

THE RELATIONSHIP BETWEEN LEADERSHIP FRAMES OF ATHLETIC DIRECTORS
AND THE PRESENCE OF BEST PRACTICES FOR IMPLEMENTATION OF
TRANSGENDER INCLUSION POLICIES AT NCAA INSTITUTIONS

A Dissertation

by

KAYLEIGH J. MCCAULEY

BS, University of New England, 2007
MS, East Stroudsburg University, 2009

Submitted in Partial Fulfillment of the Requirements for the Degree of

DOCTOR of EDUCATION

in

EDUCATIONAL LEADERSHIP

Texas A&M University-Corpus Christi
Corpus Christi, Texas

December 2014

UMI Number: 3665250

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3665250

Published by ProQuest LLC (2014). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

© Kayleigh Jean McCauley

All Rights Reserved

December 2014

THE RELATIONSHIP BETWEEN LEADERSHIP FRAMES OF ATHLETIC DIRECTORS
AND THE PRESENCE OF BEST PRACTICES FOR IMPLEMENTATION OF
TRANSGENDER INCLUSION POLICIES AT NCAA INSTITUTIONS

A Dissertation

by

KAYLEIGH J. MCCAULEY

This dissertation meets the standards for scope and quality of
Texas A&M University–Corpus Christi and is hereby approved.

Randall Bowden, PhD
Chair

Kamiar Kouzekanani, PhD
Committee Member

Randy Bonnette, EdD
Committee Member

Thomas Naehr, PhD
Graduate Faculty Representative

December 2014

ABSTRACT

In September of 2011, the National Collegiate Athletic Association (NCAA) announced the approval of the *Policy on Transgender Inclusion*. The NCAA published a handbook, which detailed the policy, policy interpretation, and best practice resources for implementation. The study examined the relationship of athletic directors' leadership frames to the presence of best practices for implementation of transgender inclusion policies at colleges and universities with NCAA athletics.

The study employed a correlational research design. The independent variables were the four leadership frames of athletic directors and the outcome measure was the presence of the best practices for implementing transgender inclusion policies. The participants were recruited from active member NCAA schools. In 2013, the NCAA reported that there were 1,066 active member schools; 340 in Division I, 290 in Division II, and 436 in Division III. All athletic directors, who served at active NCAA member schools as of March 2014, were invited to participate in the study, 119 athletic directors responded.

Results indicated participants were most likely to use leadership behaviors associated with the *human resource frame*, and least likely to use leadership behaviors associated with the *political frame*. Post hoc analyses showed that, with the exception of the *structural frame* vs. *human resource frame* and the *political frame* vs. *symbolic frame*, all pairwise comparisons were statistically significant. Multivariate analysis of variance showed no statistically significant differences among the three NCAA Divisions and between private and public institutions. Examination of the unique and combined contributions of the four leadership frames in explaining the variation in the outcome measure revealed that none was statistically significant.

While the four frames all provide a greater insight into the general behaviors of athletic directors, they do not necessarily help us to understand the extent to which best practices for implementation of the NCAA *Policy on Transgender Inclusion* is present in intercollegiate athletic departments. The infancy of the NCAA *Policy on Transgender Inclusion* may be a factor in the results of this study, however that should not prevent administrators from protecting the rights of student athletes and creating the most inclusive environment for athletic participation possible.

DEDICATION

I dedicate my dissertation to the late Dr. Caroline Sherritt. May your spirit and passion for higher education live on through the work of your students whom you inspired.

ACKNOWLEDGEMENTS

Thank you to my committee for your tireless efforts, which guided me through this process; Dr. Randall Bowden, Dr. Kamiar Kouzekanani, Dr. Randy Bonnette, and Dr. Thomas Naehr. Dr. Bowden, thank you for jumping on board and ensuring that one day my efforts would indeed initiate change in intercollegiate athletics and higher education. Dr. Kouzekanani, thank you for your consistent constructive feedback and motivation to strive to be a better student and researcher. Dr. Bonnette, thank you for assisting in my exploration of leadership within athletics, and for always being a great source of energy.

Thank you to my faculty, from Texas A&M University – Corpus Christi, East Stroudsburg University, and the University of New England, who supported me throughout this process. Dr. Kakali Bhattacharya for compelling me to explore my own subjectivity, in relation to sexual orientation, gender identity, gender expression, and research. Dr. Paula Parker who opened my eyes to critical issues within sport and society. Dr. Nancy Jo Greenawalt who has and always will be a great mentor, your stories and experiences involving Title IX will always be a driving force behind my actions as a professional and a researcher. Dr. Richard LaRue for encouraging me to pursue a career in intercollegiate athletics and sharing your passion for teaching, sport management, and life-long learning through both academics and recreation. Kim Allen, thank you so much for taking me under your wing when I was a twenty-year-old college kid with dreams of working in college athletics.

To the athletics staff at Texas A&M University – Corpus Christi and Lewis & Clark College, I will always be grateful for the support and encouragement you offered to me while working full-time pursuing my professional goals and attaining my doctoral degree. To the

countless student athletes who I have worked with over the years, thank you so much for inspiring me to be your voice when you are often silenced.

I recognize special acknowledgement to my family for loving me and always supporting my dreams. To my nieces and nephews, although you don't know it yet, thank you for inspiring me to achieve great things; it is for you that I chase my dreams and make them a reality in hope that you will one day achieve everything you dream of. To my mom and dad, without you I would not be the woman I am today, I hope I've made you proud.

TABLE OF CONTENTS

CONTENTS	PAGE
ABSTRACT	v
DEDICATION	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
CHAPTER I: INTRODUCTION	1
Background and Setting	1
Statement of the Problem	4
Theoretical Framework	5
Purpose of the Study	6
Research Questions	7
Definition of Terms	8
Demographics	8
Independent Variables	9
Dependent Variable	11
Glossary of Terms	11
Delimitations, Limitations, and Assumptions	12
Significance of the Study	13
CHAPTER II: LITERATURE REVIEW	15
Intercollegiate Athletics and Reform	15
The NCAA	16

Transgender Policy in Sport	17
Best Practices.....	18
Higher Education Compliance Issues.....	19
Legal Issues	20
Athletic Director Leadership	21
Leadership Frameworks	22
The Ohio State Studies	23
The University of Michigan Studies.....	23
Theory X – Theory Y	23
Managerial Grid Model	24
Contingency Theories.....	24
Multi-frame Model for Organizations	25
Summary.....	27
CHAPTER III: METHODS	29
Introduction	29
Design.....	29
Subject Selection	30
Instrumentation.....	30
Data Collection.....	31
Data Analysis.....	32
CHAPTER IV: RESULTS	35
Profile of Subjects	35
Leadership Frames.....	36

Best Practices and Guidelines for Inclusion of Transgender Student Athletes	46
Summary.....	50
CHAPTER V: CONCLUSIONS, DISCUSSION, IMPLICATIONS, AND FUTURE	
RESEARCH	51
Introduction	51
Conclusions and Discussion	51
Research Question 1	51
Research Question 2	55
Research Question 3	58
Implications	65
Future Research	68
Summary.....	70
REFERENCES	71
APPENDIX A	80
INSTITUTIONAL REVIEW BOARD APPROVAL	80
APPENDIX B.....	83
ATHLETIC DIRECTOR LEADERSHIP AND TRANSGENDER POLICY	
IMPLEMENTATION INVENTORY	83
APPENDIX C.....	90
INITIAL EMAIL RECRUITMENT LETTER	90
APPENDIX D	92
LETTER OF INFORMED CONSENT	92
APPENDIX E.....	95

FOLLOW UP EMAIL RECRUITMENT LETTER95

APPENDIX F97

FINAL FOLLOW UP EMAIL RECRUITMENT LETTER.....97

LIST OF TABLES

TABLES	PAGE
1 Profile of Subjects, Categorical Variables.....	35
2 Profile of Subjects, Continuous Variables.....	36
3 Frequency and Percentage Distributions of Leadership Behaviors.....	36
4 Ranking of Leadership Behaviors	42
5 Reliability Coefficient, Means, and Standard Deviations for Leadership Frames	43
6 Repeated Measures ANOVA Results for Leadership Frames	44
7 Post Hoc Results for Leadership Frames.....	45
8 Means and Standard Deviations for Leadership Frames by NCA Division.....	45
9 Means and Standard Deviations for Leadership Frames by Institution Type	46
10 Frequency and Percentage Distributions of Responses to the NCAA Best Practices and Guidelines for Inclusion of Transgender Student Athletes section	45
11 Leadership Frames by Transgender Inclusion score correlation matrix.....	50

Chapter I

INTRODUCTION

Background and Setting

In September of 2011, the National Collegiate Athletic Association (NCAA) officially announced the approval of the *Policy on Transgender Inclusion*, which addresses issues surrounding transgender student athletes. The policy allows student athletes who identify as transgender to participate in sex-separated athletic teams in accordance with their gender identity. In addition to concurrent NCAA medical policies, the *Policy on Transgender Inclusion* allows transgender athletes to compete as long as the hormone therapy that is utilized meets the standards of current NCAA medical policies (Lawrence, 2011). The development of the participation policy was generated due to the increasing number of college-aged young people, who identify as transgender (Griffin & Carroll, 2010).

A concern related to policy implementation, or on a broader level of the climate of an organization, is the behaviors of a leader. Several researchers within multiple disciplines, such as business, education, and sport, have shown that a leader has influence on the organizational climate or culture, which they are commanding (Scott, 1999). Policy implementation issues often arise because multiple stakeholders have various perspectives and in many cases policy implementation occurs through a top-down approach (O'Toole, 2004). Understanding of policy implementation can be uncovered through examining the multiple leadership frames of athletic directors (Scott, 1999).

Imbedded deep within competitive athletics is a gender binary model, which, since the 1920s, has significantly restricted physical participation into male and female categories (Wagman, 2009; Baljinder, Knawaljeet, & Narinder, 2010; Sullivan, 2011). Sport governing

bodies have consistently attempted to determine ways in which to segregate males and females by enforcing policy for athletics competition on the basis of personal and societal pressures of this binary gender model (Sullivan, 2011). It was not until the 1950s and 1960s that the notion of intersex, transexualism, and transgenderism was introduced as sex/gender distinctions (Baljinder, Knawaljeet, & Narinder, 2010). Throughout the 1960s and 1970s, the United States underwent a period of heightened awareness of social justice, with a particular emphasis on discrimination, which included transgender issues (Baljinder, Knawaljeet, & Narinder, 2010).

The most notable historical event to impact gender athletic participation is that of Title IX. In 1972, the United States Congress passed Title IX of the Educational Amendment to the 1964 Civil Rights Act. President Richard Nixon signed Title IX into law on June 23, 1972. The amendment reads: “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” (Mak, 2006; Office for Civil Rights, 1979; United States Department of Justice, 2001, p. 7).

All schools and institutions in the United States were given six years to meet the mandatory compliance with the regulations set by Title IX (Carpenter & Acosta, 2005). In 1974, specific regulations regarding intercollegiate athletics were proposed and in 1975, these regulations became effective through Section 106.41. In December of 1979, the first intercollegiate athletics policy interpretation of Title IX was posted to the Federal Register, issued by the Office of Civil Rights (OCR) (The National Collegiate Athletic Association, 2011).

In the 1970s, following the enactment of Title IX, lesbian, gay, bisexual, and transgender (LGBT) issues began to gain attention on college and university campuses. The increased attention to LGBT issues continued into the 1980s and 1990s. The 1990s gave rise to gay

athletic organizations and events such as the Gay Games. In 1994 and 1998, the New York Gay Games and Amsterdam Gay Games, respectively, both made changes to their gender policies, which incorporated inclusive language for transgender and transitioning athletes (Sullivan, 2011; Sykes, 2006). In 1999, the Council for the Advancement of Standards in Higher Education (CAS) responded to the policy change that was occurring within national and international organizations. As a response to the policy change, the CAS created the LGBT standards and guidelines for campuses to integrate into their student services offices (Bazarsky & Sanlo, 2011).

In 2003, the International Olympic Committee (IOC) Medical Commission began discussions in Stockholm, Sweden, on the athletic participation of individuals who opted to undergo sex reassignment (Sullivan, 2011; Sykes, 2006). On May 27, 2004, the IOC Executive Committee ruled to allow transsexual and transgender athletes to compete in the Olympic Games; policies were created that addressed surgical anatomical changes, legal recognition of assigned sex and hormonal therapy. This decision would be termed the “Stockholm Consensus.” Although the policy was thought to be insufficient, it was still a defining moment in transgender policy implementation (Baljinder, Knawaljeet, & Narinder, 2010; Sinisi, 2012; Sullivan, 2011). Following the “Stockholm Consensus,” USA Track and Field and the United States Golf Association adopted the policy that was instituted by the IOC (Sullivan, 2011). Following suit was the Ladies Professional golf Association (LPGA) in 2010. The LPGA changed the language in its constitution to allow the participation of transgender male-to-female athletes (Sinisi, 2012). Trailing the LPGA, the NCAA announced the approval of the *Policy on Transgender Inclusion* for intercollegiate student athletes in 2011 (Lawrence, 2011).

To ensure equal rights and equal opportunities for transgender student athletes, there must be a proactive approach to policy making; at the organizational level, the NCAA has

enacted this policy to accommodate these students (Office of Inclusion, 2011; Wagman, 2009). However, the problem lies in the policy implementation stage. The policy has been developed and disseminated to the organization and is now up to athletics conferences and individual university and college administrators to adopt and implement the policy on an institutional level (Office of Inclusion, 2011).

Statement of the Problem

The NCAA has released a handbook detailing the *NCAA Policy on Transgender Inclusion* to ensure the fair treatment of transgender student athletes. In addition to the policy and policy interpretation, best practice resources for implementation at the institutional level have been published to assist athletic directors in the policy implementation process. The extent by which the best practices have been implemented nationwide has not been adequately explored. Additionally, factors, which may account for the implementation of the best practices have not been examined. Of particular interest were the leadership frames, which may be useful in understanding the relationship between the leadership frames of athletic directors and best practices for policy implementation.

Administrators at institutions of higher education have an obligation to create and implement policies that support issues of social justice, including issues facing the LGBT community (Watkins, 1998). In order to create change, an organizational structure must be created that supports positive leadership and culture. In doing so, policy implementation change must be supported by the leadership of the organization (i.e. NCAA) and in turn will be supported by the membership (Trowler, 1998). Most recently, higher education has progressively moved toward addressing concerns of diversity on the institutional level, increasing diverse populations on college campuses and improving campus climate. As these

changes have taken place, an increased focus has been directed toward policy production and implementation (Brown, 2004).

Recently, Rankin and Merson (2012) released the *2012 LGBTQ National College Athlete Report*. Their report, the first of its kind, provided research, best practices, and resources in order to better serve the GLBTQ students. However, the report failed to yield a significant number of transgender respondents, which limited the analysis of campus climate for this particular population. Although the number of transgender respondents was low, the data that were collected indicated a need for improvement in student services for transgender student athletes (Rankin & Merson, 2012).

Although there was currently no data indicating the number of transgender student athletes within the NCAA, it was important to address the issue of institutional policy implementation. If institutions do not incorporate a transgender participation policy on their campus, they may be liable for sex discrimination suits if a transgender student athlete on their campus were to self-identify (Sinisi, 2012). In addition to legal implications, implementing transgender participation policies on the institutional level will assist in creating a safe space for the LGBT students, and forming an athletics culture that discourages homophobia (Salkever & Worthington, 1998).

Theoretical Framework

The study was governed by Bolman and Deal's (1991) Multi-frame Model for Organizations, which divides traditional theories of organizations into four *frames*, namely, *structural frame*, *human resource frame*, *political frame*, and *symbolic frame*. The Model measures the way in which leaders define and respond to situations (Bolman & Deal, 1991).

The *human resource frame* emphasizes the feelings of others and the basic needs of individuals. The primary method of response is interpersonal and fosters participation and involvement (Bolman & Deal, 1991).

The *structural frame* is centered on defining clear goals, roles for individuals in the organization and setting policies, which define the direction of an organization. Leaders who exhibit the *structural frame* are focused on the bottom line and accountability (Bolman & Deal, 1991).

The *political frame* understands organizations through a competitive lens. Leaders who are politically driven often are pragmatic and value power in building the success of their organization through negotiations, and networking (Bolman & Deal, 1991).

The *symbolic frame* emphasizes finding meaning in facts and interpreting them rather than objectively analyzing situations. Leaders who are symbolic stress enthusiasm, loyalty, and a strong sense of vision (Bolman & Deal, 1991).

Purpose of the Study

The study was designed to examine the relationship of athletic directors' leadership frames to the presence of NCAA best practices for implementation of transgender inclusion policies at colleges and universities with NCAA athletics.

An athletic director is “the individual responsible for planning, organizing, leading, and evaluating a program of intercollegiate athletics” (Branch, 1990, p. 162). The individual chosen to administer the overall operations of an athletic program is responsible for the oversight of athletics events, logistical operations of each athletics team, budgeting, fundraising, marketing, facility oversight, personnel management, and developing processes and procedures for the department (Judge & Judge, 2009; Wright, Eagleman, & Pedersen, 2011). As progressive

changes take place in higher education to address concerns of managing diversity; intercollegiate athletics, which serves as a component of higher education institutions, will ultimately be impacted by these changes (Brown, 2004). The diverse cultural environment of a campus can help build a diverse intercollegiate athletic environment; however this concept can work conversely where the athletics environment promotes a diverse campus environment (Singer & Cunningham, 2012). This study, through the examination of the leadership frames of athletic directors to the presence of NCAA best practices for implementation of transgender inclusion policies, allows athletic administrators to begin moving away from reactive strategies to managing diversity, toward proactive strategies to managing diversity (Singer & Cunningham, 2012).

Research Questions

There was one independent variable, leadership frames. The leadership frames consisted of four aspects (a) *human resource*, (b) *structural*, (c) *political*, and (d) *symbolic*. The dependent variable was the best practices items from the *NCAA Policy on Transgender Inclusion*. They included the presence of: (a) best practices for athletic administrators; and (b) additional guidelines for transgendered student-athlete inclusion. This study was guided by the following questions:

1. What are the leadership frames of intercollegiate athletic directors at NCAA institutions?
2. To what extent is the *NCAA Policy on Transgender Inclusion* present at NCAA institutions?
3. What is the relationship between the leadership frames of intercollegiate athletic directors and the presence of the best practices for implementation of the *NCAA Policy on Transgender Inclusion*?

Definition of Terms

For the purpose of the study, the following definitions were used. The four *leadership frames*, specifically *human resource frame*, *structural frame*, *political frame*, and *symbolic frame* were measured by the respondents' responses to the Leadership Orientations Instrument (LOI). The presence of *best practices* for implementation of the *NCAA Policy of Transgender Inclusion* was measured by the respondents' responses to the three-part online questionnaire, the Athletic Director Leadership and Transgender Policy Implementation Inventory, ADL-TPII.

Demographics

Demographics were defined as the demography, or population statistics, which describe specific features or the background of instrument respondents. The demographic information of athletics directors, based on the gathered data, was used to develop a profile of current NCAA athletic directors (Pfeffer, 1985). Demographics were represented according to seven areas: (a) NCAA division; (b) number of sport teams at the college or university; (c) institution type, such as public or private; (d) academic classification; (e) number of years served as an athletic director; (f) gender; (g) age.

NCAA division was operationally defined as a respondent choice that classifies his or her division according to three choices; (a) Division I; (b) Division II; or (c) Division III.

Number of sport teams at the college or university was operationally defined as a respondent choice that quantifies the number of sport teams, which are recognized by the NCAA at the respondent's respective college or university.

Institution type was operationally defined as a respondent choice that classifies his or her college or university according to two choices; (a) Private; or (b) Public.

Academic classification was operationally defined as a respondent choice that classifies his or her college or university according to three choices; (a) Baccalaureate, (b) Master's, or (c) Doctoral/Research.

Number of years served as an athletic director was operationally defined as a respondent choice that quantifies the number of years he or she has served as an athletic director at the respondent's respective college or university.

Gender was operationally defined as a respondent choice that classifies his or her gender according to two choices; (a) males; or (b) female.

Age was operationally defined as a respondent's choice that quantifies his or her age in years.

Independent Variables

Leadership frames, frames or four frames refers to the four frames of the multi-frame theoretical model developed by Bolman and Deal (1991). The theoretical model identified the four frames of leadership as *structural frame*, *human resource frame*, *political frame* and *symbolic frame* (Bolman & Deal, 1991).

The *structural frame* is centered on defining clear goals, roles for individuals in the organization and setting policies, which define the direction of an organization. Leaders who exhibit the *structural frame* are focused on the bottom line and accountability (Bolman & Deal, 1991). The athletic directors were asked to describe their leadership and management style using a five-point Likert-type scaling: 1 = never; 2 = occasionally; 3 = sometimes; 4 = often; 5 = always. A sample statement of *structural frame* is: Think clearly and logically. There were 8 statements on the survey instrument that represent the *structural frame*.

The *human resource frame* emphasizes the feelings of others and the basic needs of individuals. The primary method of response is interpersonal and fosters participation and involvement (Bolman & Deal, 1991). The athletic directors were asked to describe their leadership and management style using a five-point Likert-type scaling: 1 = never; 2 = occasionally; 3 = sometimes; 4 = often; 5 = always. A sample statement of *human resource frame* is: Show high levels of support and concern for others. There were 8 statements on the survey instrument that represent the *human resource frame*.

The *political frame* understands organizations through a competitive lens. Leaders who are politically driven often are pragmatic and value power in building the success of their organization through negotiations, and networking (Bolman & Deal, 1991). The athletic directors were asked to describe their leadership and management style using a five-point Likert-type scaling: 1 = never; 2 = occasionally; 3 = sometimes; 4 = often; 5 = always. A sample statement of *political frame* is: Have exceptional ability to mobilize people and resources to get things done. There were 8 statements on the survey instrument that represent the *political frame*.

The *symbolic frame* emphasizes finding meaning in facts and interpreting them rather than objectively analyzing situations. Leaders who are symbolic stress enthusiasm, loyalty, and a strong sense of vision (Bolman & Deal, 1991). The athletic directors were asked to describe their leadership and management style using a five-point Likert-type scaling: 1 = never; 2 = occasionally; 3 = sometimes; 4 = often; 5 = always. A sample statement of *symbolic frame* is: Inspire others to do their best. There were 8 statements on the survey instrument that represent the *symbolic frame*.

Dependent Variable

The *NCAA Policy on Transgender Inclusion* was defined as the NCAA Inclusion of Transgender Student-Athletes handbook, released in August of 2011 by the NCAA Office of Inclusion. The handbook details the NCAA Policy on Transgender Inclusion to ensure fair treatment of transgender student athletes, provides a policy interpretation, and best practice resources for implementation (NCAA, 2011). The operational definition asked athletic directors to describe their institution's current transgender inclusion policy according to yes or no responses. There were 16 questions on the survey instrument that represent transgender inclusion. A sample question is: Does your institution have an inclusive non-discrimination and harassment policy that includes gender identity?

Glossary of Terms

Gender is the social, cultural, and psychological perception, outward physical presentation and behaviors an individual expresses in relation to their view of themselves as male, female, both or neither (Office of Inclusion, 2011; Wagman, 2009).

Gender identity is the internal perception of a person which distinguishes between being female, male, both or neither regardless of the person's physical gender assigned at birth (Office of Inclusion, 2011; Wagman, 2009).

Gender expression is defined by the external expression of gender identity which includes mannerisms and appearance (i.e. clothing, haircut, voice) (Office of Inclusion, 2011).

Transgender is an umbrella term that is used to describe people who identify or behave in ways in which differ from gender norm stereotypes associated with their birth gender (Office of Inclusion, 2011; Sanlo, 1998).

Sexual orientation is defined by the sexual or romantic attraction to people of a specific gender (Office of Inclusion, 2011). This attraction can be to someone of the same physical sex, opposite sex, or both sexes (Wagman, 2009).

Intersex refers to a person who is born with ambiguous genitalia or physical features where a person presents uncommon characteristics from birth caused by alterations in typical male and female chromosomes and/or hormones (Buzuvis, 2011; Wagman, 2009)

Female-to-male (FTM) refers to an individual who has a birth sex of female, but has male gender identity (Office of Inclusion, 2011).

Male-to-female (MTF) refers to an individual who has a birth sex of male, but has female gender identity (Office of Inclusion, 2011).

A *transition* is defined as the surgical or hormonal modification of the body; male-to-female or female-to-male (Buzuvis, 2011; Wagman, 2009). There are several types of surgeries that can be used to modify the body. In addition, hormone therapies can be used independently or in conjunction with surgical procedures to transform the body (Buzuvis, 2011).

Transsexual is used to describe someone who has undergone a transition or desires to physically change their body (Office of Inclusion, 2011). This change would involve surgical or hormonal alterations of their birth sex to reflect their gender identify from either male-to-female or female-to-male (Buzuvis, 2011; Wagman, 2009).

Delimitations, Limitations, and Assumptions

The study was delimited to, (a) NCAA athletic directors, (b) the predictor variables of leadership frames, and (c) the outcome measure of the presence of best practices for the implementation of the NCAA transgender inclusion policy. Due to non-probability nature of sampling, external validity was limited study participants. Due to non-experimental nature of the

study, no causal inferences were drawn. It was assumed that athletic directors would report their perceptions honestly and accurately, and that they have spent a significant amount of time in their current leadership role as an athletic director or a position of equivalence, which would assist in the formation of opinions related to the survey. It was also assumed that athletic directors understand the meaning of the word implementation as the noun to the word implement, meaning: “carry out, accomplish; especially: to give practical effect to and ensure of actual fulfillment by concrete measures” (Implement, 2014).

Significance of the Study

The study may have a significant impact on leaders within the NCAA community, including members of the NCAA national office, athletic administrators at NCAA institutions, professional affiliates, college student athletes, high school students who have interest in participating in intercollegiate athletics, and educators training students in higher education programs related to athletic administration. Colleges and universities may also use the results of this study to evaluate athletic directors and their policy implementation practices.

Furthermore, the results of this study may be utilized in academic preparation within higher education programs specific to future athletic administrators and also within NCAA diversity training agendas. Also, professional organizations such as the NCAA and those related to intercollegiate athletics, such as the National Association of Collegiate Directors of Athletics, National Association of Collegiate Athletics Administrators, Division I-AAA Athletics Directors Association, Division II Athletics Directors Association, National Association of Division III Athletic Administrators, may use the results of this study to inform professional development programs, guide members in policy education and best practices for implementation. Finally,

athletic directors may use the results of this study to inform and improve their own practice within their departments.

Chapter II

LITERATURE REVIEW

Intercollegiate Athletics and Reform

The first intercollegiate athletics contest took place in 1852 between Harvard and Yale, a rowing match at Lake Winnepesaukee (Zimbalist, 2013). Issues of which required reform existed in intercollegiate athletics from the very beginning. Three years following the first intercollegiate athletics competition, Harvard and Yale met again, but this time Harvard competed in the race with a coxswain who was a former student and went on to win the match. This instance was the first account of athletic eligibility (Oriard, 2012; Smith, 2000; Zimbalist, 2013). In the initial years of intercollegiate athletic competition, academic eligibility was the primary focus of reform. Furthermore, there was no governing body with overall oversight to the operations of athletic competition to initiate athletics reform; in fact most athletic activities were student run (Oriard, 2012).

As intercollegiate athletics began to grow in popularity baseball and football joined rowing among the few competitive sports. Through the late 1800s and early 1900s football rose in popularity and in the process the violence in the game also grew. The brutality and exploitation for college football became so widespread that President Roosevelt intervened in 1905 to create a national organization, which would oversee intercollegiate athletics (Oriard, 2012). This national organization was comprised of 65 institutions and was called the Intercollegiate Athletic Association of the United States (IAAUS). The goal of the IAAUS was to protect student athletes from exploitive athletic practices; the IAAUS would later become the NCAA in 1906 (National Collegiate Athletics Association, 2013a).

Since 1852 there have been many issues within intercollegiate athletics, which call for reform in order to maintain the integrity of athletic competition. Academic eligibility, amateurism, broadcasting, finances, gender equity, graduation rates, and the exploitation of athletes, to name a few, are some of the major issues of concern for intercollegiate athletes and athletic administrators (Hutchens & Townsend 1998; Zimbalist, 2013).

The NCAA

The National Collegiate Athletics Association (NCAA) was created in 1906 and was initially formed to regulate the brutality and professionalization of college football (Duderstadt, 2000; The National Collegiate Athletic Association, 2013). Initially the organization was named the Intercollegiate Athletic Association of the United States (IAAUS), whose formation was encouraged by then President Theodore Roosevelt. The IAAUS would take the present name NCAA later in 1910 (The National Collegiate Athletic Association, 2013). In 1921 the NCAA held the first national championship for Track and Field and continued to create championships for other sports throughout the 20s and 30s (The National Collegiate Athletic Association, 2013). In the 1940s, with the growth of association membership, and the addition of championships the NCAA began to play a role in policy implementation, which would regulate college athletics (Duderstadt, 2000; The National Collegiate Athletic Association, 2013). Since the 1940s the NCAA has played a major part in policy reform, regulation and enforcement (Duderstadt, 2000). In the 1980s the NCAA initiated sponsorship of women's athletics programs and championships (The National Collegiate Athletic Association, 2013).

The Role of the NCAA

The current role of the NCAA is to regulate intercollegiate athletics by protecting student athletes through enforcement, simplifying rules and benefits for student athletes. The

associations' primary emphasis is on both athletics and academics (The National Collegiate Athletic Association, 2013).

Leadership from the NCAA is established through its governance structure (Elfman, 2013). Governance is the structures and processes established by a sport association, which provide direction, set policies, and manage as well as monitor the organization as a whole (Hoye & Cuskelly, 2007). As a governing body the NCAA does not establish institutional policies; it is the campus administration that is responsible for setting college and university policies. The NCAA does however play the role of an educator in providing the resources that their membership needs in order to establish personnel policies and mission statements that are inclusive to the LGBT community (Elfman, 2013).

In relation to the LGBT community the NCAA has made recent efforts to focus their role in diversity efforts to go beyond their historical involvement with gender and race. Beginning in 2011 the NCAA Office of Inclusion expanded their mission to encompass issues involving the LGBT community and stressing to their membership the value of a more inclusive culture, which should protect student athletes (Cooper, 2012; Office of Inclusion, 2011). One initiative that rose from this attempt to change the culture of intercollegiate athletics was the transgender student athlete policy (Cooper, 2012). Through the adoption of a transgender inclusion policy, the NCAA sought to provide fair and inclusive practices for all student athletes and NCAA stakeholders; promoting and supporting educational environments that support the well-being of students (Office of Inclusion, 2011).

Transgender Policy in Sport

Current major sporting associations have implemented transgender inclusion policies, in large part, to maintain the integrity of their respective sport(s) by regulating gender participation

based on medical classifications (Office of Inclusion, 2011; Sinisi, 2012). The international Olympic Committee (IOC) currently enforces a policy, which allows transsexual athletes to compete in the gendered sport to which they identify. The IOC has been at the forefront of transgender inclusion policies and has set the industry standard for such policies (Sinisi, 2012). In addition to the IOC there are several other professional sport organizations which have implemented transgender inclusion policies; the Ladies Professional Golf Association (LPGA), USA Track and Field, USA Rugby, USA Hockey, the United States Golf Association, Ladies Golf Union (Great Britain), the Ladies European Golf tour, Women's Golf Australia, and the Gay and Lesbian International Sports Association (Buzuvis, 2011; Sinisi, 2012).

Best Practices

In 2011 the NCAA held a diversity summit in Indianapolis, which served as an opportunity to gather suggestions from member schools regarding diversity policies. As a result of this summit the NCAA suggested best practices that some member schools already had in place, which served as a resource for the membership (Cooper, 2012). The NCAA describes their best practices as “actions that coaches, administrators and student athletes can take to assure the inclusion of transgender student athletes, they can be used to address discrimination based on other factors as well, such as race, religion, class, and sexual orientation” (Office of Inclusion, 2011, p. 15). The NCAA *Policy on Transgender Inclusion* specifically addressed best practices for athletics administrators, which addresses policy development, discrimination prevention, education, enforcement procedures, and consequences (Office of Inclusion, 2011).

Higher Education Compliance Issues

Organized athletic programs arose in the American education system in the early twentieth century and quickly formed distinct gender binaries (Pronger, 1990 as cited in Pinar, Reynolds, Slattery, & Taubman, 2002). According to Pronger (1990), athletics in the early twentieth century served as method to monitor sexuality of students based on athletic performance and its relationship to heterosexuality (as cited in Pinar et al., 2002). Later in the twentieth century academic administrators began to address the gender binary issue that existed in the education system, not only in athletics, but in vocational type courses, such as home economics (Pinar, 2002).

Imbedded deep within competitive athletics is a gender binary model, which, since the 1920s, has significantly restricted physical participation into male and female categories (Wagman, 2009; Baljinder, Knawaljeet, & Narinder, 2010; Sullivan, 2011). Gender binaries have been socially constructed through the existence of sex-segregated sports, where sport governing bodies clearly place athletes into two categories, “men” and “women.” Policy, which segregates males and females into competitive categories, has been implemented for years on the basis of the personal and societal pressures placed on these sport-governing bodies (Sullivan, 2011). Pronger (1992) found that team sports, traditionally associate males with masculine dominance through social construction, creating a physical expression of what society believes to be masculine. Sports, in nature are competitive, violent, and disproportionately performed by males; therefore sports in schools create a social construction of gender binaries (Pronger, 1992). Students who participate in athletic activities can either conform or resist the socially constructed gender binaries that are created through sport (Fisette, 2011). It was not until the 1950s and

1960s that the notion of intersex, transexualism, and transgenderism was introduced as sex/gender distinctions, which would begin to force the governing bodies to reevaluate their participation policies (Baljinder, Knawaljeet, & Narinder, 2010).

Athletic administrators have the capacity to encourage students to appreciate the diversity of the different levels of masculinity and femininity that exist along a spectrum that is constructed through sport (Mooney & Hickey, 2012). Also, the level of education that students receive regarding their bodies can impact their understanding of their own perspectives, identities, and social constructs that exist in the world around them (Fisette, 2011). The challenge of gender binaries that exist in sport occurs when transgender student athletes wish to participate in athletics; under these circumstances the gender binaries are confronted (Sullivan, 2011).

In 2011 National School Climate Survey reported that 63.5% of students in grades 6-12 felt unsafe because of their sexual orientation and 43.9% because of their gender expression (GLSEN, 2011). Transgender students reported that they felt discriminated against by school forms that indicated gender binaries or refusal of school administrators to use their preferred names or pronouns (GLSEN, 2011).

Legal Issues

The most notable historical event to impact gender athletic participation is that of Title IX. In 1972, the United States Congress passed Title IX of the Educational Amendment to the 1964 Civil Rights Act. President Richard Nixon signed Title IX into law on June 23, 1972. The amendment states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education

program or activity receiving Federal financial assistance” (Mak, 2006; Office for Civil Rights, 1979; United States Department of Justice, 2001, p. 7).

All schools and institutions in the United States were given six years to meet the mandatory compliance with the regulations set by Title IX (Carpenter & Acosta, 2005). In 1974, specific regulations regarding intercollegiate athletics were proposed and in 1975, these regulations became effective through Section 106.41. In December of 1979, the first intercollegiate athletics policy interpretation of Title IX was posted to the Federal Register, issued by the Office of Civil Rights (OCR) (The National Collegiate Athletic Association, 2011). In the 1970s, following the enactment of Title IX, lesbian, gay, bisexual, and transgender (LGBT) issues began to gain attention on college and university campuses. The increased attention to LGBT issues continued into the 1980s and 1990s.

Athletic Director Leadership

The director of athletics is the most prestigious administrative role in intercollegiate athletics. Individuals who serve as athletic directors are at the forefront of the college and university for which they serve (Wright, Eagleman, & Pedersen, 2011). The primary responsibilities of the athletic director include the management of departmental operations, the welfare of the student athletes, and maintenance of institutional, conference and NCAA compliance. Athletic directors set the tone for their departments, coaches, student athletes, and campus communities (Elfman, 2013). When examining the success of an athletics department, success is contingent upon the athletic directors ability to serve as both a leader and a manager all while maintaining an overall vision, goals, ethics, and integrity (Wright et al., 2011).

There are several leadership models that have been developed which researchers have used to examine athletics directors. Leadership research involving athletic directors primarily

involves the examination of behavior and perceived effectiveness (Peachey & Burton, 2011). Findings from these studies indicate that transformational leadership is related to positive organizational outcome. These studies have also examined the differences in gender among athletic directors and have found no interaction between gender and leadership style (Peachey & Burton, 2011). In addition to perceived effectiveness there have also been studies which focus on the leadership styles and behaviors of athletic directors (Branch, 1990; Ryska, 2002; Scott, 1999). Several studies have also attempted content analyses or case studies of athletic administrative staff within the NCAA as a whole or individual athletics departments (Singer & Cunningham, 2011; Wright et al., 2011).

Leadership Frameworks

There are numerous leadership theories and models that have been developed over the years. Although there are a vast array of theories and models available, each one fits into one of two categories; trait leadership or process leadership. Trait leadership helps to understand leadership through qualities that an individual naturally possesses, which makes them a great leader, a born leader. Process leadership is somewhat different, it allows leaders to be developed through their interactions with their followers and analyzes the way in which leaders behave when leading others (Northouse, 2013). Through examining behaviors of leaders in organizations there is a shift away from traits of leaders to the actual behaviors of leaders. Theorists who study process leadership utilize what is known as a Style Approach (Gordon, 2011; Northouse, 2013). The purpose of the Style Approach is to determine specific behaviors, which recognize individuals as leaders (Gordon, 2011).

The Ohio State Studies

Hemphill and Coons (1957) shifted their leadership studies from a trait approach to a style approach. The original questionnaire that was created was called the Leader Behavior Description Questionnaire (LBDQ; Hemphill & Coons, 1957). The results of the study showed that leaders within the areas of education, military and industry demonstrated several clusters of behaviors (Hemphill & Coons, 1957). The Ohio State studies identified two distinct and independent types of behaviors: initiating structure and consideration or respectively task behaviors and relationship behaviors (Stogdill, 1974).

The University of Michigan Studies

Similarly to the Ohio State Studies, the University of Michigan Studies also identified two types of leadership behavior: employee orientation and production orientation. Employee orientation occurs when leaders take interest in their employees as individuals. The production orientation refers to the leaders' perspective of employees as workers (Bowers & Seashore, 1966).

Theory X – Theory Y

McGregor's Management Styles Theory, commonly known as Theory X – Theory Y. Theory X is the more traditional approach to management styles. McGregor (1960) described a set of three management characteristics, which represent Theory X, a directive style; (a) organizing money, equipment, materials, and people, (b) directing, motivating, and changing behaviors of employees, and (c) employees must be persuaded, rewarded, punished, and controlled. Theory Y on the other hand considered both human nature and motivation (Gordon, 2011; McGregor, 1960). Theory Y described four management characteristics, a supportive style; (a) organizing money, equipment, materials, and people, (b) people are not by nature

passive or resistant to organizational needs, (c) leaders are responsible for encouraging and developing the maximum potential in their employees, and (d) to create and implement organizational processes (Gordon, 2011; McGregor, 1960).

Managerial Grid Model

Blake and Mouton (1978) created the Managerial Grid Model that identified five leadership styles which examined the way in which leaders attempt to achieve organizational goals through their personnel. The five leadership styles which Blake and Mouton (1978) identified were Directive (DIR), Supportive (SUP), Bureaucratic (BUR), Strategic (STR), and Collaborative (COL). The Styles of Leadership Survey was created to measure the Managerial Grid Model, generating five different leadership style scores measuring the range of each individual leadership style.

Today, the Managerial Grid Model is known as the Leadership Grid Model, which was revised by Blake and McCauley (1991) and now focuses on the communication styles of leaders, rather than leadership styles. The five communication styles are Impoverished Management, Authority Compliance, Middle-of-the-Road Management, Country Club Management, and Team Management (Blake & McCauley, 1991). Although the Managerial Grid Model has been used to study the leadership styles of athletic directors, the model was not chosen for this study because of the directed focus toward personnel interaction and authority, not just the leader as an individual (Blake & Mouton, 1978; Ryska, 2010).

Contingency Theories

Fleishman (1972) created the Supervisory Behavior Description Questionnaire (SBDQ), a questionnaire consisting of 20 items based on Hemphill and Coons' (1957) LBDQ, which asked employees to describe their supervisor to measure their structuring behaviors. This instrument

identified two primary predictors of leadership; consideration and the initiation of structure (Fleishman, 1972). Consideration is the extent to which a leader cares for other members of the group; this is considered a relations-oriented behavior (Fleishman, 1972; Yuki, 2011). Initiation of structure is the extent to which a leader initiates activity within the group; this is a task-oriented behavior (Fleishman, 1972; Yuki, 2011). Task-oriented behaviors, relations-oriented behaviors, participative, and contingent reward behavior are all categories, which indicate behaviors of contingency theories (Yuki, 2011)

There are four major categories, which describe behaviors of contingency theories, task-oriented behavior, relations-oriented behavior, participative leadership, and contingent reward behavior (Yuki, 2011). Contingency theories describe how situational influences impact leaders behavioral actions when working with a group; these types of theoretical models are conditional (Yuki, 2011). There are seven major contingency theories, however each of these theoretical models were not chosen for this study because the behaviors of leaders in these models are identified by subordinates, not identified by the leaders themselves (Yuki, 2011).

Multi-frame Model for Organizations

Bolman and Deal's (1991) Multi-frame Model for Organizations is the theoretical model upon which the study is grounded. The model measures the way in which leaders define and respond to situations (Bolman & Deal, 1991). The emphasis of this model is on the behavior of the leader and is useful in understanding the thinking of leaders and effectiveness of leadership and management based on leadership orientations (Bolman & Deal, 1991; Bolman & Deal, 1997). The four frames of the model are *structural frame*, *human resources frame*, *political frame*, and *symbolic frame* (Bolman & Deal, 1991).

The four frames are developed through education and experience, through interpretation of these understandings and are used by leaders to inform the way they both lead and manage organizations (Bolman & Deal, 1992b). Each of the four frames describes a different type of leader, with both effective and ineffective leadership strategies (Bolman & Deal, 1992a). A person can utilize one frame more extensively than others, or they can utilize multiple frames, which provide a more comprehensive approach to leadership because each frame allows a leader to view situations through a different lens (Bolman & Deal, 1992b).

The model developed by Bolman and Deal (1991) was chosen to guide the study because of the relevance of both leadership and management in intercollegiate athletics and the use of the opportunity to use the model to determine the effectiveness of leaders based on the four different dimensions of leadership, which could vary among athletic directors (Scott, 1999). The multi-frame model for organizational change was also chosen because of its specificity to organizational change. Since the *NCAA Policy on Transgender Inclusion* will create organizational change within the structure of an athletics department, it is important to examine leadership in athletics during this time of change through a model that was created specifically to address organizational change issues (Bolman & Deal, 1999).

The *human resource frame* emphasizes the feelings of others and the basic needs of individuals. Leaders who exhibit the *human resource frame* lead through facilitation and empowerment of others (Bolman & Deal, 1991; Bolman & Deal, 2008). The primary method of response is interpersonal and fosters participation and involvement, which occurs through training of employees and offering workshops for members of their organizations (Bolman & Deal, 1991). The principal concern is to create a working environment that is an optimal fit for the employee, meeting their individual needs (Scott, 1999).

The *structural frame* is centered on defining clear goals, roles for individuals in the organization and setting policies, which define the direction of an organization. Leaders who exhibit the *structural frame* are focused on the bottom line and accountability (Bolman & Deal, 1991). Leaders who display the *structural frame* value a clear chain of command, division of labor, and specific roles for their employees through the development of organizational policies and procedures (Scott, 1999). Effective structural leaders have the ability analyze the areas of weaknesses within their organizations and to them develop strategic solutions to manage those problems successfully (Bolman & Deal, 2008).

The *political frame* understands organizations through a competitive lens. Leaders who are politically driven often are pragmatic and value power in building the success of their organization through negotiations, and networking (Bolman & Deal, 1991). Successful political leaders have the aptitude to identify their personal goals, delegate power among stakeholders, and influence others to complete their identified goals through persuasion, negotiation and even coercion (Bolman & Deal, 2008).

The *symbolic frame* emphasizes finding meaning in facts and interpreting them rather than objectively analyzing situations. Leaders who are symbolic stress enthusiasm, loyalty, and a strong sense of vision (Bolman & Deal, 1991). Leaders who display the *symbolic frame* are transformational leaders; they lead by example and encourage their employees to buy-in to their vision and purpose (Bolman & Deal, 2008).

Summary

Through the examination of behavioral characteristics of leaders in organizations it allows the study of process leadership to occur, focusing more on the style of leadership, rather than the traits of a leader. By studying the behaviors of leaders it is possible to identify specific

factors which indicate successful leadership. The Multi-Frame Model for Organizations (Bolman & Deal, 1991) allows understanding of leadership behaviors based on the four frames of the model; *structural frame*, *human resources frame*, *political frame*, and *symbolic frame* (Bolman & Deal, 1991). This framework will provide direction in understanding athletic directors and their behaviors related to the implementation of the *NCAA Policy on Transgender Inclusion*.

Chapter III

METHODS

Introduction

The study was conducted to test the hypothesis that the presence of the best practices to ensure transgender inclusion is related to leadership frames of NCAA athletic directors. The following research questions guided the study:

1. What are the leadership frames of intercollegiate athletic directors at NCAA institutions?
2. To what extent is the *NCAA Policy on Transgender Inclusion* present at NCAA institutions?
3. What is the relationship between the leadership frames of intercollegiate athletic directors and the presence of the best practices for implementation of the *NCAA Policy on Transgender Inclusion*?

Design

The study employed a correlational research design. The purpose of correlational research is to discover the relationships between/among variables by using various correlation coefficients. Correlational studies are conducted to determine the magnitude and direction of the relationships among variables (Gall, Gall, & Borg, 2007).

In the study, the independent variables were the four leadership frames of athletic directors and the outcome measure was the presence of the best practices for implementing transgender inclusion policies. Due to non-experimental nature of the study, no causal inferences were drawn.

Subject Selection

The participants for the study were recruited from active member NCAA schools. In 2013, the NCAA reported that there were 1,066 active member schools; 340 in Division I, 290 in Division II, and 436 in Division III (The National Collegiate Athletic Association, 2013). All athletic directors who served at active NCAA member schools in the aforementioned Divisions, as of March 2014, were invited to participate in the study. The contact information was obtained through The National Directory of College Athletics, comprehensive directory of Division I, II, and III athletic directors, which was purchased from Collegiate Directories, Inc. The permission to conduct the study was obtained from the Institutional Review Board at Texas A&M University – Corpus Christi (Appendix A). Consent to participate in the study was obtained online. Due to non-probability nature of sampling, external validity was limited to the participants.

Instrumentation

The researcher developed a three-part online questionnaire, the Athletic Director Leadership and Transgender Policy Implementation Inventory, ADL-TPII (Appendix B)

Part I was derived from the Leadership Orientations Inventory, LOI (Bolman & Deal, 1997), and measured the four frames of leadership. Bolman and Deal (1997) created the LOI to measure three aspects of leadership, (1) *behaviors*, (2) *leadership style*, and (3) *overall rating*. The study was delimited to the *behaviors* section of the LOI, which includes 32 attitudinal items. The 32-item questionnaire employed a 5-point Likert-type scaling (5 = always, 4 = often, 3 = sometimes, 2 = occasionally, 1 = never). Subjects were asked to indicate how often they employed each leadership behavior in their professional capacity. The *structural frame* was defined by items 1, 5, 9, 13, 17, 21, 25, and 29. The *human resource frame* was defined by items

2, 6, 10, 14, 18, 22, 26, and 30. The *political frame* was defined by items 3, 7, 11, 15, 19, 23, 27, and 31. The *symbolic frame* was defined by items 4, 8, 12, 16, 20, 24, 28, and 32. The four constructs served as the study's predictor variables. Bolman (2010) reported the reliability coefficients for the LOI, based on the data obtained from approximately 1,300 individuals in business and education. For the present study, reliability coefficients ranged from 0.74 to 0.82.

Part II was derived from the *NCAA Best Practices and Guidelines for Inclusion of Transgender Student Athletes* (Office of Inclusion, 2011). This part of the instrument was designed to gather information on the extent by which the *NCAA Policy on Transgender Inclusion* was present at the NCAA institutions. The assessment consisted of 16 yes/no questions, which were used to determine the outcome measure.

Part III was designed to collect demographic data to describe the participants. Specifically, data on the NCAA Division classification (I, II, or III), institution type (public or private), academic classification (baccalaureate, master's, doctoral), number of sports teams, number of years as an athletic director, gender, and age were collected. The demographic data that was collected from the respondents was used to identify participant characteristics, which was used to provide an enriched understanding of the results (Lee & Schuele, 2010).

A panel of experts was formed to examine the content validity of the ADL-TPII. The online version of the instrument was pilot-tested to examine its utility and to make sure that the obtained data could be downloaded correctly.

Data Collection

In March of 2014, the directory file from Collegiate Directories, Inc. was purchased. The file included contact information for 1,068 NCAA active member institutions. The 1,068 athletic directors were invited to participate in the study. First, following IRB approval, an initial

email was sent on April 6, 2014 to each athletic director (Appendix C). The initial email explained the purpose of the study, described how the subjects were selected, and included a link to the online questionnaire. The link to the online questionnaire included the Letter of Informed Consent (Appendix D), which was viewed prior to the survey questions. A second follow-up email was sent on April 14, 2014 to all subjects, thanking those who had responded to the questionnaire and encouraging others to kindly complete the questionnaire (Appendix E). A third follow-up email was sent on April 22, 2014 (Appendix F), which was two weeks after the original email. Of the 1,068 athletic directors who were sent the survey, 119 responded, resulting in a response rate of 11.14%.

Data Analysis

The data were coded and entered into the computer. The Statistical Package for the Social Sciences (SPSS) was used to manipulate and analyze the data. Descriptive statistics were used to summarize and organize the data. Specifically, frequency and percentage distribution tables, measures of central tendency, and measures of variability were reported. Skew coefficient was used to examine the normality of the distributions and for skewed distributions; median was reported as the most appropriate measure of central tendency.

Cronbach's Coefficient Alpha was used to estimate the reliability (internal consistency) of the leadership frames (Crocker & Algina, 1986). Specifically, $\alpha = [k/k-1][1-(\sum\sigma_i^2/\sigma_x^2)]$, where k is the number of items on the test, σ_i^2 is the variance of item i , and σ_x^2 is the total test variance (sum of the variances plus twice the sum of the co-variances of all possible pairs of its components, that is, $\sigma_x^2 = \sum\sigma_i^2 + 2\sum\sigma_{ij}$).

A univariate repeated measures analysis of variance was employed to test the differences among the four leadership frames. The sphericity assumption, which requires that the variances

of differences for all pairs of repeated measures to be equal, was tested using the Huynh-Feldt Epsilon and Greenhouse-Geisser Epsilon. If the average of the two Epsilon values is greater than .70, the sphericity assumption is met (Stevens, 2009). Modified Tukey procedure was used as the post hoc analysis; $HSD = q_{\alpha; k, (n-1)(k-1)} \sqrt{MSRES/n}$, where $(n-1)(k-1)$ is the error degrees of freedom and MSRES is the error term (Stevens, 2009).

There is a mathematical expression called a vector, which represents each subject's score on more than one response variable. The mean of the vectors for each group is called a centroid. Multivariate analysis of variance was used to examine group differences on the basis of the centroids for the predictor variables and the outcome measures (Stevens, 2009).

The independent variables and the outcome measure were continuous in nature. Hierarchical Multiple Regression Analysis (HMRA) was used to explain the variation in the presence of the best practices for implementation of the *NCAA Policy on Transgender Inclusion* on the basis of the four *leadership frames*. The Variance Inflation Factor (VIF) was examined to determine if multicollinearity existed. Outliers on predictor variables was examined, using the Hat Elements test; $h = 3p/n$, where $p = k + 1$, and k is the number of predictors. Any case with greater than the critical h must be examined to determine if it could bias the results. Cook's Distance was used to locate influential cases, which is identified by the value greater than one. Standardized Residuals were examined to identify outliers on the outcome measure; any case greater than three in absolute value is considered an outlier (Pedhazur & Schmelkin, 1991). The bivariate associations, using Pearson's Product-Moment Correlation Coefficient (Field, 2013) between each of the independent variables and dependent variable were obtained and ranked from the highest to the lowest. The predictor variables were entered into the regression equation, one at a time, on the basis of the strength of the simple association with the outcome measure to

examine the unique and combined contributions in explaining the variation (Pedhazur & Schmelkin, 1991).

Chapter IV

RESULTS

The purpose of the study was to examine the relationship between the leadership frames of athletic directors and the presence of best practices for implementation of transgender inclusion policies at NCAA institutions. To do so, both were measured and documented, followed by performing simple correlation and hierarchical multiple regression analyses to examine the relationship.

Profile of Subjects

The non-probability sample consisted of 119 athletic directors who served at active NCAA member institutions. The respondents were largely male athletic directors from NCAA Division III baccalaureate private institutions.

Table 1

Variable	f	%
Gender		
Male	79	66.40
Female	40	33.60
NCAA Division		
Division I	26	21.80
Division II	38	31.90
Division III	55	46.20
Academic Classification		
Baccalaureate	67	56.30
Master's	29	24.40
Doctoral/Research	23	19.30
Institution Type		
Public	51	42.90
Private	68	57.10

A typical athletic director was 50 years old ($SD = 9.17$). As can be seen in Table 2, number of sports teams in the respondents' institutions and years as an athletic director were positively skewed; thus, median must be used as the most appropriate measure of central tendency, which was 17.00 and 7.00, respectively.

Table 2

Profile of Subjects, Continuous Variables, n=119

Characteristic	Mean	Median	SD	Skew Coef.
Age	50.32	51.00	9.17	0.01
Number of Sports Teams	17.45	17.00	5.06	0.85
Years as an Athletic Director	9.63	7.00	7.99	0.94

Leadership Frames

Part I of the Athletic Director Leadership and Transgender Policy Implementation Inventory (ADL-TPII) was derived from the *behaviors* section of the Leadership Orientations Inventory (LOI), a 32-item assessment. A 5-point Likert-type scaling (5 = always, 4 = often, 3 = sometimes, 2 = occasionally, 1 = never) was used to document the leadership behavior of the respondents. Results are summarized in Table 3.

Table 3

Frequency and Percentage Distributions of Leadership Behaviors, n =119

Leadership Behavior	Response	f	%
Think clearly and logically	Always	50	42.00
	Often	69	58.00
	Sometimes	0	0.00
	Occasionally	0	0.00
	Never	0	0.00

Table 3, Continued

Leadership Behavior	Response	f	%
Show high levels of support and concern for others	Always	51	42.90
	Often	63	52.90
	Sometimes	5	4.20
	Occasionally	0	0.00
	Never	0	0.00
Have exceptional ability to mobilize people and resources to get things done	Always	22	18.50
	Often	72	60.50
	Sometimes	24	20.20
	Occasionally	1	0.80
	Never	0	0.00
Inspire others to do their best	Always	27	22.70
	Often	73	61.30
	Sometimes	18	15.10
	Occasionally	1	0.80
	Never	0	0.00
Strongly emphasize careful planning and timeliness	Always	43	36.10
	Often	60	50.40
	Sometimes	14	11.80
	Occasionally	2	1.70
	Never	0	0.00
Build trust through open and collaborative relationships	Always	44	37.00
	Often	66	55.50
	Sometimes	8	6.70
	Occasionally	1	0.80
	Never	0	0.00
Very skillful and shrewd negotiator	Always	10	8.40
	Often	46	38.70
	Sometimes	50	42.00
	Occasionally	11	9.20
	Never	2	1.70

Table 3, Continued

Leadership Behavior	Response	f	%
Highly charismatic	Always	18	15.10
	Often	51	42.90
	Sometimes	34	28.60
	Occasionally	16	13.40
	Never	0	0.00
Approach problems through logical analysis and careful thinking	Always	38	31.90
	Often	73	61.30
	Sometimes	7	5.90
	Occasionally	1	0.80
	Never	0	0.00
Show high sensitivity and concern for others' needs and feelings	Always	35	29.40
	Often	68	57.10
	Sometimes	16	13.40
	Occasionally	0	0.00
	Never	0	0.00
Unusually persuasive and influential	Always	10	8.40
	Often	62	52.10
	Sometimes	39	32.80
	Occasionally	8	6.70
	Never	0	0.00
Able to be an inspiration to others	Always	10	8.40
	Often	58	48.70
	Sometimes	48	40.30
	Occasionally	3	2.50
	Never	0	0.00
Develop and implement clear, logical policies and procedures	Always	23	19.30
	Often	75	63.00
	Sometimes	19	16.00
	Occasionally	2	1.70
	Never	0	0.00
Foster high levels of participation and involvement in decisions	Always	16	13.40
	Often	78	65.50
	Sometimes	21	17.60
	Occasionally	4	3.40
	Never	0	0.00

Table 3, Continued

Leadership Behavior	Response	f	%
Anticipate and deal adroitly with organizational conflict	Always	13	10.90
	Often	69	58.00
	Sometimes	35	29.40
	Occasionally	2	1.70
	Never	0	0.00
Highly imaginative and creative	Always	12	10.10
	Often	45	37.80
	Sometimes	50	42.00
	Occasionally	11	9.20
	Never	1	0.80
Approach problems with facts and logic	Always	39	32.80
	Often	75	63.00
	Sometimes	5	4.20
	Occasionally	0	0.00
	Never	0	0.00
Consistently helpful and responsive to others	Always	24	20.20
	Often	86	72.30
	Sometimes	8	6.70
	Occasionally	1	0.80
	Never	0	0.00
Very effective in getting support from people with influence and power	Always	16	13.40
	Often	74	62.20
	Sometimes	25	21.00
	Occasionally	4	3.40
	Never	0	0.00
Communicate a strong and challenging sense of vision and mission	Always	27	22.70
	Often	67	56.30
	Sometimes	20	16.80
	Occasionally	5	4.20
	Never	0	0.00

Table 3, Continued

Leadership Behavior	Response	f	%
Set specific, measurable goals, and hold people accountable for results	Always	19	16.00
	Often	72	60.50
	Sometimes	25	21.00
	Occasionally	3	2.50
	Never	0	0.00
Listen well and am usually receptive to other people's ideas and input	Always	27	22.70
	Often	77	64.70
	Sometimes	13	10.90
	Occasionally	2	1.70
	Never	0	0.00
Politically very sensitive and skillful	Always	19	16.00
	Often	58	48.70
	Sometimes	31	26.10
	Occasionally	11	9.20
	Never	0	0.00
See beyond current realities to generate exciting new opportunities	Always	11	9.20
	Often	66	55.50
	Sometimes	35	29.40
	Occasionally	7	5.90
	Never	0	0.00
Have extraordinary attention to detail	Always	21	17.60
	Often	51	42.90
	Sometimes	31	26.10
	Occasionally	16	13.40
	Never	0	0.00
Give personal recognition for work well done	Always	38	31.90
	Often	64	53.80
	Sometimes	16	13.40
	Occasionally	1	0.80
	Never	0	0.00

Table 3, Continued

Leadership Behavior	Response	f	%
Develop alliances to build a strong base of support	Always	26	21.80
	Often	77	64.70
	Sometimes	14	11.80
	Occasionally	2	1.70
	Never	0	0.00
Generate loyalty and enthusiasm	Always	21	17.60
	Often	80	67.20
	Sometimes	18	15.10
	Occasionally	0	0.00
	Never	0	0.00
Strongly believe in clear structure and a chain of command	Always	44	37.00
	Often	57	47.90
	Sometimes	16	13.40
	Occasionally	2	1.70
	Never	0	0.00
Highly participative manager	Always	35	29.40
	Often	70	58.80
	Sometimes	12	10.10
	Occasionally	2	1.70
	Never	0	0.00
Succeed in the face of conflict and opposition	Always	16	13.40
	Often	74	62.20
	Sometimes	29	24.40
	Occasionally	0	0.00
	Never	0	0.00
Serve as an influential model of Organizational aspirations and values	Always	25	21.00
	Often	74	62.20
	Sometimes	19	16.00
	Occasionally	1	0.80
	Never	0	0.00

On the basis of the means of the respondent's responses, the 32 leadership behaviors were ranked from the highest to the lowest. The two highest ranked leadership behaviors were "Think clearly and logically;" and "Show high levels of support and concern for others" which are associated with the *structural frame* and *human resource frame*, respectively. The two lowest ranked leadership behaviors, "Highly imaginative and creative;" and "Very skillful and shrewd negotiator" are associated with the *symbolic frame* and *political frame*, respectively. Results are summarized in Table 4.

Table 4

Ranking of Leadership Behaviors, n=119	
Leadership Behavior	Mean*
Think clearly and logically	4.42
Show high levels of support and concern for others	4.39
Approach problems with facts and logic	4.29
Build trust through open and collaborative relationships	4.29
Approach problems through logical analysis and careful thinking	4.24
Strongly emphasize careful planning and timeliness	4.21
Strongly believe in clear structure and a chain of command	4.20
Give personal recognition for work well done	4.17
Highly participative manager	4.16
Show high sensitivity and concern for others' needs and feelings	4.16
Consistently helpful and responsive to others	4.12
Listen well and am usually receptive to other people's ideas and input	4.08
Develop alliances to build a strong base of support	4.07
Inspire others to do their best	4.06
Serve as an influential model of organizational aspirations and values	4.03
Generate loyalty and enthusiasm	4.03
Develop and implement clear, logical policies and procedures	4.00
Communicate a strong and challenging sense of vision and mission	3.97
Have exceptional ability to mobilize people and resources to get things done	3.97
Set specific, measurable goals, and hold people accountable for results	3.90
Foster high levels of participation and involvement in decisions	3.89
Succeed in the face of conflict and opposition	3.89
Very effective in getting support from people with influence and power	3.86
Anticipate and deal adroitly with organizational conflict	3.78

Table 4, Continued

Leadership Behavior	Mean*
Politically very sensitive and skillful	3.71
See beyond current realities to generate exciting new opportunities	3.68
Have extraordinary attention to detail	3.65
Able to be an inspiration to others	3.63
Unusually persuasive and influential	3.62
Highly charismatic	3.60
Highly imaginative and creative	3.47
Very skillful and shrewd negotiator	3.43

*5 = always, 4 = often, 3 = sometimes, 2 = occasionally, 1 = never

The 32 items are used to measure the four frames of leadership, namely, the *structural frame*, *human resource frame*, *political frame*, and *symbolic frame*. Each frame is defined by eight items. The reliability coefficients, as estimated by Cronbach's Coefficient Alpha, ranged from 0.74 to 0.82, attesting to adequate internal consistency of the four scale scores. The *human resource frame* was reported the most, followed by the *structural frame*, *symbolic frame*, and *political frame*. Results are summarized in Table 5.

Table 5

Reliability Coefficient, Means, and Standard Deviations for Leadership Frames, n=119

Leadership Frame	# of items	Reliability Coefficient	Mean*	SD
Structural	8	0.74	4.11	0.40
Human Resource	8	0.77	4.15	0.39
Political	8	0.77	3.79	0.44
Symbolic	8	0.82	3.80	0.48

*5 = always, 4 = often, 3 = sometimes, 2 = occasionally, 1 = never

A univariate repeated measures analysis of variance was performed to test the differences among the four leadership frames. Both the Greenhouse-Geisser Epsilon (0.90) and the Huynh-Feldt Epsilon (0.92) were greater than .70, indicating that the sphericity assumption was met (Stevens, 2009). The differences were statistically significant, $F(3, 354) = 55.29, p < .001$.

Results are summarized in Table 6.

Table 6

Source	SS	df	MS	F
Leadership Frame	13.49	3.00	4.50	55.29*
Block	28.79	354.00	0.08	
Residual	58.87	118.00	0.50	

* $p < .01$

The Modified Tukey procedure was employed for the purpose of post hoc analysis. Results showed that, with the exceptions of the *structural frame* versus *human resource frame* and the *political frame* versus *symbolic frame*, all pairwise comparisons were statistically significant. Results are summarized in Table 7.

Table 7

Post Hoc Results for Leadership Frames	
Pair-wise Comparison	Significance*
Structural Frame vs. Human Resource Frame	NS
Structural Frame vs. Political Frame	S
Structural Frame vs. Symbolic Frame	S
Human Resource Frame vs. Political Frame	S
Human Resource Frame vs. Symbolic Frame	S
Political Frame vs. Symbolic Frame	NS

*NS = not statistically significant. S = statistically significant

A multivariate analysis of variance (MANOVA) showed no statistically significant differences among the Division I, II, and III participants on the basis of the group centroid of the four leadership frames, $F(8, 288) = 1.02, p = .42$. Means and standard deviations are reported in Table 8.

Table 8

Means and Standard Deviations for Leadership Frames by NCAA Division						
Leadership Frame	Division I, n = 26		Division II, n = 38		Division III, n = 55	
	Mean	SD	Mean	SD	Mean	SD
Structural	4.09	0.41	4.15	0.43	4.10	0.39
Human Resource	4.22	0.35	4.14	0.37	4.14	0.43
Political	3.87	0.36	3.74	0.41	3.80	0.49
Symbolic	3.80	0.49	3.84	0.46	3.79	0.50

Another MANOVA showed no statistically significant differences between the participants from the private and public institutions on the basis of the group centroid of the four

leadership frames, $F(4, 114) = 0.95, p = .44$. Means and standard deviations are reported in Table 9.

Table 9

Means and Standard Deviations for Leadership Frames by Institution Type

Leadership Frame	Public, n = 51		Private, n = 68	
	Mean	SD	Mean	SD
Structural	4.17	0.42	4.07	0.38
Human Resource	4.23	0.35	4.10	0.41
Political	3.85	0.47	3.74	0.42
Symbolic	3.86	0.50	3.77	0.46

Best Practices and Guidelines for Inclusion of Transgender Student Athletes

The athletic directors were asked to complete Part II of the ADL-TPII, which was designed to gather information on the implementation of the *NCAA Policy on Transgender Inclusion*. There were 16 yes/no questions, which indicated whether or not the best practices for transgender inclusion were present within the athletic directors' athletics department. Results are summarized in Table 10.

Table 10

Frequency and Percentage Distributions of Responses to the NCAA Best Practices and Guidelines for Inclusion of Transgender Student Athletes section, n=119

Best Practice and Guideline for Inclusion	Response	f	%
Does your institution have an inclusive non-discrimination and harassment policy that includes gender identity	No	10	8.40
	Yes	109	91.60
Are you knowledgeable about collegiate non-discrimination and harassment policies that includes gender and expression	No	14	11.80
	Yes	105	88.20

Table 10, Continued

Best Practice and Guideline for Inclusion	Response	f	%
Is gender identity and expression included in your departmental non-discrimination statements on all official documents and websites	No	65	54.60
	Yes	54	45.40
Are you aware of state and federal non-discrimination laws that prohibit discrimination based on gender identity and expression	No	14	11.80
	Yes	105	88.20
Does your department have an effective and fair departmental policy that addresses the participation of transgender student athletes that is consistent with the school policy and state or federal non-discrimination laws	No	67	56.30
	Yes	52	43.70
Do you educate all members of the athletics department community (including staff, student athletes, and parents) about departmental and school policies regarding the participation of transgender student athletes in athletics	No	72	60.50
	Yes	47	39.50
Are you familiar with transgender identity, the preferred terminology, and current scientific perspectives on the participation of transgender student athletes on men's and women's sports teams	No	40	33.60
	Yes	79	66.40
Have you worked with your conference office to adopt fair and effective policies governing the participation of transgender student athletes	No	110	92.40
	Yes	9	7.60
Have you recommended that your conference office sponsor educational programs for coaches and student athletes on the inclusion of transgender student athletes, preferred terminology, and understanding transgender identity	No	107	89.90
	Yes	12	10.10
Have you recommended that professional organizations you belong to sponsor educational programs on the inclusion of transgender student athletes, preferred terminology, and understanding of transgender identity	No	98	82.40
	Yes	21	17.60

Table 10, Continued

Best Practice and Guideline for Inclusion	Response	f	%
Do you educate all members of the sports information department about transgender identity, preferred terminology, department policies governing the participation of transgender student athletes, and confidentiality requirements when discussing transgender student athlete participation with the media	No	86	72.30
	Yes	33	27.70
Do your athletics facilities include changing areas, toilets, and showers that would be available for transgender student athletes if requested	No	59	49.60
	Yes	60	50.40
Do you, your student athletes, coaches, and other staff members utilize preferred names and pronouns, which reflect a student's gender and pronoun preferences	No	53	44.50
	Yes	66	55.50
Does your athletics department have a dress code and team uniform policy that is inclusive of transgender student athletes	No	83	69.70
	Yes	36	30.30
Are most members of your university community educated about transgender identities, non-discrimination policies, language, and expectations to create a respectful team and school climate	No	72	60.50
	Yes	47	39.50
Are all school and athletics representatives informed about the privacy protections of transgender student athletes and ways in which to speak with the media	No	92	77.30
	Yes	27	22.70

The responses to the 16 questions were coded by assigning one to “yes” and zero to “no” responses and summed to measure the extent of the presence of transgender inclusion policies, ranging from 0 to 16. The mean was 7.24 ($SD = 3.48$). There were no statistically significant differences among Division I ($M = 6.38$, $SD = 2.93$), Division II ($M = 6.82$, $SD = 3.59$), and Division III ($M = 7.95$, $SD = 3.56$) on the basis of the outcome measure, $F(2, 116) = 2.25$, $p = .11$. Additionally, the difference between public ($M = 6.59$, $SD = 3.11$) and private ($M = 7.74$, $SD = 3.68$) institutions on the basis of the presence of transgender inclusion policies was not statistically significant, $t(117) = 1.80$, $p = .07$.

What is the relationship between the leadership frames of intercollegiate athletic directors and the best practices for implementation of the *NCAA Policy on Transgender Inclusion*? To answer this question, since there were no statistically significant differences among the participating institutions on the basis of the predictor variables and the outcome measure, all data were used to examine the unique and combined contributions of the four leadership frames in explaining the variation in the outcome measure, which was the presence of various transgender inclusion policies.

The average variance inflation factor (VIF) $[1.621 + 1.585 + 2.529 + 3.065]/4 = 2.2$ was greater than 1, indicating the presence of multicollinearity, which could have biased the results. The critical Hat Element, h , was computed to be: $h = 3(5)/119 = .13$, and used to look for outliers on independent variables. Examination of the data showed that there were two outliers and it was decided that they could have not biased the results; thus, both were included in the analysis. Cook's Distances measures ranged from .00 to .07, indicating that there were no influential data points. Standard Residuals ranged from -2.28 to +2.42, indicating that there were no outliers on the dependent variable.

Bivariate associations between each of the predictors and the outcome measure were obtained. On the basis of the magnitude of the bivariate associations, predictor variables were ranked from the highest to the lowest. The predictor variables were entered into the regression equation on the basis of the rankings one at a time. Lastly, the unique contribution of each variable was examined. Table 11 shows the rank order of the simple correlations between each of the predictor variables and the outcome measure.

Table 11

Leadership Frames by Transgender Inclusion score correlation matrix		
Independent Variable	r	p
Symbolic Frame	.18	.05
Human Resource Frame	.19	.52
Political Frame	.19	.97
Structural Frame	.19	.98

The four predictor variables, *human resource frame*, *political frame*, *symbolic frame* and *structural frame*, explained 3.50% of the variation in the outcome measure of the presence of the *NCAA Policy on Transgender Inclusion* score, $F(4, 114) = 1.05, p = .39$. The unique contribution of the *symbolic frame* was 3.20% ($p = .05$), followed by *human resource frame* (.30%, $p = .52$), *political frame* (0%, $p = .97$), and *structural frame* (0%, $p = .98$). The unique contributions were not statistically significant.

Summary

The participants of the study were most likely to use leadership behaviors associated with the *human resource frame*, and least likely to use leadership behaviors association with the *political frame*. Post hoc analysis showed that, with the exception of the *structural frame* vs. *human resource frame* and the *political frame* vs. *symbolic frame*, all pairwise comparisons were statistically significant. Multivariate analysis of variance showed no statistically significant differences among the three NCAA Divisions and between private and public institutions on the basis of the predictor variables and the outcome measure. Examination of the unique and combined contributions of the four leadership frames in explaining the variation in the outcome measure revealed that none was statistically significant.

Chapter V

CONCLUSIONS, DISCUSSION, IMPLICATIONS, AND FUTURE RESEARCH

Introduction

The study examined the relationship of athletic directors' leadership frames to the presence of NCAA best practices for implementation of transgender inclusion policies at colleges and universities with NCAA athletics. The research questions that guided the study were:

1. What are the leadership frames of intercollegiate athletic directors at NCAA institutions?
2. To what extent is the *NCAA Policy on Transgender Inclusion* present at NCAA institutions?
3. What is the relationship between the leadership frames of intercollegiate athletic directors and the presence of the best practices for implementation of the *NCAA Policy on Transgender Inclusion*?

The study was significant because the results may be used to inform and improve transgender participation policies and implementation processes within NCAA institutional athletics departments. This study also provides a means for policy evaluation at the institutional level.

Conclusions and Discussion

Research Question 1

What are the leadership frames of intercollegiate athletic directors at NCAA institutions?

The director of athletics is the most prestigious administrative role in intercollegiate athletics. Individuals who serve as athletic directors are at the forefront of the colleges and

universities for which they serve (Wright, Eagleman, & Pedersen, 2011). The primary responsibilities of the athletic director include the management of departmental operations, the welfare of the student athletes, and maintenance of institutional, conference and NCAA compliance. Athletic directors set the tone for their departments, coaches, student athletes, and campus communities (Elfman, 2013). According to the results, athletic directors who participated in the study were most likely to use leadership behaviors associated with the *human resource frame*, followed by the *structural frame*, *symbolic frame*, and *political frame*.

Bolman and Deal (1991) indicated that the *human resource frame* focuses on the feelings of others and the basic needs of individuals. Leaders who exhibit the *human resource frame* lead through facilitation and empowerment of others (Bolman & Deal, 1991; Bolman & Deal, 2008). The primary method of response is interpersonal and fosters participation and involvement, which occurs through training of employees and offering workshops for members of their organizations (Bolman & Deal, 1991). The final aspect of the *human resource frame* is the principal concern to create a working environment that is an optimal fit for the employee, meeting their individual needs (Scott, 1999).

Finding the *human resource frame* to be the most likely used behavior among athletic directors was somewhat unexpected. According to the literature, it suggests that athletic directors historically exhibit behaviors most closely associated with goal and task accomplishment (Branch, 1990). This finding differs from what is stated in the literature. However, as the landscape of higher education changes over time and intercollegiate athletics undergoes increased examination, athletic directors are becoming more increasingly aware of their abilities as leaders. Athletic directors are becoming more concerned with public perception and are growing more in tune with their interpersonal abilities (Branch, 1990; Pratt, 2013). The

NCAA and higher education in general are increasingly placing a greater emphasis on professional development of their employees, which may be causing a shift in the cultural paradigm of intercollegiate athletics (Brancato, 2003).

Following the *human resource frame*, the *structural frame* was the second most frequently reported leadership frame. Based on the defined roles of an athletic director, this finding logically makes sense that the *structural frame* was found toward the top of the most frequently reported leadership frames. The *structural frame* centers on defining clear goals, and roles for individuals in an organization and focuses on setting policies, which define the direction of an organization (Bolman & Deal, 1991). The primary responsibilities of athletic directors include mostly management skills, departmental operations, compliance, planning, organizing, and evaluating the program; all skills, which are associated with the *structural frame* (Branch, 1990; Elfman, 2013). The impending success of an athletics department is contingent upon an athletic director's ability to effectively produce results while maintaining an overall vision, goals, ethics, and integrity (Branch, 1990; Wright et al., 2011). In many aspects athletic directors are much like CEOs, they have control of the departments finances, policies, goals, and objectives; responsibilities which are aligned with the *structural frame* (Pratt, 2013).

Another aspect of *structural frame* is focus on bottom line and accountability (Bolman & Deal, 1991). This is key because athletic directors are responsible for a number of different, distinct programs. Results showed a mean number of sports teams as 17. This suggests that most athletic directors are responsible for a fairly large number of only student athletes, coaches and administrative staff members. This suggests that these individuals need to be highly organized and structured. Both size and structure of organizations have been shown to impact

the outcomes of athletic departments, so this finding is not surprising (Cunningham & Rivera, 2001).

To a lesser extent, the *symbolic frame* was evident. The *symbolic frame* emphasizes finding meaning in facts and interpreting them rather than objectively analyzing situations. Leaders who are *symbolic* stress enthusiasm, loyalty, and a strong sense of vision (Bolman & Deal, 1991). Leaders who display the *symbolic frame* are transformational leaders; they lead by example and encourage their employees to buy-in to their vision and purpose (Bolman & Deal, 2008).

Transformational leadership and the *symbolic frame* are similar in nature, focusing on social behaviors and a leaders interactions with employees or subordinates and earning the buy-in and respect which in turn creates trust and the ability for employees to follow their leaders (Bass, 1985; Bolman & Deal, 2008; Burns, 1978). Several studies have been conducted to examine employee perception of athletic directors and their transformational leadership abilities (Burton & Peachey, 2009; Choi, Sagas, Park & Cunningham, 2007; Kent & Chelladurai, 2001). In these studies it was found that athletic directors who exhibit transformational leadership qualities are perceived as being more effective leaders and also create job satisfaction (Burton & Peachey, 2009; Choi, Sagas, Park, & Cunningham, 2007; Kent & Chelladurai, 2001). The results of this study showed that there may be some disconnect between the perception of athletic directors having high levels of transformational leadership qualities, and the self-reported perception of athletic directors transformational leadership qualities or the *symbolic frame*.

Finally, the study revealed that athletic directors who participated identified less with the *political* frame, which defines leaders as those who are politically driven, often pragmatic in nature, and value power in building the success of their organization through negotiations, and

networking, than other frames (Bolman & Deal, 1991). The assumption is that most athletic directors are focused on the wins and losses of an athletics program, and the financial success of their department. However, this is not the case with all athletic departments. For most athletics' departments there are two competing ideologies, educational principles and commercial principles (Southall, Nagel, Amis, & Southall, 2008).

Athletic directors from NCAA Division I institutions represented 21.80% of the study respondents. The remaining respondents were from Division II (31.90%), and Division III (46.20%). Over half of the respondents worked at institutions where the primary goal is not fiscally driven, but is driven by human relationships and the academic success of their student athletes (Robinson, Peterson, Tedrick, & Carpenter, 2003). The number of respondents from the three NCAA Divisions alone could explain the frequency by which the leadership frames were reported, in particular the *political frame* being reported as the least likely frame to be used.

Research Question 2

To what extent is the *NCAA Policy on Transgender Inclusion* present at NCAA institutions?

Athletic associations have implemented transgender inclusion policies, in large part, to maintain the integrity of their respective sport(s) by regulating gender participation based on medical classifications (Office of Inclusion, 2011; Sinisi, 2012). The results are somewhat surprising. While athletic directors acknowledge transgendered policies at their institutions and awareness of legal parameters, they do not necessarily have the policies in their departments.

It is interesting to note that results showed no statistical differences among Division I, Division II, and Division III institutions. Additionally, there are no statistically significant

differences between public and private institutions on the basis of the presence of transgender inclusion policies.

The infancy of the *NCAA Policy on Transgender Inclusion* may be a factor in the results of the study. The best practices for implementation of transgender inclusion policies were in fact published in 2011 (Cooper, 2012), only three years prior to data collection for the current study. Additionally, the NCAA simply describes their best practices for implementing transgender inclusion policies; NCAA member institutions are not required to implement these policies (Office of Inclusion, 2011).

Although institutions are not required to implement these policies on their campuses, it is surprising that there were no statistically significant differences among the NCAA Divisions, as well as public and private institutions. Given the high profile nature of NCAA athletics and the strong emphasis on student athlete welfare and gender equity issues (Beckham, 2011), one would suspect that the extent to which the *NCAA Policy on Transgender Inclusion* is present at NCAA institutions would be higher than stated in the results on the study. This suspicion may circle back the nature of leadership from the NCAA, which does not establish institutional policies concerning transgender issues; rather it has made recommendations to do so (Elfman, 2013; Hoye & Cuskelly, 2007).

Two very distinct responses from the data reveal information concerning the possible relationship between the implementation of transgender inclusion policies at an institution as compared to within an athletics department. When athletic directors were asked the question “Does your institution have an inclusive non-discrimination and harassment policy that includes gender identity?” 91.60% of the respondents answered yes. However, when asked “Does your department have an effective and fair departmental policy that addresses the participation of

transgender student athletes that is consistent with the school policy and state or federal non-discrimination laws?” only 43.70% answered yes. This is also a concerning result considering only 43.70% have policies within their departments that address transgender participation, but 88.20% are both knowledgeable about collegiate non-discrimination and harassment policies, and are aware of state and federal non-discrimination laws that address gender identity and expression. This indicates that there is a discrepancy between knowledge of the issues and implementing policies within athletics departments, which address these issues.

Another matter that developed from the data was the concept of policy education. When athletic directors were asked if they educate all members of their department community (including staff, student athletes, and parents) about department and school policies regarding the participation of transgender student athletes, 39.50% answered yes. When asked if they educate all members of the sports information department about transgender identity, only 27.70% answered yes.

The data revealed that athletic directors cannot just acknowledge that transgender issues exist. They must first educate themselves, work with their campus communities to develop and implement effective policies, and then educate their staff, student athletes, and athletics community in order for this type of policy to have an impact on the welfare of transgender student athletes. In order to fully understand the discrepancy between policy knowledge, policy formulation, and policy implementation, policy theory in relation to the NCAA and transgender inclusion should be explored further. According to James and Jorgensen (2009), investigating policy process theories would assist in explaining, “how policy knowledge affects policy formulation, change, the direction of that change, and outcomes” (p. 153).

Research Question 3

What is the relationship between the leadership frames of intercollegiate athletic directors and the presence of the best practices for implementation of the *NCAA Policy on Transgender Inclusion*?

The National Collegiate Athletics Association (NCAA) was created in 1906 and was initially formed to regulate the brutality and professionalization of college football (Duderstadt, 2000; The National Collegiate Athletic Association, 2013). Leadership from the NCAA is established through its governance structure (Elfman, 2013). Governance is the structures and processes established by a sport association, which provide direction, set policies, and manage and monitor the organization as a whole (Hoye & Cuskelly, 2007). As a governing body, the NCAA does not establish institutional policies; it is the campus administration that is responsible for setting campus policy. The NCAA does however play the role of an educator in providing the resources that their membership needs in order to establish personnel policies and mission statements that are inclusive to the LGBT community (Elfman, 2013).

Results showed no statistical significance of leadership frames and transgendered inclusion policy inclusion. This could be because the *NCAA Policy on Transgender Inclusion* specifically addresses best practices for athletics' administrators, which speaks to policy development, discrimination prevention, education, enforcement procedures, and consequences (Office of Inclusion, 2011). It does not address compliance or a mandate to adhere to the suggested best practices. However, given the legal environment of collegiate sports, it would be expected that transgendered policies would be implemented.

Historically, gender discrimination issues have been a source of distress for the NCAA. Since 1972, Title IX has driven both public and private institutions to focus on compliance issues

associated with gender-based discrimination. As society continues to develop an understanding for this notion of intersex, transexualism, and transgenderism, governing bodies will be forced to reevaluate and rewrite the policies that inform their practices (Baljinder, Knawaljeet, & Narinder, 2010). Unfortunately, it may take a landmark law case in order for athletic directors to move from mere knowledge of policies to actual implementation.

Furthermore, the four predictor variables, *human resource frame*, *political frame*, *symbolic frame* and *structural frame*, only explained 3.5% of the variance. Although it appears that the leadership frames performed well with the sample, the transgendered best practices seemed to split into two categories: (a) policy knowledge; and (b) policy implementation. Athletic directors are quite aware of the policies. However, they have not made specific recommendations for adoption and implementation of such policies.

The NCAA has made a valiant effort to serve as the educator on transgender inclusion issues, providing the resources that their membership needs in order to establish policies and mission statements that are inclusive to the LGBT community (Elfman, 2013). This explains the level of knowledge athletic directors have regarding transgender inclusion policies. However, there is work to be done regarding the institutional implementation of these policies. Other leadership frames may explain the implementation of policies better than the four frames at 3.5% of variance.

Pasque (2010) presented a Dialogic Process Model, which accurately represents the current state of the NCAA *Policy on Transgender Inclusion*. Athletic directors seem to be aware, and in most cases understand the NCAA *Policy on Transgender Inclusion*; however, there are fewer who have made the commitment and taken action on the issue. The Dialogic Process Model, also known as the Dialogic Model of Change consists of four parts; *awareness*,

understanding, commitment, and action (Pasque, 2010; The National Forum on Higher Education for the Public Good, 2013). Below are descriptions of the parts of the model and after the descriptions, there is a discussion of how they relate to the study.

Awareness refers to the knowledge of the issue environment, the issue itself, and the stakeholders involved in the change process (Pasque, 2010; The National Forum on Higher Education for the Public Good, 2013).

Understanding occurs once *awareness* is achieved. This step of the process includes gathering empirical research, answering complex questions, and generally assembling material that will inform the issue (Pasque, 2010; The National Forum on Higher Education for the Public Good, 2013).

Commitment is established once *awareness* and *understanding* of pressing issues is achieved. When *awareness* and *understanding* are achieved, an obligation to advocacy and commitment to being a change agent is reached (Pasque, 2010; The National Forum on Higher Education for the Public Good, 2013).

Action is the ultimate goal in the Dialogic Model, to create change once *awareness, understanding, and commitment* are attained (Pasque, 2010; The National Forum on Higher Education for the Public Good, 2013).

Part II of the ADL-TPII, was designed to gather information on the implementation of the *NCAA Policy on Transgender Inclusion*. The results from Part II of the ADL-TPII indicated that *awareness* is present. Responses to questions 1, 2, 3, and 4 in the NCAA Best Practices and Guidelines for Inclusion of Transgender Student Athletes section address *awareness* of transgender policy issues from the state and federal level, institutional, collegiate, and also within the athletic directors own athletics department. Responses to questions 1, 2, and 4, which

address institutional, collegiate, and state and federal policies, all yielded a response of yes from 88.20% or higher. Interestingly, question 3, which addresses gender identity and expression policies within an athletics department, only yielded a yes response from 45.40% of respondents. This shows that athletic directors, for the most part, attained awareness, but have not completed the next three stages of the Dialogic Model of Change.

Question number 7 addresses the *understanding* piece of the Dialogic Model of Change. This question, which addresses an athletic directors familiarity with transgender identity, preferred terminology, and current scientific perspectives on the participation of transgender student athletes on men's and women's sports teams, yielded a yes response from 66.40% of the respondents. The response to this question seemingly indicates that more than two thirds of the respondents had actively educated themselves about transgender issues within athletics; indicating that they possessed both awareness and understanding.

There are several questions in Part II of the ADL-TPII which address the *commitment* state of the Dialogic Model of Change; questions 5, 8, 9, 10, 12, and 14. Each of these questions indicates that to some extent the athletic director has indicated that his/her department has a policy, which addresses transgender inclusion, or s/he have attempted to implement additional policies through NCAA conferences or professional organizations. Fifty percent of the time, or less, responses to these questions regarding commitment failed to yield a yes response from athletic directors. When the athletic directors were asked whether or not they had reached out to their conference office or professional organization in order to educate themselves or others about effective policies and understanding transgender participation, questions 8, 9, and 10 yielded no responses from 80% or more of the respondents.

The final stage of the Dialogic Model of Change is *action*. Questions 6, 11, 13, 15, and 16 represent stages of action, which athletic directors could potentially implement in order to create and sustain change within their institutional community or within their NCAA athletics conference.

As a result of the study, the *human resource frame* was identified as the most likely used leadership behavior among athletic directors, and the *political frame* being reported as the least likely frame to be used. The results of the study should indicate to the NCAA that when making suggestions for best practices of policy implementation, it is important to understand the leadership behaviors of their leaders at NCAA institutions who will be creating, implementing, and enforcing the policies that they set forth.

The extent to which the *NCAA Policy on Transgender Inclusion* is present at NCAA institutions is an indicator of the environment of intercollegiate athletics, and higher education in terms of diversity issues. When leadership is aware of gender-based participation issues but nothing is being done on an institutional level to address these issues, there is some disconnect present, which is preventing the implementation process from taking place. Additionally, results showed no statistical significance of leadership frames and transgendered inclusion policy inclusion. Although the NCAA has addressed best practices for athletics administrators, for policy development, discrimination prevention, education, enforcement procedures, and consequences, it does not mandate member institutions to adhere to these best practices (Office of Inclusion, 2011). By doing so, the NCAA has left this issue open to the individual institutional athletic directors to personally make the decision of whether or not transgender issues are important to them and/or are important on their campuses.

Addressing fair, legal, informed, and ethical transgender participation policies and measures of policy implementation at NCAA institutions is not going away any time soon. The growing issue has recently gained sustained media attention and will only continue to gain attention as today's youth continue to challenge the meaning of gender binaries, which exist in sport (Sullivan, 2011). If athletic administrators continue to leave transgender participation policies on their campuses unchanged, this creates an athletics environment where these students "feel invisible or marginalized if little or no effort is made to acknowledge their presence, much less meet their needs" (Beemyn, Curtis, Davis, & Tubbs, 2005, p. 51). We must protect the rights of these students, and also allow for them to feel welcomed and fully included in intercollegiate athletics (Beemyn et al., 2005). In order to change the ways in which transgender participation is addressed by athletic directors and individual NCAA member institutions, there are two areas that need to be addressed; compliance, and the lawfulness of transgender participation.

Addressing this issue from an NCAA compliance standpoint would take some effort, but is a viable solution. Currently the NCAA *Policy on Transgender Inclusion* specifically addresses best practices for athletics administrators; the policy does not mandate institutions to implement these policies it is more of a recommendation (Office of Inclusion, 2011). In the case of the NCAA *Policy on Transgender Inclusion*, the NCAA has taken a stance to not establish blanket policies and allow their member institutions to set campus policy (Elfman, 2013).

Transgender participation is somewhat complicated when it comes to NCAA compliance. From a medical standpoint, the NCAA mandates the regulation of hormonal treatment for transgender student athletes through their Bylaws (Office of Inclusion, 2011). However, when addressing diversity and gender equity in Division I, Division II, and Division III Manuals, the

concept of *transgender* is not specifically addressed, actually the word transgender does not exist in the NCAA Manuals (The National Collegiate Athletic Association, 2014). In fact, the language that is used throughout the Manuals is very gender specific, which only reinforces gender binaries within athletics. What also exists in the NCAA Manuals is Bylaw 2.2.2 Cultural Diversity and Gender Equity, which states, “It is the responsibility of each member institution to establish and maintain an environment that values cultural diversity and gender equity among its student-athletes and intercollegiate athletics department staff” (The National Collegiate Athletic Association, 2014, p. 3). Bylaw 2.3.1 also states, “It is the responsibility of each member institution to comply with federal and state laws regarding gender equity” (The National Collegiate Athletic Association, 2014, p. 3). In addition, 2.3.3 states, “The activities of the Association should be conducted in a manner free of gender bias” (The National Collegiate Athletic Association, 2014, p. 3). Yet, the results of this study show that only 43.70% of athletic directors have departmental policies, which address the participation of transgender student athletes.

In addition to NCAA legislation, there are also greater issues concerning Title IX that follow transgender participation policies. Since the 1970s, Title IX has regulated the compliance of all schools and institutions in the United States so that individuals not be discriminated against on the basis of sex (Carpenter & Acosta, 2005; Office for Civil Rights, 1979; United States Department of Justice, 2001, p. 7). It is only a matter of time before the legal implications concerning the disregard for transgender participation policy implementation in intercollegiate athletics forces the NCAA to integrate transgender participation specifically into the Bylaws instead of just making recommendations for best practices for implementation. Federal protections including Title IX, the Equal Protection Clause of the Fourteenth Amendment of the

United States Constitution, the Employment Non-Discrimination Act, and the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act all set the precedent for potential legal implications (Office of Inclusion, 2011).

At what point does the fair treatment and well-being of transgender student athletes move beyond the responsibility of athletic directors and become the responsibility of the governing body that regulates these member institutions to ensure that transgender student athletes are being treated in accordance to the NCAA constitution?

Implications

The study was conducted to examine the relationship of athletic directors' leadership frames to the presence of NCAA best practices for implementation of transgender inclusion policies at colleges and universities with NCAA athletics. Furthermore, the results were intended to inform and improve transgender participation policies and the implementation process within NCAA institutional athletics departments.

The findings, which concern the leadership frames of athletic directors, provide the NCAA, current and future athletic directors with information that can assist leaders in their skill development. The results of the study showed that athletic directors who participated in the study were most likely to use leadership behaviors associated with the *human resource frame*, followed by the *structural frame*, *symbolic frame*, and *political frame*. Considering professional continuing education with a focus on the leadership frames least likely to be used, *symbolic* and *political* would be a viable option for consideration when planning for professional development programs.

The findings concerning the extent to which the *NCAA Policy on Transgender Inclusion* present at NCAA institutions provide implications for the NCAA, and athletic administrators.

While athletic directors acknowledge transgendered policies at their institutions and are aware of legal parameters, they do not necessarily engage in their implementation. This gap in awareness and policy implementation could potentially result in legal issues and threatens the integrity of individual institutions as well as the NCAA in providing the best environment possible, which considers every aspect of student athlete well-being.

One implication to consider is that this study revealed the *human resource frame* to be the most likely used leadership behavior by athletic directors followed by the *structural frame*. The *structural frame* allows leaders to utilize policies and procedures to effectively develop their organizations (Scott, 1999). Effective structural leaders have the ability to analyze the areas of weaknesses within their organizations and to then develop strategic solutions to manage those problems successfully (Bolman & Deal, 2008). Creating and implementing transgender participation policies could potentially be related to an athletic director's ability to exhibit *structural frame* behaviors which would create a proactive approach to policy change in an environment that may be in danger of litigation under Title IX and other non-discrimination laws.

Another implication is that there may not be a mechanism on college campuses, which allows athletic directors to be knowledgeable about the processes, procedures, and resources available to them. Having a mechanism would allow an athletic director to create and implement transgender participation policies. There is a gap between the knowledge of NCAA best practices for transgender participation and the implementation of such policies. Multiple factors that may influence this gap between knowledge and implementation include but are not limited to; financial resources, size of the institution, religious affiliation, personnel who serve as content area experts, administrative expertise.

The gender of the athletic director may also provide some implications to this study. The number of women who responded to the survey accounted for 33.60% of the respondents. Would women athletic directors be more inclined to implement controversial policy such as a transgender participation policy? Would a woman athletic director be more inclined to implement such a policy due to potential acts of discrimination that she as a woman has faced, or could potentially face in the world of intercollegiate athletics? Title IX has in fact provided greater opportunities for women administrators to participate in intercollegiate athletics, so it begs the question of whether or not women would be more inclined to support an issue that would provide greater opportunities to participate in athletics for a population that is also protected under Title IX (Wright, Eagleman, & Pedersen, 2011).

In addition to gender, it is also interesting to examine why there was no difference between public and private institutions in this study. For the purposes of NCAA governance, there is no distinction between public and private institutions. All member institutions, whether public or private, are obligated to apply and enforce NCAA legislation (The National Collegiate Athletic Association, 2014). Additionally, transgender issues fall under gender-based discrimination, in particular legal basis for claims is ruled by Title IX, which applies to both public and private institutions that receive federal aid, which may have an implication for why there were no differences in institution type (Beckham, 2011).

Finally, descriptive results for age, number of sports teams, and years as an athletic director revealed fairly homogenous groupings. The implication is that an athletic director is cut from a particular mold. Institutions are looking for particular characteristics, or behaviors when they hire an athletic director to lead their program. The results of this study, which indicate the *human resource frame* to be the most likely used behavior among athletic directors, are

consistent with other studies which indicate that behaviors associated with the *human resource frame* imply an athletic directors' success (Won, Bravo, & Lee, 2013). Won, Bravo, and Lee (2013) identified seven skills critical for athletic administrators, which include conceptual skills, people skills, technical skills, creativity, adaptability, cooperativeness, and ethical standards; none of which are dependent upon age, number of sports teams, or years as an athletic director. Of the seven skills, *people skills* and *cooperativeness* were the most critical skills needed for athletic directors to be successful (Won, Bravo, & Lee, 2010). Both of these skills are closely associated with the *human resource frame* as defined by Bolman and Deal (1991). Although Bolman and Deal (1991) measured the way in which leaders behave, there may be a relationship between the behaviors of athletic directors and the particular skills, as defined by Won, Bravo, and Lee (2013), they possess that provide a mechanism for these behaviors.

Future Research

As the environment of the NCAA changes, cultural and social acceptance changes, perspectives of leadership change, personnel changes, leadership changes, and thus the results of the future studies may change. This study identified leadership frames and the presence of NCAA policy on campuses by athletic directors. In doing so, it also raised questions that lead to future research.

First, the four predictor variables only explained 3.50% of the variance. Future research should analyze additional leadership models to uncover new leadership characteristics that may emerge. For example additional leadership styles may emerge if Blake and Mouton's (1978) Managerial Grid Model was examined. Future research would also be appropriate in identifying specific leadership behaviors of athletic directors and creating an instrument exclusive to this population, instead of using instruments from professional fields such as business.

Second, research could examine the disconnect between the attainment of knowledge regarding NCAA transgender participation policies and lack of its implementation by member institutions. Perhaps qualitative data collection, which would include interviews with athletic directors who do not currently implement transgender participation policies, would help to inform the literature in this area.

Third, the issue of implementing NCAA controversial practices may not necessarily be one of leadership. It could be assumed that anyone ascending to the position of an athletic director has already demonstrated sufficient leadership capabilities. The issue may be one of experience with implementing policy. A study which examines policy implementation theory in relation to the *NCAA Policy on Transgender Inclusion* would be appropriate (O'Toole, 2004).

Fourth, do athletic directors have adequate resources to implement new policies, regarding transgender participation of student athletes? A study that would compare the available resources of an athletic director, both financial and educational, with the implementation of a transgender participation policy would be fitting.

Fifth, what duties do athletic directors have and how do they prioritize them? A study involving the assessment of athletic directors job responsibilities and the relationship between task prioritization would help to identify where issues such as the *NCAA Policy on Transgender Inclusion* fall on a scale of high priority to low priority.

Sixth, when it comes to implementing policy, research should look at the decision making process. The Dialogic Process Model emerged through the data as a potential theoretical framework for additional research. The Dialogic Process Model, also known as the Dialogic Model of Change consists of four parts; *awareness, understanding, commitment, and action* (Pasque, 2010; The National Forum on Higher Education for the Public Good, 2013). Additional

research which analyzes the decision making process of athletic directors and the act of implementing transgender participation policies would make a positive contribution to the literature.

Summary

To summarize, this study examined the relationship of athletic directors' leadership frames to the presence of NCAA best practices for implementation of transgender inclusion policies at colleges and universities with NCAA athletics. While the four frames provide a greater insight into the general behaviors of athletic directors, they do not necessarily help us understand the extent to which best practices for implementation of the NCAA *Policy on Transgender Inclusion* is present in intercollegiate athletic departments.

This study does highlight that athletic directors have the ability to create and influence change within their departments. However, although athletic directors acknowledge transgender participation policies and are aware of the legal parameters, lack of engagement in terms of policy implementation does exist on college campuses. The infancy of the NCAA *Policy on Transgender Inclusion* may be a factor in the results of this study, however that should not prevent us from protecting the rights of our student athletes and creating the most inclusive environment for athletic participation possible.

References

- Baljinder, S. B., Knawaljeet, S., & Narinder, K. S. (2010). Equality, equity and inclusion: Transgender athletes' participation in competitive sports – a new era. *Physical Culture and Sport Studies and Research*, 49(1), 85-88.
- Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Bazarsky & Sanlo (2011). Chapter-LGBT students, faculty, and staff: past, present, and future directions. In book – Diversity in American Higher education: Toward a more comprehensive approach edited by Lisa M. Stulberg and Sharon Lawner Weinberg. Taylor & Francis: New York, NY
- Beaubier, D. M., Gadbois, S. A., & Stick, S. L. (2008). Canadian athletic directors' perceptions of the potential for U.S. Title IX gender equity policy. *Journal of Issues in Intercollegiate Athletics*, 1, 46-73.
- Beckham, J. C. (2011). Intercollegiate athletics. In R. Fossey, K. B. Melear, & J. C. Beckham (Eds.), *Contemporary issues in higher education law* (473-496). Dayton, OH: Education Law Association.
- Beemyn, B., Curtis, B., Davis, M., & Tubbs, N. J. (2005). Transgender issues on college campuses. *New Directions for Student Services*, 111, 49-60.
- Blake, R. R., & McCanse, A. A. (1991). *Leadership dilemmas-grid solutions*. Houston: Gulf.
- Blake, R. R., & Mouton, J. S. (1978). *The new managerial grid*. Houston: Gulf.
- Bolman, L. G. (2010). *Research using leadership orientations survey instrument*. Retrieved from <http://www.leebolman.com/orientations.htm>

- Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management, 30*(4), 509-534.
- Bolman, L. G., & Deal, T. E. (1992a). Leadership lessons from Mikhail Gorbachev. *Human Resource Development Quarterly, 3*(1), 3-23.
- Bolman, L. G., & Deal, T. E. (1992b). What makes a team work. *Organizational Dynamics, 21*, 34-44.
- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (1999). Steps to keeping change efforts heading in the right direction. *The Journal for Quality & Participation, 22*(3), 7-11.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Bowers, D. G., & Seashore, S. E. (1966). Predicting organizational effectiveness with a four-factor theory of leadership. *Administrative Science Quarterly, 11*, 238-263.
- Brancato, V. C. (2003). Professional development in higher education. In K. P. King & P. A. Lawler (Eds.), *New directions for adult and continuing education* (59-66). Wiley Periodicals, Inc.
- Branch, D. (1990). Athletic director leader behavior as a predictor of intercollegiate athletic organizational effectiveness. *Journal of Sport Management, 4*, 161-173.
- Brown, L. I. (2004) Diversity: The challenge for higher education. *Race, Ethnicity and Education, 7*(1), 21-34.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper and Row.

- Burton, L. J., & Peachey, J. W. (2009). Transactional or transformational? Leadership preferences of Division III athletic administrators. *Journal of Intercollegiate Sport*, 2, 245-259.
- Buzuvis, E. E. (2011). Transgender student-athletes and sex-segregated sport: Developing policies of inclusion for intercollegiate and interscholastic athletics. *Seton Hall Journal of Sports & Entertainment Law*, 21, 1-59.
- Carpenter, L. J., & Acosta, R. V. (2005). *Title IX*. Champaign, IL: Human Kinetics.
- Choi, J., Sagas, M., Park, S., & Cunningham, G. B. (2007). Transformational leadership in collegiate coaching: The effects of transformational leadership on job satisfaction, organizational commitment, and organizational citizenship behavior. *International Journal of Sport Management*, 8(4), 429-445.
- Cooper, K. J. Seeking a climate change in college athletics. *Diverse Issues in Higher Education*. Retrieved from <http://diverseeducation.com/article/17127/>
- Cunningham, G. B., & Rivera, C. A. (2001). Structural designs within American intercollegiate athletic departments. *The International Journal of Organizational Analysis*, 9(4), 369-390.
- Duderstadt, J. J. (2000). *Intercollegiate Athletics and the American University*. The University of Michigan Press: Ann Arbor, MI.
- Elfman, L. (2013). Inclusiveness growing for LGBTQ athletes. *Diverse Issues in Higher Education*. Retrieved from <http://diverseeducation.com/article/52922/#>
- Field, A. (2009). *Discovering statistics using SPSS*. Thousand Oaks, CA: Sage.
- Fleishman, E. A. (1972). *Examiners' manual for the supervisory behavior description questionnaire*, Washington, DC: Management Research Institute.

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA; Jossey-Bass.
- Gall, M. D., Gall, J. P., and Borg, W. R. (2007). *Educational research: an introduction*. Boston, MA: Pearson.
- Gordon, R. (2011). Leadership and power. In A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien (Eds.), *The SAGE handbook of leadership (195-202)*. Los Angeles: SAGE Publications Inc.
- Griffin, P., & Carroll, H. J. (2010). On the team: Equal opportunity for transgender student athletes. *National Center for Lesbian Rights*.
- Hemphill, J. K., & Coons, A. E. (1957). Development of the Leader Behavior Description Questionnaire. In R. M. Stogdill & A. E. Coons (Eds.), *Leader behavior: Its description and measurement* (Research Monograph No. 88). Columbus: Ohio State University, Bureau of Business Research.
- Hetland, H., Hetland, J., Andreassen, C. S., Pallesen, S., & Notelaers, G. (2011). Leadership and the fulfillment of the three basic psychological needs at work. *Career Development International, 16*(5), 507-523.
- Hoye, R., & Cuskelly, G. (2007). *Sport governance*. Boston, MA: Elsevier.
- Hutchens, L. C., & Townsend, B. K. (1998). Gender equity in collegiate sports: The role of athletic associations. *Initiatives, 58*(4), 1-17.
- Implement. (2014). In *Merriam-Webster Dictionary online*. Retrieved from <http://www.merriam-webster.com/dictionary/implement>
- James, T. E., & Jorgensen, P. D. (2009). Policy knowledge, policy formulation, and change: Revisiting a foundational question. *The Policy Studies Journal, 37*(1), 141-162.

- Judge, L. W., & Judge, I. L. (2009). Understanding the occupational stress of interscholastic athletic directors. *Journal of Research in Health, Physical Education, Recreation, Sport & Dance*, 4(2), 37-44.
- Kent, A., & Chelladurai, P. (2001). Cascading transformation leadership, organizational commitment, and citizenship behavior: A case study in intercollegiate athletics. *Journal of Sport Management*, 15, 135-159.
- Lawrence, M. (2011). Transgender policy approved. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2011/September/Transgender+policy+approved>
- Lee, M., & Schuele, C. (2010). Demographics. In N. J. Salkind (Ed.), *Encyclopedia of Research Design* (pp 346-347). Thousand Oaks, CA: SAGE Publications.
- Mak, J. Y. (2006). The impact on Title IX development in the United States. *Journal of Physical Education & Recreation (Hong Kong)*, 12(1), 34-38.
- McGregor, D. (1960). *The human side of enterprise*. New York, NY: McGraw-Hill.
- The National Collegiate Athletic Association. (2011). Teaching Title IX. Retrieved from http://www.ncaa.org/wps/portal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/about+the+ncaa/diversity+and+inclusion/gender+equity+and+title+ix/teaching+t9+web+page
- The National Collegiate Athletic Association. (2013). Retrieved from www.ncaa.org
- The National Collegiate Athletic Association. (2013a). History. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/ncaa/about+the+ncaa/history>
- The National Collegiate Athletic Association. (2014). 2013-2014 NCAA Division I Manual. Retrieved from <http://www.ncaapublications.com/productdownloads/D114.pdf>

- Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Los Angeles, CA: Sage publications, Inc.
- O'Toole, L. J. (2004). The theory-practice issue in policy implementation research. *Public Administration*, 82(2), 309-329.
- Office of Inclusion. (2011). NCAA inclusion of transgender student-athletes. Retrieved from http://www.uh.edu/lgbt/docs/Transgender_Handbook_2011_Final.pdf
- Office for Civil Rights. (1979). A policy interpretation: Title IX and intercollegiate athletics. Retrieved from <http://www.ed.gov/print/about/offices/list/ocr/docs/t9interp.html>
- Oriard, M. (2012). NCAA academic reform: History, context and challenges. *Journal of Intercollegiate Sport*, 5(1), 4-18.
- Pasque, P. A. (2010). *American higher education, leadership, and policy: Critical issues and the public good*. New York, NY: AMS Press.
- Peachey, J. W., & Burton, L. J. (2011). Male or female athletic director? Exploring perceptions of leader effectiveness and a (potential) female leadership advantage with intercollegiate athletic directors. *Sex Roles*, 64(5), 416-425.
- Pfeffer, J. (1985). Organizational demography: Implications for management. *California Management Review*, 28(1), 67-81.
- Pratt, A. N. (2013). Integrated impression management in athletics: A qualitative study of how NCAA division I athletics directors understand public relations. *International Journal of Sport Communication*, 5, 42-55.
- Rankin, S. & Merson, D. (2012) 2012 LGBTQ national college athlete report executive summary. Retrieved from <http://www.campuspride.org/wp-content/uploads/CampusPride-Athlete-Report-Exec-Summary.pdf>

- Robinson, M. J., Peterson, M., Tedrick, T., & Carpenter, J. R. (2003). Job satisfaction on NCAA division III athletic directors: Impact of job design and time on task. *International Sports Journal*, 7(2), 46-57.
- Ryska, T. A. (2010). Leadership styles and occupational stress among college athletic directors: The moderating effect of program goals. *The Journal of Psychology: Interdisciplinary and Applied*, 136(2), 195-213.
- Salkever, K., & Worthington, R. L. (1998) Chapter-Creating safe space in college athletics. In book – Working with Lesbian, Gay, Bisexual, and Transgender College Students edited by Ronni L. Sanlo. Greenwood Press: Westport, CT.
- Scott, D. K. (1999). A multiframe perspective of leadership and organizational climate in intercollegiate athletics. *Journal of Sport Management*, 13, 298-316.
- Singer, J. N., & Cunningham, G. B. (2012). A case study of the diversity culture of an American university athletic department: Perceptions of senior level administrators. *Sport, Education and Society*, 17(5), 647-669.
- Sinisi, J. V. (2012). Gender non-conformity as a foundation for sex discrimination: Why Title IX may be an appropriate remedy for the NCAA's transgender student-athletes. *The Jeffrey S. Moorad Sports Law Journal*, 19(1), 343-369.
- Smith, R. K. (2000). A brief history of the National Collegiate Athletic Association's role in regulation intercollegiate athletics. *Marquette Sports Law Review*, 11(9), 9-22.
- Soares, J., Correia, A., & Rosado, A. (2010). Political factors in the decision-making process in voluntary sports associations. *European Sports Management Quarterly*, 10(1), 5-29.

- Southall, R. M., Nagel, M. S., Amis, J. M., & Southall, C. (2008). A method to March madness? Institutional logics and the 2006 National Collegiate Athletic Association Division I men's basketball tournament. *Journal of Sport Management*, 22, 677-700.
- Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences*. New York, NY: Taylor & Francis Group.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: Free Press.
- Sullivan, C. F. (2011). Gender verification and gender policies in elite sport: Eligibility and "fair play." *Journal of Sport and Social Issues*, 35(4), 400-419.
- Sykes, H. (2006). Transsexual and transgender policies in sport. *Women in Sport and Physical Activity Journal*, 15(1), 3-13.
- The National Forum on Higher Education for the Public Good. (2013). *Dialogic model*. Retrieved from <http://thenationalforum.org/aboutus/models/dialogic-model/>
- Trowler, P. R. (1998) *Academics responding to change: New higher education frameworks and academic cultures*. The Society for Research into Higher Education & Open University Press: Philadelphia, PA.
- United States Department of Justice. (2001). *Title IX legal manual*. Washington, DC: Civil Right Division of the United States Department of Justice.
- Vogt, W. P. (2007). *Quantitative research methods for professional*. Boston, MA: Pearson.
- Wagman, B. (2009). Including transitioning and transitioned athletes in sport: Issues, facts and perspectives. Retrieved from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CD8QFjAB&url=http%3A%2F%2F50.6.145.77%2F%2Fwp->

content%2Fuploads%2F2013%2F02%2FWagman_discussion_paper_THE_FINAL.pdf&ei=SDN7Ud2MCoOm2gX5kYCIBA&usg=AFQjCNFSr9q6SaIn4jzdZH5N0YX2DMwUag&bvm=bv.45645796,d.b2I

Watkins, B. L. (1998) Chapter-Bending toward justice: Examining and dismantling heterosexism on college and university campuses. In book – Working with Lesbian, Gay, Bisexual, and Transgender College Students edited by Ronni L. Sanlo. Greenwood Press: Westport, CT.

Won, D., Bravo, G., & Lee, C. (2013). Careers in collegiate athletic administration: Hiring criteria and skills needed for success. *Managing Leisure*, 18, 71-91.

Wright, C., Eagleman, A. N., & Pedersen, P. M. (2011). Examining leadership in intercollegiate athletics: A content analysis of NCAA division I athletic directors. *Sport Management International Journal*, 7(2), 35-52.

Yuki, G. (2011). Contingency theories of effective leadership. In A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien (Eds.), *The SAGE handbook of leadership* (286-298). Los Angeles: SAGE Publications Inc.

Zimbalist, A. (2013). Inequality in intercollegiate athletics: Origins, Trends and Policies. *Journal of Intercollegiate Sport*, 6, 5-24.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL



Human Subjects Protection Program

Institutional Review Board

APPROVAL DATE: February 20, 2014

TO: Ms. Kayleigh McCauley

CC: Dr. Randall Bowden

FROM: Office of Research Compliance
Institutional Review Board

SUBJECT: Initial Approval

Protocol Number: #03-14

Title: The Relationship between Leadership Frames of Athletic Directors and Best Practices for Implementation of Transgender Inclusion Policies at NCAA Institutions

Review Category: Expedited

Expiration Date: February 20, 2015

Approval determination was based on the following Code of Federal Regulations:

Eligible for Expedited Approval (45 CFR 46.110): Identification of the subjects or their responses (or the remaining procedures involving identification of subjects or their responses) will NOT reasonably place them at risk of criminal or civil liability or be damaging to the their financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.

Criteria for Approval has been met (45 CFR 46.111) - The criteria for approval listed in 45 CFR 46.111 have been met (or if previously met, have not changed).

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

Provisions:

Comments: The TAMUCC Human Subjects Protections Program has implemented a post-approval monitoring program. All protocols are subject to selection for post-approval monitoring.

This research project has been approved. As principal investigator, you assume the following responsibilities:

1. Informed Consent: Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project unless otherwise waived.
2. Amendments: Changes to the protocol must be requested by submitting an Amendment Application to the Research Compliance Office for review. The Amendment must be approved by the IRB before being implemented.
3. Continuing Review: The protocol must be renewed each year in order to continue with the research project. A Continuing Review Application, along with required documents must be submitted 45 days before the end of the approval period, to the Research Compliance Office. Failure to do so may result in processing delays and/or non-renewal.
4. Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the Research Compliance Office.
5. Records Retention: Records must be retained for three years beyond the completion date of the study.
6. Adverse Events: Adverse events must be reported to the Research Compliance Office immediately.
7. Post-approval monitoring: Requested materials for post-approval monitoring must be provided by dates requested.

APPENDIX B
ATHLETIC DIRECTOR LEADERSHIP AND TRANSGENDER POLICY
IMPLEMENTATION INVENTORY

**ATHLETIC DIRECTOR LEADERSHIP AND TRANSGENDER POLICY
IMPLEMENTATION INVENTORY**

You are being asked to participate in a national survey regarding leadership and NCAA transgender inclusion policies. Your participation is crucial to the understanding of the changing nature of NCAA policies and procedures and how they affect college and university sports programs. Your responses are confidential and are used for research purposes only. All information will be reported in aggregate form and no individual identifiers are used as part of data collection.

This portion of the survey asks you to describe your leadership and management style. Considering your experience as an Athletic Director, you are asked to indicate how often each of the items below is or was true of you. Please use the following scale in answering each item

- 1 Never
- 2 Occasionally
- 3 Sometimes
- 4 Often
- 5 Always

You would answer '1' for an item that is or was never true of you, '2' for one that is or was occasionally true, '3' for one that is or was sometimes true of you, and so on.

Please be discriminating. Your results will be more helpful if you think about each item and distinguish the things that you really do or did all the time as an Athletic Director from the things you seldom or never did.

1. Think clearly and logically.

Never Occasionally Sometimes Often Always

2. Show high levels of support and concern for others.

Never Occasionally Sometimes Often Always

3. Have exceptional ability to mobilize people and resources to get things done.

Never Occasionally Sometimes Often Always

4. Inspire others to do their best.

Never Occasionally Sometimes Often Always

5. Strongly emphasize careful planning and timeliness.

Never Occasionally Sometimes Often Always

6. Build trust through open and collaborative relationships.

Never Occasionally Sometimes Often Always

7. I am a very skillful and shrewd negotiator.

Never Occasionally Sometimes Often Always

8. Am highly charismatic.

Never Occasionally Sometimes Often Always

9. Approach problems through logical analysis and careful thinking.

Never Occasionally Sometimes Often Always

10. Show high sensitivity and concern for others' needs and feelings.

Never Occasionally Sometimes Often Always

11. Am unusually persuasive and influential.

Never Occasionally Sometimes Often Always

12. Am able to be an inspiration to others.

Never Occasionally Sometimes Often Always

13. Develop and implement clear, logical policies and procedures.

Never Occasionally Sometimes Often Always

14. Foster high levels of participation and involvement in decisions.

Never Occasionally Sometimes Often Always

15. Anticipate and deal adroitly with organizational conflict.

Never Occasionally Sometimes Often Always

16. Am highly imaginative and creative.

Never Occasionally Sometimes Often Always

17. Approach problems with facts and logic.

Never Occasionally Sometimes Often Always

18. Am consistently helpful and responsive to others.

Never Occasionally Sometimes Often Always

19. Am very effective in getting support from people with influence and power.

Never Occasionally Sometimes Often Always

20. Communicate a strong and challenging sense of vision and mission.

Never Occasionally Sometimes Often Always

21. Set specific, measurable goals and hold people accountable for results.

Never Occasionally Sometimes Often Always

22. Listen well and am usually receptive to other people's ideas and input.

Never Occasionally Sometimes Often Always

23. Am politically very sensitive and skillful.

Never Occasionally Sometimes Often Always

24. See beyond current realities to generate exciting new opportunities.

Never Occasionally Sometimes Often Always

25. Have extraordinary attention to detail.

Never Occasionally Sometimes Often Always

26. Give personal recognition for work well done.

Never Occasionally Sometimes Often Always

27. Develop alliances to build a strong base of support.

Never Occasionally Sometimes Often Always

28. Generate loyalty and enthusiasm.

Never Occasionally Sometimes Often Always

29. Strongly believe in clear structure and a chain of command.

Never Occasionally Sometimes Often Always

30. Am a highly participative manager.

Never Occasionally Sometimes Often Always

31. Succeed in the face of conflict and opposition.

Never Occasionally Sometimes Often Always

32. Serve as an influential model of organizational aspirations and values.

Never Occasionally Sometimes Often Always

This portion of the survey asks you to describe your institution's current inclusion policies. To the best of your knowledge address each of the questions. Please do not leave any question unanswered. Remember, all responses are confidential.

Yes No 1. Does your institution have an inclusive non-discrimination and harassment policy that includes gender identity?

Yes No 2. Are you knowledgeable about collegiate non-discrimination and harassment policies that include gender and expression?

Yes No 3. Is gender identity and expression included in your departmental non-discrimination statements on all official documents and websites?

Yes No 4. Are you aware of state and federal non-discrimination laws that prohibit discrimination based on gender identity and expression?

Yes No 5. Does your department have an effective and fair departmental policy that addresses the participation of transgender student athletes that is consistent with the school policy and state or federal non-discrimination laws?

Yes No 6. Do you educate all members of the athletics department community (including staff, student athletes, and parents) about departmental and school policies regarding the participation of transgender student athletes in athletics?

Yes No 7. Are you familiar with transgender identity, the preferred terminology, and current scientific perspectives on the participation of transgender student athletes on men's and women's sports teams?

Yes No 8. Have you worked with your conference office to adopt fair and effective policies governing the participation of transgender student athletes?

Yes No 9. Have you recommended that your conference office sponsor educational programs for coaches and student athletes on the inclusion of transgender student athletes, preferred terminology, and understanding transgender identity?

Yes No 10. Have you recommended that professional organizations you belong to sponsor educational programs on the inclusion of transgender student athletes, preferred terminology, and understanding transgender identity?

Yes No 11. Do you educate all members of the sports information department about transgender identity, preferred terminology, department policies governing the participation of transgender student athletes, and confidentiality requirements when discussing transgender student athlete participation with the media?

Yes No 12. Do your athletics facilities include changing areas, toilets, and showers that would be available for transgender student athletes if requested?

Yes No 13. Do you, your student athletes, coaches, and other staff members utilize preferred names and pronouns, which reflect a student's gender and pronoun preferences?

Yes No 14. Does your athletics department have a dress code and team uniform policy that is inclusive of transgender student athletes?

Yes No 15. Are most members of your university community educated about transgender identities, non-discrimination policies, language, and expectations to create a respectful team and school climate?

Yes No 16. Are all school and athletics representatives informed about the privacy protections of transgender student athletes and ways in which to speak with the media?

For this final portion of the survey, please provide some background information. Remember, all responses are confidential.

1. What is your college's or university's NCAA sport division?

Division I

Division II

Division III

2. How many sports teams does your college or university have? _____

3. Is your college or university

- Private
- Public

4. What one academic classification best describes your college or university? *Only choose one category.*

- Baccalaureate
- Master's
- Doctoral/Research

5. How many years have you served as an Athletic Director? _____

6. What is your gender? Male Female Other

7. What is your age? _____

APPENDIX C

INITIAL EMAIL RECRUITMENT LETTER

Director of Athletics,

My name is Kayleigh McCauley. I am an Educational Leadership-Higher Education doctoral candidate at Texas A&M University – Corpus Christi. I received my master’s degree in Sport Management from East Stroudsburg University. Currently I am conducting my dissertation, in fulfillment of my program research requirements, under the supervision of Randall Bowden, Ph.D.

The purpose of this study is to examine perspectives of the leadership behaviors of athletic directors and how they might correspond to NCAA best practices related to transgender inclusion on college and university campuses nation-wide.

I am writing to request your participation in an online survey. This study will be conducted through one online survey that takes approximately 20 minutes. The survey has three parts: (a) leadership frameworks; (b) NCAA transgender inclusion best practices; and (c) demographic information. This study has been reviewed and I have received permission to conduct it from Texas A&M University – Corpus Christi’s Institutional Review Board.

The criterion for participation includes:

- (a) Must currently serve as an athletics director at an NCAA member school

If you are interested in participating, please click on the link included in this email and complete the online survey. **{insert link to online survey}**

Your experiences as an athletics director would be useful for the study and your participation would be greatly appreciated. Thank you for your time. If you have any questions please do not hesitate to contact myself or my committee chair via phone or email.

Sincerely,
Kayleigh McCauley
(978)478-8705
Kayleigh.mccauley@tamucc.edu

APPENDIX D

LETTER OF INFORMED CONSENT

CONSENT FORM

Title: The Relationship between Leadership Frames of Athletic Directors and Best Practices for Implementation of Transgender Inclusion Policies at NCAA Institutions

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying your perspective of leadership and NCAA best practices for transgendered inclusion. The purpose of this study is to examine perspectives of leadership behavior and how they might correspond to NCAA best practices related to transgender inclusion on college and university campuses nation-wide. You were selected to be a possible participant because athletic directors are key decision makers for NCAA compliance of policies and procedures on campus.

What will I be asked to do?

If you agree to participate in this study, you will be asked to provide consent to participate in the study and complete an online survey. It takes approximately 20 minutes to complete the survey. The survey has three parts: (a) leadership frameworks; (b) NCAA transgender inclusion best practices; and (c) demographic information.

What are the risks involved in this study?

The risks associated in this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?

The possible benefits of participation include the following. The study may have a significant impact on leaders within the NCAA community. This includes members of the NCAA national office, athletic administrators at NCAA institutions, professional affiliates, college student athletes, high school students who have interest in participating in intercollegiate athletics, and educators training students in higher education programs related to athletic administration. Colleges and universities may use the results of this study to evaluate athletic directors and their policy implementation practices.

Furthermore, the results of this study may be utilized in training programs within higher education programs specific to future athletic administrators and also within NCAA diversity training programs. Also, professional organizations such as the NCAA and those related to intercollegiate athletics, such as the National Association of Collegiate Directors of Athletics, National Association of Collegiate Athletics Administrators, Division I-AAA Athletics Directors Association, Division II Athletics Directors Association, Football Championship Subdivision Athletics Directors Association, may use the results of this study to inform professional development programs, guide members in policy education and best practices for implementation. Finally, athletic directors may use the results of this study to inform and improve their own practice within their departments.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University-Corpus Christi.

Who will know about my participation in this research study?

This study is confidential. All responses are coded and stored in a password protected computer. The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only the researchers will have access to the records (Ms. Kayleigh McCauley and Dr. Randall Bowden) will have access to the records.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Ms. Kayleigh McCauley, 361.825.2104, Kayleigh.McCauley@tamucc.edu or Dr. Randall Bowden, 361.334.6034, Randall.Bowden@tamucc.edu.

Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

Agreement to Participate

You agree to participate in the study by completing the following survey. Click “next” to continue. Participants must be 18 years of age or older.

Please do not continue, if you do not wish to participate in this study.

APPENDIX E

FOLLOW UP EMAIL RECRUITMENT LETTER

Director of Athletics,

One week ago you should have received an email regarding my dissertation, asking for your help in responding to an online survey. The purpose of this study is to examine perspectives of the leadership behaviors of athletic directors and how they might correspond to NCAA best practices related to transgender inclusion on college and university campuses nation-wide.

Thank you to all of you who responded to my email and answered the survey questions. If you have not completed the online survey I am writing to request your participation. This study will be conducted through one online survey that takes approximately 20 minutes. The survey has three parts: (a) leadership frameworks; (b) NCAA transgender inclusion best practices; and (c) demographic information. This study has been reviewed and I have received permission to conduct it from Texas A&M University – Corpus Christi's Institutional Review Board.

The criterion for participation includes:

(b) Must currently serve as an athletics director at an NCAA member school

If you are interested in participating, please click on the link included in this email and complete the online survey. **{insert link to online survey}**

Your experiences as an athletics director would be useful for the study and your participation would be greatly appreciated. Thank you for your time. If you have any questions please do not hesitate to contact myself or my committee chair via phone or email.

Sincerely,
Kayleigh McCauley
(978)478-8705
Kayleigh.mccauley@tamucc.edu

APPENDIX F

FINAL FOLLOW UP EMAIL RECRUITMENT LETTER

Director of Athletics,

In the last two weeks you should have received two emails regarding my dissertation, asking for your help in responding to an online survey. The purpose of this study is to examine perspectives of the leadership behaviors of athletic directors and how they might correspond to NCAA best practices related to transgender inclusion on college and university campuses nationwide.

Thank you to all of you who responded to my emails and answered the survey questions. If you have not completed the online survey I am writing to request your participation. This study will be conducted through one online survey that takes approximately 20 minutes. The survey has three parts: (a) leadership frameworks; (b) NCAA transgender inclusion best practices; and (c) demographic information. This study has been reviewed and I have received permission to conduct it from Texas A&M University – Corpus Christi's Institutional Review Board.

The criterion for participation includes:

- (c) Must currently serve as an athletics director at an NCAA member school

If you are interested in participating, please click on the link included in this email and complete the online survey. **{insert link to online survey}**

Your experiences as an athletics director would be useful for the study and your participation would be greatly appreciated. Thank you for your time. If you have any questions please do not hesitate to contact myself or my committee chair via phone or email.

Sincerely,
Kayleigh McCauley
(978)478-8705
Kayleigh.mccauley@tamucc.edu