging me, loving me, and believing in me when I never believed in myself. This is ours, collectively, and I would've never been able to do this without your persistent and endless love. The early mornings, late nights, missed holidays, and tears were all worth it. Thank you for making sure I never quit anything I start. I love you! Lastly, I dedicate this to all minority women in sport and outside of it: may we never stop pursuing greatness, being unapologetically us, and using our voice. We deserve to be heard, seen, and recognized on all platforms and in all areas of life! May we never dumb ourselves down or dim our light for anybody. We are too great, have been through and overcome too much, to settle. There is no glass ceiling. Our next step is always higher, because we know WHO we come from! As always...the marathon continues.

**“COMIN’ OUT THE KITCHEN WITH OUR APRONS ON”:
INTERSECTIONALITY OF AFRICAN AMERICAN WOMEN
ATHLETIC ADMINISTRATORS AT DIVISION I HBCUS**

by

Margaret Wilkins

B.S., Sport Management, Hampton University, 2013

M.S., Sport Administration, Hampton University, 2014

Ph.D., Physical Education, Sports and Exercise Science, University of New Mexico, 2022

ABSTRACT

The lack of women in leadership positions within the domain of athletic administration is a phenomenon that is widely understood (Galloway, 2012). To address the dearth of research in this area, the current study explored the experiences of African American women athletic administrators at Division I HBCUs. The research questions that guided this study were: 1) What are the experiences of African-American women athletic administrators at Division I HBCUs?; 2) What are the factors that impact the experiences of Division I HBCU African-American women athletic administrators? This study was informed by intersectionality and utilized a qualitative narrative approach to interview six African-American women athletic administrators at Division I HBCUs. The findings showed that the women experiences were impacted by: sense of responsibility, race, and, gender. Implications and recommendations for future research are provided.

TABLE OF CONTENTS

LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER I: INTRODUCTION.....	1
Statement of Purpose	2
Study Rationale.....	5
Delimitations.....	5
Limitations	6
Positionality	6
Practical Application	7
Narrative Inquiry	8
Theoretical Framework.....	10
Conclusion	13
Operational Definitions	14
CHAPTER II: LITERATURE REVIEW	15
Overview of Collegiate Athletics	15
NCAA and Division I Athletics	15
AIAW	16

Title IX	17
Overview of HBCUs.....	22
HBCU Athletics.....	26
Experiences of Women in Sports	28
Stereotypes	28
Hegemony.....	31
Mentoring	35
Experiences of African-American Women	36
African American Women in Athletics	38
Athletic Administration.....	39
Summary	41
CHAPTER III: METHODOLOGY	44
Site and Participants	44
Participant Protections	45
Institutional Review Board.....	45
Data Collection	46
Interviews	46
Interview Guide.....	46

Data Analysis.....	48
Coding	48
Thematic Development	50
Validity	51
CHAPTER IV: FINDINGS	52
CHAPTER V: DISCUSSION AND CONCLUSION	78
RQ 1: What are the Professional Experiences of African American Women Athletic Administrators at Division I HBCUs?.....	81
Sense of Responsibility	81
Gender	84
Race	86
RQ2: What Factors Impact the Professional Experiences of Division I HBCU Women Athletic Administrators?.....	89
Race	90
Gender	92
Sense of Responsibility	99
Work Role.	99
Mentorship.....	101
Discussion.....	102

Recommendations.....	106
Closing Remarks.....	107
References.....	109

LIST OF TABLES

Table 1. Managerial Characteristics Based on Gender.....	30
Table 2. Participants' Demographic Information.....	52

LIST OF FIGURES

Figure 1. Interview Guide.....	47
--------------------------------	----

CHAPTER I: INTRODUCTION

The lack of women in leadership positions within the domain of athletic administration is a phenomenon that is widely understood (Galloway, 2012). Equal opportunities for women in this industry had been something deemed impossible until the passing of Title IX of the education code, an amendment which prohibits discrimination on the basis of sex in educational programs or activities that receive federal funding (U. S. Department of Education, 2015; Wicker, 2008). Title IX significantly impacted the advances for women in academia, while greatly enhancing opportunities for women to participate in sports, which in turn provided more career options for women in athletic administration. Although Title IX played a critical role in advancing women's participation in sports, it is often overlooked that its implementation also affected staff members and led to the development of significant barriers for women in athletic leadership (Parnter et. al, 2015). Among these barriers were socially constructed concepts such as a glass ceiling and the 'good ol' boys' network' (Parnter et al., 2015, p. 8). This allowed little room for women, especially African American women, to obtain athletic administrative roles in their Division 1 institution. Currently, while women are well-represented among student athletes throughout the NCAA, they remain underrepresented within leadership, accounting for only 20% of administration positions in Division I organizations (NCAA.org).

This underrepresentation is even more pronounced for minority women (Wicker, 2008). Of the 300+ Division 1 institutions within the NCAA, 37.8% of athletic administrators are female, with a mere 13% of those female athletic administrators being minorities (Fink, Pastore, & Riemer, 2003; NCAA, 2001). Although most of the aforementioned Division I schools are predominantly White institutions (PWIs), the underrepresentation of African-

American women in athletic administration is distinct in these spaces. Unfortunately, African-American women are also being left out of leadership positions at Historically Black Colleges and Universities (HBCUs). Although these institutions were established to help address racial inequities in education (Gasman, 2009), inequitable practices continue to negatively affect the career trajectory of African-American women in athletics. Data show that African American women at Division I HBCUs hold less than 5% of athletic administration positions (NCAA.org, Renelique, 2020), which is similar to data from over 15 years ago which showed that African American women represented less than 5% of all athletic administrative positions within the NCAA (Wicker, 2008).

Although there is considerable research on HBCUs, sports at these institutions are considered culturally distinct (Armstrong, 2002) and their elements are rarely studied (Cianfrone et al., 2010; Stone, Cort, & Nkonge, 2012). As a result, limited research exists on athletics at HBCUs, with even fewer studies on administration. Furthermore, given the dearth of literature in this area, as well as the underrepresentation of African American women in administrative roles, little to no research has explored their specific experiences (Elliott & Kellison, 2018). Sloan (2014), who studied the perceived qualifications of Black women in collegiate basketball, argued the importance of studies that examine the concepts which underlie the low representation of Black women in athletic leadership positions, including, sexism, racism, classism, and heterosexism. The current study sought to explore the impact of these concepts on the experiences of African American women in athletic administration at Division I HBCUs.

Statement of Purpose

While the data presented above provides a quantitative snapshot of the under-representation of African American women in athletic administrative roles, it does not offer insight into

the lived experiences of these women, nor the various factors that are associated with their work. There is a lack of information on African American women athletic administrators at Division I HBCUs, which emphasized the need for the current study, which centered the voices of this specific underrepresented population. Their stories are important, and the information provided may help increase the retention rates of African-American women athletic administrators. This information may also improve diversity related hiring practices in the collegiate athletic administration. This study developed themes and understanding by providing institutions with best practices to support the growth and development of the African-American women they employ.

The purpose of this study was to explore the experiences to African-American women who identify as Division I HBCU athletic administrators. As mentioned previously, African-American women athletic administrators are small in numbers, often overlooked, and doubted to be effective leaders in the sport culture based off of gender and racial ideologies (Wicker, 2008). However, research on gender and leadership has solely focused on white females, and research on leadership and race in sport has concentrated on African-American men (Livingston, 2013). As a result, the nuanced experiences of African-American women in athletic administration at Division I HBCUs have been left out of the conversation. The current study was needed to provide further insight into their experiences, as well as the potential factors that have impacted their experiences. Moreover, the shared experiences of the women in this study provided a lens and foundational understanding of the qualitatively unique experiences that African-American women may have as athletic administrators (Simpkins, 2019). The research questions that served as a guide for this study were:

RQ1: What are the experiences of African-American women athletic administrators at Division I HBCUs?

- a. What are the experiences of African-American women athletic administrators with hegemony at Division I HBCUs?
- b. What are the experiences of African-American women athletic administrators with stereotypes at Division I HBCUs?
- c. What are the experiences of African-American women athletic administrators with mentoring at Division I HBCUs?

RQ2: What are the factors that impact the experiences of Division I HBCU African-American women athletic administrators?

- a. What impact does hegemony have on the experiences of African-American women athletic administrators at Division I HBCUs?
- b. What impact do stereotypes have on the experiences of African-American women athletic administrators at Division I HBCUs?
- c. What impact does mentoring have on the experiences of African-American women athletic administrators at Division I HBCUs?

This study utilized a qualitative narrative approach to understand the experiences of African-American women at Division I HBCUs as athletic administrators. Qualitative research methods allowed the researcher to explore the lives of women in athletic administration (Wicker, 2008). Merriam (2001) states, “a central characteristic of qualitative research is that individuals construct reality in interaction with their social worlds” (p.37). This approach was appropriate for the present study because it sought to understand the impact of social factors, such as racism and sexism, on the experiences of African-American women at Division I

HBCUs. The key concepts of the study were based in the theoretical framework of intersectionality, and the research questions allowed the researcher to explore those experiences further via in-depth interviews.

Study Rationale

This study was driven by the need to better understand the factors that impact the experiences of African-American women athletic administrators at Division I HBCUs. As a researcher, the intent was to create contextual knowledge regarding the experiences of these women through examining athletic administration culture and the marginalization they face within HBCUs. Comprehension of these experiences allowed the researcher to gain insight into the personal and contextual factors involved with their experiences. Intersectionality was used as the theoretical framework to see the relationship between social marginalization and experiences. Focusing on the narratives told, and the women's journeys through sport culture, led to the possible extraction of insights about the Division I HBCU sport administration culture itself, and why these women navigate in this space the way they do. Implications of this study led to recommendations for future research on the experiences of other minorities in sport.

Delimitations

This study had the following delimitations:

- a. This study was delimited to historically Black colleges and universities in the United States.
- b. The study was delimited to HBCU collegiate athletics in Division I within the NCAA.
- c. This study was delimited to the experiences of African-American women in collegiate athletics administration.

Limitations

The sample for the current study was limited to African-American women athletic administrators at a Division I HBCUs and was contingent upon the ability to connect and gain accessibility to the preferred sample. A second limitation of this research study was the sample, as well as the context that is situated in this study. The findings and results of this study could not be generalized to the population of female sport administrators and their experiences in college sport administration. The context was limited to the culture, experiences, and potential expressions of this specific population. Another limitation was the interview protocol and the global pandemic that put a limitation on the accessibility of environments for the participants.

Positionality

Being involved in the sport community and a part of the sport culture for over 18 years as a student-athlete, working with sport administrations, and currently a student in a doctoral sport administration program has allowed the researcher to interact with people serving in different athletic capacities. Through these interactions, she noticed a lack of African-American women in administrative positions, and also witnessed the mental and emotional strain experienced by women who did serve in those roles but were assumed to lack leadership skills. This led to, what appears as, continued discrimination of those African-American women in hierarchical positions in athletic administration, even if they seemed to be the best candidate. The researcher witnessed various nonverbal and verbal communicative enactments against women in college sport administration, and these women have never had their story told on their own terms.

The researcher entered this study as a seeker, to understand a story that has never been told before; the story of African-American athletic administrators at Division I HBCUs. Although the researcher is not a collegiate athletic administrator, she respects and understands these women's stories and the domain that they are engaged in. The researcher entered this study as a prospective Division I HBCU woman athletic administrator seeking answers and insight from other Division I HBCU women athletic administrators. Furthermore, the researcher wanted to explore the factors that impact their experiences, as well as how they have navigated their journeys.

Practical Application

This study aimed to provide current and future African-American women athletic administrators at both HBCUs and PWIs with information of how the intersection of race and gender identities, in conjunction with other social constructs, may impact the experiences of African- American women working in athletic administration. Although African-American women have identities in common with white women and African- American men, the uniqueness of their intersecting marginalized identities needed to be acknowledged and accounted for to determine effective ways to support their professional growth.

There is still more that needs to be done for the representation of African-American women in collegiate sport administration. Burnette (2016) states, "African-American women are at the bottom of the list in terms of numbers and equality (in terms of athletic administration)" (p. 8). It is believed that African-American men can acclimate to the athletic administration climate easier, simply because they are men and welcomed into the "good ol' boy" network (Burnette, 2016; Jackson, 2018). Additionally, research has detailed that most of the African-American women in collegiate athletics have multiple degrees, more than 10 years of

experience, and were student-athletes, all of which are usually requirements for the athletics director positions (Burnette, 2016; Jackson, 2018). There does not seem to be a logical explanation for the lack of representation of African-American women in athletic administration (Burnette, 2016; Jackson, 2018). Since the enactment of Title IX, there has been an increase in the number of women, specifically African-American women as college sport administrators (Wicker, 2008; NCAA.org). Thus, there is a pool of African-American women college sport administrators in Division I HBCUs whose experiences need to be told, which was done through narrative inquiry.

Narrative Inquiry

Narrative inquiry is a qualitative method used for studying individual lived experiences for the purpose of gaining a deeper understanding of the dynamics involved (Clandinin & Huber, 2010; Mitchell & Egudo, 2003). Narrative research “looks backward and forward, looks inward and outward, and situates the experiences within place” (Creswell, 2009, p. 185); it is an approach that examines the completeness of an experience situated within the life and reality of the experiencer (Long, 2016). Narrative research has generally been seen as a “method for collecting and analyzing data; collecting being story for participants, and method being telling the story of the participants and/or reporting” (Long, 2016, p. 27). Utilizing narrative inquiry will allow the researcher and participant to bring about a story with the goal of revealing meanings from the experience of the participant. A narrative analysis is a “fluid method” and provides a flexible approach to qualitative research (Nasheeda et al., 2010; Lasota, 2020). Simply put, there is no homogenous process when generating chronicles from the transcripts, each story is unique. The methodology emphasizes relational engagement between researcher and participant, which leads to the story’s co-creation (Clandinin & Connelly, 2000; Haydon,

Browne, & Riet, 2018; Lasota, 2020). Narrative research is a way of both constructing experience and giving meaning to experience (Kramp, 2004).

The focus of narrative inquiry is on understanding lived experiences and told stories and is based on understanding, not prediction (Kim, 2016; Kramp, 2004; Pinnegar & Daynes, 2007; Robert & Shenhav, 2014; Lasota, 2020). Narrative research is the process of telling, and a way of knowing (Kramp, 2004). It is in the story that the participant frames their experience, authors it, and in narrative research tells the researcher what mattered and what meaning the experience has to the participant (Kramp, 2004). In narrative research, nothing is told outside of the relationship of speaker to audience, and the researcher is in a collaborative dialogue with the participants throughout the research and reporting of their experiences (Clandinin, 2013; Creswell, 2009; Long, 2016). The narrative process methods that are the most common are interviews and conversations (Joyce, 2015; Hawkins & Saleem, 2012). During an interview, both parties are collaborating and developing meaning to the narrative (Lasota, 2020). Clandinin and Connelly (2000) refined the narrative approach to specifically a narrative inquiry methodology that starts and ends “in the midst of living and telling, reliving and retelling, the stories of the experiences that made up people’s lives, both individual and social” (p. 20).

Narrative inquiry has gained vast popularity and has been extensively used in a variety of social science fields over the last four decades, yet still in the beginning stages in sports research (Lasota, 2020). Although narrative studies are “becoming more common within the social science realm, few studies have utilized this research approach in the sports realm” (Lasota, 2020, p. 63). For this research, qualitative approach was used, which allowed the researcher to examine the participants’ Division I HBCU athletic administration experiences closely.

The collaborative relationship between participants and research within a narrative inquiry is expressed in the retelling of their stories. As noted above, “human beings give meaning to experience by situating it in time, place, and relationship to other; we story it” (Long, 2016, p. 28). For this study, the research questions were addressed utilizing the narrative approach, which allowed a detailed analysis of the experiences of African-American athletic administrators at a Division I HBCU. A narrative inquiry approach was appropriate for this study because, “humans are storytellers who construct stories based on meaning and experience” (Lasota, 2020, p. 26). Being able to gain a deeper understanding about African-American athletic administrators, their lived experiences at a Division I HBCU, and what factors have impacted their experiences, provided the researcher insight into the marginalization of African-American women in athletic administration. In qualitative research, “truth may be subjective but meaning is invaluable” (Lasota, 2020, p.26), and “new meanings can come from the experience of re-storying their stories as they see them situated again or talked about in a larger context” (Long, 2016, p. 29). Utilizing this approach allowed the researcher to capture the unique elements of the participants’ individual experiences, in ties with intersectionality, allowing her to see how this particular demographic was affected or not affected by intersectionality, given their words and utterances expressed via their co-constructed detailed stories.

Theoretical Framework

In order to understand the experiences of African-American women that are college sport administrators at Division I HBCUs, it is important to utilize a theoretical framework that acknowledges that African-American women possess a marginalized status (Hooks, 2000). There is a need for a platform to be created for African-American women’s voices, recognizing

that African-American women's identity entails mediating the experiences differently from other races and genders.

African-American women are often placed into positions of inferiority, relative to their gender and racial counterparts (Hooks, 1984). These inferior positions compared to other races and genders, is often viewed as a "double jeopardy" for African-American women. The term "double jeopardy" was coined by King (1988) and refers to the oppressive nature of black women's identity, being both a woman and a racial minority, placing them in a lower social power structure (Price, 2015). This multidimensional oppressive identity is difficult to decipher and means that the identity of either facet cannot be parted from the other (Collins, 1986). In 1991, Kimberle Crenshaw explained that the multidimensional nature of identity for African-American women positions them to experience numerous forms of sexism, racism, classism, and other social constructs simultaneously, she would later coin this term as intersectionality. Crenshaw (1991) explains that Caucasian women, compared to African-American women, are only dealing with one form of social construct, sexism. In order for an individual to better understand the experiences African-American women, one must examine the social construct their identity embodies.

Intersectionality explains the social conditions of identity for people of color (Crenshaw, 1991). Intersectionality represents the intersection of race, gender, and social class, as a foundation for domination and control over people of color (Crenshaw, 1989). The influence of a social construct, such as gender, may differ by race and vice versa (Rodriguez, 2008). For example, gender may mediate sexism, and race mediates for racism for people of color, leaving African-American women more susceptible to multiple avenues of discrimination simultaneously (Crenshaw, 1989).

Intersectionality forces an interpretation of identity's structural interrelationship, versus a summative or exclusive analysis for each construct (Crenshaw, 1989). Within this boundary, an intersectional analysis does not allow for one construct or identity to be ranked higher than another, but potentially allows for one to become more salient contextually (Andersen, 2005). An example of this would be an African-American woman working at an HBCU and experiencing sexism due to the gender amongst a largely African-American male cohort (Price, 2015). Dissecting the degree of oppression an individual would feel in that particular situation would only result in errors due to the fact that each construct of identity has its own mediating experience that is best understood within an intersectional framework (Settles, 2006). Simply put, intersectionality provides an analytical scope for understanding the experiences of those left out of the discussion centered on identity construction, even though their identity serves a greater oppressive function (Baca-Zinn & Dill, 1996; Price, 2015). In this particular study, African-American women in athletic administration at a Division I HBCU, being a woman is more outstanding, "but the influence of race attracts a unique need for analysis within a culture that imposes barriers on each facet of their identity" (Price, 2015, pg. 38). For this study, the researcher utilized intersectionality to theoretically guide the research on the experiences of African-American women that are college sport administrators at Division I HBCUs.

In a study by McDowell and Francique (2017), the authors utilized intersectionality as a lens to investigate the organizational experiences of African-American women athletic directors. The study specifically looked at only athletic directors but found that these experiences of women emerged themes that described the majority of their experiences. The findings concluded that occupational stereotyping, gender role conflict, racial and gender stereotypes and threats, career constraints and obstacles, criticism and identity conflict highlighted the work

challenges faced by these African-American women (McDowell & Francique, 2017). The findings give light to the unique scrutiny and constraint African American women face within their experiences in sport, however it was solely specific to athletic directors and not all administrative positions in athletics. McDowell and Francique state, “we hold the view that some of these experiences are unique to African-American women, whereas some were similarly yet not identically experienced by African-American men, Caucasian women and other women of color” (2017, p.403). The current study sought to understand what African-American women in athletic administrative positions at Division I HBCU’s say about their marginalized experiences, how they perceived them, and the factors that impacted those experiences.

Conclusion

This chapter shared the researcher’s motivations for studying African-American women in athletic administration at Division I HBCU’s, and their own experiences working at a HBCU athletic office. The purpose and research questions that guided their study were shared. A brief overview of the theoretical framework, assumptions, limitations, delimitations, rationale, positionality, and practical application for the research was provided. Chapter 2 will provide an overview of the literature that guided and informed this study. For the methodology section, Chapter 3, an explanation of the instruments, methodology, data collection and analysis will be given. Chapter 4 will explain and display the findings and results of the study. Lastly, Chapter 5 will be an overall discussion on the results of this study, within the parameters of intersectionality and social constructs. Chapter 5 will also discuss the implications on the research and suggestions for future research.

Operational Definitions

The terms defined throughout the document support the purpose of the study. However, the researcher has provided definitions for the following term to help the reader understand how the researcher presented the data provided by African-American women college sport administrators at Division I HBCU's.

- Experiences: lived-through events told by the interviewee on their own terms, in their own words
- PWI: predominately white institution

CHAPTER II: LITERATURE REVIEW

The purpose of this study was to elicit and document the experiences of African-American women who are athletic administrators at Division I Historically Black Colleges and Universities. Discourse in athletic administration literature tends to have a tapered focus. The literature that discusses race often focuses on African-American men; and gender-based literature usually focuses on White women (Simpkins, 2019). This has resulted in a gap in the literature with regards to the experiences of African-American women in athletic administration. Additionally, while there is some research on African-American women in athletic administration, it has focused on the barriers and leadership opportunities within predominately White institutions (Jackson, 2018; Smith, 2015). As a result, the stories of African-American women in administrative positions at Division I HBCUs are left unheard.

This chapter reviews the key literature of women in athletic administration relative to this research study. The review of key research will be presented in four sections. The first section synthesizes the literature on collegiate athletics in the NCAA and Division I athletics. The second section reviews the key literature on HBCUs. The third section provides an overview of the experiences of women in athletics, and the fourth section reviews key literature on the experiences of African-American women in athletics and as college sport administrators within Division I institutions; more specifically HBCUs.

Overview of Collegiate Athletics

NCAA and Division I Athletics

The National Collegiate Athletic Association (NCAA) is as an organization whose mission is “to govern in fair, equitable, and sportsmanlike manner, and to integrate college athletes into higher education so that the educational experience of the college student is paramount”

(NCAA.org). In 1970, the organization began to place colleges into divisions based on their competitive capacity (Smith, 2000). Most intercollegiate athletic competition in the United States takes place within the three divisions of the NCAA (Starsia, 2010). Division I athletic conferences are seen as the highest level of skill and competition, prompting more attraction and interest from potential student and student-athlete (NCAA.org). Division I schools, considered to be the major athletic programs within college athletics, generally have larger budgets, higher attendances, and a large number of athletic scholarships (Starsia, 2010). Institutions with Division I athletic programs attract more applications and enroll students with a higher average SAT score than institutions that do not participate in D-I sports (Sandy & Sloane, 2004; Walker, 2015). Within the Division I athletic conference, there are illustrious conference tournaments, games, and even alumni that bring notoriety to Division I athletic conferences, such as: March Madness, College Football Playoffs, and the Iron Bowl (NCAA.org).

According to NCAA guidelines, Division I schools must field at least seven sports for men and seven for women (or six for men and eight for women), along with two team sports for each gender ensuring Title IX compliance (Starsia, 2010). The researcher decided to observe the data on participation numbers growth of women in college sport Division I am setting for this study. Division I institutions also have a larger budget than lower classified institutions, making the process of hiring more African-American women in the athletic administration a higher probability.

AIAW

Although the NCAA included women programs at the time, in 1971, the Association for Intercollegiate Athletics for Women (AIAW) was established as a structure within the Division for Girls and Women's Sports of the American Association (DGWSA) (Wushanley,

2004), because there was a need for a female centered and structured collegiate association, to ensure that gender inequality and bias were not present in college sport. Its mission was to progress women's intercollegiate athletics through "fostering broad programs consistent with educational objectives, (2) assisting member institutions in program extension and enrichment, (3) stimulating the development of quality leadership, and (4) encouraging excellence in performance" (Wushanley, 2004, p. 16).

The AIAW was an organization of female coaches and administrators that pioneered regulation and administration of women's college sports utilizing their own blueprint. While AIAW practiced excellence within female intercollegiate sports, they also aimed "to stimulate leadership among those (mainly women) who were responsible for women's programs" (McCartney, 2007, p.22). At the time, women were not being represented in athletic leadership within other organizations, so the AIAW gave them that opportunity.

Title IX. Despite the benefits of the AAIW, the organization was phased out because of the changes brought about by Title IX, a law that stated, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (McCartney, 2007). Until its passing, the NCAA had been content with its control over most of men's college sports and had encouraged the practice and philosophy of separation for women's intercollegiate athletics (McCartney, 2007). Legal meetings ensued within the NCAA regarding the lack of female representation at NCAA events (Festle, 1996), resulting in the creation of a "special committee on women's athletics" which did not consist of any AIAW representatives (Festle, 1996, pg. 117). Fears within the AIAW mounted, seeing that the control over women's sports from the NCAA was emerging.

Although, the lifespan of AIAW was brief, it still managed to gain membership and provide increased opportunities for collegiate women athletes (McCartney, 2007). Festle (1996) wrote that the AIAW's membership expanded from 280 to 659 colleges, athletes increased from 24,000 to 60,000, and temporarily repressed the NCAA's attempt to leverage women's sports. The growth of AIAW allowed for competition for women, athletic scholarships, and a continued detached distinctiveness from the NCAA (McCartney, 2007). While the efforts of the AIAW proved to be successful for a time, the organization could not withstand the growing development of women's athletics within the NCAA. In 1980, with the addition of sponsoring women's championships, specifically Division 1, the NCAA's move had the effect of "driving the AIAW out of business" (Fazioli, 2004, p. 2). So came the demise of the AIAW and the declination of women's control over women's intercollegiate sports.

The implementation of Title IX and how it has been used has been a point of criticism. One of the main issues addressed is how performed acts of equality have caused controversy, such as how athletics departments comply with Title IX requirements. An example of this is the *Grove City v. Bell* case, where the decision stated that programs that directly receive federal assistance must comply with Title IX requirements. This initial decision ended up eliminating the clauses applying to athletic programs within that institution (n.d.). The decision was eventually negated by the Civil Rights Restoration Act. This ruling involved requiring programs and/or activities that are providing educational assistance and receiving federal funding to present an annual report detailing their specific intercollegiate athletics programs to assess Title IX compliance (n.d.). Compliance and adherence to Title IX elements are necessary in order for institutions to acquire and maintain federal funds.

A vocal constituency maintains that athletics departments have increasingly resorted to cutting men's sports programs in order to achieve "hard gender-based quotas" (Lynch, 2001, p. 5). Those in opposition argue that the reduction of opportunities for men is ironically against the anti-discriminatory proposed action within the policy, causing the compliance with the amendment to become measured. Within Title IX there is an "interpretation" offer to give breadth to the testing of compliance, via a three-part gauge. Keirnan (2004) summarized, "a college complies with Title IX if it has the same proportion of female athletes and female students, has a history of expanding women's athletics programs, or fully accommodates the "interests and abilities of female students" (p. 3). Disparagers of Title IX challenge the notion of equal opportunity and endorse the stance that the anti-discrimination policy needs to have the same course of action for men as it does with women. Furthermore, reasoning that women and men college students are not sharing a proportionate interest in the involvement of sports, because of these different interests, the desire to participate in sports will not be equal (Gavora, 2002).

When it comes to assessing Title IX compliance there is a three-prong test. In order for an institution to achieve Title IX compliance it need only meet one of the criteria below:

- Prong 1: Ensuring the number of athletic participation opportunities for male and female students are substantially proportionate to enrollment numbers of that institution (n.d.) For example, if 45 percent of an institution's undergraduates are female, then an institution will have complied with the Title IX's participation requirement if 45 percent of its athletes are also female.

- Prong 2: An institution can provide a history of and continuing program expansion for members of a specific sex that are or have been underrepresented in athletic programs, as long as the expansion is in line with the interests of that specific sex(n.d.). This can be shown via the institution by recording of addition or upgrading intercollegiate teams for the underrepresented gender, recording the increasing number of participants in athletics who are of the underrepresented sex, and favorable responses to the requests of students for the addition or advancement of sports(n.d.).
- Prong 3: If athletic programs at that specific institution are not equal and are not currently being expanded to meet student interests, then a school can show they are meeting compliance of Title IX by showing that it has fully and effectively accommodated the interests of the current students enrolled. This could be done via a survey, that receives input from the underrepresented sex and if that sex is satisfied with having less athletic opportunities or funding, then it is not considered a Title IX violation(n.d.).

Failure of educational institutions to meet the one of the three proportionality requirements could lead to complications for that specific institution. Although Title IX was intended to remove the barriers faced by females in institutions, Title IX has continued to mold higher education (Barnes, 2021). Additionally, Title IX, requires institutions to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence (Barnes,2021). Universities can utilize disciplinary actions to address those complaints of sexual harassment.

A historical example of this is the case of *Franklin v. Gwinnett County Public Schools*, where damages were awarded to the plaintiff for inappropriate sexual harassment and discrimination that took place under a federally funded education and/or program (n.d.). The Supreme Court ruled that students who are subjected to sexual harassment in public schools may sue their boards for monetary damages under Title IX of the Education Amendments of 1972. This case is imperative because it was the first case wherein the Supreme Court upheld an award of monetary damages under Title IX.

Since 1972, Title IX has led to the tremendous development of women's college athletics. One of the main developments has been the increase of women's participation in intercollegiate sport, which has increased by over 500% (Thomas, 2011). An additional development has been the increasing proportionality of women's sports into universities, and funding for those sports. Prior to the implementation of Title IX in 1972, the proportion of women in sports was roughly 2% (McAndrews, 2012). While the development of Title IX has led to many strides for women, there are still costs that come to women through the same amendment.

While there have been exponential gains for women in college sports, inequalities persist till this day (Zimbalist, 2003). Monetary disparities between men's and women's athletics exist throughout the areas of scholarship, recruiting, salaries of coaches, and operational costs (McCartney, 2007). Fixing such disparities have caused athletic directors of high ranking college sports programs, such as football and men's basketball, to "resolve" this issue through dropping men's programs such as wrestling, gymnastics, and baseball (McCartney, 2007). Title IX supporters assert that football, with its considerable number of scholarships, higher level budget, and professional-grade facilities, possesses the biggest challenge to establishing monetary equity among men's and women's sports (Zimbalist, 2003). The researcher adds that it

would be better to address the inequities between men's and women's programs rather than siphoning off opportunities for men in order to properly showcase the problem of achieving gender equity. (McCartney, 2007; Zimbalist, 2003). Advocates of Title IX acknowledge that women have made substantial gains since the implementation of the law, but also counter that "much distance remains between the current status of women and girls in sports and the ultimate goal of gender equity" (Title IX at 30, p.1).

The overall development of Title IX in athletics, has "mainly focused on the gains in establishing women's college athletics as a major industry" (Barnes, 2020, p.183). The changes Title IX has produced within collegiate athletics have been substantial, which has helped "transform gender ideology in American culture" (Barnes, 2020, p. 197). Women are regarded as heroines in the sport culture, and vital to the growth and success of athletic organizations and programs.

Overview of HBCUs

The Higher Education Act of 1965 defines HBCUs as "any Historically Black College and University that was established prior to 1964, whose principal mission was, and is the education of Black Americans" (Higher Education Act of 1965, p. 143). HBCUs were created in the 1830's, with the overarching mission of providing a space to educate African-Americans, as they did not have the same opportunity as Caucasians to receive an education in the United States (Cheeks & Carter-Francique, 2015; McGreggor, 2020; Palmer& Gasman, 2008). To understand the place these institutions, have in today's society, it is important to understand the history of HBCUs and how they came about in our society (Elliot, 2019).

Segregation and discrimination were very prevalent in the United States during this era, resulting in the denial of African-Americans being allowed admission to predominately white

institutions (McGregor, 2020). Many states decided to open separate institutions for Black students, in response to the resistance and widespread discrimination of African Americans (Elliott, 2019; Jackson, 2002).

Preceding the Civil War in 1861, there was no structured system in place that would allow educational opportunities for Black Americans, as laws prohibited Blacks from receiving an education in numerous areas throughout the United States (Brown & Yates, 2005). For example, in 1819, the state of Virginia passed a law that banned teaching or reading to Black Americans (McGregor, 2020). In addition, Caucasians denied Blacks the opportunity to receive an education in order to maintain White dominance and control (Halpern, 1995).

Although the discrimination of the era was denial of an opportunity for African-Americans to receive an education, African-Americans' demands and desire for access to higher-level pedagogy was on the rise (Jackson, 2002; McGregor, 2020). In 1837, the first HBCU, Cheney University in Pennsylvania, was founded, followed by Lincoln University founded in 1854, and Wilberforce University in 1856 (The United Commission of Civil Rights, 2010). Despite the call for HBCUs influential whites in the United States questioned the need and value of Black people receiving any higher education (Jackson, 2002). The Morrill Act of 1862, which required states to either admit Black students to pre-existing state funded institutions (land-grant schools) or finance schools for Black students to enroll (Bracey, 2017). Neyland (1990) states,

Even though there were no direct provisions made for Blacks in the Morrill Act of 1862, there were four Black land-grant schools that eventually received funding: Alcorn State University, located in Mississippi; Claflin University, located in South

Carolina; Hampton University, located Virginia; and Kentucky State University, located Kentucky (McGreggor, 2020, p.7).

The Morrill Act of 1862 meant states were still able to control how funds were spent between HBCU's and non-HBCU's (Elliot, 2019). At the time of this legislation, racial tensions were high, and continued discrimination in state legislation resulted in financial disparities between HBCUs and predominantly White institutions (Elliot, 2019). This occurrence led to non-HBCUs having better funding for their facilities and more opportunities to promote growth for their students, in comparison to their HBCU counterparts (Albritton, 2012).

It is important to note that although many HBCUs began to open doors in the late 1800s, none were formally accredited until 1928 (Bracey, 2017). Accreditation was crucial for the institutions to continue receiving federal funding (Elliot, 2019).

With more African-Americans becoming educated, they fought to earn seats to leadership and decision making within their institution (Albritton, 2012). With financial footing developing at HBCU's, many alumni wanted to take the roles of teachers, deans, presidents, and trustees (Elliott, 2019). This fostered increased applications from African-American students causing the Black student enrollment rate to rise to 90%, demonstrating the original purpose of these institutions being met (Elliot ,2019).

Brown v. Board of Education in 1954, is a landmark political verdict that impacted the existence of HBCUs. *Brown vs. Board of Education* required desegregation of public educational institutions in the United States and was designed to safeguard citizens from discrimination based off color, sex, race, religion, and national origin (McGreggor, 2020). The Civil Rights Act of 1964 also prohibited racial segregation in schools (Palmer & Gasman, 2008). As a result of the decision, there was a divide between African-American leaders over the right

course of action for the education of Black students as some leaders were opposed to sending Black students to predominately White institutions too soon (Brawley, 2017). Following the *Brown vs. Board of Education* decision, the enrollment at HBCUs continued to decrease, as Black college students were given the opportunities to enroll at non-HBCUs (Albritton, 2012). As a result, the drop of enrollment of students meant less tuition dollars to HBCUs (Elliot, 2019). However, despite the drop of enrollment, HBCUs were considered a better atmosphere for the low-income family and first-generation college student (Elliot, 2019).

Aiding in the decrease in enrollment at HBCUs, the Higher Education Act of 1965 required non-HBCUs to increase minority enrollment (Elliot, 2019), resulting in further loss of funding for HBCUs. In 1980, a second Morrill Land Grant act was passed, stating that “money should be rightfully divided between HBCUs and non-HBCUs, and required all states with racially segregated public education system to provide either separate educational facilities for Blacks, or allow them to be admitted to existing traditional institutions” (McGreggor, 2020, p. 8). The act prohibited funding to states with educational systems that made distinctions of race in admissions (Cheeks & Carter-Francique, 2015; Fleming, 1984). This resulted in an increase of solidification of HBCU’s in the South, as many Southern states wanted to be able to keep their federal funding for White institutions, while continuing to limit Black access to White institutions (Hikes, 2005; McGregor, 2020). Consequently, due to some states failing to adhere to the mandates in place, HBCUs often had limited financial resources and inadequate facilities (Cheeks & Carter-Francique, 2015).

Regardless of the many obstacles aforementioned, HBCUs, over a span of 165 years, have not only survived the many challenges to their very existence, but have finally succeeded in finding ways to serve their collective mission to the Black American and to all Americans

(LeMelle, 2002). Currently, there are 102 HBCUs in the United States. Of the 102 HBCUs, 51 are public institutions, 51 are private non-profit, 101 are in the continental United States, and one is in the U.S. Virgin Islands (McGreggor, 2020; NCES, 2016).

HBCU Athletics

Prior to the mid- twentieth century, African-American student enrollment and athletic participation at PWIs was nearly non- existent (Fleming, 1984; Roebuck & Murty, 1993). In response to this widespread exclusion, HBCUs were established to provide African-Americans with educational opportunities to acquire and to develop skills for survival and upward mobility (Perkins,2018). In 1906, the establishment of HBCU athletics took place, and a group of HBCU leaders led by Edwin B. (E.B.) Henderson, also known as the Father of Black Basketball, congregated in Washington, District of Columbia (D.C.) to exchange ideas about how to better structure their athletic programs (Perkins, 2018; Borican, 1963; Henderson, 1939). The creation of the first African-American athletic conference, the Inter-Scholastic Athletic Association of the Middle Atlantic State (ISSA) took place (Borican, 1963). ISSA was formed during the same year (1906) the National Collegiate Athletic Association (NCAA) was founded by a group of leaders from Ivy League PWIs (Perkins,2018). During that time period, the NCAA not only excluded African- American athletes, but also HBCUs from participation (Wiggins, 2000). HBCU athletic programs banded together to ensure both academic and athletic opportunities were provided to aspiring African-American students and athletes creating opportunities that were once nonexistent. The exclusion of HBCUs and African-American athletes from the NCAA, its member institutions in conjunction with the establishing of the ISSA and other HBCU athletic conferences symbolized the unique role HBCUs served as sites of

independence and resistance against the Caucasian dominant culture in the U.S. (Perkins,2018).

Out of the 102 HBCU institutions, only 29 are categorized with Division I of the NCAA (BCSEF.com, 2021). Another 28 of those institutions are in Division II, and the rest of the institutions are in Division III and National Association of Intercollegiate Athletics (NAIA) (BCSEF.com, 2021). HBCU athletics, specifically Division I, are not frequently represented and researched, further accentuating the need for the current study. Listed below are the current Division I HBCU athletic conferences.

The Mid-Eastern Athletic Conference was founded in 1969 by seven (7) historically black colleges and universities. Many of the schools were actually part of the CIAA. The MEAC was a Division II conference until 1980 when the NCAA classified them as a Division I program (meacsports.com). The MEAC would go through years of expansion and contraction over its existence; due to colleges and universities entering and leaving the conference. The current number of schools is 11 with only 10 schools participating in football. University of Maryland Eastern Shore (UMES), in Salisbury, Maryland is the only university without a football team.

The MEAC has 14 Division I sanctioned sports. Current MEAC participants include Bethune-Cookman University, Delaware State University, Florida A&M University, Howard University, Morgan State University, Norfolk State University, North Carolina A&T State University, North Carolina Central University, Savannah State University and South Carolina State University (meacsports.com). Hampton University, of Hampton, VA was previously in the MEAC but since 2018, has become a participant of a non-HBCU athletic conference, Big South(meacsports.com).

The Southwestern Athletic Conference (SWAC) was founded in 1920 in Houston, Texas. The SWAC has 15 Division I sanctioned sports. Participants currently in the SWAC include Alabama A&M University; Alabama State University; Alcorn State University; Grambling State University; Jackson State University; Mississippi Valley State University; Prairie View A&M University, Southern University; Texas Southern University; and University of Arkansas Pine Bluff (swac.org). In 2021-22 athletic school year, the SWAC will undergo realignment and additions to their athletic conference. Florida A&M and Bethune-Cookman will leave the MEAC and join the SWAC, and the conference will be realigned into West and East Divisions (swac.org).

Experiences of Women in Sports

Although the historical movements of gender equality and women's empowerment have helped women progression professionally, women still encounter significant challenges in the workplace, especially in male-dominated fields such as sports. Among these challenges are issues of stereotypes, hegemony, and a lack of mentoring (Campuzano, 2019; Catalyst, 2020).

Stereotypes

Despite an increasing number of women working in male-dominated fields, many are not in administrative roles and those that are in administrative positions are not in high-ranking positions. As Martin and Barnard (2013) write, "the difficulty for women penetrating male-dominated occupations and industries, coupled with the unwillingness to accommodate them in those occupations, makes the environments unattractive for enticing substantial numbers of women into those fields and retain them" (p.6). Additionally, it has been argued that certain positions are more "appropriate" for male employees, whereas others are more appropriate for

females. For example, given a man's gender stereotype of being a natural leader leads to males holding more managerial position, because of societies perception (Diacin & Lim, 2012). Conversely, women are seen as more attentive and assumed they should be placed in more "house-keeping roles" in a job, such as an academic advisor, a secretary, an assistant of some sort, or a counselor, (Diacin & Lim, 2012). Administrative roles are said to have been based off of attributes and personal characteristics, not stereotyping and assumptions.

Research indicates that women show the same level of identification with commitment to paid employment roles as men do (Galloway, 2012). Women are assumed to be the caring and nurturing gender and are often called upon to provide guidance (Diacin & Lim, 2012), leading them to be hired for certain job roles. The need to associate these gender roles in society has translated over into the domain of sport, creating boundaries in prospective positions for men and women.

Cuneen and Sidwell (2007) identified differences in the types of positions typically held by women and men in sports. Men tend to hold line positions, and women were generally employed in staff positions. Individuals in line positions have greater access to professional development opportunities, enjoy more opportunities for advancement, and play a larger role in decision-making. Staff employees, on the other hand, perform perfunctory tasks with little variation in day-to-day duties and little chances for advancement (Ross & Parks, 2008).

Gender roles and ideologies are shown to have affected the way men and women view themselves for certain positions as well, knowing already that their position has been "selected". Attitudes are driven, in part by hegemonic masculinity, through which dominant male ruling groups are largely responsible for defining and reinforcing a masculine ideology (Connell, 1987; Connell & Messerschmidt, 2005). When stereotypical masculine characteristics,

such as competitiveness, aggressiveness, and toughness, are embraced and reinforced in the administration structures of sports, the power differentials tend to favor men (Whisenant et al., 2002; Whisenant, Miller, & Pedersen, 2005). Characteristics in the in the hiring process of females in administrative roles in male dominated societies are considered.

Galloway (2012) examined the gender disparities of women and men in athletic administration and evaluated the specific socially constructed leadership characteristics and their relationship to gender stereotyping sport. Galloway found that there appears to be discrimination against women attaining managerial positions based on socially constructed gender roles, causing the gender gap in sport administration. The research below from Galloway (2012) shows various managerial roles “coincide” with specific genders.

Table 1

Managerial Characteristics Based on Gender (Galloway, 2012)

Managerial Subroles Feminine	Managerial Subroles Masculinity
Developing and mentoring	Problem Solving
Recognizing and rewarding	Discipline
Communicating and informing	Delegating
Motivating and inspiring	Strategic decision making
Planning and Organizing	Allocating resources
Supporting	Punishing
Providing corrective feedback	

Given the research above, the subroles that are in society for specific genders help retain and mold women into a certain “box” and position in male dominated industries. Women are caregivers and nurtures, and they are naturally a better fit for some of those areas. The idea

that a woman is caring and will help individuals develop, provides a reasoning for the placement of women in lower managerial positions of power in sport, based on the belief that these roles fit with nature of women (Diacin & Lim, 2012). The influence of socially constructed meanings associated with gender and perceived congruity and incongruity between these meaning and role fulfillment has shown that, “since males are expected to be dominant and aggressive they would be assumed to be compatible with roles connected to directing others, where females are expected to demonstrate kindness and sensitivity, fulfilling roles involving caring, nurturing and/or giving support” (Diacin & Lim, 2012, p.3).

Ross and Parks (2008) found that although more women are graduating school and universities than men, the dearth of women in specific areas of male dominated industry, like sports, construction, and science, is still problematic because it creates an environment in which women are relatively invisible and feel unwelcome and inferior. In a study conducted by Diacin and Lim (2012), “gender ideologies were perceived as a factor that shaped female representation, the impact of the ideologies resulted in female employees being more prevalent in areas were caring, nurturing was perceived as significant elements” (p.9). However, Diacin and Lim (2012) concluded that although gender ideologies and roles are present, a mindset change is necessary in order to increase female representation in operating areas largely occupied by men.

Hegemony

Hegemony refers to, “the condition in which certain social groups within a society wield authority - through imposition, manipulation, and consent - over other groups” (Smith,

2005, p.45). It is the belief of the status quo in a society. More specifically, masculine hegemony plays a role in the way we view women in male dominated workplaces, such as those found in sports organizations and administrations (Walker & Bopp, 2011).

Smith (2005) wrote that hegemonic masculinity always defines itself as different and superior to femininity. It is a particular culture's standard of "authentic" manhood, which aided a form of masculinity at a particular time in history (Connell, 1987). The hegemonic notions of masculinity (dominance, aggressiveness, competitiveness, etc.) are evident in societal institutions where men attempt to separate themselves from, and hold power over, women (Connell, 1990; Kane & Disch, 1993). Whisenant, Pedersen, and Obenour (2002) state that masculine hegemony is the acceptance (in Western society) that men have "rights" to authority, and therefore it is only natural that men are overrepresented in positions of leadership and administration. Walker and Bopp (2011) state that the previous argument legitimizes and naturalizes the role of men as leaders in all realms, including sports.

In sports, women are limited because the setting, through its emphasis on masculinity, affirm men's power and control (Theberge, 1987). Masculine hegemony justifies the underrepresentation of women in male dominated industries, suggesting that the underrepresentation of women in administrative roles in sport is "natural". The powerlessness of women and other marginalized groups is described as common sense, a habitual order of things (Donaldson, 1993). Smith (2005) concludes that sport administrators and participants alike are viewed as generic preserve of men. Walker and Bopp's (2011) research found that,

Men are only seen as leaders, due to their "rights", their "masculinity", and their "control" they seem to carry with them daily that comes naturally, allowing men to attain

the administrative and leadership positions in both professional and intercollegiate sports in society (p.52).

This finding that gender roles and ideologies do add to the discriminatory factor of hegemonic masculinity taking place in sports, however, fails to provide further explanation. The underrepresentation of women in administrative and leadership positions in sports, moreover African American women, “suggests that masculine hegemony has discriminatory repercussions and outcomes in the treatment, access, and representation of women in the landscape of sports” (Walker & Bopp, 2011).

Until the 1970’s, the number of women involved in college sports at any level was limited (Lumpkin, Stoll, & Beller, 1999). The creation of the AIAW afforded opportunities for women to govern and participate in sport; having over 90% of women administrators over women’s athletic programs at one time (Acosta & Carpenter, 2002; Smith, 2005). Although opportunities for women were present, the NCAA still saw a “vast reduction in the percentage of women in senior decision-making administrative roles in athletic departments” (Smith, 2005, p. 43). Researchers have explained that the relatively limited number of women in administrative positions in sports by looking at the individual and her motivation, leadership ability, and skills (Slack, 1997; Smith, 2005). Even though much of this research focuses on how women need to change in order to be more suitable in a male dominated industry, other scholars have proposed that women should instead question the hegemony and masculinity found in sports (Burrell, 1984; Hearn & Aprkin, 1983; Mills & Tancred, 1992; Smith, 2005).

Research conducted by Norman (2010) probed into the parallels between hegemony theory and feminist research. Feminist cultural studies have suggested that sport continues to support the ideology of male hegemony though the continuous marginalizing and trivializing

of women in sports (Norman, 2010; Walker & Bopp, 2005). The marginalizing and trivializing of women has stemmed from the collective of media communication, through the oversexualizing, overemphasis of physical characteristics of women, and excluding performance (Walker & Bopp, 2011). Walker and Bopp (2011) concluded,

that many of the inequalities suffered by women in sport are due to the hold that ideologies associated with male hegemony has on sport as long as society continues to consent to the inferior role of women in sports, women will continue to suffer unequal representation (p.53).

In order to maintain societal, organizational, and an interpersonal perspective on a moral right to dominate women, minor concessions are permitted by the elite of male sports to appease women's immediate demands and perpetuate the false sense that women have attained equality in sports (Rodriguez & Schell, 2000). Rodriguez and Schell (2000) state how the sport society is composed when it comes to women in sports. Research shows that by giving women the “nurturing” and “caring” positions in the sports realms and giving only a select few access to high administrative roles of power, leads women to believe that there is a change happening, and progress taking place (Rodriguez & Schell, 2000). The more access that is permitted to women in sports, the belief is that they will ask for less.

Hegemony leads to other areas of control in sport, as well as various factors, including, but not limited to, racial, social, and political (Rodriguez & Schell, 2000). Rodriguez and Schell (2000) suggest any change in the male control of sports must involve a radical alteration of the current social and sport systems versus creating a distinct system for women. Independence may create some short-term achievements for women's sports equality, yet the male hegemonic social science theory that pervades society and male dominated organizations may

eventually destroy the nascent economic, cultural, and political system created by women in sports (Rodriguez & Schell, 2000).

Mentoring

Another common theme surrounding the underrepresentation of women in administrative positions within sport is mentoring, or lack thereof (Bower, 2009). Mentoring meaning being guided by another individual in general. More specifically, the impact mentoring has on advancing in administrative roles is addressed (Jackson, 2018). In a study conducted by Bower (2009), the researcher examined themes in an effective mentoring relationship as it relates to women achieving leadership roles in sports (Bower, 2009; Jackson, 2018). Fifteen qualitative studies were selected for this investigation “utilizing content and methodological screenings, and each was analyzed to identify themes that were previously identified in mentoring relationships” (Bower, 2009; Jackson, 2018, p. 30). The study identified certain themes, patterns, and connections, which helped identify the similarities and differences within the research that was gathered on the participants within the 15 studies (Jackson, 2018). The researcher was able to identify ten themes based on the mentoring model framework which gave specific information on the characteristics of the mentors and proteges, helping to provide recommendations on methods to mentor women seeking to advance their career in sports (Bower, 2009). Mentoring is one “avenue that can help potentially break the glass ceiling of upward mobility” (Smith et al., 2017, p. 348).

In a study conducted by Inglis, Danylchuck and Pastore (2000), mentoring, role modeling, and establishing a network of women was found to be crucial for women in coaching and athletic administration (Smith et al., 2018). Additionally, Chester and Mondello (2012) found that the role of a mentor was crucial to the development of the protege as the mentor

served as a teacher, guide, counselor, coach, and advisor, and that the same gender mentors were vital to establishing mentoring relationships (Smith et al., 2017). However, when the role of a mentor was specifically classified to African-American women in athletics pro founding information was discovered.

Overall, research has found that women in sports face three main barriers. First, as demonstrated by Diacin and Lim (2012) and Galloway (2013), women have to combat a number of gender-based stereotypes such as underrepresentation in sport leadership roles, denial of advancement, and power struggles. Second, women experience the consequences of hegemony, including but not limited to social, political, and racial inequities (Walker Bopp, 2011; Smith 2005; Norman,2010). Lastly, mentoring, as discussed by Bower (2009), Jackson (2018), Inglis, Danylchuck, and Pastore (2000), and Smith (2017), is also a contributing factor in the experiences of women in athletics.

Experiences of African-American Women

Although African- American women experience many of the same challenges faced by white women, they have an additional set of challenges due to their intersectional identity. This is due largely to racial ideologies which are used to hold individuals in racial categories that are linked to the assumptions of that person via character idiosyncrasies and abilities (Coakley, 2009).

Racial ideology often gives an advantage to those with white skin and undervalues those who do not have white skin. Race has been a prevalent foundation for inequity, maltreatment, and connected discernments of subordination. For example, a widespread notion was the belief that Blacks generally lacked the “necessities” (readiness, abilities, etc.) to be leaders

(Hoose, 1989). Beliefs such as these, that are grounded in racial ideology, can serve as a potential basis for social practices and policies (Coakley, 2009), and the mistreatment of minorities, more specifically African Americans. Given the awareness of this racial ideology, *Whiteness* and *White* privilege became the benchmarks to which administration and leadership were resolved, defined, and highly acclaimed.

The concept of *Whiteness* has been allotted many privileges through racial ideologies often signifying that Whiteness is equated to normalcy (Bonnett, 1998; Frankenberg, 1993; Long & Hylton, 2002; Wong, 2004). This complex is often deemed as very contradictory, complex, and socially advantaged (King, 2005). In King's 2005 study, King explained:

Whiteness is simultaneously a practice, a social space, a subject, a spectacle, a measure, an epistemology, a strategy, an historical information, a technology, and a tactic. Of course, it is not monolithic, but in all of its manifestations, it is unified through privilege and the power to name, to represent, and to create opportunities and deny access (p.399). This normalcy allows "whiteness to be viewed as the 'inside', the 'included', the 'powerful, the 'we', the 'us' (p.399).

The normalcy of *Whiteness* within male dominated industries has allowed access to become limited to women of color in administrative and leadership roles. Rosette and Livingston (2012) have argued that when African American women are compared to white women and, men, and Black men, Black women and the discrimination they face are vastly different from their counterparts, facing a higher discrimination and solidifying place in "double jeopardy". A few of these racial ideologies include, the "angry Black female" (Collins, 2000), noting African- American women as aggressive, and bumptious. Another racial ideology states that all African- American women are "tough to work with" (Carter-Francique & McDowell,

2007), causing the view of African-American women to be altered within society. Within this sector of race, research has found that African-American women have been labeled with a “double outsider” status as well, one that white men, and women do not have to bear (Catalyst, 2004), making opportunities and access for African-American women rather arduous. Access is defined as the capability to enter a space or area with the ability to benefit from certain roles, opportunities, resources and/or experiences, etc. (Simpkins, 2019). “The connections of race and gender within these industries can lead to the meaning that minority women’s access to spaces of power and privilege is either filtered, constricted, or denied” (Simpkins, 2019, p. 46). Black women are typically funneled into roles that are thought more suitable for a woman, ones that focus on housekeeping, as opposed to ones with authority (Shaw Frisby, 2006).

Due to the intersection of race, gender, and access to power roles, African-American women experience what Simpkins (2019) describes as filtering, constricting, and denying. Filtering refers to the possibility of seeing African-American women as certain roles (i.e. caretakers), instead of authority figures (Collins,2000). Constricting refers to African-American women’s dealings with “the glass ceiling” or their inability to advance further in an organization, precisely a male dominated industry. Lastly, denying refers to the possible refusal to hire African-American women or argue that they fit into a space (Simpkins,2019). The concepts are taxing on African-American women and add additional barriers for them when they try to advance and gain access to administrative and leadership positions within male dominated industries (Simpkins, 2019).

African American Women in Athletics

Research identifies that most African-American women, in general, did not have mentors in their professional life, which seemed to be a trend within women coaches and athletic

administrators (Abney, 1989; Larsen, 2016). Women who participated in a study conducted by Abney (1989), detailed that they usually rely on family and friends for work related guidance, and that the same people acme the main people of influence in their life personally and professionally (Abney,1989). The lack of mentors for women in athletic administration is evident. Participants of this study realized that having a professional mentor is beneficial, and therefore they act as mentors to young women in hopes to break the cycle and start a new trend (Abney, 1989). This study recommends that the decision makers and those in positions to make hiring decisions in athletic administration, focus their effort to encourage women, more specifically African-American women to be employed in athletic administrative positions (Abney, 1989). Abney (1989) stated, “with more African-American women in these positions, those who aspire to these positions will have role models, mentors and possibly people of influence that can assist in career progression,” (Abney, 1989; Jackson, 2018, p.39).

Athletic Administration. Another qualitative study conducted in 1988 by Abney helped to identify barriers to advancement in sports, but more specifically within African-American women at HBCUs. The top five ranking barriers reported via Abney’s research were: inadequate salary, being a woman, employer discrimination, low expectations of administrators, and lack of support groups (Abney,1988). Furthermore, another study done by Benson (1999) and Nelson (1999) detailed the careers of a selected African-American coaches and administrators in sports. Benson and Nelson’s data supported the argument that race, gender, and organizational barriers have helped limit career opportunities and advancement for African-American women, and women in general, in athletic administration (Benson, 1999; Nelson, 1999; Wicker, 2008). Statistics showed the effect of these barriers has indeed dimmed the

women's voice in college athletic administration (Acosta & Carpenter, 1985). In specific athletic administrative positions at Division I universities, women comprise less than 40% of those roles (NCAA, 2020). The only athletic administration positions that women are 50% or higher at Division I institutions are Senior Woman Administrator (SWA) holding 100% of all Division I positions, and Administrative Assistant, holding 90% of those positions (NCAA.org). This adds substance to the argument that women in administrative roles in male dominated societies tend to lean more toward gender-based roles.

Lapchick (2019) publishes the *Racial and Gender Report Card* for sport, this report card is an annual study of racial and gender hiring practices in professional sport and collegiate athletics (Lapchick, 2001). The most recent report card, the 2018-2019 report card, reported that "There are more jobs available, signifying the importance for us to create additional opportunities in college sport for women and people of color. We need new methods to open the hiring process for women and people of color" (Lapchick, 2019, p. 25). Women make up 30% of Division I conference commissioners, 45.7% of Senior Leadership at the NCAA (National Collegiate Athletics Association), 58.7% of NCAA Professional Administrators, 10.5% of DI Athletic Directors, 31.4% of DI Associate Athletic Directors, 0.0% of DI Sr. Woman Administrators, 32.7% Faculty Athletic Representatives, 12.8% Sports Info Directors, and 35.4% of Professional Administration at the Division I level (Lapchick, 2019).

In professional sport, women have remained factually underrepresented in administrative management within sports (Galloway, 2012, p. 58). As mentioned earlier, this is not the only phenomenon that exists in Division I collegiate athletic administration. Lapchick asserts that, "the record for hiring women as professionals in collegiate athletic departments was better by percentages than for hiring of people of color" (1998, pg .2). With the lack of representation

of African American women in Division I HBCU athletic administrative positions, the narratives and experiences of these women were vital in order to see where, how, and what factors of these experiences were present.

Summary

This chapter provided a review of literature related to this study. The five major areas of research identified for the literature were: (1) a general overview of NCAA and Division I athletics (2) key literature on HBCU's, (3) an overview of the experiences of women in athletics (4) an overview of the experiences of African American women in athletics and as college sport administrators in Division I and HBCU's.

While women have clearly made significant progress in participation in college sports, thanks in large part to Title IX, these gains have been offset by the troubling loss of women's administration (McCartney, 2007). Like professional academic women, women coaches and administrators face considerable challenges and barriers to their retention and advancement, particularly as women in sports enter a domain historically dominated by men and pervaded by a culture of "hegemonic masculinity" (Whisenant et al., 2002). Not only do women in sports, like women in academic administration, encounter resistance to their administrative roles, but they also must contend with prevailing notions about the realm of sports as belonging to men (McCartney, 2007). Complicating even further these particular issues are the challenges women face regarding the lack of women in administrative roles in intercollegiate athletics. The available related research on athletic administration and sport leadership has provided us with a general understanding that sports often follow a male-centered, hegemonic, gender-based discriminatory model.

The nature of African-American women in Division I athletic administration, “the impact of weighted barriers, and their experience while in these roles are issues previous research has failed to adequately address” (Simpkins, 2019, p.71). This specific conceptualization details that men are preferred over women in administrative positions in Division I, and the roles offered to women in athletic administration are strongly related to their perspective gender roles. This ideal often leaves women, more specifically “African-American women within Division I, minimal access to intercollegiate athletic administrative roles” (Simpkins, 2019, p.71).

There is very limited research on African-American women as college sport administrators at Division I HBCUs. Although previous research has yielded some “unique insight about African-American women’s athletic administration and sport administrative experiences” (Simpkins, 2019, p.70), a void still exists in our understanding about these experiences, as well as the contributing factors. As such, the current study was guided by the following research questions:

RQ1: What are the experiences of African-American women athletic administrators at Division I HBCUs?

- a. What are the experiences of African-American women athletic administrators with hegemony at Division I HBCUs?
- b. What are the experiences of African-American women athletic administrators with stereotypes at Division I HBCUs?
- c. What are the experiences of African-American women athletic administrators with mentoring at Division I HBCUs?

RQ2: What are the factors that impact the experiences of Division I HBCU African-American women athletic administrators?

- a. What impact does hegemony have on the experiences of African-American women athletic administrators at Division I HBCUs?
- b. What impact do stereotypes have on the experiences of African-American women athletic administrators at Division I HBCUs?
- c. What impact does mentoring have on the experiences of African-American women athletic administrators at Division I HBCUs?

CHAPTER III: METHODOLOGY

The methodology that guided this study is narrative inquiry, a qualitative approach focused on understanding the lived experiences of participants (Clandinin & Huber, 2010; Mitchell & Egudo, 2003). Clandinin and Connelly (2000) describe narrative inquiry as a methodology that starts and ends “in the midst of living and telling, reliving and retelling, the stories of the experiences that made up people’s lives, both individual and social” (p. 20). The approach was appropriate for the presented study because it allowed the researcher to explore the lived experiences of African-American women in athletic administrative roles at Division I HBCUs. Additionally, it also provided insight into the factors that impact their experiences.

Site and Participants

Given the worldwide pandemic that is currently taking place, as well as the recommended health precautions, the “site” of this study was conducted via internet video conferencing. The participants are African-American women currently in athletic administrative roles at Division I HBCUs. Participants will also have served in their roles for at least one year providing them with more time to build their experiences. The study included at least seven participants, which is consistent with what is recommended when using a narrative inquiry approach (Seidman, 2006).

The researcher used two types of sampling – convenience and snowball. Convenience sampling is “composed of the most readily available people - basically anyone you can find who will cooperate” (Lindlof & Taylor, 2011, p.116). The second type of sampling, snowball sampling, is defined as, “yielding a study sample through referrals made among people who share or know others who possess some characteristics that are of research interest” (Biernacki

& Waldorf, 1981, p.141). Sampling continued until an adequate number of participants was obtained.

Participant Protections

The researcher employed participant protections described by Lindlof and Taylor (2011), who emphasized voluntary participation, a clear understanding of the potential risks and benefits through legal consent, and proper dissemination of consent forms. The researcher provided consent forms to the participants via email, which outlined the purpose and design of the study, as well as participant protections, included the ability to depart from the study, at any time, for any reason, with no negative consequence. Furthermore, to protect the identities of participants, they were offered an opportunity to create an alias for themselves. If they chose not to, the researcher provided one for them. This allowed for all of the information during the analysis process to remain anonymous and not connected to identity of the participant.

Prior to data collection, the researcher received oral and written consent from each participant. Participants were provided with a copy of their consent form and all original copies were stored in a locked storage bin at the researcher's home office. After data was collected, the recordings and transcriptions were kept in a secure area. If at any time the participant wanted to review their transcription or see how data are stored, they were allowed to do so. These protections were provided in the consent form. Participants were able to exit the study at any time, should they have chosen to do so.

Institutional Review Board

The researcher submitted an Institutional Research Board proposal for research in compliance with IRB requirements. Absolutely no data collection took place until the proposed

research study was granted compliance by the IRB. IRB reviewed and approved the following prior to data collection:

1. Proposal of the study
2. Participant protections
3. Consent forms
4. Data collection & storage methods

The consent form may be found in the Appendix A.

Data Collection

Interviews

Informed by narrative inquiry, the current study collected data using interviews to explore the experiences, viewpoints, and perceptions of participants (Lindlof & Taylor, 2011). Interviews provided a better understanding of the meanings and connotations of what is shared by participants and allows for a more comfortable environment which can encourage richer data collection (Lindlof & Taylor, 2011). As mentioned by Kvale (1996), the researcher made sure to incorporate pre-interview and post-interview briefs, to the participants to assure clarity of the process and potential outcomes. Interviews lasted 30-45 minutes and will be audio recorded.

Interview Guide. For the study on African-American female Division, I HBCU athletic administrators, the researcher used an interview guide. The researcher used the Kvale (1996) and Lindlof and Taylor (2011) interview instrument to enhance the reliability and validity of the research. Follow-up questions were utilized for elaboration and explanation in order to bring about ample data (Sparkes & Smith, 2014; Lasota, 2020). Below is the complete

interview instrument with questions and potential follow-up questions that were asked to the interviewees.

Figure 1

Interview Guide

Q1: How would you describe your life as a minority female athletic administrator?

Q2: Do you believe as an African-American woman athletic administrator at a Division I HBCU that you are living in multiple worlds? If so, please explain.

Q3: Tell me about a particular incident in your life that really brought home the idea that you are living in multiple worlds in as an African-American division I HBCU athletic administrator?

Q4: For someone who does not live in your world, what would you tell them are some of the ways in which you are marginalized as an African-American woman?

Q5: Do you believe your experiences as an athletic administrator at a division I HBCU is unique and why?

Q6: Do you think that your status as an African-American woman impacts the way that you work as a division I HBCU athletic administrator?

Q7: How do you perceive your role to differ from the roles of non-minority colleagues within the profession?

Q8: As an African-American woman, do you feel any additional responsibility working at a HBCU?

Q9: What impact does your role within the HBCU athletic administration have on your professional development?

Q10: How do you perceive your role within the institution where you are employed?

Possible follow-up questions after the interview: Your response indicated I just want to clarify this is what you meant? Is that accurate? If not, specify what you meant in more detail? Please elaborate.

Data Analysis

Coding

“Data analysis is a complex process that involves moving back and forth between concrete bit of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation” (Merriam, 1998, p. 178). Utilizing a narrative analysis allows the researcher to recognize insights provided through the storytelling of lived experiences (Bogden & Biklen, 2007). This study used an analytic process to help distinguish the main themes within the accounts given by participants, and a thematic analysis to examine and interpret patterns. These analyses allowed the researcher to make sense of the participants lived experiences as athletic administrators. The data was categorized by the emerged “themes, constructs, and concepts” (Lindlof & Taylor, 2011, p. 246), and then manually coded to prevent a possibility of disengagement from the data; that uniquely comes using a qualitative software such as NVivo. Each individual transcript was coded, and emerging themes were used to construct the narratives of the participants.

Braun, Clark, and Weate (2016) explain that a thematic analysis “can provide analysis of people’s experiences in relation to an issue, or the factors and processes that underlie and influence a particular phenomenon” (p.4). Braun and Clarke (2013) detail a thematic analysis into various steps: transcription, familiarization with the data, coding, searching for themes, reviewing themes, defining themes, naming themes, and writing. Analyzing the data involved

transcribing the interviews into a word transcript, with the transcription being conducted precisely. This approach allowed the researcher to comprehend the data while remaining completely interlocked with the study. Bogden and Biklen (2007) describe data interpretation as framing concepts in connection with theory in order to reveal the significance and relevance. In order to interpret the data correctly during the data analysis stage, the researcher analyzed the data in three stages: open coding, selective coding, and axial coding. Open coding involves the researcher reading the transcripts, classifying, and selecting various categories and/or themes that are found in the data (Lasota, 2020). Within this step of coding, new categories are created when necessary to better organize the data patterns (Lasota, 2020).

Axial coding furthers the data by analyzing the coding notes from the open coding stage, in order to see if and where the relation is in the transcription. Selective coding is the last stage in qualitative data, this stage encompasses linking the theoretical framework to the narratives. The main goal of this study was to understand the lived experiences of the participants, while seeing what factors have possibly impacted their experiences. This stage was a crucial component in formulating from the data a relationship of discerning how the experiences of the participants and marginalization factors disclosed are intertwined.

During the interview process, the researcher interviewed six participants. While the researcher wanted seven participants, the seventh one was unavailable. All of the participants identified themselves as Black women who were athletic administrators at an HBCU, having worked there for at least one year. Two of the women were coaches, one a professor and department consultant, and the other three were working in the athletic administrative field of an HBCU office, one of the participants also holding a law degree congruently as well. This is

important because although the women had some similarities in their experiences, the differences did not seem to have an obvious effect on their experiences.

Thematic Development

Thematic development took place utilizing Braun and Clarke's (2013) inductive thematic analysis, that was mentioned in the previous section. Once the interview transcripts are read, they were then put into the necessary categories or themes that are found from the data. Select data that the researcher believed could be a part of a larger premise, was extracted from the original data to create categories, themes and/or subthemes. Significant time was put into finding, categorizing, and understanding the themes found and what they mean to the study. New categories were created, if found that there is a need to better organize and structure the data patterns, and a comparative analysis was constructed to ensure the consistency in coding of the data.

Once through the "open coding" stage of the thematic development, the researcher analyzed the codes/themes found, located what is repeatedly mentioned, and see how they related to each other. Per Braun and Clarke (2013), themes/subthemes and categories are named through "how concise, punchy, and immediate it can give the reader a sense of what the theme is about" (p.93). This step was vital in ensuring that the narratives of the female African American college sport administrators are correctly analyzed and formulated for the research questions being asked. The researcher hoped that there would be connections formed through the advanced analysis of the data. The last stage, selective coding, involved connecting the theoretical framework to the narratives.

For the data analysis, the researcher used MAXQDA software, as well as handwritten analysis to come up with the themes found in this study. MAXQDA software allowed for the

data to be compartmentalized into constructed themes as found by the researcher, making them easier to view altogether. The goal of this was to understand the lived experiences of the participants and to see if and how marginalization has affected their lives as a HBCU Division I college sport administrator.

Validity

Lindlof and Taylor (2011) believe that the validity of a qualitative study is “characterized by its internal, conceptual, and external dimensions” (p.59). Creswell (2009) suggested that a researcher who uses more than one strategy for validity will help amplify the research capability in order to evaluate the accuracy of findings. Strategies that Creswell (2009) mentioned are: triangulation, member checking, use of external auditors, and rich description. For this study, the researcher utilized an external auditor and member checking. The external auditor used was a researcher familiar with the current study’s methodology and population. The auditor examined all data collection, analysis, and findings for accuracy. Additionally, the researcher used member checking, which involved sharing findings with participants to check for accuracy and resonance with their experiences.

CHAPTER IV: FINDINGS

In this chapter, the researcher presents the responses of the questions asked to the women in the study. The researcher was intentional about not including the analysis of their responses in this chapter. The researcher wanted the participants words, their voice, and experiences to be heard without any interpretation or analysis from the researcher.

Table 2

Participants' Demographic Information

Pseudonym	Job Title
Ari	Women's Bowling Coach/ Kinesiology Professor; 10+ years at an HBCU
Paisli	Associate Athletic Director/J.D.;2+ years in role at an HBCU
Natalie	Women's Volleyball Coach;3+years in role at an HBCU
Jenn	Sport Marketing Director; 3+years in role at HBCU; 3+ years at a PWI
Gwen	Assistant Athletic Director; 4+ years in role at HBCU
Olivia	Sport Management Professor/Department Assessment Coordinator; Golf Coach; 3+years in role at HBCU; 4+ years at PWI

Q1: *How would you describe your life as a minority female athletic administrator?*

Gwen: There are many words or ways I can describe my life as a female administrator. Exciting, challenging, overwhelming just to name a few. When in the position as a female minority administrator it is expected for me to rarely make mistakes, grasp, or retain information quickly as well as holding many roles within athletic departments. There is a certain expectation expected of you when you are a female in a higher athletic administrator role, but overall, I would have to say fulfilling. I can work the administration side being able to contribute and implement ways to better assist student athletes and meeting different individuals within the athletic community building relationships with people currently who have been in my role. The best part is having the chance to make a difference within the student athlete population. There are also some challenges when working as a female administrator in a male dominated industry. I am put in a place where I must keep my personal life separated from professional. Working at an institution where majority of the coaching staff and administration are male it is hard for them to show empathy or understand the need for having work life balance. Males are used to not showing emotion, constantly being on the move, or working long hours so it's hard for them to relate. Now I am happy that I work with other women who can relate, but I never want to seem weak or emotional in front of my male counterparts so it most definitely can be challenging being in the role.

Natalie: On a personal note, my life as a minor female athletic administrator is great. I love what I do! My relationships with both my co-workers and the students are great. I do feel that because I am a female, they choose not to provide me with equal pay as they would male administrators.

Paisli: Brings a lot of balance um to my space, when I started in college athletics, I knew this was a place that. I could grow, its good you know it's nice. I have worked at both HBCUs and PWIs and structurally they are different, but the work stays the same.

Olivia: Cumbersome, I'm going to cycle back to when I was in the position for 6 years. It was just a difficult place to be because I truly couldn't be myself. There was um a void of my voice, even working with student athletes and working with student athletes from similar backgrounds and voices there was still this weird wall preventing me from connecting with them. The odd thing about it if I had to sum it up. Is just understanding what professionalism looks like and even being in ABQ where I did most of my work, it was having to deal with cultural differences as well. Coming out of golf administration everything was so structured but where I did my PhD it was like offensive if you didn't tell the people you worked with your dog's names.

Ari: Well, I would say about 1999-2009 it was wonderful, because of Title IX they had to bring in another sport for women. So, I had been working as an assistant coach for track, and when bowling came up, I was asked to come in in October and the season had already started. The conference offered me, I was one of the pioneers who initiated the guidelines and regulations for the conference... we won with bald balls and bald shoes, and we went 10-0. It is contingent upon the sport that you progress and digress, they look at it's a money generated sport. But people like Dr. L with his classes for sport management and marketing have opened an avenue for women to pursue for something they thought was an all-male profession. And I teaching a coaching course, and I try to tell my students that gender isn't a thing anymore...look at the professional levels, it is contingent upon the sport and where you are. Like a higher up university, a notoriety of the school or level you played at too? My life is/was busier, people thought bowling was going to be just a little sport but because I had girls that enjoyed it, from Sept -April in Midwest states bowling is a big sport for people because its cold. TNBA, National bowling association one of the largest in the country but it opened the door for administrators and coaches and young black women and men to get scholarships rather than having to go broke through Sallie Mae or whatever. This generated around late 90's early 2000's where bowling became more popular amongst AA. I just happened to be in the era where bowling was popular and I was a winning coach, causing me to be selected to be the NCAA (2007,2008) representative for bowling (central

United states). My selection didn't come from other minority coaches, I was also selected to go to USA Olympic training camp in Colorado Springs.

Jenn: Well my first thought when I saw that question was about the pride that I have representing factions because I'm a Hamptonian you know long first of all so to be able to come back and represent Hampton and to help our become a better Hampton was an absolute blessing for me and that's what really brought me back here I love my HBCU and to help our people be better be more visible raise more money you know. And to win championships! I have a lot of pride to serve and that's my number one, and the second part of this is to expose as many students to athletics and athletics business as possible. When I was growing up, blacks in athletics administration weren't an option at all, unless you were like a gym teacher. We didn't see other people who look like us, so when you don't see you don't know that you should know. So, by the time my son got to high school I served on different boards of youth foundations and stuff, and I've always been an athlete and it's my passion. So, to be able to work in a field that's my passion, it was like a win, win, win. It was like 'omygosh omygosh omygosh!'. So, I put down my corporate hat and came back here to make a difference and expose other young people to the opportunity of hey, this is great career and path and if you start here and now you can aspire to be at a much higher level.

***Q2:** Do you believe as an African American woman athletic administrator at a Division I HBCU that you are living in multiple worlds? If so, please explain.*

Gwen: Absolutely! On campus I live in a world where I see others like me who can relate, I mentor younger African American women/men, and my culture is always appreciated without having to be explained. When working on campus everyone has one understanding and understanding the expectations of servicing just those who just attend an HBCU. Outside of working at an HBCU and attending professional development conferences or conversing with a colleague it is a completely different world. They are not aware of the struggles we face at an HBCU with finances, lack of staff, or lack of retention for admin and students. In that world I must be on point at every

moment to prove I am suited for my position. I also see at other institutions where my job description is strictly my job description and nothing more.

Natalie: I do not feel that I am living in multiple worlds as an African American women athletic administrator. I do feel that because of my gender and even my skin color others that do not look like me automatically think they are better; no matter the level of my IQ or education or specialties.

Paisli: So, at an HBCU, Division II or Division III, you do have to wear multiple hats. Sometimes you must look at contracts, be a problem solver, deal with personnel, you know manage people. So, I think college athletics you have to be able to flex and switch hats often. Because there is so much going on, it's not a set look every day, because things pop up every day. You must be able to flex. Not only do you have to have with the task at hand, at what you normally specialize in, but you also must navigate and flex and move to another project because that's what's pressing.

Olivia: Yeah, well the cool thing that I do now is I am developing all their online programs. If I had to compare my experiences (PWI v. HBCU), they are totally different. They are so welcoming. If I have a book and let them know I will get celebrated for bringing that book. You can do the smallest thing and they are so appreciative, but the weird thing is coming from two HBCUs... I kind of understood the language and that it is very much a family. There's a different sort of loyalty at an HBCU, and there's also a difference being a black woman. talking about mothering. I come from a PWI, sport management, and we don't talk about mothering, sociology. nothing (laugh). In that HBCU system where you're building systems like I'm doing; I'm thinking about my child... like how my child would do XYZ and is this to the level that I want it to be at. There's a different push, because there's limited access ...limited resources and a lot of these kids were told they were less than like me. I'm hearing the stories, and when I hear them, I tend to work a little harder.

Ari: First off, I'm an academian, I am an asst professor in kinesiology, but I'm also a mentor. I tell my parents and students; I want this to be an avenue to keep you from

having to get loans. Your academics come first. A lot of times people are telling kids you got to practice, and they'll miss attest, I tell them uh academics then the sport. I had a young lady that lost both parents in a fire, and I believe in a family structure. we are a family on my team. You send your kids 600-700 miles away from home. what am I sending my kids to? I think everything is a transitional step you can go from 1-10, you got to go 1,2,3. I say proper planning prevents poor performance, and I use this strategy where I look at who can show leadership, who can mentor, who is reliable. I have made a freshman a captain, and what it did is it became an incentive for the other kids to think 'well if she's that, then what can I do?'. I've had seniors get mad, but I say well what did you show me?

Jenn: Yes, but there is certainly a balance that must be maintained. I clearly recognize the difference in my role as an athletic administrator, with my primary role being fan engagement. And that's where I noticed the differences and you have to be aware. SO, the HBCU audience is different, and what pleases them is different. So, in the marketing part of athletics, you have to be cognizant. HBCU culture is different in terms on entertainment, dance, communication, networking. You have to be aware of their tastes, and not just demographics. And at a DI program you have to mix it up to please everyone, and here we try to mix up everything and try to make it good for the athletes because you want them to be inspired and motivated for their competition. Yet still meet the taste of the audience. Apparel, music, entertainment. Another thing that has to be considered in how to increase our fan base, gain fans, keep fans, etc. When we moved conferences, I had to keep that in mind. People are not like us, and we had to learn that fan base. All about awareness.

***Q3:** Tell me about a particular incident in your life that really brought home the idea that you are living in multiple worlds in as an African American division I HBCU athletic administrator?*

Gwen: I was invited to a conference where young emerging leaders in athletics all come together for professional development and educational programming. Within the cohort of over 200 individuals picked there were only about 6 individuals representing

an HBCU. I wondered to myself why there was such a lack of representation from other HBCU's you know like did they possibly not know about the opportunity, not have the funding to potentially send someone on their behalf or did they just not get accepted to attend. Those thoughts ran through my mind as I attended the seminar over the course of 3 days. While in attendance we were given a group assignment to come up with ways to better assist our student athletes for academic success. The suggestions I had were not heard and were kind of devalued in a sense. In that moment I realized I am living in multiple worlds. I am living in the world of a female athletic administrator, living in a world of working at an HBCU, and then a world where I am in a sense invisible when around other cohorts who work at Big Ten or prestigious institutions.

Natalie: I had an incident, but it did not make me think I was living in multiple worlds it just showed/confirmed the world we truly live in; one that is bias in their thinking and actions. As an African American administrator, I have had an experience where my concern for my student-athletes was over shadowed or just simple ignored while my co-worker that is both a different gender and race concerns were addressed.

Paisli: Yeah so, I'm a mom and I feel like I'm a mom at the university too. I'm a traditional mom, I like to make sure the kids are good to go, I have four kids. So, you have to be able to juggle all those things, and juggling everything at home is the same as juggling everything here, because you have to be everything to everyone to make it happen. Just the fact that I know that I know I have to be my husband's wife when I get home, but I'm also the planner but there's not particular ... I don't know that's yeah. You have to be intentional because you have a 9-5, you have to make sure that whoever you work for is going to promote your living goal, being a strong presence in your kids' lives and also being able to do your jobs. There was a time when I had to make a decision and I did believe that my supervisor wasn't supportive, and I had to move to an environment where that was important to that administration.

Olivia: In the HBCU network there have been times where they'll get too comfortable in a space, and its mainly the men and the men will power off on each other and I'll sit

there shocked. Like we are in a professional setting, so I have had a clutch pearls moment more than once(laugh). Sometimes in that space, I'll be honest, where I'm thinking this is not a good space for me in leadership. And knowing other HBCU's I wouldn't be able to work in leadership there, because I don't work the way they do, and I'm an outsider in that aspect. I am coming from golf, and I worked at a PWI for so long almost 6 years, and before there I was at an HBCU, but that HBCU was extremely professional and where I am now, they are like. 'oh, we will figure it out'(laugh). Stuff like that I still don't get with. So, there's some back and forth with it.

Ari: I think my answer from the previous question fits this one very well.

Jenn: My awakening was when Dana and I went to our first NACMA convention in Orlando and we split up into our different groups and I looked around that huge room of 5000 people. When we broke up into groups, I was always one of the only black people, it was mainly older white men. And I thought surely, I can't be the only one, it just kept going. I thought wow, there really aren't that many of us doing this, and so I've been on a mission. We grew our interns from 5-90 students. We are trying to bring a production and entertainment value for this DI program, and not just doing little stuff here and there. It still pains me that with my 8 years I've been here the number hasn't changed at all, not in marketing at all.

Q4: For someone who does not live in your world, what would you tell them are some of the ways in which you are marginalized as an African American woman?

Gwen: I would tell them as a female working in a male dominated industry I am sometimes overlooked and undervalued. The sporting industry has been a male dominated industry for many years with just recent showings of a surge in females within the industry. As a woman they do not expect you to have knowledge of sports. This leading to sometimes I am unheard and having a lack of voice from my male counterparts. I can voice my opinion on certain subjects or implementations and my suggestions will not be heard or taken into consideration. Also, undervalued for all the work and time

put into my role. I can work harder than my male counterparts and achieve many goals with the department, but still not be recognized or appreciated.

Natalie: I am marginalized by faulty thinking that I cannot and will not ever be as good as my sisters and brothers from other races. I am also marginalized by unfair pay, which is a title nine issue, but no one will fight on my behalf.

Paisli: I haven't not here, you know it's just well. The president has been amazing for my growth, providing me opportunities to grow. Even at my other PWIs or HBCUS I've worked at no. I think I have a strong personality too, where someone could really come at me off, because you know I am a little aggressive, soft voice but could come off that way. I personally haven't even experienced it.

Olivia: It's been a lot of times, where even with that I do and talking to vendors they are very shocked that I'm a professor and then they'll say, 'oh you're an adjunct', and I'm like no I'm not. There's an extreme disconnect with people understanding that people at HBCU athletics have higher level degrees. Even where I am at currently the majority of my administration has higher level degrees. The athletic director now is working on finishing his EDD my department chair has her doctorate, they're pretty much sound. But there's a disconnect that its either from an HBCU so it's not reputable, and they've been in that space so long that you don't have any other experiences. So, they're definitely have been times when we met with vendors, and they've kind of talked down to us and I've seen the athletic director come in and it changes. And I'm like 'oh ok it's not that, it's the black woman thing' and even being from the south it'll be like one vendor in Texas who always says 'well we know the decision isn't yours' even though we work on the grant and we have to say we go through this every year like you know this is our decision. So, it's kind of like the southern thing, and they want that man to come in and say its ok, that southern twist of you're a woman so you're supposed to do this, and the regional thing of oh we don't want to deal with a black woman or communicate with you in this position.

That's the biggest thing I would say that they don't think we are educated, and we are there because we don't have a choice. But I let people know I chose to be here, this was my choice, that was always the plan to get my PhD at a PWI and work at an HBCU. That was the plan from day 1, and a lot of people and even some of my colleagues will say 'why are you here, you through your career away why would you go to an HBCU, even outside of athletics with professorship they say the same thing' I think it's just the miseducation of HBCUs all the way around, they feel like our children are less than, they feel like they don't select our schools, and they feel like we are stuck. It's like this underline of 'once you work at an HBCU you can't go anywhere else' so, I don't know there are a lot of misconceptions that way.

Ari: I can tell you, you're marginalized, and I went to a university on a pilot program. I majored in physical education; I didn't know there were 27 sports when I got there. I had never seen an Olympic sized pool until I get there, we had all the sports, and I was like what the heck is going on. I was thinking what I am going to do. What it did was open my eyes to the fact that where I was living was my neighborhood, but you got to step out of that to see the other side of the true world. It's called step out on faith. When I left, I had kayaked, canoed, and they say how did you do that? But as you say I was marginalized in my community, and I went to a PWI, and I was introduced to a whole lot of sports I didn't know existed. When I went to that university, if you didn't do it by the deadline, it was seen you next quarter. Going to a PWI, HBCU all of this I've learned how to play the level field, learning what to expect from each side.

Jenn: Explained in question 4, but perception is reality, and this particular job is predominately held by 40-60 white males. I have also seen that black men in athletics don't necessarily lift up black women in athletics, and maybe it's hard for them to embrace accepting different, but you know they can be just as discriminatory as white men.

Q5: *Do you believe your experiences as an athletic administrator at a division I HBCU is unique and why?*

Gwen: I most definitely would say the experience is unique. With most HBCU's we do have the resources or the luxury of having larger staff sizes. By the staff size being small I am given a chance to interchange roles giving me the opportunity to continue to build my skillset and learn another departments task. I am also given the opportunity to build relationships with students and other administrative task. At other bigger institutions when you hired in your role that is strictly your role, there is not a need for you to interchange into another role unless asked. Your also not given the chance to be fully engaged with the student athlete population.

Natalie: I do believe my experience is unique at an HBCU because I get to model what a true human looks like. I get to impact lives of people that looks like me as well as others to show them that the color of your skin does not limit your success, nor should it lower your expectations of yourself

Paisli: What's unique in comparison to a PWI, at a PWI you're very specialized in your specific space. For example, at my previous institution I did compliance whereas here I am able to branch off into a lot of different areas and committees. And be a part of a lot of strategic planning committees for the university, working on contracts, not being in athletics. There's a lot more you're exposed to at an HBCU than at a larger PWI.

Olivia: I'm going to compare two HBCUs. I didn't get the full experiences, and I worked with the basketball team, and I was dating someone who was about to get kicked off because of his grades and so built this curriculum with him and he was able to keep his scholarship because his grades were up. And the basketball coach was like hey, you're going to do this for all of my players that might lose their scholarship, and this got me a little bit of a scholarship and it showed me the inner workings of sport. Um, at that time their athletic department was semi structured, people were not attached to that institution, they weren't supportive. Almost like they were embarrassed. But on

the flip side I had strong colorism issues, that was a problem, and I actually had a professor that looked similar to me and I would stay with her 24/7 because I didn't understand the colorism I faced. I had heard of it before but never had dealt with it professionally... like we adults, why is this an issue. It was "oh she thinks she's cute" and they would put up roadblocks and it was so crazy to experience. I started to look at the institution as like the mecca for darkskin black people, and another HBCU was the mecca for the lighter skin black people, and I talked to someone and she said go look at the band and tell me what you see. And at that time, I went to go see and I saw that they were all extremely darkskin, and the other institution was light skin with light eyes, and I was in shock. Like did anybody else see this. (laugh). The whole institution's line had light hair, and the other HBCU all had dark skin girls on their line.

The institution I am at now, is totally different where it is truly the United Nations. SO, you never know who you going to see what you going to hear, what ethnic garb you're going to see. And our athletes and coaches reflect that as well, and we are all thrown into that melting pot and allowed to be ourselves and are supported too as well. It's totally different, like you could ask people I worked with for years about my hair color and they wouldn't even know, it's not on their mind. Where the other institution I was described by that and my features. And I think that impacts you, because at the previous institution I didn't have any females I could interact with or socialize with or work with and try to get things pushed through. It's just a totally different vibe, and I've tried to figure that out for a couple years. I've tried to unpack with my friend who had a colorism issue at the other institution to better understand this. And she said ironically a lot of the people that are at the institution stay there or flip flop back and forth between another HBCU. I think we as black women already have that wall up and being at an HBCU you're going to have those issues. But you might not, it might only be those two institutions.

Ari: I'm going to tell you what I try to teach my kids in my coaching class. You ask them why they want to go back to their hometown to coach, and I advise them go elsewhere, look at the scenario and see if you like it , and IF you go back you want to

enhance and improve the program. They just want to go back to go back. If you keep going back, you'll never move forward. So, by having the opportunity to do the PWI and an HBCU, I was given the opportunity to see weaknesses and strengths, I Call it value clarification. I have my students write out 5 weaknesses and strengths and how they plan to improve the program and you'll be surprised they be like what?

Jenn: I mentioned this before in the previous questions but to add the number of African- Americans in athletics is increasing because of mentoring and other programs in NCAA. HBCUs employ the greatest number of African- Americans in athletics. African Americans are hired as coaches at PWIs but not necessarily as in the administrative office in athletics. You go with your comfort level, and African- Americans prob apply at black colleges because they feel they will get hired by them and that's true. And one of the goals of D1 HBCU athletics is to elevate the students to the highest level of competition, and level the playing field of our student athletes. Because the DI level should put us on the same level with top academics, and athletic but unfortunately it doesn't because of lack of resources and we struggle in that regard, but we give minority students a greater sense of self and more personal support and psychological support than the PWIs. The acceptance at HBCUs is real, whoever you are and wherever you come from.

***Q6:** Do you think that your status as an African American woman impacts the way that you work as a division I HBCU athletic administrator?*

Gwen: No, I don't believe me being an African American woman impacts the way I work at an HBCU.

Natalie: My status through my eyes does not impact the way I work because I am a person that is dedicated to whatever I say I am going to do! My attitude and effort do not waver based on what others think or do.

Paisli: I think it's great that a lot of student-athletes get to see someone successful, I like to think of myself as successful, because you know we work hard for our degrees.

AS you're doing now. I'm working in spaces that doesn't feel like work for me, I'm happy I'm at peace. I get to go home and still be great with my kids and family, I think with all of those things I'm able to come back and do my job and be a great mentor. A large percentage of student-athletes in general across the country are African- American. So, they get to see someone that looks like them and is happy with what they're doing, you know. I think that's good role modeling. I see it as this is an opportunity for me to become great at my craft, do well, and then come back to an HBCU so I can share what I've learned so that we can be better at what we do. That's always how I viewed it, in undergrad and law school, bring it back home. To let these young folks, know if did it you can do it too, you can be great!

Olivia: Oh Jesus, yes. Yes, this one's different. I feel like I have to be careful of the role model image for young black women. So before at PWI I would always have on heels, always be dressed up. And here at an HBCU I have to have on different types of stuff to show them the versatility of what they can do. BUT I'm always very careful to ridiculous extent of what my hair looks like I never wear make up there, it's weird. A lot of our SA and girls and when you talk to them their role models are the real housewives, and they try to immitate a lot of that. So, I almost work tirelessly to show them the opposite, even almost to the your point um, I have a student that is working in athletics and she had an interview and she was so nervous and I told her send me what you're going to wear. And she sent me this tight dress and awful shoes, and I said oh no! and she said I don't know what to wear and I told her think about me and anything I have worn on campus, anything. And she said you usually don't wear tall heels and wear mid-level or flats and she I said why do I do that? And she said because you don't know if you'll have to walk across campus, and I said yep and this is an interview so you don't know if you'll have the walk across campus either. Wear something comfortable but look professional. How was my hair, makeup, jewelry etc.?

And she started unpacking it because she's around me, and that set an emotion for me even more because I'm around them, I see them and I'm worried for them, because they do go out into these spaces and some of them don't know to ask me, and they get

confused as to why they don't get the job. Talking about hair, which is crazy we still have to have these conversations about hair, but I have to tell them your hair is beautiful, but for certain people unfortunately they may have an issue.

It's a conscious effort and going back to mothering, saying I believe in you. I've never said that so much to people in my life. I just told a student the other day we are going to do this together, I believe in you, and I've never said that at a PWI.

Ari: Yes, yes because I'm not aggressive I'm assertive. And even the male coaches I work with they say you sure? And they say you rough like a man, but I stand my ground. And sometimes male coaches do try to intimidate you and I'm not going to let you intimidate me. Now if I don't know something I will ask you for advice and input and that's something that at HBCUs I do like. the coaches are family they get together and hey I'm having this problem...how are we going to resolve it. It's more a family structure at HBCUS and PWIs its more of a business. Very low compassion, I mean I have seen it. I have seen kids who are hurt, they give them a shot of stem cell treatment at PWI, and they say you get out there and play. I've seen a lot at an HBCU, but on the average at HBCU if a kid is hurt they will give them a time to recover. Like the draft we don't always make it to the top 10 because we don't push them. But I don't want the student 10 years from now to have a surgery because of their ligament.

Jenn: Um, I think that I'm conscious of bias and stereotypes, yes. Do I try to make sure that I got my I's and cross my Ts in front of my counterparts? Yes, because like I said in question 1, I feel like I am representing...and I need to make sure I represent all of those well...HBCU culture, Alumni, women, minorities, etc., and sometimes you only get one chance to show who you are. And you better make that first chance count, perception is reality. So, my focus is always on performance and doing my best not on all that other stuff, color. Just making sure I get it right.

Q7: How do you perceive your role to differ from the roles of non-minority colleagues within the profession?

Gwen: I perceive my role to differ from non-minority colleagues because I do not just have one role. I am tasked with many roles within the athletic department leaving me to wear many titles. With the profession non-minority colleagues have a role and they strictly work on that specific role. They are fortunate enough to have larger staff sizes where they do not have to work outside their role. I also have to work twice as hard to prove that I am well qualified for the role.

Paisli: I think you know, it's all in what your goals are. It's what makes you happy. Some peoples happy space is different than others. Some people like to run and be in chaos, for me mine is reading, analyzing and quietly make decisions that help people. I don't have to be out there in the center of everything. I am a behind the scenes type of person. I think everyone has their own path that they have to navigate in college athletic settings, for me I just want to make a difference and showcase the kids.

Olivia: For my counterpart being a white woman in my position, oh wow yeah, they going to catch it. Its unfortunately not an inviting space, and I wish it was. We have a done a disservice at HBCUs of closing the doors to other people. I knew a coach at another HBCU 2013-2015 this school had a white football coach, and he caught hell. Black people went to social media angry, and I think we are very much still in that space. We currently have 3 white people in our staff in the athletic department and that's including the doctors. We are very much in a space to promote black people, and because it's in our mission we have stuck to it, but I think it's done a disservice to the white students we have, because just like our black students look for that voice I've seen our white student-athletes struggle as well. I currently have one I'm mentoring now, and she has identity issues now, she's trying to find her space, and she's really trying to figure it out and this honestly, something I want to talk to my AD about but I don't know how open they would be. You get in a lot of trouble at an HBCU talking about diversity in reference to white people, but when I was at another HBCU they

actually gave scholarships to white students to come to there and it was a full scholarship. And they had their own department and recruiting etc., for white students. And unfortunately, it recently shut down due to negative backlash. But I get it on one side of me, being at a PWI that we are still celebrating black people having opportunities. You know the funny thing is I have never been asked this at an HBCU but almost always at a PWI in athletics is we want to see if you fit with our culture, and that's basically saying can you talk white? And on the flip side at an HBCU its "do you understand our students, do you get our demographic?" and that's our way of saying do you fit our culture. And I truly see, the social activist sees the need. Because we don't have any women that are leading in men's sports, and if the doors going to open its going to open for a black woman at an HBCU. We have female athletic administrators, until we get out of that space where we are shocked, they are still going to need for us to be there. But I could not imagine a white woman here, I don't think anything would be against her but she wouldn't be a part of the crew. She definitely would've had to have already been there.

Ari: It's a battle, because everybody is trying to get to the top and some peoples things is win at any cost. But with the movement now, with women in sprots and the Dallas mavericks have a black woman as one of the CEO's. minority women are really moving up, its black women now standing their ground and taking their role. And men are more cognizant now that they can do the same thing as a male contender. Even Kamala Harris at the debate and she gave him that "you not going there look", ok your sport generates money and mine doesn't you're still going to respect my sport. Bowling is mathematical, and sometimes ignorance plays a role when people don't understand a sport.

Jenn: Yea, they don't feel anything. Absolutely yeah. They just do without apologizing I don't think they have any conscious of who we are and what we have to do and be and work through bias and all of that. Yes, and I've seen it in action, and it's something else. I've actually been on the sideline and um one of my counterparts said "those people this, and they this" and I had to report him and say "sir you do understand that I am one of them" and smiled. So, the fact that he kept talking helped me understand, that

he wasn't just talking about the school itself, but the people of the school. Talking about this (pointing to skin color). He didn't know I was this (pointing to skin color) and that's why I believe he felt comfortable talking to me about it even though I had a university shirt on. Because he thought I was white, and he thought it was ok to talk about it and put us down. I had to report it, and I went immediately. He was hysterical about "eff those people, they effed up my seating arrangement" and I went to the person who was in charge of the seating arrangement and she said he was really nice about everything and the mishap, and I said nice? He is losing his mind about what happened right now, and she said wow he was really cooperative and everything. And then he tried to kind of set her up behind the scenes, and get another university counterpart of hers and say "hey the other woman wasn't really helpful to me", and this was just the woman that was saying she just helped you but you went to one of her counterparts and talked counter about it. We both reported him.

***Q8:** As an African American woman, do you feel any additional responsibility working at a HBCU?*

Gwen: Yes and no. Yes, because your expected to perform your duties as assigned as well as other duties outside of your job description and your also nonverbally tasked to do live up to a specific standard to others working at non HBCU's. No because you're essentially performing your responsibility and all the jail entails.

Paisli: Absolutely, I think it is our job to educate and inform. To take the time to listen and provide good information on experiences that they may encounter when they jump into the real world. What's really interesting is being prepared, a lot of young folks won't be prepared when they leave, just with a simple follow up follow through, your presentation, how you look... dressing neatly. There are certain things you shouldn't wear, and just putting in the time and working hard. I think, I hate to say this because you're apart of things generation, you guys move a little differently. I think it's still important to let them know that hard work still pays off, putting in the work pays off... yall want it yesterday and then it's a whole big mess. Not as fully thought through as it

should be, because you didn't take the time to understand it. And that's what I'm trying to instill in young folks, stop understand what you're doing and then going forward.

Ari: For instance, take football v bowling I don't have someone to do my reservations, booking and all of that. Your money generating sports at HBCUs, your coach is just the coach. But your lower-level sports volleyball, soccer. You're a one man band, even if you have an assistant and you have to do everything. You wouldn't dare ask at an HBCU, as a head coach did, he make reservations for the team. That aint going to happen. So if you're a non-generating sport, even if you won a national title, you still work twice as hard cause they look at what are you bringing in. you can be champion but what are you bringing in, and football is a male orientated sport.

Jenn: I am an African American woman, an HBCU graduate, the mother of an HBCU graduate so I feel a great sense of responsibility and commitment to the success and the advancement of my HBCU. Yes, I do feel a great responsibility. Yes, to all parties, the young people, older alum, the community, yeah.

Olivia: Honestly its apart of my job, that's something different with HBCUs each of my administrative positions here requires me to do some advising. And advising at HBCUs means mentoring, it's a huge part of my professorship and tenure. It's a huge part of athletics here, and so whatever we do we always have to bring an athlete on. And the idea is, we are building it for you, so we want to hear your voice, even with assessment. And in that space, we are mentoring them and telling them ok we are going to let you behind the curtain so you can see how this works so we can build for the next leader. And I think that's something that is unique here because I didn't see it at the other HBCUs I worked at. The mentorship is there, but I also think there's always going to be that connection in regard to mentorship because they do come to us they sometimes are broken. I think at HBCUS sometimes we have that connection with students more, because it does come off as family.

***Q9:** What impact does your role within the HBCU athletic administration have on your professional development?*

Gwen: I believe it has a major impact on professional development. It is harder for me coming from an HBCU to other non HBCU's to do the same role. I seem to see that once working at an HBCU it is harder to get out. You're also not always in the know of different opportunities available for professional development when at an HBCU.

Paisli: I think, the President empowers me to take on some responsibilities that would def help me with future opportunities in other spaces. Like I said the opportunity to work at an HBCU or a smaller institution you're going to work, because you're always taking on different experiences and tasks. I embrace all that I can learn, so that when the conversations come up, I can understand, and it doesn't seem foreign to me. At my previous institution we had some construction project going non and I because the contact person for this and I realized I really like this, and it was just the planning and the different antennas that were connected. It was cool how it was almost like musical, and how everything had to have its place and it had a really pretty song at the end cause it's the end of the project. And it was really cool that you saw how so and so did this and that you helped facilitate that. There's so much that goes on behind the scenes that was interesting to me.

Olivia: Oo, in COVID (haha) it started off small and it wasn't supposed to be what it was. I started in 2015, and someone needed a second write for a grant and we collaborated. But in COVID something that is so far fetch became realistic, and we already had the program built for SA to access different modules and stuff when the school shut down(laugh). But, from that, it has been a wonderful opportunity because it's a guaranteed grant every year. But it also came up for me to become the faculty athletic rep for them, and so I just applied for that position, and it's just been a whirlwind. But think it goes hand in hand with my teaching and making sure that what they're doing is not discriminating against women and unfortunately at HBCU we are very men driven. SO as a woman at an HBCU they work collectively to let you know you're less

than, its constant(haha). Constant progress of yall less than, so I think I've been that voice to tell them no you need to work and make these young women feel included. But I've also been able to help them with this NCAA image likeness like what does this mean for women, and who this helps. But all of this has helped with my research as well, so it goes hand in hand.

Ari: Well, I get a chance to teach a lot of the athletes And I see that, "oh I'm an athlete", and I say ok listen I run this. Don't allow your kids that you're going to be the Moses and messiah when they get a deal or whatever, because you cannot go in the classroom and tell a teacher what they going to do. SO, I got the upper hand, so they think man I got to take her class. I don't give breaks you get what you earn. It's to their advantage, because what the coach doesn't structure them to do, I get to do that. The students understand that when they get a D or F and can't play! I let the coaches know this person isn't doing this or that during the season. It's unfortunate if a student must sit out a semester or year, they must think I let sports keep me from moving or progressing and even here we did have a baseball player as valedictorian. It's up to the kids. We had a person who didn't go to the WNBA because of their attitude, and she had to go overseas, excellent player but her attitude. I tell my kids, when you walk out this facility you're just like every other kid on this campus. Kids think sports put them on pedestal it doesn't, you want to reject the positive energy not he macho student's athlete energy. It's unfortunate how one athlete can poison the whole team. You're a clergy, doctor, mentor, surrogate mom, grandmother you're like this to the whole village. And now because of bullying and peer pressure you must individualize each kid you got and put a plan in action thinking how you're going to help this kid. I used to have two or three that would be silly, but now everybody is so compartmentalized.

Jenn: Mm, in my job I have to stay on top of trends in the industry. So that's you know, I have to be in learning mode all the time. And that's what NACDA and NACMA do for me, and I try to suck up as much knowledge as I can, meet people, check out new businesses, network, and they have this huge showroom of new tech-

nology. that is my refresher, stay competitive. My professional development is my responsibility. I used to fight to go every year and they would say oh we don't have the money, but I would say you don't understand this is my reset for the new year. It is a psychological high to go there and be with my counterparts and go look at the new technology and look at quotes and talk to people in the industry. So that was important to me. I am apart of women in sports organization yeah, but nobody is in marketing of course. Sports news, professional high school, I follow every level. I am always watching and looking for anything having to do with marketing, I look at signage on court-side, I look at banners, uniforms, flags in the stands, I look at words on tv and radio commercial and mirror some of what I see. I am in several sports organizations, and virtually to keep up with stuff and when our conference has events I try to always tune in, log in, listen in, and be present you have to be present to stay fresh.

Q10: *How do you perceive your role within the institution where you are employed?*

Gwen: Since being at the institution for some time I perceive my role as vital. I am tasked with ensuring student athletes are meeting benchmarks, while guaranteeing eligibility. While not only being tasked with that you are playing a big role in the development of young women and men. These student athletes start to build relationships with you where you become their mentor and push them academically and athletically. The role is working with other departments on campus, athletics to ensure success of the athletic program.

Paisli: A mentor, one of the ums, right now we need some stability. Someone who is going to bring some consistency and policy into place. Because I'm big on, this mathematical way of thinking that it where everything must sequential and make sense. You know in algebraic equations you can't go one step without this and that's who I'm always thinking So I like to have my policies and plans like that. Because if anything were to happen to me the ship can just run. My goal my plan short term, is to bring some consistency and continuity into the spaces so the ship can just run.

Olivia: Its weird, and I have a friend who's struggling with his now. But the downside is HBCU don't know when to stop, so I do 90 different things and only get paid for two of them, it's sad I don't know anybody at an HBCU who doesn't have a laundry list of titles, and its overwhelming. And because you have these titles and are on these committees and people don't show up and it'll be important stuff, you feel the sense of urgency to keep the school up and running. I recently told her your laundry list is ridiculous, you got to go, because if you just continue to do it why are they going to pay you? So, you really can fight back if you've been doing that for 6 years. so, I've learned to say no, and this is my first institution where I've been able to say no. But they will overwork and happy to not pay our or be happy to pay our less than your counterparts. And so, it's hard to talk to my counterparts and hear they're getting paid 20-30,000 more and I'm like (ahhh). And it's hard, and you hear and see things and you think how you are getting this or that. But you must be in it for the students specifically at an HBCU, getting your motivation from I'm doing a service. My politically activism is behind the curtain type of person, and I did that at my PWIs, and I say my activism is with my SA and he students, and it's not for the money. It just kind of is what it is, it's this weird love hate, and you get stuck A lot of people get stuck, and a lot of what you've done at an HBCU is not transferrable because a PWI wouldn't even do that. There's such a huge disconnect with how they operate, and that's because of limited resources.

When I was at a PWI I could tell someone, I need a grant and boom there it was, but here at an HBCU I must write the grant, send it back for revisions before we apply, it's just crazy. Access to resources helps. You must work at a different pace and work differently at an HBCU, so its complex but rewarding! You must love what our do because you're not going to get paid for it, you're not going to get celebrated for it, because HBCU athletics is extremely masculine, extremely.

Ari: I am a pioneer because I've been teaching been there now for 39 years. I have kids who I've taught their parents, and they tell them oh you're in her class you'll be alright. I don't cut corners with them we talk about everything. I try to get them to

understand you must stay in your lane sometimes too. It took me 4 years to finally realize, this generation is the way it is because their parents were 14/15 when they had them. You can't make chicken salad out of chicken feces, and the grandma raised the kids. Ma was more of a sister, so you can't expect the kid a lot of times to be the respectable manner able, because ma didn't... I mean I wouldn't dare call my mother by her first name. You would be amazed when I od advisement when these kids. berth
I don't want this class. excuse me no that's your mother, or Ms. Or Mrs. whoever.

And I tell you something else about sports, coaches used to say ok the hair the nails, how do you play sports with hair down to your knees. Same thing I had a person who had that, and I told them you can't bowl with that, and she said Well my mama said this cost \$60, this and that. And I told her Well you know what please enjoy this semester, because I run this team not your mother, and you cannot bowl with those nails and one day she was bowling, and the nail broke in the middle of her finger bed. She was in pain. They come in trying to tell you trying to run your program, but it comes back to environment.

Sometimes I tell them take my gender out and deal with me and then my voice is hidden, I know that sounds funny because I'm like Hey. We must assert dominance, and I tell a football coach in a minute you may generate money but my kids bowl 6 hours a day. They hold 15 pounds balls, they can have knee problems, etc. and so what I do Is I invite them to watch us compete. And they say DANNNG this is what you go through. Sometimes you got to say they come on, this what we do and when they see you doing this, they're like wow. AND SOMETIMES IN THE HBCU WORLD YOU GOTTA TAKE THEM BY THE HAND AND LEAD THEM TO THE WATER trough AND MAKE THEM DRINK, AND I DON'T back off. And when they come out, I say hey we want money too I do fundraisers, you got to find an alternative way. and you'll be amazed at the respect you get by it. Sometimes your athletic director will be amazed and say ok let me see if I can squeeze a little money here or there. But if people don't know something, how can I support you if I don't know what you're doing. Because a lot of athletic directors go to the football games and basketball, so you have to make

them realize that we are important, and at your HBCUs schools, and every point your campus matriculates it helps for what HBCUs call commissioners cup and we won't it by 1 point because of bowling You have to sell yourself at HBCUs and it does depend on if the athletic director is a male or female, and if they even played a sport.

We had a good athletic director who didn't discriminate a sport, and a coach twice a month we would all bring in a dish together and fellowship and talk and you didn't tell him I got this to do or whatever, no you're going to be there. We would fellowship and talk we weren't discriminated by sport, we got together. And at a lot of HBCUs you don't have that you meet when budget time come up. At HBCUs the athletic director's role is to be a businessperson, a supporter, encouraging, the person there when you may lose. I had two students accuse me of stealing money and the athletic director didn't like me anyway and was told I was too assertive and said oh we want to get rid of her, I was then on the national board at the NCAA and I know at my HBCU you work at the will of the president and after 9 years (2009) it dissipated they took the sort and gave it to a tennis coach, and two years ago they called me and say can you help us out it looks so bad and this was one of the best programs with notoriety along with basketball and football. I lost my position with the NCAA board; I could've done a lawsuit or something but nope... it was a blow and I thought I don't want to be where I'm not wanted anyway. Our pride can't go before our professionalism, there was no regard for being the first black woman from our conference to serve in that role on the national board. Gender does play a role as a woman; it adds to the marginalization of sport.

The male counterpart can move over, the role of the black woman is moving up and fast, we are coming out the kitchen with the apron on now. Do you know the black woman, she paid the bills but wore the apron, she was a mom, she was a wife, and then hey I'm coming out of this? We are letting it be known, we are... I am somebody. I am more than a bottle washer and housekeeper. We are breaking the barrier now

Jenn: High impact and very critical, marketing for athletics helps keeps us visible. And that is, that is my role is to keep us visible and increase our footprint as much as I can, be out in the community to grow our fanbase. So, I have a role in the local community and regionally because a lot of our alumni are on the east coast, up and down, and then also nationally because now that all of our games are on ESPN+ you know we do more promotions in different areas across the country. And whenever our teams travel we try to make sure our alumni know about our presence, and try to get them to come out and put up a flyer in that area for alumni in the visiting areas etc. It's much bigger, and the conference has the ESPN footprint than where we were before and so we are in more households.

CHAPTER V: DISCUSSION AND CONCLUSION

This study used narrative inquiry as a methodology and intersectionality as a framework to explore the experiences of African-American women administrators at Division I HBCUs. This pairing was chosen to allow the researcher to uncover the nuances within the experiences of African-American women. The research conducted in this study has demonstrated that, although there is a low number of minorities in college athletic administration, African-American women, in particular are underrepresented. They have their own unique ways, perspectives, and unsaid standards that they embody for the benefit of those around them and their university. The narratives presented in this research reiterate the importance of how reflective dialogue, stories, and careful analysis share truth and potential understanding of the marginalization of an underrepresented demographic in athletic administration at Division I HBCUs. The emergent themes of this study were identified and constructed during the coding process which provided a simplified version of the research questions. The original questions were:

- RQ1:** What are the experiences of African-American women athletic administrators at Division I HBCUs?
- a. What are the experiences of African-American women athletic administrators with hegemony at Division I HBCUs?
 - b. What are the experiences of African-American women athletic administrators with stereotypes at Division I HBCUs?
 - c. What are the experiences of African-American women athletic administrators with mentoring at Division I HBCUs?

RQ2: What are the factors that impact the experiences of Division I HBCU African-American women athletic administrators?

- a. What impact does hegemony have on the experiences of African-American women athletic administrators at Division I HBCUs?
- b. What impact do stereotypes have on the experiences of African-American women athletic administrators at Division I HBCUs?
- c. What impact does mentoring have on the experiences of African-American women athletic administrators at Division I HBCUs?

The research questions changed to the following:

RQ1: What are the experiences of African-American women athletic administrators at Division I HBCUs?

RQ2: What factors impact the experiences of Division I HBCU African-American women athletic administrators?

The constructed themes found focused on common narratives (appearing more than four times) of each interview. All of the themes were characterized by the factors that the researcher provided. The benchmarks the research provided were relevant to better understand the experiences that as given through the dialogue of the participants in these particular environments. After the themes were finalized, the researcher re-reviewed the transcript to synthesize common data elements. The table below (also shown on page 52) provides information on the participants, their pseudonyms, and job title.

Table 2*Participants' Demographic Information*

Pseudonym	Job Title
Ari	Women's Bowling Coach/ Kinesiology Professor; 10+ years at an HBCU
Paisli	Associate Athletic Director/J.D.;2+ years in role at an HBCU
Natalie	Women's Volleyball Coach;3+years in role at an HBCU
Jenn	Sport Marketing Director; 3+years in role at HBCU; 3+ years at a PWI
Gwen	Assistant Athletic Director; 4+ years in role at HBCU
Olivia	Sport Management Professor/Department Assessment Coordinator; Golf Coach 3+years in role at HBCU; 4+ years at PWI

The researcher decided to share the experiences of the women in this study by presenting the findings via themes the researcher identified to answer the two research questions. After writing the questions, factors, these are the top three that the researcher found that answer RQ 1. The factors that impact the experiences of African American women at DI HBCUs are divided into three themes: 'sense of responsibility', 'race', and 'gender' for African-American women aided in the intersectionality of these women at an HBCU. The theme of 'Sense of Responsibility' is defined by the researcher as an individual who feels obligated to embody certain positionalities given their job in the workplace. The factors within the theme of 'Sense

of Responsibility' in this study include mothering (the act of nurturing, caring for, acting like a mother to another person), accountability, mentorship and work role. The theme of 'race' for this study is defined by the researcher as the ways in which race benefits or harms them personally and professionally that believe may benefit or harm them professionally or personally because of it. The factors related to this theme include division within, PWI (predominantly white institution) comparison, and self-doubt. The theme of 'gender' for this study is characterized by the researcher as the impact of social or cultural gender roles on their identity and overall experience. The factors described include mothering, representation, hegemony, and self-doubt.

RQ 1: What are the Professional Experiences of African American Women Athletic Administrators at Division I HBCUs?

Sense of Responsibility

Each shared that they have a sense of responsibility that they owe to their job or the counterparts that are there. In the data, the participants expressed their professional experiences regarding sense of responsibility, accountability. Discussions around how their position at an HBCU entails more than one may anticipate, and how it shapes their daily experiences were prevalent during the interviews. For example, one participant who is an Assistant Athletic Director and has job responsibilities added daily mentioned,

So, at an HBCU, Division II or Division III, you do have to wear multiple hats. Sometimes you must look at contracts, be a problem solver, deal with personnel, you know manage people. So, I think college athletics you have to be able to flex and switch hats often. Because there is so much going on, it's not a set look every day, because things pop up every day. You must be able to flex. Not only do you have to

have with the task at hand, at what you normally specialize in, but you also must navigate and flex and move to another project because that's what's pressing (Gwen, Asst. Athletic Director).

Gwen appears to have realized that her position at an HBCU affects her professional experiences, given the multiple hats she is required to wear, she never has a set day. The response above shows that Gwen appears to feel as if her race and gender at an HBCU means that she is accountable to help those students and colleagues, who may need help or lend a helping hand in another's project for the success of the African-American community and student body. Gwen develops that if she can help another who looks like her and uplift them, give them a hand up, it can potentially help the African-American community as a whole because of the potential progression that person may have in their life; in hopes they will pay it forward to the next peer they see.

Another participant, Jenn, a marketing director, was not surprised at how many things she has to juggle daily, given the environment she is in.

I am an African American woman, an HBCU graduate, the mother of an HBCU graduate so I feel a great sense of responsibility and commitment to the success and the advancement of my HBCU. Yes, I do feel a great responsibility. Yes, to all parties, the young people, older alum, the community, yeah.

Jenn acknowledges that there is more to her job than what she signed up for, however these experiences she has dealt with during her tenure at that specific HBCU brought awareness to the magnitude of her position outside of just marketing athletics. Jenn seems to know that she is accountable to those coming in behind her, and those that are even in front of her to do a great job, to continue to advancement of the HBCU she is currently working for. Jenn discerns what she does is bigger than her, this is for generations to come.

Similarly, another participant, Olivia, a sport professor, appears to be aware of the sizeable job responsibilities expected of her at an HBCU as well, and seemingly welcomed them graciously citing mentoring as a key component.

Honestly its apart of my job, that's something different with HBCUs each of my administrative positions here requires me to do some advising. And advising at HBCUs means mentoring, it's a huge part of my professorship and tenure. It's a huge part of athletics here, and so whatever we do we always have to bring an athlete on. And the idea is, we are building it for you, so we want to hear your voice, even with assessment. And in that space, we are mentoring them and telling them ok we are going to let you behind the curtain so you can see how this works so we can build for the next leader. And I think that's something that is unique here because I didn't see it at the other HBCUs I worked at. The mentorship is there, but I also think there's always going to be that connection in regard to mentorship because they do come to us they sometimes are broken. I think at HBCUS sometimes we have that connection with students more, because it does come off as family.

Research from the data outwardly displays that the family aspect can turn into mothering specifically for HBCU female athletic administrators. Per Olivia's response, her professional experience detailed that the family environment of an HBCU allows for students to feel cared for and guided by their professors. This environment seemingly causes African-American female athletic administrators to embody "mothering" which is taking care of and helping their students beyond a professor's job description. The accountability, and sense of responsibility is intensified while in the HBCU environment. One participant, Paisli, an Associate Athletic Director/J.D. stated,

Absolutely, I think it is our job to educate and inform. To take the time to listen and provide good information on experiences that they may encounter when they jump into the real world. What's really interesting is being prepared, a lot of young folks won't be prepared when they leave, just with a simple follow up follow through, your

presentation, how you look... dressing neatly. There are certain things you shouldn't wear, and just putting in the time and working hard. I think, I hate to say this because you're apart of things generation, you guys move a little differently. I think it's still important to let them know that hard work still pays off, putting in the work pays off... yall want it yesterday and then it's a whole big mess. Not as fully thought through as it should be, because you didn't take the time to understand it. And that's what I'm trying to instill in young folks, stop understand what you're doing and then going forward.

The position is bigger than what she does every day, it's wearing multiple hats simultaneously and knowing when to pull the right one. It is mothering, mentoring, additional work roles, and pride to one's HBCU that encompasses sense of responsibility as a Division I HBCU female athletic administrator. The experiences that these women face daily shape create and mold the intersections of who they are, exposing the possible marginalization that they endure. Given this information the researcher recognized that the position of female athletic administrator at a Division I HBCU comes with an excess of responsibilities that are not always listed yet expected and often welcomed. Participants interviewed appear to welcome the extra job responsibilities that come with their positions stating that 'it is the norm', 'nothing out of the ordinary', not really having much negative feedback regarding that.

Gender

The theme of gender received the least amount of feedback in the analysis of RQ1. More experiences in this category were found in the other two constructed themes. Olivia had the most intense feedback with regards to how she had gender related experiences as a female athletic administrator at a Division I HBCU.

Oo, in COVID (haha) it started off small and it wasn't supposed to be what it was. I started in 2015, and someone needed a second write for a grant and we collaborated.

But in COVID something that is so far fetch became realistic, and we already had the program built for SA to access different modules and stuff when the school shut down(laugh). But, from that, it has been a wonderful opportunity because it's a guaranteed grant every year. But it also came up for me to become the faculty athletic rep for them, and so I just applied for that position, and it's just been a whirlwind. But think it goes hand in hand with my teaching and making sure that what they're doing is not discriminating against women and unfortunately at HBCU we are very men driven. SO as a woman at an HBCU they work collectively to let you know you're less than, its constant(haha). Constant progress of yall less than, so I think I've been that voice to tell them no you need to work and make these young women feel included.

Olivia explained that she faces hegemonic masculinity at her HBCU and expressed the irony in that and how those particular individuals will "go out of their way" to make her know she's beneath them simply based off her gender. Although expressing these feelings and frustrations, Olivia made sure to try and help the next African-American woman that may step into that environment, by advocating for gender equality. Olivia also stated how the gender discrimination bypassed internal HBCU environments and included the external working environments she encounters in her position as well.

So, they're definitely have been times when we met with vendors, and they've kind of talked down to us and I've seen the athletic director come in and it changes. And I'm like 'oh ok it's not that, it's the black woman thing', and even being from the south it'll be like one vendor in Texas who always says 'well we know the decision isn't yours' even though we work on the grant and we have to say we go through this every year like you know this is our decision. So, it's kind of like the southern thing, and they want that man to come in and say its ok, that southern twist of you're a woman so you're supposed to do this, and the regional thing of oh we don't want to deal with a black woman or communicate with you in this position. That's the biggest

thing I would say that they don't think we are educated and we are there because we don't have a choice.

These experiences deeply affected Olivia, because she said it went surpassed her gender and encompassed the race factor as well. Another participant, Gwen, mentioned her professional experience with gender at a Division I HBCU as well.

Working at an institution where majority of the coaching staff and administration are male it is hard for them to show empathy or understand the need for having work life balance. Males are used to not showing emotion, constantly being on the move, or working long hours so it's hard for them to relate. Now I am happy that I work with other women who can relate, but I never want to seem weak or emotional in front of my male counterparts so it most definitely can be challenge being in the role.

Here Gwen mentions that her professional experience of gender at a Division I HBCU, has caused her to not being able to be understood or relatable to her male counterparts. Gwen has been able to work with other women in this industry at that specific HBCU, that being able to have others that relate to her is of importance to her. The lack of women in this male dominated industry refrain or marginalize her from ever expressing too much emotion or too much of herself, out of fear that it may be used against her.

Race

Participants pointed at a factor of race in their professional experiences as a Division I HBCU athletic administrator in their interviews as well. Whether it was division within race, PWI comparison, and/or self-doubt, one of these factors was mentioned. For example, Jenn shared her experience mentioning race and the division within that particular HBCU. She said:

Yea, they don't feel anything. Absolutely yeah. They just do without apologizing I don't think they have any conscious of who we are and what we have to do and be

and work through bias and all of that. Yes, and I've seen it in action, and it's something else. I've actually been on the sideline and um one of my counterparts said "those people this, and they this" and I had to report him and say "sir you do understand that I am one of them" and smiled. So, the fact that he kept talking helped me understand, that he wasn't just talking about the school itself, but the people of the school. Talking about this (pointing to skin color). He didn't know I was this (pointing to skin color) and that's why I believe he felt comfortable talking to me about it even though I had a university shirt on. Because he thought I was white, and he thought it was ok to talk about it and put us down. I had to report it, and I went immediately. He was hysterical about "eff those people, they effed up my seating arrangement" and I went to the person who was in charge of the seating arrangement and she said he was really nice about everything and the mishap, and I said nice? He is losing his mind about what happened right now, and she said wow he was really cooperative and everything. And then he tried to kinda set her up behind the scenes, and get another university counterpart of hers and say "hey the other woman wasn't really helpful to me", and this was just the woman that was saying she just helped you but you went to one of her counterparts and talked counter about it. We both reported him.

Jenn was frustrated because her skin color, or as seen by that individual lack thereof, allowed her admittance to a conversation that would not have been had with her otherwise. Her non-African-American counterpart, took her light skin as an entry way to degrade his fellow coworkers. Jenn mentioned that she has had very similar experiences while at an HBCU from non-minority and even other minority counterparts. She explained that because her skin color may grant her unwanted access to these conversations, that she would always intercept and advocate for her African American community regarding any other discriminatory discourse that she may encounter. Furthermore, participant Ari, mentioned how race has helped her see the marginalization that is currently being administered at some HBCUs in a professional setting. Ari said:

I can tell you, you're marginalized, and I went to a university on a pilot program. I majored in physical education; I didn't know there were 27 sports when I got there. I had never seen an Olympic sized pool until I get there, we had all the sports, and I was like what the heck is going on. I was thinking what I am going to do. What it did was open my eyes to the fact that where I was living was my neighborhood, but you got to step out of that to see the other side of the true world. It's called step out on faith. When I left, I had kayaked, canoed, and they say how did you do that?

Ari saying this is important, because it shows that marginalization within race do exist, whether it's within the education sector, business, financial, marginalization are something if not paid attention to and fixed can begin to create division and intersections for groups and individuals. Ari further details that due to the racial background of African Americans, that they face unique marginalization, specifically in sport and education. Ari was fighting against the odds due to her race, and often questioned professionally about how she was able to have certain experiences in her life, and that alone shows the racial marginalization.

Two participants, Olivia and Paisli, expressed how the comparison of PWIs to HBCUs that they have experienced while working at an HBCU is apparent and evident in today's academic society, placing emphasis on work roles and environment. Olivia stated:

Yeah, well the cool think that I do now is I am developing all their online programs. If I had to compare my experiences (PWI v. HBCU), they are totally different. They are so welcoming. If I have a book and let them know I will get celebrated for bringing that book. You can do the smallest thing and they are so appreciative, but the weird thing is coming from two HBCUs... I kind of understood the language and that it is very much a family. There's a different sort of loyalty at an HBCU, and there's also a difference being a black woman. talking about mothering. I come from a PWI, sport management, and we don't talk about mothering, sociology. nothing (laugh). In that HBCU system where you're building systems like I'm doing; I'm thinking about my child... like how my child would do XYZ and is this to the level that I want it to

be at. There's a different push, because there's limited access ...limited resources and a lot of these kids were told they were less than like me. I'm hearing the stories, and when I hear them, I tend to work a little harder.

Olivia, placed emphasis on work roles, her environment, and how those experiences at HBCUs in comparison to her PWI experiences have helped her cultivate and fall into her role at her HBCU. Olivia placed importance on the environment, stating that little victories are congratulated at HBCUs and this helps her stay focused on the "WHY" of what she is doing.

Participant Paisli, spoke of her comparison to a PWI in a positive perspective. She mentioned:

What's unique in comparison to a PWI, at a PWI you're very specialized in your specific space. For example, at my previous institution I did compliance whereas here I am able to branch off into a lot of different areas and committees. And be a part of a lot of strategic planning committees for the university, working on contracts, not being in athletics. There's a lot more you're exposed to at an HBCU than at a larger PWI.

Paisli's perspective is crucial because it shows the HBCU sector in a positive light. She is able to expand her limits in the workplace at an HBCU in comparison to rigid PWI dynamic. This sheds light to her WHY at an HBCU, as well as how this experience is molding her as an athletic administrator.

RQ2: What Factors Impact the Professional Experiences of Division I HBCU Women Athletic Administrators?

The findings for the second research question look at the factors that impact the participants' professional experiences. These factors were divided into three categories...gender, sense of responsibility, and race. The current categories represent the definitions represented in the previous research question. The theme of "Sense of Responsibility" is defined by the

researcher as an individual who feels accountable to and obligated to embody certain positionalities given their job in the workplace. The factors related to the theme of “Sense of Responsibility” in this study include mothering, responsibility, mentorship and work role. The theme of “race” for this study is defined by the researcher as anything regarding their ethnicity that believe may benefit or harm them professionally or personally because of it. The factors related to this theme include division within, PWI (predominately white institution) comparison, and self-doubt. The theme of “gender” for this study is defined by the researcher as anything referred to the social or cultural roles of the two sexes(male and female) that is constructing their identity. The factors utilized for this study include mothering, representation, hegemony, and self-doubt. The researcher organized this way in order to provide a wider lens to the theme that is mentioned, in hopes that the reader will see the marginalization of these women.

Race

Researchers previously focused on race within African-American athletic administrators from a negative aspect given their experiences, this study will show both aspects and the impact it has on these women. These women’s experiences have been impacted from the race factor however, even if it was in a negative light initially, these women make it clear through their expressions that is does not define them nor does it limit their ability, success, and /or incur self-doubt. For example, when discussing this factor participant Natalie said:

I do believe my experience is unique at an HBCU because I get to model what a true human looks like. I get to impact lives of people that looks like me as well as others to show them that the color of your skin does not limit your success, nor should it lower your expectations of yourself.

She continues to state:

I do not feel that I am living in multiple worlds as an African-American women athletic administrator. I do feel that because of my gender and even my skin color others that do not look like me automatically think they are better; no matter the level of my IQ or education or specialties.

Although others may express their negativity of their opinion on race, even within your own race it does not limit one's success, it is ultimately up to those individuals. However, one participant did express some sort of discontent within the race factor when it comes to representation of self, possibly incurring self-doubt within her position. Jenn stated:

I wondered to myself why there was such a lack of representation from other HBCU's you know like did they possibly not know about the opportunity, not have the funding to potentially send someone on their behalf or did they just not get accepted to attend. Those thoughts ran through my mind as I attended the seminar over the course of 3 days. While in attendance we were given a group assignment to come up with ways to better assist our student athletes for academic success. The suggestions I had were not heard and were kind of devalued in a sense. In that moment I realized I am living in multiple worlds. I am living in the world of a female athletic administrator, living in a world of working at an HBCU, and then a world where I am in a sense invisible when around other cohorts who work at Big ten or prestigious institutions.

Jenn felt as if there were more of her, would she possibly have been heard and seen more by her counterparts? She felt devalued, overlooked, and invisible. She wondered if her other African American marketing directors had been overlooked as well by their athletic administrators to be given the information of these professional development events. These types of marginalization create an intersection for an individual within the workplace, causing them to possibly become something else other than themselves to be seen or heard.

In addition to responding to race as a steppingstone to aid in their success, race was also seen by participant Gwen, as a non-factor to her success as an athletic administrator. Gwen

expressed: “No, I don’t believe me being an African-American woman impacts the way I work at an HBCU.” Gwen was emphasizing on the factor that race, although it is apparent and obvious that, in her opinion how she is viewed, treated, and impacted because of her race is not applicable. This statement solidifies that not all African-American at Division I HBCU’s as athletic administrators have a transaction of race being a factor for impacting their experiences.

Gender

The category of gender describes the factors of mothering, gender and racial representation, self-doubt, and hegemony that emphasize the importance of examining their experience with an intersectional lens. These conversations included questioning how the participants’ gender aids or hinders their work life, home life, perception of, etc. Participants Olivia and Paisli mirrored how their gender and mothering has impacted their experiences in the workplace, Paisli stated:

Yeah so, I’m a mom and I feel like I’m a mom at the university too. I’m pretty traditional cook, I like to make sure the kids are good to go, I have four kids. So, you have to be able to juggle all those things, and juggling everything at home is the same as juggling everything here, because you have to be everything to everyone to make it happen. Just the fact that I know that I know I must be my husband’s wife when I get home, but I’m also the planner but there’s not particular ... I don’t know that’s yeah. You must be intentional because you have a 9-5, you must make sure that whoever you work for is going to promote your living goal, being a strong presence in your kids’ lives and also being able to do your jobs. There was a time when I had to make a decision and I did believe that my supervisor wasn’t supportive, and I had to move to an environment where that was important to that administration.

Olivia similarly expressed:

Yeah, well the cool thing that I do now is I am developing all their online programs. If I had to compare my experiences (PWI v. HBCU), they are totally different. They

are so welcoming. If I have a book and let them know I will get celebrated for bringing that book. You can do the smallest thing and they are so appreciative, but the weird thing is coming from two HBCUs... I kind of understood the language and that it is very much a family. There's a different sort of loyalty at an HBCU, and there's also a difference being a black woman. talking about mothering. I come from a PWI, sport management, and we don't talk about mothering, sociology. nothing (laugh). In that HBCU system where you're building systems like I'm doing; I'm thinking about my child... like how my child would do XYZ and is this to the level that I want it to be at. There's a different push, because there's limited access ...limited resources and a lot of these kids were told they were less than like me. I'm hearing the stories, and when I hear them, I tend to work a little harder.

These two participants expressed how their mothering has positively impacted their experiences as an athletic administrator at a division I HBCU. These women mentioned that their experiences have helped them think of their own family while working, and/or become a better mother due to the juggling and unique encounters they face at their HBCU. The intersection of this marginalization will hopefully aid the colleagues that they encounter daily to see the responsibility they carry gracefully for the betterment of the students around them. The positive effect of this marginalization helps provide a clearer perspective to the never-ending work role that these women face. It truly shows how valuable these women are to their athletic department, students, and institution.

Additionally, participants mentioned how gender, more specifically hegemonic masculinity, has impacted their professional experiences as well. Participants Olivia, Jenn, Gwen, and Ari had plenty of responses that complimented this well. Olivia explained:

In the HBCU network there have been times where they'll get too comfortable in a space, and its mainly the men and the men will power off on each other and I'll sit

there shocked. Like we are in a professional setting, so I have had a clutch pearls moment more than once(laugh). Sometimes in that space, I'll be honest, where I'm thinking this is not a good space for me in leadership. And knowing other HBCU's I wouldn't be able to work in leadership there, because I don't work the way they do, and I'm an outsider in that aspect. I am coming from golf, and I worked at a PWI for so long almost 6 years, and before there I was at an HBCU, but that HBCU was extremely professional and where I am now they are like. 'oh we will figure it out' (laugh). Stuff like that I still don't get with. So, There's some back and forth with it.

Olivia expresses those men often feel a sense of superiority in these HBCU spaces, and will engage in discussion that is not appropriate for the setting they are in. Olivia's background in a PWI sets her apart from the rest of the department, and causes her to feel like maybe her current leadership role is not where she is meant to be.

Jenn voiced:

My awakening was when Michael and I went to our first NACMA convention in Orlando and we split up into our different groups and I looked around that huge room of 5000 people. When we broke up into groups, I was always one of the only black people, it was mainly older white men. And I thought surely, I can't be the only one, it just kept going. I thought wow, there really aren't that many of us doing this, and so I've been on a mission.

Jenn noticed in her professional setting experience that men, and masculinity dominated the sector and more specifically the demographic being older white men. The lack of representation on the gender and race side, left her shocked yet determined to make headway for others that look like her.

Gwen uttered:

I would tell them as a female working in a male dominated industry I am sometimes overlooked and undervalued. The sporting industry has been a male dominated industry for many years with just recent showings of a surge in females within the industry.

As a woman they do not expect you to have knowledge of sports. This leading to sometimes I am unheard and having a lack of voice from my male counterparts. I can voice my opinion on certain subjects or implementations and my suggestions will not be heard or taken into consideration. Also, undervalued for all the work and time put into my role. I can work harder than my male counterparts and achieve many goals with the department, but still not be recognized or appreciated.

Gwen's statement clearly illuminates that the male dominated industry of sport that she is working in causes her to have self-doubt in who she is and what she is doing. The lack of support she receives within the industry does cause her uneasiness and a lot of second guessing when it comes to her profession. Gwen feels as if her voice is not there, and only listened to when it is a subject that her male counterparts feel as if she "has sufficient knowledge on", i.e., something that flows into the perception and box they made for her.

Ari expressed:

Sometimes I tell them take my gender out and deal with me and then my voice is hidden, I know that sounds funny because I'm like Hey. We must assert dominance, and I tell a football coach in a minute you may generate money but my kids bowl 6 hours a day. Gender does play a role as a woman; it adds to the marginalization of sport. The male counterpart can move over, the role of the black woman is moving up and fast, we are coming out the kitchen with the apron on now. Do you know the black woman, she paid the bills but wore the apron, she was a mom, she was a wife, and then hey I'm coming out of this? We are letting it be known, we are... I am somebody. I am more than a bottle washer and housekeeper. We are breaking the barrier now.

The simplicity of Ari's statement adds to the monstrosity of her voice. She eloquently describes how women in HBCU sports need to know their worth and value regardless of if their male counterparts see it and acknowledge it. She makes it clear that gender does play a role for the marginalization of women in sport, and nudges the factor to the rear, putting power into the

hands of the African-American woman. Empowerment of knowing who they are, what they bring to the table and encouraging them to not only do the dirty work, but let it be known loudly that they did the work and did it well!

All of these participants seem to eloquently communicate the issues they faced with hegemony in their workplace, they mentioned an immense number of experiences and how hegemony impacted those experiences, negatively. Male domination in the sport field was a common issue that was expressed in these participants answers. With hegemonic masculinity taking the forefront in these experiences, it allots for another intersection of these women's lives to take course, causing more drift of these African-American women's true self from emerging. As participant Ari mentioned, women are more than just a gender, women are coming with substance, taking credit for their work, and not being ashamed of who they are no matter the space they are in. Although the hegemonic factor mostly impacted the participants negatively, Ari brought back to the forefront that women can take hold of what is deemed as a pitfall and use it for their own elevation. Representation was a final key factor in the theme of gender that was mentioned consistently from the participants. Participants Olivia and Jenn both declared that their experiences of gender in their athletic administration is motivated by representation and the need to be a role model to their peers. Olivia stated:

Oh Jesus, yes. Yes, this one's different. I feel like I have to be careful of the role model image for young black women. So before at PWI I would always have on heels, always be dressed up. And here at an HBCU I have to have on different types of stuff to show them the versatility of what they can do. BUT I'm always very careful to ridiculous extent of what my hair looks like I never wear make up there, it's weird. A lot of our SA and girls and when you talk to them their role models are the real housewives, and they try to immolate a lot of that. So, I almost work tirelessly to show them the opposite, even almost to the your point um, I have a student that is

working in athletics and she had an interview and she was so nervous and I told her send me what you're going to wear. And she sent me this tight dress and awful shoes, and I said oh no! and she said I don't know what to wear and I told her think about me and anything I have worn on campus, anything. And she said you usually don't wear tall heels and wear mid-level or flats and she I said why do I do that? And she said because you don't know if you'll have to walk across campus, and I said yep and this is an interview so you don't know if you'll have the walk across campus either. Wear something comfortable but look professional. How was my hair, makeup, jewelry etc.? and she stated unpacking it because she's around me, and that set an emotion for me even more because I'm around them, I see them and I'm worried for them, because they do go out into these spaces and some of them don't know to ask me, and they get confused as to why they don't get the job. Talking about hair, which is crazy we still have to have these conversations about hair, but I have to tell them your hair is beautiful, but for certain people unfortunately they may have an issue. It's a conscious effort and going back to mothering, saying I believe in you. I've never said that so much to people in my life. I just told a student the other day we are going to do this together, I believe in you, and I've never said that at a PWI.

The statement by Olivia seems to show how African-American women in these spaces give more of themselves in order to uplift those around them. Olivia mentioned that HBCUs can help cultivate her in areas that PWIs would not be able to, and prepare other people beside herself for greatness, causing the impact of an individual's representation to go beyond what they possibly anticipated. Jenn sustained this positioning by saying:

I am an African American woman, an HBCU graduate, the mother of an HBCU graduate so I feel a great sense of responsibility and commitment to the success and the advancement of my HBCU. Yes, I do feel a great responsibility. Yes, to all parties, the young people, older alum, the community, yeah.

It appears that the role these women have on their campus can potentially unite a community, this type of responsibility holds weight and the impact is felt greatly. Participant Ari's response also focused on representation stating:

I'm going to tell you what I try to teach my kids in my coaching class. You ask them why they want to go back to their hometown to coach, and I advise them go elsewhere, look at the scenario and see if you like it, and IF you go back you want to enhance and improve the program. They just want to go back to go back. If you keep going back, you'll never move forward. So, by having the opportunity to do the PWI and an HBCU, I was given the opportunity to see weaknesses and strengths, I Call it value clarification. I have my students write out 5 weaknesses and strengths and how they plan to improve the program and you'll be surprised they be like what?

Continuing:

It's a battle, because everybody is trying to get to the top and some peoples things is win at any cost. But with the movement now, with women in sprots and the Dallas mavericks have a black woman as one of the CEO's. minority women are really moving up, its black women now standing their ground and taking their role. And men are more cognizant now that they can do the same thing as a male contender. Even Kamala Harris at the debate and she gave him that "you not going there look", ok your sport generates money and mine doesn't you're still going to respect my sport. Bowling is mathematical, and sometimes ignorance plays a role when people don't understand a sport.

These responses given by Ari support the researcher's assertion that gender strains African-American women athletic administrators at Division I HBCUs. It appears that the intersection of gender and hegemonic masculinity yet again, causes these women to divulge into another part of themselves that is extended farther than their white or non African-American counterparts.

Sense of Responsibility

It is vital to understand the intersectionality of female African-American athletic administrators at Division I HBCUs when dealing with their professional experiences these women have with sense of responsibility. This section will focus on the factors that were mentioned by the participants: mothering, mentorship, work role, and responsibility.

Work Role. The subfactor of work role within the factor of sense of responsibility was mentioned through two participants in relation to how it impacted their experiences as an athletic administrator. Gwen stated:

There are many words or ways I can describe my life as a female administrator. Exciting, challenging, overwhelming just to name a few. When in the position as a female minority administrator it is expected for me to rarely make mistakes, grasp, or retain information quickly as well as holding many roles within athletic departments. There is a certain expectation expected of you when you are a female in a higher athletic administrator role, but overall, I would have to say fulfilling. I can work the administration side being able to contribute and implement ways to better assist student athletes and meeting different individuals within the athletic community building relationships with people currently who have been in my role. The best part is having the chance to make a difference within the student athlete population.

Gwen focused on the how her work role has helped her impact others in a better way, being able to assist her students successfully. The expectations mentioned have imposed different intersections for African-American women to navigate. Olivia contributed to this point by saying:

When I was at a PWI I could tell someone, I need a grant and boom there it was, but here at an HBCU, I must write the grant send it back for revisions before we apply, it's just crazy. Access to resources helps. You must work at a different pace and work

differently at an HBCU, so its complex but rewarding! You must love what our do because you're not going to get paid for it, you're not going to get celebrated for it. The impact of this factor for Olivia happens to allow her work role to contribute positively with the impact that the sense of responsibility has on her experiences at an HBCU. The lack of resources seems to aid in the work role of Jenn, giving her more to do and take on in her day to day. Jenn mentioned how her sense of responsibility impacts her job positively through her lens of being an alum at an HBCU and the responsibility that carries on in itself. She expresses:

Well my first thought when I saw that question (How would you describe your life as a minority female athletic administrator?) was about the pride that I have representing factions because I'm a Hamptonian you know long first of all so to be able to come back and represent Hampton and to help our become a better Hampton was an absolute blessing for me and that's what really brought me back here I love my HBCU and to help our people be better be more visible raise more money you know. And to win championships! I have a lot of pride to serve and that's my number one, and the second part of this is to expose as many students to athletics and athletics business as possible. When I was growing up, blacks in athletics administration wasn't an option at all, unless you were like a gym teacher. We didn't see other people who look like us, so when you don't see you don't know that you should know. So, by the time my son got to high school I served on different boards of youth foundations and stuff, and I've always been an athlete and it's my passion. So, to be able to work in a field that's my passion, it was like a win win win. It was like omygosh omygosh omygosh! So, I put down my corporate hat and came back here to make a difference and expose other young people to the opportunity of hey, this is great career and path and if you start here and now you can aspire to be at a much higher level.

Jenn states how her background both personally and professionally helps her sense of responsibility for her position at her HBCU. Jenn implies that without these factors impacting her in strong way, that she potentially would not be in the position she is in or as successful as she is.

Mentorship

The correlation of sense of responsibility and mentorship was strongly mentioned through participants Gwen and Paisli. Gwen stated:

[As an African American woman, do you feel any additional responsibility working at a HBCU?] Absolutely! On campus I live in a world where I see others like me who can relate, I mentor younger African American women/men, and my culture is always appreciated without having to be explained. When working on campus everyone has one understanding and understanding the expectations of servicing just those who just attend an HBCU. Outside of working at an HBCU and attending professional development conferences or conversing with a colleague it is a completely different world. They are not aware of the struggles we face at an HBCU with finances, lack of staff, or lack of retention for admin and students. In that world I must be on point at every moment to prove I am suited for my position. I also see at other institutions where my job description is strictly my job description and nothing more.

Similarly, Paisli detailed:

Absolutely, I think it is our job to educate and inform. To take the time to listen and provide good information on experiences that they may encounter when they jump into the real world. What's really interesting is being prepared, a lot of young folks won't be prepared when they leave, just with a simple follow up follow through, your presentation, how you look... dressing neatly. There are certain things you shouldn't wear, and just putting in the time and working hard. I think, I hate to say this because you're apart of things generation, you guys move a little differently. I think it's still important to let them know that hard work still pays off, putting in the work pays off... yall want it yesterday and then it's a whole big mess. Not as fully thought through as it should be, because you didn't take the time to understand it. And that's

what I'm trying to instill in young folks, stop understand what you're doing and then going forward.

Mentorship for both Gwen and Paisli was feeling like they had a sense of responsibility to their position at their respected HBCU. The research shows that Gwen and Paisli felt accountable to the younger "folks" coming behind them, that they have to endure the hardships, put in the hard work, and be prepared. Lack of preparation equal lack of success. The more prepared the students are via Gwen and Paisli, the more successful they will be, and in turn the more successful the HBCU will be...bringing in more resources, students, etc. Overtime, these women have noticed that their lack of resources, and their students' lack of mentorship has compelled them to face this specific intersection heads on.

Discussion

This study was an exploration into the experiences of six African-American women who are athletic administrators at a Division I HBCU. As previously mentioned, the literature in sport that discusses race often focuses on Black men; and gender-based literature usually focuses on White women (Simpkins, 2019). This has resulted in a gap in the literature with regards to the experiences of African American women in athletic administration. Additionally, while there is some research on African American women in athletic administration, it has focused on the barriers and leadership opportunities within predominately White institutions (Jackson, 2018; Smith, 2015). As a result, the stories of African -American women in administrative positions at Division I HBCUs are left unheard.

The study explored these women's experiences and what factors impacted their experiences, and how those experiences potentially impacted their experiences at that institution, exposing the intersectionality that they have in their lives. The study sought to answer two

questions: *What are the experiences of African-American women athletic administrators at Division I HBCUs? What factors impact the experiences of Division I HBCU women athletic administrators?* The researcher utilized narrative inquiry that was informed through intersectionality. This particular perspective allowed the researcher to appreciate the unique experiences of the participants that they expressed in their own words, while staying aware of the potential impact that intersectionality has had in the development of those experiences.

Overall, this study contributed to the literature in several ways. First, it helped address the gap in the literature with regards to experiences of underrepresented African-American women in sport (Lapchick, 1998). Second, it looked at the experiences of African-American women who are athletic administrators at Division I HBCUs (Simpkins, 2019.) Third, it looked at the experiences of African American women who work at Division I HBCUs and the barriers that limit them (Benson, 1999; Nelson, 1999; Wicker, 2008). Lastly, the qualitative approach allowed for more exploration of African-American women athletic administrators through a narrative lens and intersectionality framework. The study aided in the extension of research on African American women who are athletic administrators at Division I HBCUs, an area that is often only researched white women (Simpkins,2019), providing information beyond just their career experiences but giving a sneak peek into their personal experiences, the internal and external factors and reasonings that contribute to the person they are.

As mentioned, the findings of the study indicate that race, gender, and sense of responsibility, for African-American women, is fostered through factors of mothering, division within race, hegemony, self-doubt, mentorship, work role, and PWI comparison. Diacin & Lim(2012) found that women are assumed to be the caring and nurturing gender and are often called upon to provide guidance (Diacin & Lim, 2012), leading them to be hired for certain job roles. This

seemed to be affirmed in this current study, proving that there is and has been a need to associate these gender roles in society into the domain of sport, creating boundaries in prospective positions for women. The previous studies conducted by Diacin and Lim (2012) and Galloway (2013) exposed that women have to combat a number of gender-based stereotypes such as underrepresentation in sport leadership roles, denial of advancement, and power struggles. While other studies proved that women experience the consequences of hegemony, including but not limited to social, political, and racial inequities (Walker Bopp, 2011; Smith 2005; Norman, 2010). Lastly, mentoring, as discussed by Bower (2009), Jackson (2018), Inglis, Danylchuck, and Pastore (2000), and Smith (2017), was also defined as a contributing factor in the experiences of women in athletics. All of these researchers findings mentioned above, have been affirmed through this study that these factors are still of relevance in society today with African American female sport administrators at Division I HBCUs.

The findings of this showed that participants experienced themes of gender, race, and sense of responsibility demonstrating the intersectionality within their marginalized experiences the women's experiences to be marginalized causing intersectionality. When the participants discussed their experiences, the factors and sub factors that were revealed were: mothering, hegemony, work role, responsibility, mentorship, division within race, self-doubt, and PWI comparison. These responses expressed from participants seemed to be all influential based off the themes revealed in the data causing both negative and positive impacts for the participants in their personal and professional life. These themes, factors, and sub factors are significant because it emphasizes the need for more support of African American athletic administrators voices to be heard and their story to be told on their own terms.

All participants recognized that they are dealing with various forms of intersectionality that they go back and forth from in their day-to-day life. As found in the existing literature, hegemonic masculinity (gender) and race (Simpkins, 2019, Walker and Bopp, 2011) aided to the intersectional identities of these African American women, creating additional challenges that these women have to face. A new intersectional identity of “sense of responsibility” as an athletic administrator mother of some sort, was found in this study, adding onto the contributing factors of marginalization as well.

This information is important, because it provides not only the voices of these women in their own stories of their own experiences, but it also gives a spotlight to an area of literature, African American women, that is often dimmed in sports. Knowing the “why” to a particular problem is important in research, giving a solution to an existing current issue. The concepts of filtering, restricting, and denying of African American women in sports, as mentioned by Simpkins (2019), is evident in the factors and themes found in this study. These concepts provide truth to the statement made by Simpkins (2019) that mentioned barriers and access to leadership roles and positions in college athletic administration for African American women is a never-ending wall. The themes and factors identified in this study serve as a way to illuminate the intersectionality that the women experienced and how they influence one another (Simpkins,2019). African American women have multiple identities related to their professional and personal lives and for this study the three leading identities found were accountability, race and gender, due to their saliency within the data. Crenshaw found in 1989, that the intersection of race, gender, and social class has been used as a foundation for domination and control over people of color (Crenshaw, 1989). The interlocking oppressions of race, class, and gender helps one better intellectualize the concept of intersectionality (Crenshaw, 1993), this

study completely illuminated intersectionality's being within African- American female Division I HBCU sport administrators. All participants in this study conveyed the significance of at least two of the identities Crenshaw stated as cultivating and impacting their professional experiences at a Division I HBCU as an athletic administrator.

Within this study, the researcher's findings contribute to the literature significantly by providing new knowledge to the never before researched realities of these women and by connecting the sociology framework of intersectionality to the realm of sport, creating a bridge of construction in research.

Recommendations

Future recommendations to build off this study are as follows. First, interviewing the athletic administrators to find out what intersectionality means to them, and how that definition guides their work life would be an interesting future direction. The participants provided valuable insight into what they feel their multiple roles are at their position, if any, which was insight that helped deepen their responses. Better understanding of the intersectionality, they briefly mentioned, would help add to the body of literature in areas such as race, diversity, and work expectations. In turn this may aid to more students and professionals becoming more informed on the minority perspective in the realm of sport administration. As previously mentioned research suggests women and people of color are the least represented in collegiate athletic administration (Lapchick,2012).

Second, further exploring the specific factors that were mentioned in the study such as race, mentoring, etc. and how they affect other African-American women in a different department and/ or in the same department but a different role would be helpful to see the potential similarities and differences would add more minority and female perspectives to the literature

of sport and intersectionality. Historically, studies have not been conducted on minority women in sport and their story being told in their own words, the stories told were very minimal; just a sneak peek (Simpkins, 2019). Many minority women in sport administration have in depth stories to share about their experiences and challenges in this sector and knowing this would help organizations and institutions during such a racially divided time as now.

Closing Remarks

The purpose of this study was to explore the experiences to African-American women who identify as Division I HBCU athletic administrators. As mentioned previously, African-American women athletic administrators are small in numbers, often overlooked, and doubted to be effective leaders in the sport culture based off of gender and racial ideologies (Wicker, 2008). It is the researcher's intention that these narratives will serve as an aid and mentoring tool for sport organizations and athletic administrations in the diversity and growth of women and minoritized groups. In completing this comprehensive project, the researcher hopes that people who ordinarily would label or judge minorities, specifically African-American women in college sport administration would see them for the gems they really are, the cornerstone to sport administrations, organizations, and even in their own personal life. The researcher also hopes this catches the attention of those non-academics who would normally pass over such a study. Furthermore, the researcher aims to attract the organizations and athletic administrations that are supposed to be acknowledging and uplifting these African-American women to break the barriers in front of them and use their voice for the continual uplift of other minority and women in sport. It is the responsibility of all of us in the sport realm to notice those that are silenced, marginalized and underrepresented and uplift, amplify, and advocate for their expe-

riences, wealthy knowledge and journeys being told. African-American women in college athletic administration women ALWAYS “come out of the kitchen with their aprons on”, ready to balance their intersectionality accordingly, it is only right that they feel our presence, support, and love all around them.

References

- About The MEAC. (May 2021). Mid-Eastern Athletic Conference (MEAC). Retrieved from http://www.meacsports.com/ViewArticle.dbml?DB_OEM_ID=20800&ATCLID=1591845
- Acosta, R., & Carpenter, L. (2001). Women in intercollegiate sport: A longitudinal study-thirteen-year update, 1977-1990. Unpublished manuscript, Brooklyn College at New York.
- Acosta, R., & Carpenter, L. (2002). Women in intercollegiate sport: a longitudinal Study-twenty-five-year update, 1977-2002. Unpublished manuscript, Brooklyn, College at New York.
- Acosta, R.V. & Carpenter, L.J. (2006). Women in intercollegiate sport: A longitudinal national study twenty-nine-year update 1977-2006. Retrieved May 24, 2006, from http://www.nacwaa.org/images/pdf/AC_29YearStudy.pdf.
- Acosta, R.V., & Carpenter, L.J. (2010). Women in intercollegiate sport: A longitudinal study – twenty-five-year update, 1977-2002. Brooklyn, NY: Brooklyn College, Department of Physical Education.
- Aguirre, A., Hernandez, A., & Martinez, R. (1994). Perceptions of the workplace: Focus on minority women faculty. *Initiatives*, 53, 41-50.
- Amanchkwu, R., Stanley, G., & Ololube, N. (2015). A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. *Scientific and Academic Publishing*, 5(1), 6-14.
- Armstrong, K. L. (2002). An examination of the social psychology of Blacks 'consumption of sport.

- Armstrong, K. L. (2007). The nature of Black women's leadership in community recreation sport: An illustration of Black feminist thought. *Women in Sport and Physical Activity Journal*, 16(1), 3–15. *Journal of Sport Management*, 16, 267–288.
- Armstrong LE. (2014). Diversity considerations of the career pathways of athletic directors. *Research Quarterly for Exercise and Sport*, 85(S1), A106.
- Armstrong, K., & O'Bryant, C. (2007). Women of color. In M.A. Hums, G.G. Bower, & H. Grappendorf (Eds.), *Women as leaders in sport: Impact and influence* (pp. 269–298). Oxon Hill, MD:AAHPERD Publications.
- Ashmore, R.D., Del Boca, F.K. Sex stereotypes and implicit personality theory: Toward a cognitive—Social psychological conceptualization. *Sex Roles* 5, 219–248 (1979).
<https://doi.org/10.1007/BF00287932>
- Barnes, J. C. (2020). *Same players, different game: An examination of the commercial college athletics industry*. Albuquerque: University of New Mexico Press.
- Bateson, M.C. (1989). *Composing a life*. New York: Athletic Monthly Press, 1989.
- Baxter, J., & Wright, E. O. (2000). The glass ceiling hypothesis: A comparative study of the United States, Sweden, and Australia. *Gender & Society*, 14, 277-294.
- Bem, S. L. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological Review*. 88. 354-364.
- Berger, P., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. New York, NY: Anchor Books.
- Bernhard, L. (2015). *Toward a Better Understanding: Three Studies on Diversity in Intercollegiate Athletics* (Doctoral dissertation,UCLA).

- Biernacki, P. & Waldorf, D., (1981). Snowball sampling: Problems and techniques of chain referral sampling, *Sociological Methods & Research*, 10, 141-163.
- Bobbitt-Zeher, D. (2011). Gender discrimination at work: connecting gender stereotypes, institutional policies and gender composition of the workplace. *Gender & Society*, 25(6), 764–786. <http://dx.doi.org/10.1177/0891243211424741>
- Bogdan, R. C., & Biklen, S. K. (2007). Data analysis and interpretation. In *Qualitative research for education: An introduction to theories and methods* (5th ed., pp. 159-197). Boston, MA: Pearson Education.
- Bonawitz, M. & Andel, N. (2009). The glass ceiling is made of concrete: The barriers to promotion and tenure of women in American Academia. *Forum on Public Policy*, pp. 1-16.
- Bonvillain, N. (1993). *Language, culture, and communication: The meaning of messages*. New Jersey: Prentice Hall.
- Borican, J. (1963). The role of the negro colleges. In A. S. Young (Ed.), *Negro firsts in sports* (pp. 88-97). Chicago, IL: Johnson Publishing Company, Inc.
- Borland, J. F., & Bruening, J. E. (2010). Navigating barriers: A qualitative examination of the under-representation of Black females as head coaches in collegiate basketball. *Sport Management Review*, 13(4), 407–420.
- Bracey, E. (2017). The significance of historically black colleges and universities (HBCUs) in the 21st century: Will such institutions of higher learning survive? *American Journal of Economics & Sociology*, 76, 670–696.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

- Braun, V., Clarke, V. & Weate, P. (2016). Using thematic analysis in sport and exercise research. In B. Smith & A. C. Sparkes (Eds.), *Routledge handbook of qualitative research in sport and exercise* (pp. 191-205). London: Routledge.
- Brown II, M. C., & Yates, T. M. (2005). Toward an empirical corpus of literature on historically black colleges and universities. *American Journal of Education*, 112(1), 129-137.
- Burgess, N. J. (1997). Tenure and promotion among African American women in the academy: Issues and strategies. In L. Benjamin (Ed.), *Black women in the academy: Promises and perils*. (pp. 227-234). Gainesville, FL: University Press of Florida.
- Burnette, R.C. (2016). The underrepresentation of African American women in roles of leadership in collegiate athletic departments. Doctoral dissertation, Alliant International University.
- Burton, L.J. (2015). Underrepresentation of women in sport leadership: A review of research. *Sport Management Review*, 18(2), 155–165.
- Burton, L.J., Grappendorf, H., & Henderson, A. (2011). Perceptions of gender in athletic administration: Utilizing role congruity (potential) prejudice against women. *Journal of Sport Management*, 25, 36-45.
- Burton, L.J. & Parker, H.M. (2010). Gender typing in management: Evaluation of managerial subroles for sport. *Advancing Women in Leadership Journal*, 30(11).
- Buzubis, EE. (2015). Barriers to leadership in women's college athletics. In E. Comeaux (Ed.), *Introduction to collegiate athletics*. Baltimore, MD: Johns Hopkins University Press, 10.

- Campuzano Mariela V., "Force and Inertia: A Systematic Review of Women's Leadership in Male-Dominated Organizational Cultures in the United States," *Human Resource Development Review* (2019): p. 2.
- Carnegie Commission (1973). *Opportunities for Women in Higher Education*. New York: McGraw-Hill.
- Carter-Francique, A. R., & Olushola, J. (2016). Women coaches of color. In N. M. Lavoie (Ed.), *Women in Sports Coaching* (pp. 81–94). New York, NY: Routledge
- Catalyst, *Quick Take: Women in Male-Dominated Industries and Occupations* (February 5, 2020).
- Cha, Y. (2013). Overwork and the persistence of gender segregation in occupations. *Gender & Society*, 27. Retrieved January 31, 2013, from PsycARTICLES database. <http://dx.doi.org/10.1177/0891243212470510>
- Chamberlain, M. K., (Ed.) (1991). *Women in academe: Progress and prospects*. New York: Russell Sage Foundation.
- Cheeks, G., & Carter-Francique, A. (2015). HBCUs versus HWCUS: A critical examination of institutional distancing between athletic programs. *Race, Gender & Class*, 22(1), 23-35.
- Cianfrone, B. A., Pitts, B. G., Zhang, J. J., Byrd, C., & Drane, D. D. (2010). A market segmentation analysis of Historically Black College and University "Classic" attendees. Presentation at the 2010 North American Society for Sport Management.
- Clandinin, D. J. (2013). *Developing qualitative inquiry. Engaging in narrative inquiry*. Left Coast Press.

- Clandinin, D. J., Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Clandinin, D. J., & Huber, J. (2010). Narrative inquiry. In B. Perterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 6, pp. 436–441). Oxford, England: Elsevier.
- Coakley, J. (2009) *Sports in society: Issues and controversies*. New York: McGraw-Hill.
- Collins, P. H. (1990, 2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Philadelphia: Taylor and Francis.
- Connell, R. W. (2013). *Gender and power: Society, the person and sexual politics*. John Wiley & Sons.
- CONNELL, R., & MESSERSCHMIDT, J. W. (2005). HEGEMONIC MASCULINITY. *GENDER & SOCIETY*, 19(6), 829-859.
- Connelly, F. M. and Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *American Educational Research Association*, 19(5), 2-14.
- Cox, T. (1990). The multicultural organization. *Academy of Management Executive*, 5(2), 34–47.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241–1299.
- Creswell, J.W. (2009). Research design: Qualitative, quantitative, and mixed methods approach. *Journal of Leadership & Organizational Studies*, 20, 149-155.
- Cuneen, J., & Sidwell, M. (2007). Differences On the Job for Female And Male Sport Management Interns. *Sport Management Education Journal*, 1, 1-17.

- Cunningham, G. B. (2007). *Diversity in sport organization*. Scottsdale, AZ: Holcomb Hathaway, Publishers.
- Cunningham, G. B. (2008). Creating and sustaining gender diversity in sport organizations. *Sex Roles*, 58(1–2), 136–145.
- Cunningham, G. B. (2012). Occupational segregation of African Americans in intercollegiate athletics administration. *Wake Forest JL & Pol'y*, 2, 165.
- Cunningham, G. B., & Rivera, C. A. (2001). Structural designs within American intercollegiate athletic departments. *The International Journal of Organizational Analysis*, 9(4), 369-390.
- Cunningham, G. B., & Sagas, M. (2005). Access discrimination in intercollegiate athletics. *Journal of Sport and Social Issues*, 29(2), 148–163.
- Damon, W. (1977). *The social world of the child*. San Francisco: Jossey-Bass.
- Davidson, L., & Gordon, L. K. (1979). *The sociology of gender*. Chicago: Rand McNally.
- Davis, D. R. and Maldonado, C. (2015). Shattering the glass ceiling: The leadership development of African American women in higher education. *Advancing Women in Leadership*, 35, 48-64.
- Dean, D.R., Bracken, S.J., & Allen, J.K. (2009). *Women in academic leadership: Professional strategies, personal choices*. Sterling, VA: Stylus Publishing.
- Diacin, M. J., & Lim, S. Y. (2012, November 21). Female Representation within Intercollegiate Athletics Departments. United State Sports Academy, 1-19. Retrieved November 22, 2016, from <http://thesportjournal.org>
- Douvan, E., & Adelson, J. (1966). *The adolescent experience*. New York: Wiley.
- Duberman, L. (1975). *Gender and sex in society*. New York: Praeger.

- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice towards female leaders. *Psychological Review*, 10(3), 573-598.
- Earwood-Smith, G., Jordan-Cox, C.A., Hudson, G., & Smith, M.U. (1990). Women making it to the top as chief student affairs officers. *NASPA Journal*, 27, 299-305.
- Eccles, J., & Hoffman, L. (1984). Sex roles, socialization, and occupational behavior. In H. W. Stevenson & A. E. Siegel (Eds.), *Research in child development and social policy: Vol. 1. Child development research and social policy*. Chicago: University of Chicago Press.
- Elliot, K. (2019). ADMINISTRATOR PERCEPTIONS OF THE ORGANIZATIONAL EFFECTIVENESS AND FINANCIAL CONDITIONS OF HISTORICALLY BLACK COLLEGE AND UNIVERSITY ATHLETIC DEPARTMENTS. https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1029&context=kin_health_diss.
- Elliott, K. P. & Kellison, T. (2018). College athletic revenue (Research report).
- Estler, S.E., & Nelson, L. J. (2005) *Who calls the shots: Sports & university leadership*. Hoboken, NJ: Wiley Company.
- Estrada, L.G., Lugo, S., Olmeda, R. (2016). Women in NCAA athletic administration positions after Title IX. *International Journal of Physical Education, Sports and Health*. Vol. 3, No.1, Part D.
- Evans, N. J., & Kuh, G.D. (1983). Getting to the top: A profile of the chief student affairs officers. *NAWDA Journal*, 46 (3), 18-22.
- Farmer, H., & Sidney, J. S. (1985). Sex equity in career and vocational education. In S. Klein (Ed.), *Handbook for achieving sex equity through education* (pp. 338-359). Baltimore, MD: Johns Hopkins University Press.

- Federal Glass Ceiling Commission. (1995). Good for business: Making full use of the nation's human capital. U.S Department of Labor.
- Festle, M.J. (1996). *Playing nice: Politics and apologies in women's sports*. New York: Columbia University Press.
- Fink, J. S., Pastore, D. L., & Riemer, H. A. (2003). Managing Employee Diversity: Perceived Practices and Organisational Outcomes in NCAA Division III Athletic Departments. *Sport Management Review*, 6(2), 147-168. doi:10.1016/s1441-3523(03)70057-6
- Fleisher, A. A, Goff, B. L., & Tollison, R.D. (1992). *The National Collegiate Athletic Association: A study in cartel behavior*. Chicago, IL: University of Chicago.
- Fleming, J. (1984). *Blacks in college*. San Francisco, CA: Jossey-Bass Publishers.
- Franklin v. Gwinnett County public schools. (n.d.). Retrieved April 27, 2021, from <https://www.britannica.com/topic/Franklin-v-Gwinnett-County-Public-Schools>
- Frontiera, J. (2009). Leadership and Organizational Culture Transformation in Professional Sport. *Journal of Leadership & Organizational Studies*, 17(1), 71-86.
- Galloway, B. J. (2012). The Glass Ceiling: Examining the Advancement of Women in the Domain of Athletic Administration. 51-61.
- García Johnson CP and Otto K (2019) Better Together: A Model for Women and LGBTQ Equality in the Workplace. *Front. Psychol.* 10:272. doi: 10.3389/fpsyg.2019.00272
- Gavora, J. (2002). Tilt! Time's up for Title IX sports [Electronic version]. *The American Spectator*, 64-68.
- Giegerich, S. (2004). Women represent majority of college students, minority of tenured faculty and administrators. The Associated Press, February 17, 2004.

- Geertz, C. (1973). *The Interpretation of Cultures*. New York, NY: Basic Books.
- Gentile, D. (2019). *Athletic Administration for College, High School, Youth, and Club Sport*. Jones & Bartlett Learning.
- Gergen, K. (2005). *An invitation to social construction*. Thousand Oaks, CA: Sage.
- Germain, M.-L., Herzog, M. J. R., & Hamilton, P. R. (2012). Women employed in male-dominated industries: Lessons learned from female aircraft pilots, pilots-in-training and mixed-gender flight instructors. *Human Resource Development International*, 15(4), 435–453. <https://doi.org/10.1080/13678868.2012.707528>
- Grappendorf, H., & Lough, N. (2004). *Reaching for the top? Senior Women Administrator: Profiles and career aspirations*. Salem, Massachusetts: Salem State College. Albuquerque, NM: New Mexico University.
- Graves, S. (1990). A case of double jeopardy? Black women in higher education. *Initiatives*, 53 (1), 3-8.
- Hartmann, H. (2010). Capitalism, patriarchy and job segregation by sex. In J. Goodman (Ed.), *Global perspectives on gender and work: Readings and interpretations*, (pp. 54–62). Plymouth: Rowman & Littlefield Publishers Inc. PMID:20189258
- Hawkins, M. A., & Saleem, F. Z. (2012). The omnipresent personal narrative: Story formulation and the interplay among narratives. *Journal of Organizational Change Management*, 25(2), 204-219.
- Haydon, G., Browne, G., & Riet, van der (2018). Narrative inquiry as a research methodology exploring person centered care in nursing. *Collegian*, 25(1), 125-129.

- Hegewisch, A. & Tesfaselassie, A. Fact Sheet: The Gender Wage Gap by Occupation 2018 and by Race and Ethnicity (Institute for Women's Policy Research, April 2, 2019).
- Hicks, J. (2012). Opinion piece: gender transformation in the workplace. Commission for Gender Equality. Downloaded from www.cge.org.za on 6 February 2013.
- Hine, D. C., Hine, W. C., & Harrold, S. (2006). *The African American odyssey: Since 1965* (Third Edition, Vol. 2). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hoffman, J. L. (2011). Inside the huddle: Gender stereotyping work among senior-level women athletic administrators. *International Journal of Sport Management*, 12(3), 255–274.
- Hollomon, N. (2015). Perceived barriers for ethnic minority females in collegiate athletic careers: Barriers report ethnic minority females. National Collegiate Athletic Association.
- Holmes, S. L. (1999). *Black women academicians speak out: Race, class, and gender in narratives of higher education*. Unpublished doctoral dissertation, Iowa State University, Iowa.
- Hoose, P. M. (1989). *Necessities: Racial barriers in American sports*. New York: Random House.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. Sage.
- Jackson, P. L. (2018). *Barriers Encountered by African American Women Seeking Leadership Positions in Collegiate Athletic Administration* (Doctoral dissertation, Northcentral University).
- Joyce, M. (2015) Using narrative in nursing research. *Nursing Standard*, 29(38), 36-41.

- Kagan, J. (1964). Acquisition and significance of sex typing and sex role identity. In M. L. Hoffman & L. W. Hoffman (Eds.), *Review of child development research: Vol. 1* (pp. 137-167). New York: Russell Sage Foundation. 015) Using narrative in nursing research. *Nursing Standard*, 29(38), 36-41.
- Kim, J. (2016). *Understanding narrative inquiry*. Thousand Oaks, CA: SAGE Publications, Inc. doi:10.4135/9781071802861.
- King, D. K. (1988). Multiple jeopardy, multiple consciousness: The context of a Black feminist ideology. *Signs: Journal of Women in Culture and Society*, 14(1), 42-72.
- Klein, S. S. (1985). *Handbook for achieving sex equity through education*. Baltimore, MD: Johns Hopkins University Press.
- Kohlberg, L. (1966). A cognitive-developmental analysis of children's sex-role concepts and attitudes. In E. E. Maccoby (Ed.), *The development of sex differences* (pp. 82-173). Stanford, CA: Stanford University Press.
- Kramp, M. K. (2004), Exploring life and experience through narrative inquiry. In K. deMarrais, S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and social sciences* (pp. 103-121). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kreuzer, Barbara Katherine, "Women and Leadership: The Effect of Gender, Gender-Role Orientation, Socioeconomic Status, and Parental Influence on Women's Aspirations to Leader Roles" (1992). *Dissertations*. 1922. <https://scholarworks.wmich.edu/dissertations/1922>.
- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: CA. Sage.

- Lapchick, R. (2009). The 2009 racial and gender report card. Retrieved on May 13 2010, Web retrieved from University of Central Florida, The Institute of Diversity & Ethics in Sport Site; <http://web.bus.ucf.edu/sportsbusniess>.
- Lapchick, R. (2011). The 2011 racial and gender report card. University of Central Florida, The Institute of Diversity & Ethics in Sport Site; <http://web.bus.ucf.edu/sportsbusiness>.
- Lapchick, R. (2019). The 2019 college racial and gender report card. Espn. https://www.espn.com/college-sports/story/_/id/29262526/the-2019-college-racial-gender-report-card.
- Lapchick, R. University of Central Florida (2001). *Smashing Barriers: Race and Sport in the New Millenium* (Updated ed.). Madison Books.
- Lasota, M. J. (2020). *The Role of Mentorship in Achieving NBA Success: Narratives Told by Nine Naismith Memorial Basketball Hall of Fame Inductees*.
- Lawrence, P.R. (1987). *Unsportsmanlike conduct: The National Collegiate Athletic Association and the business of college football*. New York, NY: Prager Publishers.
- LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of educational research*, 52(1), 31-60.
- Leeds, M. A., & von Allmen, P. (2005). *The economics of sports*. Boston, MA: Pearson Education Inc.
- LeMelle, T. J. 2002. The HBCU: Yesterday, today and tomorrow. *Education* 123 (1) (Fall): 23.
- Lindlof, T. R. & Taylor, B. C. (2011). *Qualitative Communication Research Methods* (3rd Ed.). Los Angeles, CA: Sage.

- Locksley, A., & Douvan, E. (1979). Problem behaviors in adolescents. In E. L. Gombert & V. Franks (Eds.), *Gender and disordered behavior: Sex differences in psychopathology* (pp.71-100). New York: Brunner-Mazel.
- Long, J. (1997). Mentoring for school-based teacher education in Australia. *Mentoring and Tutoring*, 4(3), 11-18.
- Long, Patricia Randall, "Living Alongside: A Narrative Inquiry into the Impact of Reflective Practice Training in Real Life." PhD diss., University of Tennessee, 2016.
https://trace.tennessee.edu/utk_graddiss/3718
- Lucas, J. A. & Smith, R. A. (1978). *Saga of American Sport*. Lea and Febiger, Philadelphia.
- Lucas, J. A. & Smith, R. A. (1985). *Women's sport: A trial of equality*. From Howell, Reet (Ed.) (1982). *Her sport in sport: A historical anthology of women sports*. Leisure Press, West Point, New York.
- Lynch, M.W. (2001). Title IX's pyrrhic victory [Electronic version]. *Reason*, 32(11): 28- 36.
- Marini, M. M., & Greenberger, E. (1978). Sex differences in occupational aspirations and expectations. *Sociology of Work and Occupations*.5.147-178.
- Martin, P., & Barnard, A. (2013). The experience of women in male-dominated occupations: A constructivist grounded theory inquiry. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 39(2), Art. #1099, 12 pages.
<http://dx.doi.org/10.4102/sajip.v39i2.1099>
- Mathur-Helm, B. (2006), "Women and the glass ceiling in South African banks: an illusion or reality?", *Women in Management Review*, Vol. 21 No. 4, pp. 311-326.

- McAdams, D. P. (2008). Personal narratives and the life story. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (pp. 242–262). New York, NY: Guilford Publications.
- McAndrews, P. (2012). Keeping score: How universities can comply with Title IX without eliminating men's collegiate athletic programs. *BYU Education and Law Journal*, 1, 111-140.
- McCartney, J. A. (2007). The underrepresentation of women in athletics leadership: A qualitative study of NCAA division II women coaches and administrators (Doctoral dissertation, Capella University).
- McDowell, J., & Carter-Francique, A. (2017). An intersectional analysis of the workplace experiences of African American female athletic directors. *Sex Roles*, 77(5-6), 393-408.
- McDowell, J., Cunningham, G. B., & Singer, J. N. (2009). The supply and demand side of occupational segregation: The case of an intercollegiate athletic department. *Journal of African American Studies*, 13(4), 431-454.
- McGrath, S. T. (1992). Here come the women! *Educational Leadership*, 45 (5), 62-65.
- McKay, N. Y. (1997). A troubled peace: Black women in the halls of the White academy. In L. Benjamin (Ed.), *Black women in the academy: Promises and perils*. (pp. 11-22). Gainesville, FL: University of Florida Press.
- Merriam, S. (2001). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mintzberg, H. (1979). *The Structuring of Organizations*. Pearson.
- Mitchell, M.C., & Egudo, M. (2003). A review of narrative methodology.

doi:10.1080/00970050.1978.10619386

- Moen, T. (2006). Reflections on the Narrative Research Approach. *International Journal of Qualitative Methods*, 5(4), 1–11.
- Moore, K. M. (1987). Women's access and opportunity in higher education: toward the twenty-first century. *Comparative Education*, 25 (1), 23-34.
- Moore, K. M. (1990). Creating strengths out of our differences: women and minority administrators. *New Directions for Higher Education*, 72, 89-98.
- Moses, Y. T. (1997). Black women in academe: Issues and strategies. In L. Benjamin (Ed.), *Black women in the academy: Promises and perils*. (pp. 23-37). Gainesville, FL: University Press of Florida.
- Mullins, L.J. (2010) *Management and Organizational Behaviour* (9th Edition) England: Pearson Education Ltd.
- Nasheeda, A., Haslinda, B. A., Krauss, S. E., & Ahmed, N. B. (2019). A narrative systematic review of life skills education: Effectiveness, research gaps, and priorities. *International Journal of Adolescence and Youth*, 24(3), 363-379.
- National Association for Girls and Women in Sport (n.d.). History. Retrieved June 6, 2006, from <http://www.aapherd.org/nagws/template.cfm?template=history.html>.
- N/a, N. (n.d.). III. ELEMENTS OF TITLE IX'S PROHIBITION AGAINST SEX DISCRIMINATION IN ATHLETICS. In National Women's Law Center (pp. 1-35).
- NCAA (2001a). Division IA facts and figures. Retrieved 15 December 2001, from http://www1.ncaa.org/membership/governance/division_I/fact_sheet_d1.html
- NCAA (2001b). Division III facts and figures. Retrieved 15 December 2001, from http://www1.ncaa.org/membership/governance/division_III/fact_sheet_d3.html
- NCAA. (2004). *NCAA Committee Membership Handbook*. Indianapolis, IN: Author.

- NCAA. (2004). *NCAA Gender Equity Race Demographics of NCAA Member Institutions' Athletics Personnel*. Indianapolis, IN: Author.
- NCAA.com. (2020, July 1). *NCAA.com – The Official Website of NCAA Championships*.
- National Center for Education Statistics (2017). Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=667>
- National Collegiate Athletic Association. (2016b). *Race and Gender Demographics: NCAA Member Institutions Personnel Report*.
- National Collegiate Athletic Association. (2017a). *Division I manual 2017–2018: Constitution, operating bylaws, administrative bylaws*. NCAA Educational Services: Indianapolis, IN.
- National Collegiate Athletic Association. (2017b). *Sport Sponsorship, Participation and Demographics Search [Data file]*. Retrieved from <http://web1.ncaa.org/rgdSearch/exec/main>.
- Nasheeda, A., Haslinda, B. A., Krauss, S. E., & Ahmed, N. B. (2019). A narrative systematic review of life skills education: Effectiveness, research gaps, and priorities. *International Journal of Adolescence and Youth*, 24(3), 363-379.
- Neyland, L. W. (1990). *Historically Black Land-Grant Institutions and the Development of Agriculture and Home Economics, 1890-1990*.
- Northouse, P. G. (2016). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage.
- Palmer, R., & Gasman, M. (2008). It takes a village to raise a child: The role of social capital in promoting academic success for African American men at a Black college. *Journal of College Student Development*, 49(1), 52-70.

- Parnther, C., Deranek, J., & Michel, S. (2015). IX and the Impact of Athletic Leadership. *The Hilltop Review*, 7(1), 8.
- Pasque, P. A., & Nicholson, S. E. (2011). Empowering women in higher education and student affairs. *Theory, Research, Narratives and Practice from Feminist Perspectives*.
- Pearson, C.S., Shavlik, D.L., & Touchton, J.G. (Eds.) (1989). *Educating the majority: Women challenge tradition in higher education*. New York: MacMillan.
- Perkins, L. B. (2018). An examination of historically black colleges and universities' (HBCU) intercollegiate athletic directors' utilization and effectiveness of resources to foster student-athlete academic success: A comparative case study analysis (Unpublished doctoral dissertation). Delaware State University. doi:5/8/2021
- Phelps, R. E. (1995). What's in a number? Implications for African American female faculty at predominately White colleges and universities. *Innovative Higher Education*, 19, 255-268.
- Pinnegar, S., & Daynes, G. J. (2007). Locating narrative inquiry historically: Thematics in the turn to narrative. In D. J. Chlandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 3-34). Thousand Oaks, CA: Sage Publications. doi: 10.4135/9781452226552.nl.
- Plunkett, W., & Attner. (1989). *Introduction to Management: 3rd Edition* (3rd ed.). PWS-KENT.
- Powers, S., Judge, L. W., & Makela, C. (2016). An investigation of destructive leadership in a Division I intercollegiate athletic department: Follower perceptions and reactions. *International Journal of Sports Science & Coaching*, 11(3), 297–311. <https://doi.org/10.1177/1747954116643636>.

- Prescott, J., & Bogg, J. (2011). Career attitudes of men and women working in the computer games industry. *Eludamos*, 5(1), 7–28.
- Price, T. (2015). *An Exploration of Black Women's Intersectionality in Context of Athletic Administration* (Doctoral dissertation, Middle Tennessee State University).
- Quarterman, J. (1992). *Characteristics of athletic directors at historically black colleges and universities*.
- Randall, K.P., Daugherty, P., & Globetti, E. (1995). Women in higher education: Characteristics of the female senior student affairs officer. *College Student Affairs Journal*, 14, 17-23.
- Renelique, S. M. (2020). *The Underrepresentation of Women of Color in Senior Management Athletic Administration at NCAA Division I Institutions* (Order No. 27838125). Available from ProQuest Dissertations & Theses Global. (2434077766). <http://libproxy.unm.edu/login?url=https://www-proquest-com.libproxy.unm.edu/dissertations-theses/underrepresentation-women-color-senior-management/docview/2434077766/se-2?accountid=14613>
- Robert, D., & Shenhav, S. (2014). Fundamental assumptions in narrative analysis: Mapping the field. *Qualitative Report*, 19(38), 1-17.
- Roebuck, J. B., & Murty, K. B. (1993). *Historically Black colleges and universities: Their place in American higher education*. Westport, CT: Bergin and Garvey.
- Rosette, A. S. & Livingston, R. W. (2012). Failure is not an option for black women: Effects of organizational performance on leaders with single versus dual- subordinate identities. *Journal of Experimental Social Psychology*, 48(5), 1162- 1167.
<https://doi.org/10.1016/j.jesp.2012.05.002>

- Ross, S. R., & Parks, J. B. (2008). Sport management students' attitudes toward women: a challenge for educators. *Sport Management Education Journal*, 2(1), 1-18.
- Sandeen, A. (1991). *The chief student affairs officer*. San Francisco: Jossey-Bass.
- Sandler, B. (1993). *Women faculty at work in the classroom, or, why it still hurts to be a woman in labor*. Washington, DC: Center for Women Policy Studies.
- Solomon, B. (1985). *In the company of educated women: A history of women and higher education in American*. New Haven, CT: Yale University Press.
- Sandy, Robert & Sloane, Peter & Rosentraub, Mark. (2004). *The Economics of Sport: An International Perspective*. 10.1007/978-0-230-37403-4.
- Santrock, J. W. (2007). *A Topical Approach to Life-Span Development*. New York, NY: McGraw-Hill.
- Sartore, M. L., & Cunningham, G. B. (2007). Explaining the underrepresentation of women in leadership positions of sport organizations: A symbolic interactionist perspective. *Quest*, 59: 244–265.
- Schaefer, R. T. (2005). *Sociology*. (9th Ed). New York, NY: McGraw-Hill.
- Schein, V. E. (2001). A global look at psychological barriers to women's progress in management. *Journal of Social Issues*, 57, 675-688.
- Schneider, R.C., Stier, W.F., Jr, Henry, T.J., & Wilding, G.E. (2010). Senior women administrators' perceptions of factors leading to discrimination of women in intercollegiate athletic departments. *Journal of Issues in Intercollegiate Athletics*. Retrieved from [http://csrijia.org/documents/pulications/research_articles/2010/JIIA_2010_3_2_16-34%20SWA, %20Discrim%20Manu.pdf](http://csrijia.org/documents/pulications/research_articles/2010/JIIA_2010_3_2_16-34%20SWA,%20Discrim%20Manu.pdf) 32

- Senne, J. A. (2016, February 26). Examination of Gender Equity and Female Participation in Sport. *The Sport Journal*. Retrieved November 22, 2016.
- Sewell, W. H., & Orenstein, A. M. (1964). Community of residence and occupational choice. *American Journal of Sociology*. 70. 551-563.
- Simpkins, E. (2019). *Black Women in Sport Leadership: An Exploration of the Sport Intersectional Model of Power (SIMP) (Doctoral dissertation)*.
- Smith, M.D. (2005). *Women in athletic administration: "A time for change!" Factors affecting the career paths of female administrators and directors of intercollegiate athletics (Doctoral dissertation, Ohio University)*. Retrieved June 1, 2006, from ProQuest Digital Dissertations database. (AAT 3195908).
- Smith, M & Wrynn, A. (2013). *Women in the 2012 Olympics and Paralympic games: An analysis of participation and leadership opportunities*. Ann Arbor, MI: SHARP Center for Women and Girls. Retrieved from <http://www.womenssportsfoundation.org/en/home/research/sharp-center>.
- Sparkes, A. C., & Smith, B. (2014). *Qualitative research methods in sport, exercise, and health: From process to product*. New York: Routledge.
- Spears, B. & Swanson, R. A. (1983). *History of sport and physical activity in the united states*. W.C. Brown Company, Dubuque, Iowa.
- Spradley, J. (1979). Asking Descriptive Questions. In J. Spradley, (Ed.), *The Ethnographic Interview*, 44-61. Wadsworth Group.
- Sprain, Leah & Boromisza-Habashi, David. (2013). The Ethnographer of Communication at the Table: Building Cultural Competence, Designing Strategic Action. *Journal of Applied Communication Research*. 41. 10.1080/00909882.2013.782418.

- Starsia, G. (2010). Strategic Planning in Higher Education: An Examination of Variation in Strategic Planning Practices and Their Effect on Success in NCAA Division I Athletic Departments. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.
- Stone, G. W., Cort, K. T., & Nkonge, J. (2012). An exploratory model of the antecedent factors contributing to fan support/attendance at HBCU basketball games. *Atlantic Marketing Journal*, 1(1), 15–30.
- SWAC History. (May 2021). Southwestern Athletic Conference (SWAC). Retrieved from http://www.swac.org/ViewArticle.dbml?DB_OEM_ID=27400&ATCLID=205246152
- Teel, K.A. (2005). A study of the female athletic directors at NCAA Division I and Division II institutions (Doctoral dissertation, Baylor University). Retrieved June 1, 2006, from ProQuest Digital Dissertations database. (AAT 3181915)
- Thomas, K. (2011, April). College teams, relying on deception, undermine gender equity. *New York Times*. Retrieved from <https://www.nytimes.com/2011/04/26/sports/26titleix.html>
- Thornton, Patricia & Lounsbury, Michael. (2012). The Institutional Logics Perspective: A New Approach to Culture, Structure andcess.10.1093/aprof:oso/9780199601936.001.0001.
- Tiell, B. (2005). Gendered Career Paths in Intercollegiate Athletics. Retrieved, March 1, 2006 from <http://bruno.tiffin.edu/btiell/WLS/SWA%20Reserach/Gendered%20Career%20Pa%20ths.html>

- Tinsley, A. (1985). Upward mobility for women administrators. *NAWDAC Journal*, 49 (1), 3-11.
- Tinsley, A., Secor, C., & Kaplan, S. (Eds.) (1984). *Women in higher education administration*. San Francisco: Jossey-Bass.
- Title IX, Education amendments of 1972. (n.d.). Retrieved January 26, 2006, from the U.S. Department of Labor Web site: <http://www.dol.gov/oasam/regs/statutes/titleix.htm>.
- Touchton, J.G., & Davis, L. (1991). *Fact book on women in higher education*. New York: McMillan.
- Turner, C. V., Myers, S. L., & Creswell, J. W. (1999). Exploring underrepresentation: The case of faculty of color in the Midwest. *The Journal of Higher Education*, 70, 27-59.
- Walker, N. A., & Bopp, T. (2010). The Underrepresentation of Women in the Male-Dominated Sport Workplace: Perspectives of Female Coaches. *Journal of Workplace Rights*, 15(1),47-64. doi:10.2190/wr.15.1. d
- Walker, N. A., & Melton, E. N. (2015). The tipping point: The intersection of race, gender, and sexual orientation in intercollegiate sports. *Journal of Sport Management*, 29(3), 257–271.
- Walters, B. (1992, March 13). Survey of schools show stereotypes still exist. *Kalamazoo Gazette*. p.B3.
- Warner, R., & DeFluer, L. B. (1993). Career paths of women in higher education administration. In P. T. Mitchell (Ed.), *Cracking the wall: Women in higher education administration*. (pp.3-18). Washington, DC: College and University Personnel Association.

- Watson, L. W. (2001). In their voices: A glimpse of African American women administrators in higher education. *National Association of Student Affairs Professionals Journal*, 4, 7-16.
- Whisenant, W. A. Pedersen, P. M., and Obenour, B. L. (2002). Success and gender: Determining the rate of advancement for intercollegiate athletic directors. *Sex Roles*, 47, 485-491.
- Wicker, I. L. (2008). African American women athletic administrators: Pathway to leadership positions in the NCAA a qualitative analysis.
- Wiggins, D. K. (2000). Critical events affecting racism in athletics. In D. Brooks & R. Althouse (Eds.), *Racism in college athletics: The African American athlete's experience* (Second ed., pp. 15-36). Morgantown, WV: Fitness Information Technology.
- Wilson, J. (1990). Moving in and moving up: women in higher education in the 1990's. *New Directions for Higher Education*, 70, 67-72.
- Wolfman, B. R. (1997). Light as from a beacon: "African American women administrators in the academy." In Lois Benjamin (Ed.), *Black women in the academy: Promises and perils*. (pp. 158-167). Gainesville, FL: University of Florida Press.
- Wright, E. O., Baxyer, J., & Birkelund, G. E. (1995). The gender gap in workplace authority: A cross-national study. *American Sociological Review*, 60, 407- 435.
- Wright, C., Eagleman, A.N., & Pedersen, P.M. (2011). Examining leadership in intercollegiate athletics: A content analysis. *International Journal of Physical Education, Sports and Health of NCAA Division I athletic directors*. *Sport Management International Journal*. 2011; 7:35-52. <http://dx.doi.org/10.4127/ch.2011.0057>

Wushanley, Y. (2004). *Playing nice and losing: The struggle for control of women's intercollegiate athletics, 1960-2000*. Syracuse University Press.

Yiamouyiannis, A., & Osborne, B. (2012). Addressing Gender Inequities in Collegiate Sport. *SAGE Open*, 2(2), 215824401244934. <https://doi.org/10.1177/2158244012449340>

Zimbalist, A. (2003). What to do about Title IX. *Gender Issues*, 21(2), 55-59.