

# **CREATING GENDER-NEUTRAL COACHES' EMPLOYMENT AND COMPENSATION SYSTEMS**

**Updated June 2016**

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**A Resource Manual**

## About the Women's Sports Foundation

The Women's Sports Foundation — the leading authority on the participation of women and girls in sports — is dedicated to creating leaders by ensuring girls access to sports. Founded by Billie Jean King in 1974, our work shapes public attitude about women's sports and athletes, builds capacities for organizations that get girls active, ensures equal opportunities for girls and women, and supports physically and emotionally healthy lifestyles. The Women's Sports Foundation has relationships with more than 1,000 of the world's elite female athletes and is recognized globally for its leadership, vision, expertise and influence. For more information, visit [www.WomensSportsFoundation.org](http://www.WomensSportsFoundation.org). Follow us: [www.facebook.com/WomensSportsFoundation](https://www.facebook.com/WomensSportsFoundation), on Twitter @WomensSportsFdn, or on Instagram @WomensSportsFoundation.

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# TABLE OF CONTENTS

## **3 INTRODUCTION**

### **5 I. MATCHING EMPLOYEE EXPECTATIONS AND PROGRAM PHILOSOPHY**

- 5 A. Why Program Philosophy Must Be Defined
- 5 B. Single- or Multi-Tiered Models
- 6 C. Criteria For Tier Identification
- 7 D. Differences in Coaching Expectations
- 8 E. Participation Opportunities

### **12 II. POSITION DESCRIPTIONS**

- 12 A. Why They Are Essential
- 13 B. Coaches' Position Descriptions: Criteria and Structure
- 13 C. Sample Head Coach Position Descriptions
- 19 D. Menu of Specific Responsibilities of Coaches

### **25 III. CREATING A GENDER-DIVERSE EMPLOYEE POOL**

- 25 A. Preliminary Considerations
- 26 B. Creating a Diverse Applicant Pool
- 28 C. Recognizing the Subtleties of Employment Discrimination
- 30 D. Evaluating Your Athletic Program and Its Effect on Recruiting Efforts
- 31 E. The Importance of Retention Efforts
- 32 Summary: What Can Be Done?

### **35 IV. BASE, MERIT AND INCENTIVE COMPENSATION**

- 35 A. Overview
- 36 B. Definitions of Salary Classifications
- 36 C. Determining Compensation for New Coaches
- 40 D. Determining Compensation for Returning Employees

**43 V. CONTRACTS**

- 43 A. What Is a Contract?
- 43 B. Why Are Contracts Important?
- 43 C. Multiyear vs. Single-year Contracts
- 44 D. Letters of Appointment
- 44 E. Parts and Terms of a Contract
- 45 F. Coaching Employment Contracts

**46 VI. EVALUATION OF COACHES**

- 46 A. The Purpose of Annual Assessment of Coaches
- 47 B. Construction of Evaluation Instruments
- 48 C. Administrative Approaches To Evaluation of Coaches

**51 VII. THE COACH'S PERSPECTIVE ON EMPLOYMENT AND COMPENSATION ISSUES**

- 51 A. Negotiating Skills and Interview Strategies
- 56 Conclusion

**58 VIII. RESOURCE LIST**

**60 APPENDIX A: SAMPLE CONTRACT**

**63 APPENDIX B: PRACTICE ASSESSMENT INSTRUMENT**

**71 APPENDIX C: RECRUITING ANALYSIS**

**74 APPENDIX D: HEAD COACHES' ASSESSMENT BY ATHLETICS DIRECTOR**

**77 APPENDIX E: HEAD COACHES' ASSESSMENT BY STUDENT-ATHLETES**

**79 APPENDIX F: HEAD COACHES' ASSESSMENT BY PEER COACHES**

**80 APPENDIX G: TEAM PERFORMANCE ASSESSMENT**

**82 APPENDIX H: ASSISTANT/INTERN COACH ASSESSMENT BY HEAD COACH**

**84 APPENDIX I: END OF YEAR/SELF-APPRAISAL REPORT**

# INTRODUCTION

The purpose of this resource manual is to assist athletics administrators in the design and the implementation of consistent, gender-neutral employment systems specific to coaches working in educational institutions. The manual also serves to provide an educational resource for coaches that can be used to evaluate and negotiate their existing or prospective employment situations. It is essential that all employees of any organization have a clear understanding of what is expected of them, how they are going to be evaluated, and what criteria will be used to determine salary and other employment variables. These issues become even more critical to athletic administrators and coaches compared to many other professional groups for the following reasons:

1. Over the last several years, there has been extensive litigation and media coverage of alleged gender discrimination in the compensation and contract provisions offered to coaches of women's sports compared to their counterparts who coach men's sports. The presence of gender-neutral employment and compensation systems provides women coaches and administrators with more employment opportunities and mitigates the risk of litigation and negative public relations.
2. The most recent comprehensive study of the experiences of male and female coaches of women's teams reveals that coaches of women's teams believe they are subjected to a double standard in that they are more likely to be criticized because of their coaching style, are vulnerable to potential retaliation should they speak up about gender bias and are being paid less for doing the same job as coaches of men's teams. Further, if female, they believe they are more likely to be discriminated against and are evaluated differently because of their gender. (Sabo, Veliz, & Staurowski, 2016)
3. Many states have very limited or no certification requirements for coaches and even those that do often waive the requirements when the pool of potential coaching applicants is small. In those states with certification requirements, standards vary greatly. Most colleges and universities have no specific coach certification requirement tied to employment. Therefore, for the most part, coaching professionals have little or no formal training. Experience as a player is usually enough to gain access to the high school and small college coaching ranks. Large colleges and universities often require some practical experience as an assistant or head coach but have little information regarding the quality of that experience. Coaches occupy a unique position in that they are given all the rights and privileges of any other professional group (teachers, doctors, lawyers, etc.) without a systematic approach

to preparation that assures employers, parents, and student-athletes that coaches have the skills and knowledge to safely and effectively perform their jobs.

4. Due to the lack of formal training and certification, little data-based research has been completed on what variables constitute effective coaching. Job descriptions, evaluation instruments and contracts for coaches are either non-existent or, as need arises, have been devised by the athletics director at each institution. Thus, the quality of the materials varies greatly and can often exacerbate the problems of a professional group that lacks common standards and expectations.
5. Without a systematic form of evaluation that measures multiple coaching effectiveness variables, winning, the simplest and easiest variable to assess, has become the primary measure of coaching competence. There are many circumstances that may exist where the winning/losing ratio does not correlate with coaching competence. For example, a coach may work in a district that has very few youth sport opportunities. If the majority of schools that they compete against have highly developed youth sport programs, the pool of talent to draw from may be much larger, creating a disparate situation. Another typical example is the college coach who is a great recruiter, wins lots of games, but is an ineffective practice and game coach, which limits the potential for player improvement. Coaching effectiveness in an educational sport environment must measure player improvement and satisfaction. It is unfair and an

incomplete assessment to base coaching effectiveness solely on contest results.

All of the problems listed above create a tenuous working environment for both athletics directors and coaches. Without a commonly accepted system of standards, expectations and evaluation, the athletic director's decision-making ability is often scrutinized and can be easily influenced by personal bias and pressures outside the organization. The coach may have no formal means of protection or opportunity to learn and grow on the job.

The best remedy for the above cited problems is the adoption of a national certification program for coaches that not only prepares professionals but identifies job criteria, evaluation standards and contract variables. However, the prospect of a mandated national or state certification system appears to be a long way off. Therefore, it is essential for each athletic director and coach to understand and to support implementation of an institutional job classification and compensation system for coaches.

The materials in this resource manual are designed to help each user construct a system that includes commonly accepted criteria related to coaching effectiveness, salary decisions, coaching evaluation and contract negotiations. Instructions on the use of these materials allow for flexibility to accommodate differences in the various types of educational institutions (i.e. high schools, small colleges, large universities).

# I. MATCHING EMPLOYEE EXPECTATIONS AND PROGRAM PHILOSOPHY

## A. Why Program Philosophy Must Be Defined

Many educational institutions have adopted the same job descriptions for all head or assistant coaches despite the fact that compensation, workload, job duties and expectations may vary by sport. When two coaches with the same experience, competencies and successes perform the same duties and get paid significantly different salaries, the institution increases its risk of litigation. When expectations and resources applied to men's sports programs and their coaches vary significantly from women's programs and coaches, Title IX compliance is jeopardized. If athletics administrators want to treat and compensate coaches differently they must clearly define the differences in workload, duties and expectations of each coach and be sure that such differences do not vary on the basis of gender.

The first step in determining differences in workload, duties and expectations of coaches is identifying the athletic department program model. Senior administrators

and athletic directors must decide what type of athletics program they can offer based on institutional philosophy and the availability of funding, personnel, facilities and proximity of competition. Program models will be diverse based on each institution's capabilities, but all models must meet the guidelines of Title IX.

## B. Single- or Multi-Tiered Models

An athletics program model can be viewed in tiers. If an institution decides that every sport will be administered and funded equally, then a common, or single-tier, model will exist. In essence, program benefits and restrictions would be the same for every sport. For example, under a common model, policies may dictate that each team would have a full-time head coach and an assistant coach/player ratio of 15 to 1. All teams would be able to play the maximum number of contests allowed under sport governing body rules. All teams would be permitted one overnight stay per season. Expectations of coaches would be the same, and compensation would only differ based on years of experience, education, coach awards or other defensible

criteria. In other words, there would be parity throughout the program, and all department policies would be applicable to each sport team except when special conditions are necessary. An example of a special condition may relate to travel. If the department policy is that all teams travel in vans when contests are within 100 miles, that policy may not hold up for a football team or a men's lacrosse team because of the space needed for equipment. A common model is usually found in institutions that do not have a high-revenue-generating sport or do not have a history of treating sport teams differently. If there is a long tradition of privilege for certain teams (usually football or men's basketball), then it is difficult to construct a common model.

Many institutions construct major/minor sport models and place more emphasis on specific sports as a means to establishing regional or national prominence. These models may be two-tiered or multi-tiered depending on funding capability, personnel and policy decisions. Initially, administrators may determine that they can accommodate a two-tiered model but as the model is constructed they may start to see that, in reality, funding restrictions or current practices create a need for additional tiers.

## C. Criteria For Tier Identification

The list of criteria that could be used to identify various tiers within a model is endless. However, a good starting point would be to (a) establish differing work expectations for coaches that will justify salary differences, and then (b) determine Title IX participation obligations and sport

priorities to be used to place sports in each tier, and (c) look at the list that the Office of Civil Rights uses when trying to determine if an athletics program is gender equitable (Achieving, 1994, p.5) to select benefit and treatment areas where treatment differences may generate significant financial savings. That list includes the following:

- I. Accommodation of Interests and Abilities
- II. Athletic Financial Assistance (scholarships)
- III. Other Program Areas, including:
  1. equipment and supplies
  2. scheduling of games and practice time
  3. travel and per diem allowances
  4. tutoring
  5. coaching
  6. locker rooms, practice and competitive facilities
  7. medical and training facilities and services
  8. housing and dining facilities and services
  9. publicity
  10. support services and
  11. recruitment of student-athletes



## D. Differences in Coaching Expectations

Compensation differences cannot be based on gender. They must be based on gender-neutral criteria. Following is an example of how gender-neutral criteria can be used to

support compensation differences within a tiered athletic program model.

<b>SAMPLE OF THREE TIER ATHLETIC PROGRAM MODEL</b>			
<b>(Differences in Treatment of Teams)</b>			
	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b># of COACHING POSITIONS</b>	Full-time Head Coach and Assistant Coaches: Maximum Allowable	Full-time Head Coach, One Asst. Coach - (part-time)	Part-time Head Coach, No Assistants
<b>COACH QUALIFICATIONS</b>	Head coach with at least 5 years experience and proven success; Head coach w/ master's degree; assts. with bachelor's degrees; First or second coaching licensing for that sport or comparable training	Head coach with at least two years experience; Head coach and assts. w/ bachelor's degrees; At least minimum coaching licensing for that sport or comparable training	Head coach with at least some experience as a head or assistant coach; Head coach with bachelor's degree; No coaching license required other than state requirements
<b>COACH FUNDRAISING EXPECTATIONS</b>	Extensive involvement in donor cultivation and fundraising	Some, but very limited, involvement in fundraising	No fundraising responsibilities
<b>COACH PROMOTIONAL EXPECTATIONS</b>	Extensive expectations re: public speaking, media, alumni and community outreach, radio and TV appearances	Some, but very limited public speaking and community outreach; responsiveness to media requests	Responsiveness to public speaking and media requests only; no outreach expectations
<b>COACH COMMUNITY/ PROFESSIONAL SERVICE</b>	Participation in/offering at least 5 coaching clinics at regional/ national or local level	Participation in/offering at least 2 coaching clinics at local level	No requirements.
<b>COACHING SUCCESS EXPECTATIONS</b>	Annually qualify for post-season conference championship; Finish in top 25% of conference; Qualify for national championships once every four years	Finish in top 50% of conference; Qualify for conference championships once every four years	Finish in the top 75% of the conference

## E. Participation Opportunities

Determination of how an institution is going to accommodate interests and abilities of student-athletes and the placement of men’s and women’s sports within tiers must be made before a total program model can be constructed. Title IX identifies three ways that an institution can meet the participation standard. The purpose of this section is not to define what qualifies the institution to choose how it will meet its participation obligation. To determine the specific Title IX requirements for each option, the athletic director should refer to [Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test](#). Rather, the purpose of this section is to show how the placement of sports in differing tiers of treatment must be handled.

**1. Proportionality:** Participation opportunities for male and female student-athletes must be proportionally the

same as the gender ratio of full-time undergraduate students that attend the institution. If an institution has an undergraduate population that is 50% men and 50% women, the same ratio must apply to the total athlete population. If a multi-tiered athletic program is in place, the total athletic population should be 50% male and 50% female, and each tier must accommodate an equal percentage of male and female participants. In other words, if there are 198 male and 198 females in the athletic program and football and men’s basketball with combined rosters of 95 participants or 48% of all male athletes are placed in the Tier I category, then enough women’s sports must be placed in the Tier I category so that 95 females or 48% of all female participants must receive the same benefits. Below is an example of placing teams in a three tier model using the proportionality standard with a total athlete population of 198 males and 198 females.

Tier I	Tier II	Tier III
MFootball (80)	MSoccer (24)	MTennis (12)
MBasketball (15)	WSoccer (24)	WTennis (12)
WField Hockey (25)	MSwimming (20)	MTrack (18)
WLacrosse (25)	WSwimming (20)	WTrack (18)
WCrew (30)	MCrew (15)	MSquash (14)
WBasketball (15)	WVolleyball (15)	WXCountry(14)
<b>48% of all male athletes</b> <b>48% of all female athletes</b>	<b>30% of all male athletes</b> <b>30% of all female athletes</b>	<b>22% of all male athletes</b> <b>22% of all female athletes</b>

It is important to note that in the model above, there are 10 sport teams for women and 8 sport teams for men. It is not unusual for an institution that sponsors football to offer

more sports for women to ensure equitable participation opportunities under Title IX law.

**2. Fully Met Interest Standard:** If an institution can demonstrate that the interest and abilities of the under-represented gender are fully accommodated by an existing program that does not meet the proportionality standard explained above, the placement of athletes within tiers must still reflect equal percentages of male and female athletes. For example, if the undergraduate population of an institution is 50% male and 50% female, but the

athlete population of 60% male and 40% female meets this standard, placement of teams within the tiers would be different than the proportionality model but equal percentages of male athletes and female athletes must still be placed in each tier. Below is an example of how teams may be placed using this standard with a total athlete population of 240 males and 160 females.

Tier I	Tier II	Tier III
Football (80)	Msoccer (24)	Mcrew (30)
Mbasketball (15)	Mswim (24)	MIax (30)
Mbaseball (25)	Wbasketball (16)	Mten (12)
Wvolleyball (15)	Wxcountry (16)	Wfield hockey (24)
Wtrack (35)		Wlax (24)
Wcrew (30)		
<b>50% of all male athletes 50% of all female athletes</b>	<b>20% of all male athletes 20% of all female athletes</b>	<b>30% of all male athletes 30% of all female athletes</b>

**3. Continuing Expansion Standard:** The third way interest and abilities can be accommodated without meeting the proportionality standard is if the institution can demonstrate that participation opportunities for the under-represented gender have been expanding over time toward the achievement of one of the two standards already addressed. As new teams are added, they should be placed in tiers using the same logic explained above – equal percentages of male and female athletes within each tier.

**Sport Offerings.** Title IX requires that the interests of males and females be equally accommodated. Males and females are not required to participate in the same sports. Rather, Title IX requires that females be able to play the sports in which they are interested and that males be able to play the sports in which they are interested. Similarly, Title IX does not require that “like” male and female teams be placed in the same tier. In other words, women’s basketball does not have to be a Tier I sport because men’s basketball is Tier I. The institution could elect to place women’s volleyball in Tier I and move women’s basketball to Tier II as long as the percentage of males and females in each tier are identical.

**Levels of Competition.** Title IX requires that males and females be provided with equal opportunities to compete with regard to levels of competition. If the program supports varsity and junior varsity teams, equal percentages of male and female athletes must be permitted to compete at each level. If varsity programs compete against teams of varying competitive levels (Division I, II, III, junior colleges, club teams), women's teams should not be relegated to lower levels of competition while men's teams compete against higher levels of competition.

**Differences in Financial Aid and Other Treatment and Benefits Areas.** Once tier designation has been specified, teams have been placed within tiers and gender-neutral differences in the compensation of coaches have been determined, a program model must be constructed that addresses the benefits and treatment parameters of each tier. An example of a program model using some of the OCR criteria listed on page 6 is presented below.

### SAMPLE OF THREE TIER ATHLETIC PROGRAM MODEL

#### (Differences in Treatment of and Benefits to Teams)

	Tier I	Tier II	Tier III
<b>SCHOLARSHIPS</b>	Maximum # Allowable	50% of Maximum	None Allowed
<b>CONTESTS</b>	Maximum # Allowable (National Sched.)	Maximum # Allowable (Regional Sched.)	Maximum # Allowable (Within 200 mi.)
<b>SCHEDULING Practice, Games, Facilities</b>	Priority Scheduling Always	Priority Scheduling In-Season Only	Adjustable
<b>UNIFORMS AND EQUIPMENT</b>	All Supplied	All Supplied Except Shoes	Basic Uniform Supplied - no shoes - no sweats - no sport implements (sticks, racquets)
<b>TRAVEL</b>	Fly over 200 mi.; Bus under 200 mi.	Bus over 150 mi.; Van under 150 mi.	Vans only
<b>PER DIEM</b>	Up to \$25/day	\$9 Dinner; \$6 Lunch; \$5 Breakfast	\$9 Dinner; \$6 Lunch; \$5 Breakfast
<b>LOCKER ROOMS</b>	Team Room	Team Room	General Locker Room
<b>RECRUITING</b>	National Scope (90% of Team)	Regional Scope (75% of Team)	Regional Scope (25% of Team)
<b>HOUSING AND DINING FACILITIES</b>	Athletic Housing; Training Table	Training Table Only	Same as General Student Population

Key for athletic administrators is treating male and female coaches and male and female athletes within each tier equally. As important, the tiered system should be transparent and carefully explained to coaches for the purpose of controlling coaches' expectations. The athletic director must make it clear, upon hiring each coach, that program financial support and compensation levels differ by tier and these limits will not change even if the team demonstrates extraordinary future success on the court or playing field. Such communication will go a long way toward deterring expectations that coaches with equal winning percentages will receive equal compensation or their teams will be able to move up to a higher financial support tier.

# II. POSITION DESCRIPTIONS

## A. Why They Are Essential

Creating position descriptions is the next logical step in the development of a gender-neutral coach employment and compensation system. In the example of a three-tiered athletic program model, job descriptions of coaches must reflect defensible differences between workload, duties and/or expectations of Tier I, Tier II and Tier III sport coaches if compensation and benefits are going to be significantly different.

Position or job descriptions serve several purposes. The most obvious of which is to clearly identify an all-encompassing list of specific duties, expectations and responsibilities relevant to the job. The job description becomes part of the employment contract that creates a mutual understanding and agreement between employer and employee. It serves as a philosophical and practical statement that creates a basis for selection of employees, determination of compensation, expectation of employee work behaviors, and protection from biased or undefined assessment that is not contained in the position description. More specifically, a well-written position description is a formal document that serves as the foundation for employee evaluation and employer decision-making regarding compensation and retention. The following elements should be contained in every position description:

1. Identification of official title
2. Identification of who supervises the employee
3. Identification of employees directly supervised by the head coach
4. Identification of a basic function that reflects general standards, expectations and/or goals to be accomplished
5. Identification of specific tasks and responsibilities that relate to the stated goals and objectives of the job
6. Education and other formal certification requirements
7. Experience required or preferred at a specific competency level
8. Provision of the information that serves as the foundation for employee evaluation and employer decision making regarding retention, merit and the like

Any organization that creates employment opportunities without clear position descriptions is subject to, at the very least, a reduction in effective employee-employer communication and understanding as well as a potential decrease in organizational goal attainment. In addition, the organization could be subject to a reduction in personnel control and be held officially liable for decisions or actions that were not clearly defined in organizational literature.

## **B. Coaches' Position Descriptions: Criteria and Structure**

The structure of any position description will differ depending on the function and the structure of the organization. However, at the very least, all position descriptions should include the first four conditions listed above. A sample of a typically formatted position description for a high school head coach is included on pages 14-16.

The criteria identified for coaches' position descriptions will vary according to institutional philosophy, mission, educational level (jr. high, high school, college) and competitive level (divisional classification). However, it is safe to assume that there will be some commonality in coaches' job descriptions when identifying responsibilities, expectations and tasks related to effective teaching/training of student-athletes, supervision of student-athletes, administration of the sport program, and accountability regarding governing body rules and regulations. Differences between high school and college coaching jobs or coaching jobs at various divisional levels may include responsibilities pertaining to recruiting, fundraising, monitoring of academic success and the like. If an institution has a multi-tiered athletic program model in place as described in section 1, coaches' job descriptions will vary according to the categorization of their team. A menu of typical job responsibilities related to coaching can be found on pages 19-24.

## **C. Sample Head Coach Position Descriptions**

High school coaching positions often place less emphasis on winning because recruiting is prohibited (except for private schools) with students coming from a strictly defined local geographical area. Similarly, leagues consist of schools from school districts in close geographical proximity, and financial limitations prohibit extensive travel, which limits the coach's control of difficulty of schedule. Coaches are also expected to do more for their programs because support staffs are very limited. Most schools operate with part-time athletic directors and no sports information directors or specialized positions such as event managers, strength coaches or athletic trainers. On the following pages is a sample position description for a high school head coach.

**HEAD (SPORT) COACH  
SMITH HIGH SCHOOL  
Smith, California**

**Position Description**

**TITLE:** Head Coach of (sport)

**REPORTS TO:** Director of Athletics

**FUNCTION:** The head coach, in collaboration with the athletics director, or his/her designee, the assistant coaches and the support staff, is responsible for the administration of the interscholastic (sport) program in a way that reflects the athletics department program goals. The head coach is responsible for creating an environment that is supportive of individual differences and maximizes the educational and athletic development of student-athletes.

**DIRECTLY SUPERVISES:** Assistant coach(es)

**PRIMARY RESPONSIBILITIES:**

**1. Teaching/Training:**

- continuously pursue increased knowledge of your sport and coaching techniques through participation in a variety of educational and professional development activities
- plan and implement the in-season and off-season training schedule for student-athletes and staff
- formulate and implement daily practice plans that demonstrate a high amount of time on task, are progressive, are congruent with team and individual ability, and are consistent with sound conditioning principles
- instruct student-athletes in the skills and strategies necessary to maximize performance
- pursue master teaching competencies with regard to: a) sport skill and strategy instruction, b) motivation, c) coaching skills during competitive events
- establish general expectations for participation
- appropriately discipline student-athletes when expectations are not met or rules are broken consistent with school district policy

**2. Counseling/Advising Student-Athletes:**

- recognize and reinforce the uniqueness and worth of each individual athlete
- reinforce academic success as a priority and work with appropriate school officials to monitor academic progress
- respond positively to individual athletes' issues and concerns and help seek effective solutions
- refer athletes to appropriate campus offices when problems are outside area of expertise
- maintain appropriate coach-athlete relationships



### **3. General Program Management:**

- establish positive and effective communication with the athletics director and all support staff (trainers, strength coach, administrative assistants, etc.)
- follow appropriate departmental chain of command
- be knowledgeable about, be in compliance with and appropriately implement league and state governing body rules
- direct, supervise and evaluate all assistant coaching activities with regard to instruction, scouting, recruiting, and other identified tasks and responsibilities
- design a competitive schedule that maximizes student-athlete development and performance
- develop the skills and abilities of student-athletes in a manner that consistent reflects individual and team performance improvement
- recruit managers, statisticians and other contest personnel
- set up and secure facilities
- ensure medical personnel is available for contests
- become familiar with the requirements of Title IX and keep accurate records of athletic participation in your team

### **4. Budget Management:**

- submit all budget requests (purchase orders, cash requisitions, etc.) within established time limits and according to school policy
- deposit all revenue immediately upon receipt
- acquire three bids for all purchases in excess of \$1,000.00
- maintain a positive balance in the sport budget and sport fundraising account at all times
- keep accurate records of all expenditures and revenue
- submit budget reports upon request
- submit annual budget reports

### **5. Public Relations:**

- maintain an exemplary standard of conduct which reflects the highest level of professionalism and good judgment on and off the field, adhering to the athletic program code of conduct and school district policy
- organize and implement activities that promote school and community interest in sports
- contact local media to report all scores
- write and submit approved press releases to the local media
- organize and conduct meetings for boosters, alumni and parents

- maintain positive public relations with media, parents, alumni, officials, volunteers, fans, competitors and any other constituent group
- extend your involvement outside the athletics department by speaking to campus or community groups and by participating in campus or community events

**Education and Certification Requirements:**

**Required:** Bachelor's degree in physical education or related area; any level of coaching certification from a recognized sport governing body

**Preferred:** Master's degree in physical education or related area; highest level of sport national governing body coaching certification

**Experience and Competency Requirements:**

**Required:**

- Three years of coaching experience
- Demonstrated ability to develop a successful interscholastic, intercollegiate or open amateur sport program
- Demonstrated academic success of previously coached student-athletes
- Exemplary ethical conduct and conformance to school and governing body rules and regulations

**Preferred:**

- Playing or coaching experience at the amateur national championship level
- Five years of coaching experience at a high competitive level
- Leadership of an interscholastic program demonstrating sport success, student-athlete academic success, and behavioral conduct commensurate with the stated purpose of the program

In contrast, college and university coaches have higher expectations in the area of recruiting, fundraising and performance success because they are much more likely to be full-time employees, are assisted by larger support staffs

be better supported financially and are in more control of non-conference schedules. Following is an example of a typical college head coach position description:

**HEAD (SPORT) COACH  
SMITH UNIVERSITY  
Smith, Michigan**

**Position Description**

**Title:** Head coach

**Reports to:** Athletic director [or designated associate or assistant director]

**Position purpose:** Conduct of a program that, as a demonstration of quality and success, (1) consistently places in the top 25 percent of its conference, consistently qualifies for conference championship play, and ranks among the top 50 sport programs nationally, (2) maintains an exemplary student-athlete academic success rate, specifically a federal graduation rate that equals or exceeds the non-athlete graduation rate and an average team GPA of 3.0 or better), (3) demonstrates positive personal development of student-athletes whose behavior and speaking skills reflect the expected competencies of a college-educated public figure and (4) operates within the letter and spirit of institutional and athletic governing body rules and regulations.

**Directly supervises:** Assistant coaches, graduate assistant, and student managers

**Primary Responsibilities:**

1. Design and implement a training program that advances individual and team performance skills, to support the achievement of the program's purpose
2. Advance each student-athlete's level of knowledge with regard to sport nutrition, biomechanics, exercise science and sport psychology as it relates to improvement of sport performance
3. Design a competitive schedule that maximizes athlete development and team and individual performance
4. Recruit high-quality athletes capable of performing at desired levels

5. Recruit athletes capable of completing the baccalaureate degree and performing academically at levels reflecting program objectives
6. Conform to the highest standards of professional conduct regarding compliance with department and institutional policies and procedures and adherence to the rules and regulations of athletic governance organizations of which the institution is a member
7. Demonstrate master teaching competencies with regard to (a) sport skill instruction, (b) motivation and (c) coaching skills during competitive events
8. Relate well to officials, high school coaches, parents, the media, alumni, donors, and the public
9. Provide strong leadership in the personal development of student-athletes as demonstrated by high standards of behavior and good public speaking skills of all team members
10. Demonstrate a high level of involvement in the personal and academic development of student-athletes through the support of the department's academic and personal development programs serving those student-athletes
11. Manage a cost-effective and administratively efficient sport program
12. Exhibit good writing and speaking abilities
13. Train and supervise assistant coaches toward the end of developing head coach capabilities and supporting all program objectives
14. Adhere to department policy regarding coaches' code of ethics
15. Complete other duties as assigned by the athletic director
16. Contribute to the maintenance of good working relationships with all staff, student-athletes, and external constituents through (a) a positive and constructive approach to all tasks, (b) respect for the competencies of others and (c) appropriate conflict resolution behavior

**Education and Certification Requirements:**

**Required:** Master's degree in physical education or related area; coaching certification from a recognized sport governing body

**Preferred:** Highest level of international sport federation coaching certification

**Experience and Competency Requirements:**

**Required:**

- Five years of head coaching experience
- Demonstrated ability to develop nationally or internationally competitive athletes
- Demonstrated academic success of previously coached student-athletes
- Exemplary past ethical conduct and conformance to NCAA rules and regulations
- Knowledge of Title IX

**Preferred:**

- Playing or coaching experience at the amateur or professional national championship level
- Ten years of head coaching experience at a high competitive level
- Leadership of a Division I program demonstrating sport success, student-athlete academic success and behavioral conduct commensurate with the stated purpose of the program

## D. Menu of Specific Responsibilities of Coaches

Following are lists of typical responsibilities of coaches that may be used in creating job descriptions. Responsibilities may vary by competitive level and program philosophy.

**1. Teaching/Training.** All coaches should be viewed as teachers first and foremost and must have mastery knowledge in their area of expertise. Effective planning, instructional skills, and the ability to set expectations, motivate and discipline student-athletes are essential components of the job.

- continuously pursue increased knowledge of your sport and coaching techniques through participation in a variety of educational and professional development activities
- plan and implement the in-season and off-season training schedule for student-athletes and staff
- formulate and implement daily practice plans that demonstrate a high amount of time on task, that are progressive, are congruent with team and individual ability, and are consistent with sound conditioning principles

- instruct student-athletes in the skills and strategies necessary to maximize performance
- pursue master teaching competencies with regard to a) sport skill and strategy instruction, b) motivation, and c) coaching skills during competitive events
- establish general expectations for participation
- appropriately discipline student-athletes when expectations are not met or rules are broken
- demonstrate respect for players and officials
- demonstrate use of safe and effective instructional and conditioning practices
- follow the instructions of athletic trainers and medical doctors regarding the return of injured athletes to practice and competition
- exhibit good judgment regarding the physical demands made of players with regard to conditioning, practice drills and competition demonstrating the highest regard for player health and safety

**2. Counseling/Advisement of Student-Athletes.** The relationship between the coach and each student-athlete is powerful and challenging. Coaches must set high expectations and expect high levels of effort and commitment but must understand that the physical and emotional stress of competitive sport

maximizes the need for support and reassurance.

The role of a coach in the overall development of the student-athlete must be clearly articulated according to program philosophy.

- recognize and reinforce the uniqueness and worth of each individual athlete
- reinforce academic success as a priority and work with appropriate school officials to monitor and encourage academic success
- respond positively to individual athletes' issues and concerns and help seek effective solutions
- refer athletes to appropriate campus offices when problems are outside the coach's area of expertise
- maintain appropriate coach-athlete relationships
- set a good example with regard to personal appearance, conduct, language, and sportsmanship
- demonstrate and instill in players a respect for and courtesy toward opposing players, coaches and officials
- exhibit and develop in one's players the ability to accept defeat or victory gracefully

- teach players to play within the spirit of the game and the letter of the rules
- encourage qualities of self-discipline, cooperation, self-confidence, leadership, courtesy, honesty, initiative and fair play
- create a safe environment free from sexual harassment and homophobic or other offensive conduct

**3. General Program Management.** The extent to which a coach is responsible for the day-to-day operations of a sports program will be dependent on the type and size of the institution, the athletic program philosophy, and the number and type of support personnel. The following responsibilities should be considered to accommodate those differences.

- conduct the program within the scope and policies established by the institution and the athletics department
- establish positive and effective communication with the athletics director and all support staff (trainers, strength coach, Sports Information Director, administrative assistants, etc.)
- follow appropriate departmental chain of command
- be knowledgeable about and appropriately implement governing body rules (state high school federation, NCAA, etc.)
- direct, supervise and evaluate all assistant coaching activities with regard to instruction, scouting, recruiting and other identified tasks
- design a competitive schedule which maximizes student-athlete development and performance
- recruit managers, statisticians and other contest personnel
- schedule officials and security personnel
- set up and secure facilities
- monitor locker rooms
- make all travel arrangements, including mode of transportation, securing meal money, hotel reservations and the like
- supervise distribution and collection of all equipment, practice and competition apparel
- maintain accurate records of equipment and apparel issue and return
- submit lists of lost or damaged equipment and apparel to athletics director

- properly mark and label all new equipment and apparel prior to issue
- submit list of equipment that needs to be reconditioned to the athletics director
- monitor equipment and uniforms storage area regarding proper access
- submit all injury reports within the established time limits
- submit annual program report to the athletics director
- ensure medical personnel is notified about the day and time of all practices and contests
- comply with Title IX

**4. Budget Management.** Some institutions require coaches to be completely responsible for their own sports budget with regards to program costs and revenue. Other institutions choose to leave budget management exclusively in the hands of a business manager, the athletics director or another representative. Coaches' responsibilities for budget management must be defined according to the system in place.

- submit all budget requests (purchase orders, cash requisitions, etc.) within established time limits

- deposit all revenue immediately upon receipt
- acquire three bids for all purchases in excess of \$1,000.00
- maintain a positive balance in the budget at all times
- keep accurate records of all expenditures and revenue
- submit budget reports upon request
- submit annual budget reports

**5. Fundraising Management.** Some institutions implement their fundraising activities through a central development office, while others decentralize their fundraising effort and set expectations for revenue generation that is specific to departments or programs. If a coach has fundraising responsibilities, they typically revolve around booster group membership, alumni solicitation, and/or maintaining or increasing fan support. Coaches and teams may also be encouraged or required to sponsor fundraising activities, such as a car wash or a raffle, to purchase special team items such as practice shirts or to help fund spring break trips.

- submit all fundraising proposals for special purchases to the athletics director for approval
- work with the athletics director and the development director to develop and



implement a plan that maximizes booster group membership, alumni contributions and fan support

- submit final reports on all fundraising projects to the athletics director

**6. Public Relations.** Given the visibility and spectator appeal of the sports environment, any coaches are expected to be skilled in public relations and public speaking. Effective program promotion and establishing relationships with different constituent groups may also be considered essential skills.

- maintain an exemplary standard of conduct which reflects the highest level of professionalism and good judgment on and off the field
- organize and implement activities that promote school and community interest in sports
- contact local media to report all scores
- write and submit approved press releases to the local media
- organize and conduct meetings for boosters, alumni and parents
- maintain positive public relations with media, parents, alumni, officials, volunteers, fans, competitors and any other constituent group

- extend your involvement outside the athletics department by speaking to campus or community groups and by participating in campus or community events

**7. Recruiting.** Recruiting responsibilities are usually common to all college coaches and may also be applicable to private or prep coaches. The ability to recruit players that match the academic profile of the institution and who have the ability to compete successfully is one of the major elements of continued program success.

- articulate and implement a plan (phone calls, mailings, prospect visits) that is consistent with the college's mission
- cultivate a recruiting network that helps identify prospects that match the academic and athletic profile of the institution
- utilize the department prospect record-keeping system
- maintain open communication with other department coaches regarding shared prospects
- maintain open communication with admissions personnel
- be knowledgeable and stay informed about admissions and financial aid programs

- coordinate evaluation of all prospects with assistant coaching staff
- establish an open relationship with all prospects, their parents, and their high school coaches by clearly and honestly communicating the benefits and limits of being a student-athlete at this institution
- never use negative recruiting tactics by criticizing another institution's coach or program
- ensure that all recruiting staff is knowledgeable about local, state and NCAA regulations regarding recruiting

# III. CREATING A GENDER-DIVERSE EMPLOYEE POOL

It is not uncommon to hear employers say that women are simply not applying for coaching and administrative positions. However, research shows (Sanders, 1985) that female athletics directors are able to hire twice as many women coaches as male athletics directors. Thus, it follows that qualified female coaches are available and have to be identified so that there is a gender-diverse pool of potential candidates for the open position. Gender-diverse pools must be developed by administrators and search committee members who are (1) knowledgeable in recognizing the subtleties of discrimination and (2) committed to overcoming such forces.

## A. Preliminary Considerations

**Avoiding use of “emergency hire” procedures.** Every effort should be made to follow procedures established by the institution to ensure equal employment opportunities. These procedures, which govern the posting of position announcements, rules concerning the structure of position descriptions, advertising requirements, etc., are issued by school district and college or university personnel offices to maximize efforts to attract qualified applicants from underrepresented groups. There are many athletics programs where the excuse of an “emergency hire” is

used to waive normal institutional employment procedures. Athletics directors plead that the “athletic scholarship letter of intent deadline” is imminent or recruiting will be irreparably harmed if a hire is not made in two to three weeks. While these circumstances may occur from time to time, they should be avoided because they do result in limiting the size and depth of the prospect pool. However, if an emergency does exist, the athletics director must commit to an extraordinary effort to ensure a diverse applicant pool and should seek the financial resources to be able to attract applicants at competitive marketplace salaries. An alternative strategy would be to hire as an “interim” appointment so a broader search could be conducted after the season is over.

**Search committees.** Individual employers have a natural tendency to prefer and, therefore, select employees who are of the same race and gender. Research shows that people tend to be more comfortable and have a tendency to identify with people who look, act and “think like them.” Employers often turn to their friends and colleagues in employment searches for their recommendations. These friends and colleagues are often people who are “just like them.” Thus, the first step in creating a diverse applicant pool is to recognize this tendency and commit to extraordinary

efforts to seek out applicants who are not like them. One way to ensure that this happens is to put together a search committee, the members of which have connections with minority groups that the athletics administrator does not have. Also, when seeking recommendations for employee prospects, athletics administrators must be very sensitive to subtle discrimination in the ways that candidates are described and recommended. People are more likely to recommend and more highly evaluate “people like them.” One of the best resources for installing an exemplary search committee and process is contained in [Beyond X's and O's: Gender Bias and Coaches of Women's College Sports](#) (see Recommendation #3 on pages 59 to 61).

**Recognizing your role as leader.** Ultimately, hiring a member of the underrepresented gender will be a decision of the athletics director. The extent of the athletics director's commitment to accomplishing this goal will reveal itself in the intensity, depth and breadth of the applicant search and the athletics director's personal role in interviewing candidates and “selling” the job to the very best person. The athletics director who thinks that a minority group applicant should come “begging at the door” for the opportunity to be employed is not going to attract the best and most sought-after candidates or the bright young superstars who are seeking work environments that are sensitive to their needs. The athletic director should make it clear to the search committee that the position should not be closed unless there is a minimum percentage of minority applicants and should insist on a minimum number of

minority applicants advancing to the final interview stage. Ultimately, the athletics director will enthusiastically offer the position and make the employment decision. Thus, he or she must recognize his or her own tendencies to discriminate or stereotype and be strong enough to overcome them.

## **B. Creating a Diverse Applicant Pool**

Institutional advertising procedures will require that the position opening be announced in publications that reach underrepresented populations. However, the athletics director must go beyond those processes to ensure a top candidate pool. Most good candidates are happy in their current jobs and need a “nudge” or “push” to become applicants for another position. The athletics director and search committee members need to be aggressive in the search process.

A good place to start is to identify 10 to 15 institutions with respected programs and successful records (athletic and academic). Or, determine a level of success to be gained and look for rankings of institutions at that level. For instance, if the athletics director wants the college program to achieve top-10 or top-20 status in its competitive division, call the appropriate athletic governing organizations (i.e., NCAA, NAIA, etc.) and get the national championship results from the last three years. If the goal is to be ranked in the top half of the conference, identify all similar athletic and create a list of the schools who meet that criteria. If you have a high school program, the

same process is applicable. Another resource is national coaching organizations (i.e., Women's Basketball Coaches Association, American Volleyball Coaches Association, etc.) or the coaches' certification program or agency in the appropriate sport (i.e., USA Gymnastics, USA Volleyball, etc.). Look outside of the immediate geographic area and networks and tap into organizations that have contact with large numbers of coaches.

Once 10 to 15 schools the program wants to emulate are identified, call the appropriate sport head coach at each of those institutions and describe where for the institution wants the program to go and the type of person desired as the coach. Ask him or her if she would be interested in applying. And then ask these questions:

- Who are the top five coaches that meet these criteria that you would recommend?
- Who are the top five women that meet these criteria that you would recommend?
- Who are the top five female coaches of color that meet these criteria that you would recommend?

Some of the additional important questions to ask might be:

- Does this person have impeccable credentials re: ethics (i.e., no NCAA or athletic governing organization rules violations, no transgressions re: inappropriate relationships with players, etc.)

- Could you rank order their list of candidates and explain why you place one above the other (so you can distinguish talent from factors related to experience, demeanor, coaching philosophy, etc.)
- Assuming you were not an applicant, who would you hire? Of all the people you suggested? Of all the women you suggested? Of all the candidates of color you suggested?
- Among all the coaches you suggested, give me your top three for each of the following criteria:
  - technical expertise
  - recruiting
  - motivation
  - other criteria you think important
- Who else do you think I should talk to that might have suggestions re: good applicants?

After making these 15 to 20 calls, a good size list of prospects will be created and a great deal will be learned about each candidate. Involve all the members of the search committee in this process by splitting up the original list of schools so that each member has three or four schools. Give each member the questions to be asked and then meet to compare notes.

Annual succession planning is another mechanism that ensures that the applicant pool is not totally dependent

on paper applications. At the end of every head coach's individual annual performance evaluation should be a conversation about what happens to the program if the coach decides to leave. Who would the coach recommend to take his or her place? Again, ask the same diversity questions – top coaches? Top women? Top coaches of color?

## C. Recognizing the Subtleties of Employment Discrimination

A closer look at gender discrimination in athletics employment reveals discriminatory practices in very subtle forms, such as the “paper hire,” refusal to “play the marketplace” for coaches of women's teams, failure to consider women as coaches of men's teams, pregnancy discrimination, and sexual orientation and gender identity preference assumptions and allegations. It is important to understand each of these practices so the administrator can avoid falling into these gender discrimination traps.

**The “Paper Hire.”** When searching for coaches of women's teams, the athletics director may only look at formal written applications and make a “paper hire.” When looking for coaches of men's teams, the athletics director will spend days on the telephone hunting for the best candidates and hire good coaches away from other programs whether or not those coaches initially submitted applications for the position.

**Refusal to Play Marketplace.** When going out to hire the coach of the men's team, the sky is often the limit in terms of salary and benefits, or there is no initial limit in the consideration of candidates. Administrators are willing to pay or consider paying marketplace value, and there are no restrictions regarding the teaching field of the coach or other factors which would serve to narrow the applicant pool. When coaches of women's teams are hired, salaries offered are often too low to play in the competitive marketplace. Priority is given to teaching field credentials, and ability to coach is often a second consideration.

For instance, when a coach of a men's team is hired, he may be hired as a coach first and his teaching or second assignment field is not a consideration. In some instances, if he is needed to teach in an area in which he is not credentialed, the school system provides him with a waiver. When a female coach is hired, she may be hired with her teaching or second assignment field as a primary consideration (i.e., as an English teacher) with her coaching credentials a secondary criteria.

Coaching salaries and the commitment of institutions to hiring female coaches is significantly impacted when administrators do not engage in the practice of “hiring women away” from their current positions or, in other words, aggressively playing the marketplace. Progress in breaking gender discrimination barriers (or race discrimination for that matter) occurs one person at a time. When an organization hires a woman and has a successful experience with that employee, it is more likely

to hire a woman again. If women are not moving within the marketplace, even laterally, employment possibilities soon stagnate. There is no progress, and major initiatives become necessary to fix the problem.

**Considering Women for Coaching Positions for Male Teams.** One of the least-mentioned areas of employment discrimination is the failure of administrators to hire women as coaches of men's teams. Less than 3% of all coaches of men's teams are female, while less than half of coaches of all women's teams are female. Employers must encourage women to apply for these positions, and women must be seriously considered for coaching positions of men's teams.

**Pregnancy Discrimination.** The Pregnancy Discrimination Act (PDA) forbids discrimination based on pregnancy when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits (such as leave and health insurance), and any other term or condition of employment. For instance, it is illegal during the course of employment interviews to ask whether a woman intends to get pregnant or whether she and her spouse want more children.

**Homophobia.** There also have been numerous situations in which female coaches and administrators face the barrier of a lesbian or unfeminine stereotype applied to women who engage in sport or previously all-male professions (construction, police, military, etc.). It is not unusual, when an athletics director is checking on the credentials or references of female coaching candidates, to hear concerns

that the applicant may have "homosexual" inclinations or references to her physical attractiveness as being more masculine than feminine. Homophobia, physical stereotyping and other vestiges of sexism are invalid assumptions and bias that violate the basic tenets of equal opportunity employment and should not be considered by employers. The same is true of candidates who may be transgender. Likewise, descriptions of a candidate as a "feminist" are often used to imply that the person is a "troublemaker."

It is important for employers to distinguish between unethical intimate relationships between coaches and athletes (a sexual harassment issue that affects coaches regardless of sexual orientation) and the sexual orientation of employees who do not engage in such inappropriate behaviors.

Thus, it is very important for administrators to recognize such labeling and avoid these subtle yet insidious forms of discrimination. This discriminatory treatment happens when people are not educated in the importance of ethnic, cultural and gender diversity and simply do the easiest and most comfortable thing – hire people they know and associate with – people who are just like them. It is not easy to eliminate personal bias and preferences, but such effort is essential to the establishment of a fair employment process.

## **D. Evaluating Your Athletic Program and Its Effect on Recruiting Efforts**

The size and depth of experience of the employee pool is also affected by how prospective and current employees are treated and the quality of their work environment.

**Former Athletes as Prospective Coaches.** Employee recruiting efforts in athletics seldom focus on applicants without sports participation backgrounds. As long as female athletes continue to have fewer participation opportunities, there will be fewer women coaches. It's important to realize that few women who are not competent in sport skills believe themselves qualified to coach a sport. Increasing sports participation opportunities for girls and women will eventually increase the female coach prospect pool. Likewise, encouraging current female athletes to consider the coaching profession as a career choice is vital to enlarging the number of coaching prospects.

**Salary and Assignments.** There are many female coaches who are discouraged by budget and duty assignment inequities, another area in which employment and salary discrimination has gone underground. Job requirements for women coaches must be commensurate with responsibilities. In many high school athletics programs, budget documents may reveal that all coaches are paid the same stipend and have the same number of sport coaching assignments. However, upon closer examination, the coaches of girls' teams may be paid less because coaches of boys' teams are allowed to bring their teams in prior to

the start of school or during semester break and are paid a considerable "extra duty" stipend while coaches of girls' teams are not given this option. The money for these extra payments may appear in the budget in a sport-neutral and gender-neutral "lump-sum wages" category.

It is also not uncommon for coaches of women's teams to be assigned to be head coaches in two sports while coaches of men's teams are head coaches in their primary sport and may serve as assistant coaches in other sports. Such practices give coaches of men's teams, usually all male, a significantly lighter workload in the off-season of their primary sport. In such situations, there are usually no salary adjustments for the greater responsibilities of the women coaches. Also, coaches of men's teams may not be assigned equivalent teaching duties or extra service roles. Coaches of women's teams may find themselves with one or more class preparations on top of coaching responsibilities or hall or bus duty prior to the start of school.

**Program Support Inequities.** The same types of discrepancies may be present with regard to sport operating expenses. Whenever expenses appear in the budget as separate lines for men's basketball and women's basketball or boys' and girls' soccer, expenditures are equal. All unequal expenditures may occur under a single line or joint lump-sum line item, such as transportation to away events. Further examination may reveal that boys' teams ride buses while girls' teams travel in parents' cars or by school



vans driven by their coaches, or boys' teams stay in more expensive hotels with fewer players to a room.

At the college level, these same discrepancies occur in lump-sum budgets for sports information, athletic training and academic support services. One has to dig deep to find out that sports information interns and student trainers are covering women's sports while full-time professionals are handling men's sports or that men's football and basketball receive 90% of the tutor and academic counseling budget in the academic services area. Female athletes and coaches of women's sports are still being discriminated against, and such practices discourage many women from staying in or entering the profession.

**Benefits to Revenue-Producing Sports.** Similar discouragement also exists when administrators do not support the development of women's sports as revenue producers. All of the extraordinary perquisites – high salaries, bonuses, multiyear contracts, extensive media coverage, complimentary cars and country club memberships – go to coaches and administrators responsible for revenue-producing sports. If women's sports aren't allowed to become revenue producers the current reality of women's athletics will continue:

- depressed salaries of coaches because revenue production will continue to be used as justification for salary differences;

- lack of attention by the media because of low attendance at women's sporting events that are not receiving any promotional effort; and
- denial of access to major sponsors, contributors and supporters – power connections that can help remedy discrimination simply by their ability to influence those in control of athletics programs.

Besides the fact that it is economically irresponsible for institutions not to make every effort to ensure that all men's and women's sports are doing all they can to produce any revenues that can contribute to defraying program expense, lack of promotional effort to make women's sports revenue producers is directly related to continued discriminatory treatment under Title IX. Undervaluing and treating the women's sports product as inferior has a substantial impact on decisions to pursue the professions of athletic coach or administrator by current female professionals and athletes who witness these inequities.

## E. The Importance of Retention Efforts

Successfully hiring a member of the underrepresented gender is only the first step. We must recognize that it is much easier to lose a minority employee because the work environment for them is often less friendly and supportive than the environment for majority employees. For instance, small things like invitations home for dinner or being included in other social activities may not occur. The

minority group employee may not pick up a mentor within the staff as easily as a member of the majority group.

Staff members must also be taught to recognize the defense mechanisms that are perceived as “having a chip on her shoulder,” being “laissez-faire” about work responsibilities, or being “arrogant” or “pushy” in interactions with fellow employees. These behaviors are often developed to compensate for feeling insecure or due to fear of not being accepted. New employees often fail to ask questions or acknowledge lack of understanding of work assignments or expectations because they are afraid they will be thought of as incompetent. The athletics administrator must educate all staff to recognize and constructively respond to these common behaviors.

Administrators must also be on the look out to recognize and prevent self-fulfilling prophecies from occurring. Be ready to respond to comments such as, “I told you we shouldn’t have hired her” or “She just doesn’t get it.” Every intern or new woman or minority employee should have an assigned mentor who knows that it is his or her responsibility to educate and help assimilate this employee into the organization. The head administrator needs to emphasize the importance of this responsibility.

No one should underestimate the effect of insecurity and discomfort in the work environment. It is too expensive to recruit employees from limited minority pools and then lose them and have to start over again.

## Summary: What Can Be Done?

It is really important to understand the roots, complexity and subtleties of gender discrimination before addressing solutions. Confronting discriminatory practices demands constant vigilance and perseverance. Following are suggested actions and practices that increase both the professional and volunteer pool of women and other minority coaches and administrators.

1. Every effort must be made to educate those overseeing the conduct of athletics programs – members of faculty athletics councils and school boards, college presidents and vice presidents, school district superintendents and principals, club sports leaders and administrators – to these subtle forms of discrimination that are undermining our ability to create an open, fair and supportive employment and volunteer environment for women.

The easiest way to do this is a concerted effort to disseminate articles in local newspapers, journals and newsletters – in the communication vehicles all coaches and administrators read - which will make people more sensitive to these subtle forms of discrimination.

Every coaching association and sport governance organization convention program should have a session on recognizing subtle discrimination and the behaviors and responses that keep women and other minorities out of the coaching profession.

2. It is vital to avoid any effort to reduce athletic participation opportunities for women, even in bad economic times. Equality of participation opportunity and treatment of women athletes affects how coaches feel about their profession and how athletes feel about moving into coaching after their participation days are over.
3. Athletics personnel must work to encourage athletes in their programs, men and women, to consider coaching as a profession or an important volunteer activity. Coaches' organizations, school districts and other interested groups should produce materials that present male and female role model coaches talking positively about their profession. Athletes should be encouraged to consider the coaching profession as a career.
4. It is important to educate coaches about how they affect the decisions of their athletes to pursue coaching. Speaking about feeling overworked, underappreciated, underpaid or angry about their profession in front of students may discourage potential candidates. That's not to say they should keep their athletes from knowing reality. However, they can make sure to spend equal time on the positive and rewarding side of their jobs. If every coach set aside 30 minutes during the year, in a relaxed setting with their teams to talk about why they love coaching and how important it is for young girls to have female coaching and athlete role models or young athletes of color to have coaches of color, there would be a significant impact. It must be impressed upon coaches that what is said and done in front of current student-athletes influences their decisions regarding whether to make sport a career.
5. Older men and women coaches need to take younger coaches under their wings. The importance of mentoring should not be underestimated.
6. Institutions must insist on open and fair employment practices, and must act affirmatively to redistribute coaching opportunities fairly among women and minority groups.
7. School districts, universities and sports organizations must maintain data on numbers, gender, salaries and positions of sport coaches and administrators. That data must be assembled, published and reviewed each year. These "report cards" send an important message about what is important, and such transparency encourages accountability.
8. Administrators doing the hiring must be educated on the importance of aggressively searching the marketplace and how hiring good people away from other institutions eventually increases the pool of women and minority group candidates over the long term.
9. New networks for recruiting women need to be established. Close to 80% of all athletics administrators at the high school and college levels — and their hiring

networks — are male and predominantly white. Never accept the “no women/minorities applied” excuse. Hiring administrators need to say “we are not closing this position until we have a sufficient number of qualified minority candidates.” Insist on such diverse applicant pools.

10. Encourage coaches and prominent athletes who are running fee-charging junior programs to offer scholarships to underrepresented and financially needy populations. Sport opportunity cannot be available only to kids who can afford it. Future coaches are going to come from these participant pools, so it is important to ensure those pools have enough women and minorities. Research shows that a woman who does not participate in sport by the time she is 10 years old has a 10% chance of participating when she is 25. Research also shows that minority athletes are concentrated into three or four sports.
11. Advocate for coach certification programs. Certification goes a long way toward preventing employment discrimination because it mandates at least one objective criterion to weighing the qualification of applicants. Certification requirements also initially reduce the supply of coaches, which increases demand and salaries, which in turn increases the attractiveness of the coaching profession.
12. Every organization should have at least one, if not two or three, internship positions for members of the

underrepresented gender or minority group. Internships are crucial in creating a mentoring network and imparting critical experience often denied to members of underrepresented groups.

13. All athletics personnel need to educate themselves and those working in their organizations on the importance of new employee orientation and support and mentoring in the retention of minority employees. No one can underestimate the effect of insecurity and discomfort in the work environment when one is a member of a minority group and treated differently in subtle discriminatory ways.
14. Ensure that good women and minority coaches and administrators are retained in the profession and serve as mentors and role models for other minorities.

Laws do not prevent discrimination in employment; people do. When unfairness is recognized, it must be spoken against. One voice can produce change, and no one should think that it is going to be someone else’s voice. Everyone must advocate to coaches and administrators that this individual responsibility to self-police our ethical conduct is key to the success of our profession.

# IV. BASE, MERIT AND INCENTIVE COMPENSATION

## A. Overview

Compensation issues in athletics are more complex than in other educational professions for the following reasons:

1. Sports teams are sex-segregated in many instances (i.e., separate teams for men and women). If an institution sets up sex-separate teams and treats them differently, the institution is discriminating on the basis of sex. The athletics administrator must recognize that treatment of women's teams and their coaches will receive scrutiny simply because they are maintained as sex-separate entities. Add the fact that women's teams have historically not been treated as well as men's teams, and double jeopardy is a reality.
2. Women coaches are simply not being hired to coach higher-salaried men's teams. Even if compensation criteria appear to be non-gender-based, "suspect" employment practices are apparent.
3. The men's sports system in many competitive divisions is designed to reward coaches based on sport revenue production. Extensive promotional and sports information resources have operated for many years to support men's sports such as football

and men's basketball. Women's sports have not received such support. Although a salary criterion like revenue production appears, on its face, to be non-gender-based, such revenue is generated because of promotional and media resources supplied to selected men's teams with 100% male coaches with similar efforts almost non-existent for teams coached by women.

4. Title IX does not force an institution to create mirror-image men's and women's programs because it recognizes that men's and women's sports interests may be different. Thus, if the institution chooses a tiered sport system, the women's basketball team does not have to be treated like the men's basketball team. The institution may designate men's basketball and women's volleyball as Tier I sports. Title IX compliance will be assessed on overall program treatment of a proportional number of participants, not a sport-to-sport or same-numbers-of-teams comparison.

Thus, the athletics administrator is often faced with the twin challenges of correcting past discrimination on many fronts and designing and implementing new compensation systems that are gender-neutral.

## B. Definitions of Salary Classifications

Minimum Annual Salary = Compensation for basic coaching responsibilities (i.e., teaching, supervision of athletes, administration, recruiting, etc.) paid to all coaches in the same tier (i.e., head coaches, assistant coaches).

### Base Annual Salary

Minimum salary plus additional varying amounts based on differences in education applicable experience, previous demonstrated success and additional duties contained in the job description.

### Annual Salary

The current year's salary for non-first-year employees, which consists of the previous year's salary plus merit increases.

### Mandatory Increases

The practice at some institutions of specifying a minimum mandatory salary increase for all employees based on inflation index rather than performance merit.

### Merit Increase

Increases added to the previous year's annual salary that are based on previous year's: (1) performance of basic coaching tasks (i.e., teaching, supervision of athletes, administration, recruiting, etc.), (2) demonstration of team success and (3) performance of additional responsibilities delineated in the job description (i.e., fundraising, numbers of employees supervised, involvement in non-coaching activities).

## Incentive Increases

Bonus given in the current year only (only added to salary, not for continuation in succeeding years) to recognize extraordinary performance in conference or national tournaments, coaching awards, bowl appearances, or similar achievements.

## C. Determining Compensation for New Coaches

### Minimum Salary for Responsibilities Common to All Coaches

"Minimum annual salary" is based on a concept of fair compensation for the work performed by any coach. Such work includes commonly accepted expectations, such as teaching, supervision of athletes, administration of the sport program (i.e., budget, ordering equipment, scheduling), maintaining an up-to-date knowledge of eligibility and sport rules, recruiting and /or selection of participants, and similar criteria. These criteria are listed in the coach's job description as basic or primary responsibilities and should be the same expectations of all coaches employed at that institution.<sup>1</sup>

- 
- 1 Many institutions have policies such as "full-time coaches start at a minimum salary of \$26,000. Part-time coaches perform the same basic coaching tasks as full-time coaches. However, their expectations of performance, time spent on coaching duties or scope of responsibilities are less.

The minimum annual salary designated for a position is based on the occupant meeting the minimum standards of qualifications and experience for that position. The minimum salary of all coaches in the same class should not vary except by length of appointment (i.e., 12 months, 9 months, etc.) For instance, all head coaches should have the same minimum salary, and all assistant coaches should have the same minimum annual salary. “Minimum salary” usually varies from institution to institution because it is based on the geographical location of that institution, cost of living, salary schedule of faculty, and other factors unrelated to the sport program.

## Base Salary

Once the minimum annual salary and expectations of all coaches are established, compensation over that amount is determined on five criteria:

### Preparation

1. Education (i.e., Master’s degree, Ed.D. or Ph.D., coaching certification)
2. Experience (i.e., years of coaching experience)

### Recognition of Achievement

3. Past Demonstrated Success (i.e., numbers of conference, regional or national championships or coaching awards)

## Higher Expectations

4. Scope of basic coaching duties (i.e., percentage of team recruited vs. walk-on players, local vs. national or international recruiting, supervision of large staff of assistants)
5. Assigned duties above basic coaching duties (i.e., fundraising, public speaking, etc.)

Many institutions have formulas for these factors, and some institutions have offices of human resources or personnel offices, which can assist in determining the value of these factors and how to develop a formula. Even with a formula, there is considerable discretion involved in weighing comparable experience and additional expectations.

The administrator must take care to avoid the practice of assigning duties to male coaches exclusively, if performance of these duties creates a reward system unavailable to women coaches. Similarly, the administrator should not place a higher monetary value on duties performed by male coaches that are also performed by female coaches.

The value assigned to each of these parameters is based on the economic resources of the institution and the institution’s desire to be competitive within the marketplace for coaches with such additional qualifications. Again, administrators need to be sure that their desires to be competitive and decisions on distribution of economic resources do not result in defacto sex discrimination. The value assigned to education, experience and past achievements as well as additional duties should be

the same for all coaches with those same experiences and duties.

This is where the additional value of many revenue-producing sports coaches is reflected. If a coach is coming from a successful program in which his or her merit and incentive compensation has been significant due to both success of team and revenue production, the value assigned to these parameters will be high in the past achievement portion of the salary. A subsequent discussion deals with the effects of historical discrimination on these factors when applied to female coaches.

### How Does “Marketplace” Affect Base Salary?

Institutions are often faced with having to pay higher salaries for new coaches coming from other institutions with higher base salaries or because a coach will not leave previous employment without an attractive increase in pay. The new coach comes to the institution and then is doing the same work as other coaches on staff. Is the salary differential caused by marketplace justifiable, and is it, in fact, maintained over time? Yes, the salary differential is justified. However, in reality, what usually happens over time is that the institution gradually adjusts its base salary for similarly qualified and successful coaches.

#### Example:

Head coaches of a men’s and women’s swimming team are paid the same salary because they are similarly experienced, educated and successful

and have the same scope of responsibilities and additional duties. The coach of the women’s team leaves for a new job, and the institution hires an identically qualified person for \$5,000 above what the previous women’s team coach was making and the current men’s team coach is making because she was making \$3,000 more at her previous institution and would not leave unless she made more money. The coach of the men’s team comes in to the office of the athletics director and says, “I am just as good and am doing the same job as the women’s team coach you just hired. I should be making the same money.” The athletics director explains that the higher salary was forced by the marketplace and usually negotiates a salary adjustment for the coach of the men’s team that gets implemented over the next one to three years until the salaries are once again comparable.

Then the issue becomes whether this adjustment in the salary of the swimming coaches affects the base salary of all other coaches at the institution. The answer will probably be “no” because the salary adjustment for the swimming coaches will not be to their minimum salary but rather to justifiable differences in success, experience and education. The answer may be “yes” if the swimming coaches were entry-level employees with little experience, education or success factors. In this case, the new hire would probably cause an adjustment in all minimum salaries.



## Major/Minor Sport Distinctions

Minimum salary does not vary in a program that operates according to a major/minor or two-tiered sports model that designates one or more sports as “major sports” and one or more sports as “minor sports.” If minor sport coaches receive part-time salaries, this part-time salary must be figured on the basis of the minimum full-time salary paid to all coaches for their basic teaching duties. Base salary will vary because the additional responsibilities and expectations of “major sport” coaches are greater. Thus, salary differential is justified based on such additional expectations. It would not be permissible to pay a minor sport a part-time salary and a major sport coach a full-time salary while expecting each coach to do the same work with regard to hours spent teaching, recruiting and performing managerial tasks related to coaching. An example of how the administrator applies these compensation concepts follows:

Institution X has a minimum salary for all full-time coaches of \$26,000. Full-time coaches receiving this minimum salary are expected to conduct five 2-hour practices a week in which they teach sport skills and strategies and supervise conditioning and weight training. Outside of practice they are expected to recruit off campus, recruit via mail, schedule games and practices, order equipment and supplies, schedule transportation for competition, counsel their student-athletes, provide additional skill instruction for individual student-

athletes, manage their budget, and perform other tasks necessary to the efficient operation of their sport program.

Institution X has a 50/50 male/female enrollment in the general student body and a 50/50 male/female athlete population. The athletic department has a major/minor sport system. There are 150 female and 150 male athletes participating in minor sports and 100 female and 100 male athletes participating in major sports. Coaches of minor sports are employed part-time. They receive salaries of \$6,000 per sport season and are expected to conduct five practices per week with no additional coaching duties including no out-of-season coaching duties. They report to an administrator that performs functions such as budget management, ordering equipment and supplies, scheduling transportation for competition, etc. Coaches of major sports are expected to perform all of these duties and are assigned additional responsibilities such as supervision of assistant coaches and are expected to recruit extensively, bringing in at least 25% of their athletes as full-tuition-paying students.

The above example reflects how the administrator must be sensitive to Title IX as well as compensation requirements. Title IX requires that female athletes be provided the same quality coaches and programs as male students are provided. It would not be permissible under Title IX to have

male athletes receiving the attention and instruction of full-time coaches while female athletes are assigned only part-time coaches. With regard to compensation, it would be illegal under employment laws other than Title IX to expect part-time female coaches to perform the same duties and put in the same time as full-time male coaches.<sup>2</sup>

## D. Determining Compensation for Returning Employees

Part of the process of hiring a new employee is negotiating an agreement that reflects how his or her salary will increase to keep pace with the effect of inflation and to recognize exceptional performance of duties. Before leaving previous employment, most coaches need to see a picture of how their salaries might grow.

### Increases to Accommodate Inflation

There are several practices for dealing with the impact of inflation. At some institutions, all employees receive a mandatory pay raise that is based on inflation. At some institutions, the receipt of the pay raise is not mandatory. Rather, the amount is received only if the employee demonstrates satisfactory performance of duties. At others, there is a pool of money that must accommodate

- Given the enthusiasm of many part-time coaches, it is not uncommon to encounter a part-time coach who does put in the same time and effort of a full-time coach and then wants to know why s(he) is not being compensated similarly. In this situation, the administrator must reiterate that the institution does not expect the coach to work beyond the designated limited number of hours and will not pay above that amount.

inflation and merit with allocation to individual employees based on merit. Key to gender equity considerations is the implementation of a system that is evenly applied to all employees regardless of their sex. If satisfactory or exceptional performance of duties is a condition of receipt of these funds, a fair and evenly applied evaluation system must be utilized.

### Merit Compensation

Increases added to the previous year's annual salary that are based on previous year's: (1) performance of basic coaching tasks (i.e., teaching, supervision of athletes, administration, recruiting, etc.), (2) minimum expectations of team success and (3) performance of additional responsibilities delineated in the job description (i.e., fundraising, numbers of employees supervised, involvement in non-coaching activities) is compensation based on merit. The effect of merit increases are continued in perpetuity in that the coach's previous year's salary plus any merit increase for that year becomes the coach's annual salary the year after, or new base salary.

To avoid gender-discriminatory practices, the merit compensation system should be based on the results of a formal annual evaluation of performance based on the written job description of the employee.

How does an administrator deal with a request to award incentive compensation based on attendance or revenue production of a particular sport (i.e., a particular dollar amount for each season ticket sold), especially when

these parameters are affected by the efforts of so many people in the areas of sports information, promotion, ticket sales, etc.? At some institutions, stadia or arenas may be completely sold out annually with no room for increases. In other situations, especially in situations involving new coaches, attendance may have been developed over the years, through the efforts of former coaches. Basically, attendance in this latter situation, as well as in non-sell-out situations, is affected by team performance, a more appropriate measure of coaching performance than attendance or revenue production.

However, if performance is tied to attendance, revenue production or similar variables, the administrator must be sure that the same opportunity be afforded to both male and female coaches on a non-discriminatory basis. If a male coach is earning considerable dollars based on revenue production generated by the extensive services of sports information, promotion and ticket sales staffs, female coaches must be provided with the same support.

### **Incentive Compensation**

Any bonus given in the current year only (not added to salary for continuation in succeeding years) to recognize extraordinary performance is termed incentive compensation. Such bonuses typically recognize exceptional team performance in conference or national tournaments, bowl appearances, awards for exceptional coaching achievement in a particular year or similar criteria.

If an institution rewards a football coach for an appearance in a bowl game and only men have been hired to coach the football team, and no other coaches can earn such bonuses, the institution is open to a charge of gender discrimination. A better system would be for the administrator to determine a comparable level of post-season achievement in each sport in the program and offer the same incentive compensation for that achievement.

### **Remedying the Effects of Past Discrimination**

Administrators are often faced with situations in which past discrimination against female coaches and female athletics teams creates an uneven playing field for earning compensation now. Men's programs, coached almost exclusively by males, have received the benefit of financial and promotional support for many decades. Now, compensation systems reward male coaches for the years they were given advantages not afforded to female coaches. This may occur when compensation is based on attendance and no efforts have been made in the past to develop attendance of women's teams. Attendance may also be affected by years of not providing coaches of women's teams with the resources to attract top players. These resources may include recruiting or scholarship funds, assistant coaches to help the head coach recruit or a quality facility that is attractive to spectators. In such cases, remedying compensation discrimination becomes a part of the larger goal of achieving gender equity in every aspect of the athletic program in that all of these factors must be addressed.

In such cases, the previously disadvantaged gender should not be expected to “wait” for several more decades until discrimination is remedied and the female coach’s team develops an audience that will permit her to get the same compensation. Such a tactic would simply continue past discrimination. In such cases, the administrator should design a system that recognizes identical successful efforts but dissimilar results. Instead of basing compensation on total attendance, which has been aided by past discrimination and which reflects the efforts of many other coaches and staff, the reward can be based on the difference between season tickets sold or total attendance increases over the previous year.

Similar situations are encountered in the area of fundraising, where a male coach of a highly visible, successful and publicly supported team conducts fundraising or works with development staff on fundraising projects and then is rewarded accordingly. Such fundraising success is a function of many years of support of the coach’s program to make it successful and supported by the public. In such cases, the female coach might be rewarded for the same effort but success may be judged on percent increase in funds raised over the previous year rather than a dollar amount.

# V. CONTRACTS

## A. What Is a Contract?

A contract is an agreement setting forth mutually agreed upon rights and duties between the parties, thereby creating a legal relationship with legal responsibilities and consequences among the parties.

**Oral Contracts:** Contracts can be created orally between parties, so long as the essential terms are sufficiently definite, and not so vague as to be unascertainable.

**Written Contracts:** A written contract is an agreement between two or more persons in which all of the terms and conditions are in writing.

## B. Why Are Contracts Important?

Contracts are important because they provide job protection for the employee and clear statements of employee expectations and benefits. A coach who is not employed pursuant to a contract or Letter of Appointment may be considered an Employee-At-Will. Generally speaking, Employees-At-Will can be removed by the Employer for no reason, and with little or no prior notice. However, anti-discrimination laws would apply.

Having a contract, i.e. a legally binding agreement, allows the parties to know exactly what each has to do, and what

each should expect from the other, thereby helping to avoid subsequent confusion and failure of performance.

## C. Multiyear vs. Single-year Contracts

Written multiyear contracts are important primarily because they provide job security. Since many coaches, particularly at the Division I level, are not considered academic faculty or administrative staff, they are not afforded the protection of a union, tenure or civil service. Therefore, the only protection the coach has to guarantee that he or she will have a job from year to year is to have a multiyear contract, preferably in writing. A written multiyear contract provides stability, while allowing coaches to plan their lives, knowing that they will have a job for a specified period of time, what their duties are, and that they will be paid a certain sum of money.

Within the collegiate coaching ranks, many coaches of the three (3) “major” men’s athletic programs (football, basketball and ice hockey) have written multiyear contracts. Most coaches of women’s sports, including the typical “major” women’s sports (basketball and volleyball) do not have written multiyear contracts. Consequently, many coaches of women’s sports don’t know from year to year if they will have a job the following year. Being placed in such a tenuous employment status makes it difficult for coaches

of women's sports to plan their lives, and to speak out about important issues within the athletic department.

Generally, the contracts of the "major" men's coaches will contain a clause that says that if the university terminates his contract prior to the normal expiration thereof, it has to continue to pay the men's coach the money due and owing thereunder. Some coaches' contracts contain a further clause that says that if the coach obtains other employment as a coach, then the university's obligation to continue to pay will be reduced by the amount of money received by the coach in his/her new coaching job. Still other coaches of the "major" sports have a clause in their contract that requires the coach to pay back a certain sum of money for each year remaining under his/her contract, when the coach leaves the university prior to the expiration of his/her contract.

## D. Letters of Appointment

Most universities grant the chief executive officer a limited power to appoint (employ) certain types of employees. The Power of Appointment may make it possible for the university to hire an individual without having to comply with normal hiring procedures, which may be a significant advantage in some instances. Generally, an employee (coach) retained under a Letter of Appointment is employed on a year-to-year basis.

Unfortunately, for far too many coaches of women's sports, a Letter of Appointment is the legal document under which

their services are retained by a given university. There may be and have been some instances where a Letter of Appointment was advantageous and desirable by a coach. However, generally speaking, contracts for a number of years are preferable to Letters of Appointment.

## E. Parts and Terms of a Contract

Generally speaking, every part of a coach's employment contract is important, since every clause presumably addresses a particular aspect of the legal relationship between the coach and the university. Contracts can vary in style and formality. Normally, a Personal Services Contract for coaches may contain the following parts:

1. a *Heading* identifying the parties and their addresses;
2. a *set of "Recitals,"* which contain several *whereas clauses* establishing the special skill, knowledge and background of the parties, and their desire to enter into a contractual relationship;
3. a *Length of Term clause* setting forth how long the contractual relationship is to last;
4. a *Consideration clause* setting forth the type and amount of consideration (salary) to be paid the coach by the university;
5. a *set of Rights & Duties clauses* setting forth the duties and benefits of the parties under the contract;

6. a *Notice clause*, which lists the official addresses for each party;
7. a *list of Special clauses*, for example Performance Bonuses, Option Clauses, Roll-Over provisions, etc...;
8. an *Integration clause*, which states that the entire understanding of the parties has been incorporated into the contract, which means that neither party can later complain that the parties had additional understandings not incorporated;
9. a *Construction clause*, which says that the contract will be construed under the laws of a particular State; and
10. a *Signatory provision* containing a place for each of the parties to sign and date the contract, thereby executing and validating same.

## F. Coaching Employment Contracts

[Appendix A](#) includes a sample contract for coaches.

# VI. EVALUATION OF COACHES

## A. The Purpose of Annual Assessment of Coaches

The first two sections of this resource manual have described ways to construct program models and job descriptions. This section contains information about how to construct evaluation instruments that will serve to do the following:

1. Re-emphasize the importance of the criteria contained in the job description. All evaluation instruments should be directly linked to the job description. To the extent possible, a coach should be formally evaluated on his or her performance in each specific category included on the job description at least once annually.
2. Establish clear performance standards for each specific criterion in the job description. For example, the job description may include a statement about the coach emphasizing and monitoring academic success as a first priority. Within the evaluation instrument, that statement can be further clarified by assessing the graduation rate and indicating that anything lower than 85% is unacceptable.
3. Provide performance feedback to the administrator and to the coach. A systematic form of evaluation should help identify coaches' specific strengths, areas of acceptable performance, and areas that need improvement.
4. Create a forum for interaction between the athletics director and the coach that will include reassessment of the job description and performance expectations. Many times job performance criteria and/or acceptable levels of performance may become unrealistic based on factors outside of the coach's control. For example, a coach may be expected to increase the booster club annual giving level by 5% per year. There may be a year when the institution loses its development director and halts all individual solicitation until it can identify a new director. The result may be a loss of revenue.
5. Provide clear information that can be utilized to make decisions regarding retention and compensation. Results of evaluation can help an administrator decide if a coach is working to acceptable levels, needs improvement and should be placed on probation pending evaluation of future performance, or should be terminated. This information is essential from a fair employment and legal standpoint.
6. If a compensation package is in place that includes the potential for merit increases and/or bonuses, information from systematic evaluation can be used to determine if the specific criteria have been met.



## B. Construction of Evaluation Instruments

The construction of an evaluation instrument is dependent on what the administrator is attempting to assess. Objective versus subjective assessment is preferred whenever possible. For example, an analysis of recruiting effort, i.e., number of prospects, number of contacts made, yield, etc., can be a simple matter of filling in a worksheet. Certain measures of teaching effectiveness and fundraising success can easily be included in an objective, data-based instrument. Other variables are harder to quantify and are usually measured through the subjective assessment of the athletics director. For example, evaluating whether a coach expects 100% from his or her players is a subjective assessment that the athletics director makes from watching practices and contests.

There is no single, perfect coach evaluation instrument nor a set of instruments that would work for every setting. Assessment instruments vary as much as job descriptions. Each institution must devise its own set of instruments based on its coaching position descriptions. However, given the fact that coaches wear several hats as teachers, recruiters, program managers, fund-raisers, etc., it is essential that several instruments be designed to measure as many components of work performance as possible. Instruments must be available and thoroughly explained to all coaches prior to their use.

There are several steps to constructing an evaluation instruments, including:

1. Identification of exactly what the instrument is attempting to measure. This should be clearly and explicitly stated on the evaluation form.
2. Identification of assessment criteria that will serve to measure what is desired. If the athletics director wants to measure teaching effectiveness, he or she must determine what variables are essential components of effective teaching.
3. Identification of the type of measurement system that will be used. Some evaluation instruments contain a simple check system, a Likert scale, or open-ended questions and comment areas. Other instruments are data-based and have numerical results. It is not unusual to see instruments that have a combination of different measurement systems.
4. Description of how the results will be evaluated. Some instruments lend themselves better to clear analysis of results. For example, a teaching effectiveness instrument may measure the types of individual feedback a coach gives to players. It could be determined that feedback should be 50% positive and 50% corrective with all corrective feedback being prescriptive and at least 50% of positive feedback being prescriptive. It would take simple calculations to see if the goal was met. Other instruments may have more open-ended ways to deal with results. For example,

the instrument may clearly state that any mark below a 3 on the Likert scale will be discussed during the evaluation meeting and alternatives for remedying each weakness will be identified.

Designing instruments is not an easy task. On the surface, an instrument may look like it can effectively provide useful information but, once used, is found to be seriously flawed for reasons that were not anticipated. The athletics director must continually refine instruments each year so they become more useful and applicable to current expectations. Without sound information from systematic evaluation, all of the administrator's personnel decisions are vulnerable to serious scrutiny and questions of misuse of power, personal agenda or gender bias.

Appendices B through H include samples of various coach evaluation instruments. Included are instruments that assess teaching effectiveness, recruiting effort, general performance as evaluated by the athletics director, student-athlete satisfaction, peer rating, team performance and assistant coach performance. The instruments demonstrate a variety of measurement systems. They are only presented as samples and have not been tested for validity.

It is also important for an athletics director to encourage coaches to submit a self-evaluation. This easily can be done in an "end of the year report" format. The information provided in this report will aid the administrator in two ways:

1. It provides data that will be useful in completing some of the evaluation forms
2. It provides insight into whether or not the administrator and the coach share common ideas about perceived strengths and weaknesses regarding coaching behaviors and program parameters.

Appendix I includes a sample format that an administrator can use when requesting an end of the year/self-appraisal report.

## C. Administrative Approaches To Evaluation of Coaches

The annual evaluation of the head coach should be conducted by the administrator who the coach directly reports to and whose major realm of responsibilities includes oversight of that coach's performance. Similarly, assistant coaches should be evaluated by the head coach to whom they report. The annual evaluation serves numerous, important purposes and it is only that administrator (or head coach in the case of evaluation of assistant coaches) who has a clear and working knowledge of the assessment tool, the purposes and goals of an annual evaluation, and the management skill to objectively review, evaluate performance, determine performance levels and to take appropriate post-evaluation action to assess the coach's performance.

The administrator's responsibility of evaluation of a coach is a year-round endeavor, along with the annual formal assessment. Throughout the year the administrator should obtain and document the coach's work in each area of

responsibility in a quantifiable method and, in those areas not quantified, via a fair, subjective description. However, it is critical to understand that performance concerns or deficiencies should not be accumulated and held for discussion at the end-of-year or season annual performance evaluation. Concerns or deficiencies should be immediately communicated and handled via oral informal advice of expectations or formal meetings, including documentation of corrective action.

The annual evaluation meeting should be scheduled well in advance, preferably occurring at the close of the day and week, particularly if the administrator anticipates the evaluation may be distressing to the coach. The conduct of the meeting should be in a private area, with adequate uninterrupted time allotted.

The administrator's assessment and feedback should be non-judgmental, fair and objective and include performance counseling and advice for improvement. It is necessary that the coach and his or her supervisor understand that the annual evaluation is an important mechanism to accomplish the objectives of the particular sport program(s) and mission of the department and institution. The evaluation process and instrument should be a matter of record and included in the departmental policy and procedures handbook. The evaluative process is an interactive and joint approach between the coach and supervisor, conducted in a comfortable, non-threatening and respectful manner and setting.

The administration utilizes the evaluation tool most appropriate in determining the success and performance level in each area of responsibility and performance standards. Any performance gap should be identified (if one exists), and described to the coach.

The administrator should encourage feedback and input by the coach, specify areas of weakness and strengths and establish a positive and constructive environment. During the review, it is important for the administrator to recognize, record and praise positive and successful work by the coach. It is also important to identify corrective actions and remedies, and the coach and supervisor should develop a plan for improved performance agreed to by both parties.

The remedies and actions may include additional training and education, clear and concrete non-judgmental direction, and provision of additional resources, assistance or tools to correct deficiencies, along with suggested management, coaching and motivational techniques.

The coach should also be provided with the next year's performance standards and expectations by the beginning of their next annual term. The evaluation instrument feedback on the previous year's evaluation should also be provided. The administrator should meet with the coach to reinforce expected performance and/or corrective remedies and actions. At the conclusion of the coach's season and prior to the formal evaluation meeting, it is helpful for the administrator to once again provide the information that will be considered.

The supervisor should view evaluation as a continuous ongoing diagnostic process providing feedback in both directions, with the objective being to assist the coach in meeting, maintaining and potentially exceeding the objectives of the sport and mission of the department and institution.

# VII. THE COACH'S PERSPECTIVE ON EMPLOYMENT AND COMPENSATION ISSUES

## A. Negotiating Skills and Interview Strategies

The ability to negotiate a contract for a new position or renegotiate one for an existing position are two very crucial skills every coach should have. Indeed, when looking for a new job, the terms agreed upon with a potential employer could have a very serious impact, not only during the coach's with that particular institution, but also more than likely on the rest of his or her career. The compensation package negotiated at one institution will set the tone for levels of income and benefits that can be commanded in the future when considering a new position. In today's competitive marketplace, the difference between the earnings potential of two individuals has far less to do with their skills and talents as coaches than it does with their respective abilities to negotiate a fair contract. The same holds true for a coach who is renegotiating an existing compensation package. The more a coach knows about the skill of negotiation and what will be mutually beneficial for the coach and the institution, the better off that coach

will be in the long run. Yet research shows systemic gender discrimination in wages is not fully explained by relative salary negotiation skills. Therefore, while negotiation skills are critically important, coaches also must be vigilant regarding gender-based wage discrepancies.

Obtaining a contract when no one else in the department has one (without risking not getting hired – or even getting fired) hinges on a full understanding of the three stages of the negotiation process: advance preparation, the interview itself and the post-interview decisions.

If coaches have a grasp of all three of these stages of the negotiating process, they will more than likely come away with a compensation package that meets their expectations. As explained further below, setting expectations involves researching appropriate compensation packages ahead of time (and learning what men and women make in similar positions).

## Advance Preparation

In a recent written and phone survey of coaches (Asher, 1995), the following were offered as ideas and personal experiences regarding negotiating tactics. Included are some of the questions that should be answered before a negotiation ever begins:

1. When looking for a new coaching position at a particular institution, what are the issues most important to you? Before going into the interview, coaches should research things like:
  - a. location of the institution (conference, etc.)
  - b. departmental philosophy and goals of the administrators, including the amount of financial support for the program
  - c. academic reputation of the school
  - d. resources available to coaches, from facilities and practice time to additional coaching staff
  - e. the emphasis placed on recruiting and the accompanying budget
  - f. equity between male and female athletes
  - g. at the institution, is winning considered a primary measure of coaching competence? (Keep in mind there is a tacit understanding in athletics that winning is important; however, when all other aspects of the evaluation of a coach are set aside and winning becomes the most important, problems can arise)
- h. does the administration view graduation rates of student-athletes as important? How much academic support (tutors, etc.) is available for student-athletes?
- i. how do other coaches in the department view the administration?
2. Before going into the interview for a new position, have you considered the following:
  - a. have you received and reviewed a full, written description of the position?
  - b. are contracts made available to coaches in the department; what are the most common terms?
  - c. will your base salary be competitive with institutions your team competes against?
  - d. do all head coaches in the department have the same base salary; what about assistant coaches?
  - e. how many paid assistants do the coaches of other sports in your department have?
  - f. if there is a contract provided, what is its tone? Is it retaliatory or supportive?
  - g. have you looked at available internet information on the institution to see if they have a Title IX policy and complaint procedure prominently displayed

and whether they have an anti-discrimination policy that includes the LGBT community?

3. Before going into the interview for a new position, you should have a solid grasp of:
  - a. exactly what salary/benefits package you expect to receive
  - b. if you are not going to be offered a contract, what assurance of job protection you wish to receive
  - c. the program's budget, win-loss record, post-season appearances, etc.
  - d. the reason the previous coach left the position
  - e. whether yearly evaluations by your direct supervisor will be executed
  - f. other duties you will be responsible for (teaching, etc.)
  - g. why you want the position

Undeniably, advance preparation before going into any job interview situation is crucial; logic tells us the more we know, the more effectively we can negotiate. Surprisingly enough, most people go into an interview or the negotiating process with only a vague idea of what they want. A coach must know more than the simple fact that he/she wants the job – have a clear picture of what is desired from the program, the administration and the institution. In addition, the applicant should be prepared to say what she brings

to the program and what her professional goals are for the next 5-10 years.

## The Interview

The interview process is an open forum in which you can ask questions and questions are asked of you. However, now that you have taken the time to prepare, use what you have found to your advantage. Rehearse what you plan to say in the interview. Think through your position and air your thoughts to another person – a “devil's advocate” – who will tell you if your positions and demands make sense.

Most importantly, though, is the ability to ask questions. A coach said (Asher, 1995), “I spent too much time preparing to answer questions and not enough time preparing questions to ask.” The power of questions in an interview situation is simple: questions are an effective negotiation tool designed to allow you to talk less and the other party to talk more. You increase your control of the interview or negotiating process through asking questions to gain information, clarify points of contention and to share information. In fact, one of the greatest myths of negotiating is if you are not talking, you are not in control. Think about it this way, who is in control in the court of law, the lawyer or the witness?

An effective negotiator must uncover the other party's motives and desires. Finally, asking questions opens the lines of communication, the most important aspect of any interview process.

Remember, when going into an interview for a new position (or to renegotiate the compensation package of an existing one), negotiation is a give-and-take process. You need to know up front what concessions or compromises you are willing to make – and they must be exact. Know what you must have, what you would like to have and what it would be great to have and negotiate from there. Always have a realistic bottom line.

Perhaps the most important thing to remember is you should always be prepared to walk away from the interview or the negotiation process if you are not pleased with the situation. A good negotiator never wants anything too badly because desperation will cause you to make bad deals every time.

The coaches who responded to a recent survey provided their own insights into what you need to do while in the throes of an interview. Following are a few of their ideas:

1. Always have a professional demeanor.
2. Be at ease and respectful to interviewers.
3. Be honest, open and relaxed, but most importantly, be direct.
4. Offer your outlook for the possibilities of the program.
5. Go in with the perception of having nothing to lose.
6. Don't believe everything you are told – get it in writing.
7. Don't talk too much.

Also, there are a number of things a coach must discuss in the interview in order to have a credible idea of how the job will be once – and if – it is accepted. For instance:

1. If no prior written job description is available, obtain a full verbal (and then a written) description in the interview.
2. Discuss the administration's policy on evaluations. How often will you have them and who will conduct them?
3. Discuss salary. Specifically address base salary, additional stipends, merit increases, bonuses, benefits, etc. Make sure you know what the bottom line offer is.
4. Discuss a contract from length of term to potential reasons for dismissal.
5. Find out what kind of support staff you will receive, from paid and non-paid assistants to work study student interns. Who will be there to help you carry out your job? Is there potential to add more staff?
6. Determine the recruiting budget. Exactly how much money will you have to recruit? How many scholarships will you have to offer? What is the administration's position on recruiting and the status of your sport? Is your sport considered a "major" or minor sport in the department and what does that mean? How many tiers are there?
7. What kind of sports information support will you receive? Will you have to find people to take statistics at



your games? Will you have to call scores in to the local papers? Will there be press at your home matches you must contend with? Find out up front who will be in charge of the publicity of your program.

8. What additional responsibilities will you have to perform if you accept this position? Is teaching required?
9. What relocation considerations will be made for you? Will the administration pay moving expenses? Do they have somewhere on campus for you to stay until you are settled into your new home? How long do you have to move your things?
10. What are the job prerequisites? Find out any information about the job that you did not discover in the advance preparation phase.
11. Ask to see the facilities and to meet other coaches and support staff.

## Post-Interview Decisions

Now comes the time to decide if you really want to take the coaching position. One of the most important things to remember is that, in all fairness, you must be given adequate time to make your decision. One coach responded to the survey by saying she “felt really pressured to make a quick decision [about the position] because [the administration] wanted to have a coach named before the signing date. I was offered the job on Monday, and they wanted the answer that day. I was told during the interview process that I would have 48 hours to make a decision, but

I obviously was not given that amount of time. The contract was lengthy and detailed and took some time to go over. [In retrospect], I feel I should have demanded more time.”

Indeed, as a potential employee of the institution, you are entitled to take a fair amount of time to make your decision. If you are feeling pressured about the position, it is time to sit back and re-evaluate the situation because anytime you are told “this cannot wait,” it probably should.

If you feel comfortable with the interview process and are seriously considering assuming the responsibilities of the position, there are a few things you must do “post-interview” that will ensure the proper decision is being made.

1. Make sure everything “promised” verbally in the interview has been recorded in writing. It is not uncommon for coaches to be promised a number of prerequisites during negotiations, only to come up short when the contract is written. Remember that people often put terms in writing so they seem “non-negotiable.” If you are unhappy with what has been written up as your contract, challenge it, even at this point. Remember, a productive negotiation is almost never the result of reaching one big agreement. It usually results from many little agreements along the way.
2. If given a contract, take it to a lawyer to have her/him review it. No matter how much you trust the administration you might be working for, the fine print

could be disastrous. Be sure to put any follow-up questions in writing.

3. Discuss the terms of your contract with trusted peers and colleagues. Many times, those who are removed from the situation and not as emotionally involved can provide insights that the prospective employee would never come up with on her/his own. Take the time to look closely at the terms of the potential position and do not jump into anything you are unsure of. If you feel you need to clear some things up with the administration before you accept the position, do it.

## Conclusion

Negotiations should not be viewed as a death-defying act that only big business sharks engage in. Negotiation is simply the process of people working together to reach a mutually agreeable position. What better person to have a grasp on that concept than a coach? Above all, however, believe in yourself and your need. Personal confidence makes you a strong negotiator.

## Summary of Questions To Be Asked In Interview Process

What is the departmental philosophy concerning athletics?

- What are the athletic and academic expectations for my players?
- How does my sport fit into major/minor sport tiers?
- At what level will my program be funded?

- Where does my program stand in comparative funding to the other schools in my conference?
- Is my program expected to be a top conference contender?
- What is the financial plan to move us forward competitively?
- How will my program be marketed and promoted?
- What is this university's stance on Title IX?
- Is this institution in compliance with Title IX?
- What is the institution's philosophy in regards to pay equity?
- What is the institution's philosophy in regards to LGBT rights for students? For athletes? For staff?
- Will I be provided with a copy of my sport's budget? How much control do I have over my budget?
- Would you provide me with any conference budget information on where my program stands financially?
- What type of academic support program is provided for student-athletes?

Do I have a job description?

- To whom do I report? Please explain the department's hierarchy to me.
- Are there areas within the description that are considered more important than others? Why?

- Are these the areas on which I will be evaluated?
- Is my job description different than the other sports in my tier?
- Are there unwritten expectations or rules I will be asked to follow?

What is the evaluation process at this institution?

- How will the evaluation be used (purpose/approach)?
- Who will evaluate me?
- Who will I evaluate?
- Do I have the opportunity to evaluate my immediate supervisor?
- At what point will I be reevaluated if a problem is present on my evaluation?
- What recourse do I have should I disagree with a negative evaluation?

What is my salary/benefit package?

- Salary, medical/dental/optical plan, retirement (401K), car (insurance), credit union, etc.?
- Are spouse, dependents and/or partner covered? Who pays?
- Memberships (air, auto, country or health clubs)?
- Is my base pay comparable to my male counterpart?

- If no, why not and what is the plan to bring it in line?
- What type of incentive plan is offered for bonuses?
- Are these bonuses the same as for the coaches of men's teams?
  - If no, would there be opportunities to participate in some of the activities that would work towards those bonuses?
- Will you provide for relocation expenses?
- Will you help find a job for my spouse/significant other?

Will I be under contract or appointment?

- What are the terms of the contract/appointment?
  - Number of years?
- Is this a rollover or renegotiable contract?
- Can the contract be broken?
  - Under what terms - fired, new position taken?
- Responsibilities of both parties in terms of compensation?
- What are the grounds for dismissal?
- What recourse do I have should I feel I was wrongfully dismissed?
- What are the terms of my assistant coaches' contract?
  - Length, money, bonuses?

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# APPENDIX A: SAMPLE CONTRACT

## HEAD \_\_\_\_\_ COACH CONTRACT

### Department of Intercollegiate Athletics (Name of Institution)

This Agreement, is effective the \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, between \_\_\_\_\_ (Name of Institution; hereafter referred to as INSTITUTION) and \_\_\_\_\_ (Hereafter referred to as EMPLOYEE). For and in consideration of the mutual promises and covenants set forth herein the parties agree as follows:

#### I.

Subject to the terms and conditions of this Agreement, (Name of Institution) agrees to employ EMPLOYEE as head \_\_\_\_\_ (Sport; hereafter referred to as SPORT) coach for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_.

#### II.

As head coach, EMPLOYEE shall have the responsibility for the planning, supervision and coordination of all aspects of the intercollegiate SPORT program at INSTITUTION, including but not limited to:

1. making recommendations to the Director of Athletics ("Director") regarding the employment and salary of all assistant coaches;
2. the assignment of duties and supervision of the performance of the assistant coaches and all other personnel assigned to the SPORT program;
3. planning, supervising and coordinating the recruitment and training of student-athletes for the program;
4. EMPLOYEE shall also perform such other duties and responsibilities as may be assigned from time to time by the Director.

**III.**

The initial base salary rate shall be \$\_\_\_\_\_, payable in \_\_\_\_\_ (number) \_\_\_\_\_ (frequency) installments, subject to all deductions required by state and federal law, and all other deductions authorized by INSTITUTION. The initial salary rate shall be reviewed from time to time and may be adjusted as required by the legislature (if a public institution) and as deemed appropriate by INSTITUTION.

**IV.**

The performance of EMPLOYEE as head SPORT coach will be subject to an annual performance evaluation by the employee's direct supervisor according to standard department policies, using standardized evaluation instruments. In the event of an unsatisfactory performance review that fails to be remedied within the next academic year, the employee may be removed from duties and responsibilities as head SPORT coach and reassigned to other duties and responsibilities within the Department of Intercollegiate Athletics for the remaining term of this Contract. In the event of such reassignment, the sole compensation for the performance of such reassigned duties and responsibilities shall then be the current base salary rate.

**V.**

During the term of the Contract, EMPLOYEE shall not engage in any other employment or act in a consulting capacity to any person, partnership, association or corporation without the prior written consent of the Director.

**VI.**

In the event EMPLOYEE accepts employment in any capacity with another employer, prior to the end of this Contract, the employee shall be responsible for reimbursing INSTITUTION in the amount equal to the the employee's base compensation for the unfilled term of the Agreement, and all other aspects of the Agreement shall become null and void and all obligations of (Name of Institution) shall cease as of the date of such employment.

**VII.**

The employment and performance of EMPLOYEE is subject to the Rules and Regulations of the Board of Regents of (Name of Institution), the institutional rules of (Name of Institution), the department policies of Intercollegiate Athletics, the Constitution and Bylaws of the National Collegiate Athletic Association, and the Constitution and Rules of the (Name of Conference). Knowingly violating any material provisions of such constitutions, bylaws, rules, regulations or policies by EMPLOYEE shall be sufficient cause for appropriate disciplinary action, including suspension without pay or dismissal.

**VIII.**

EMPLOYEE will freely grant INSTITUTION permission to use his/her name and/or image in (1) the promotion and advertisement of coach's respective sports program or overall athletic program and (2) the sale of commercial or fundraising products. Such permission shall not preclude EMPLOYEE from contracting with any outside agency to sell the use of his/her name and/or image as long as such private action does not violate the rules of INSTITUTION. EMPLOYEE shall include an acknowledgment of this provision in contracts or agreements with outside agencies which involve the use of the coach's name or image.

**IX.**

The provisions of this Contract constitute the entire agreement between the parties and no prior or contemporaneous agreements, either written or oral, shall have the effect of varying the terms hereof. No amendment to this Contract shall be effective unless reduced to writing and signed by the parties.

**X.**

The validity, interpretation and performance of this Contract shall be controlled by and construed under the laws of the State of \_\_\_\_\_.

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

(Name of Institution)

by \_\_\_\_\_

(Name of Official Representative)

(Title)

by \_\_\_\_\_

(Name of Athletics director)

Director of Athletics

Head Women's \_\_\_\_\_ Coach

by \_\_\_\_\_

(Name of Coach)



# APPENDIX B: PRACTICE ASSESSMENT INSTRUMENT

## Description of Practice Assessment Forms:

The attached practice assessment form is designed to measure some of the components of effective teaching. The time on task chart and the feedback chart utilize quantitative measures. The rest of the form includes open-ended questions.

**Time on Task Chart:** the evaluator will use a stop watch to time each activity. Activities, such as team stretch, may be 100% time on task in the physical domain. When athletes are involved in drills and some are participating and some are waiting, the evaluator will select one athlete throughout the drill and assess his or her time on task versus time off task. Non-directed waiting, transition from one activity to the next, and drink breaks are examples of off-task time. Cognitive engagement time is broken down into two types: 1) passive - when the coach is teaching something with no athlete input, and 2) active - when the coach is engaging the athletes in dialogue about something being taught. Management time is when the coach is giving directions on how to set up, rotate, etc., or providing other non-instructional feedback (no actual teaching of sport content).

Full-team scrimmages are not evaluated for time on task because engagement time can vary by position or the type of sport. A completed time on task chart is attached with this sample. This part of the evaluation instrument should not be utilized unless the evaluator is trained in time sampling measurement techniques.

**Department Goals - Time on Task Chart:** Certain sports like swimming and cross-country lend themselves to extremely high amounts of time on task, and this measure may not even be needed for those sports. The measurement of time on task for team and some individual sports is essential. The coach should strive for a minimum of 80% time on task in the physical and cognitive (active/passive) domains. Management time, transitions, water breaks, and non-directed waiting time should not exceed 20%. The coach should strive for as much active cognitive engagement as possible. Early on in the season, active engagement may be less feasible, but as athletes learn they should be much more involved in problem solving, skill assessment, and the like. Other practice goals would include:

- a. a balance of basic skill work, complex skill work and scrimmage (good percentages would depend

on the time of the season; however, basic skill work should never drop below 25%)

- b. time involved in conditioning should match coach's stated goal of practice being light, moderate or hard
- c. order of activities indicates effective planning for good progression

**Feedback Chart:** the evaluator will spend a block of time recording individual feedback from the coach to the student-athlete. Who the feedback was directed to will also be recorded. After practice, each incidence of feedback will be coded as positive or corrective and generic or prescriptive.

**Department Goals - Feedback Chart:** Coaches should strive for a 50%-50% split of positive and corrective

performance feedback. All corrective feedback should be prescriptive, and at least 50% of positive feedback should be prescriptive. In addition, a good balance of feedback to all players should be apparent versus trends that show an inordinate amount of feedback going to star players or starters. Incidences of behavioral feedback will also be recorded. An inordinate amount of corrective behavioral feedback may indicate a lack of team or individual discipline. Positive behavioral feedback is a good strategy for motivating athletes.

**Open Ended Questions:** The open-ended questions are self-explanatory and designed to provide more information regarding practice management, instructional effectiveness and ability to establish a positive practice environment.

## Sample Time on Task Chart – Field Hockey Practice

ACTIVITY	TIME	PHYS	COG(a,p)	MANAGE	OFF-TASK
introduction-3 focus areas	:45		:45(p)		
directions	1:15			1:15	
transition	:45				:45
weave/through passing(partners)	6:15	6:15			
transition	:45				:45
group feedback	1:25		1:25(p)		
directions	:30			:30	
cut/come back for ball(partners)	5:00	5:00			
directions	:30			:30	
scoop drill (partners)	2:50	2:50			
description of containment	2:00		2:00(p)		
directions	:20			:20	
transition	:30				:30
drive/contain drill(partners)	12:30	12:30			
drink	1:30				1:30
tackling review	2:25		2:25(p)		
station descriptions	4:00			4:00	
transition	:30				:30
dodge/hit on goal	4:30	3:00			1:30
transition	:30				:30
drop/hit	4:30	4:30			
transition	:30				:30
cut to ball/around defender	4:30	3:00			1:30
transition	:30				:30
corners	4:30	3:30	1:00(p)		
drink	1:10				1:10
scrimmage set-up	2:20			2:20	
scrimmage	25:00		(time on task not recorded)		
transition	:30				:30
jog/sprint	6:00	6:00			
transition	:20				:20
closure	:45		:45(p)		
<b>TOTALS</b>	<b>74:20</b>	<b>46:35</b>	<b>8:20(p)</b>	<b>8:55</b>	<b>10:30</b>
	(25:00 scrim)		0:00(a)		

## Time on Task Chart Analysis:

1. What percentage of time was spent in physical engagement?
2. What percentage of time was spent in cognitive engagement (passive versus active)?
3. What percentage of time was spent in management-related activities?
4. What percentage of times was off task?
5. What percentages of time were spent in:  
  
basic skill work:  
  
complex skill work:  
  
scrimmage:
6. What was the average time spent on transitions?
7. What percentage of time was spent in pure cardiovascular conditioning drills? What percentage of time was spent in drills that included high cardiovascular conditioning? Would this practice be considered light, moderate or heavy?
8. Did the order of practice activities demonstrate planning for good progression?

Highlight coach's strengths in this area:

Highlight areas of improvement:

## Sample Individual Feedback Chart

FEEDBACK	TO	POSITIVE	CORRECTIVE	PRESCRIPTIVE	GENERIC
Good Job	John	X			X
You released the ball early; no one had challenged you	Mark		X	X	
Keep your elbow under the ball when you shoot	Mark		X	X	
You overplayed the baseline perfectly that time	Joe	X		X	
Way to go	Bob	X			X
That's not right; Try it again	Kevin		X		X
After you steal the ball-handler return to your man	John		X	X	
Knock it off	Danny		X		X
Good rebound	John	X			X
Thanks for helping Brian on that play	Bob	X		X	
Don't turn your back on the ball when defending weak side	Kevin		X	X	
etc.					

## Feedback Chart Analysis:

1. How long was feedback recorded?
2. What was the total number of incidences of feedback recorded?
3. What percentage of feedback was positive versus corrective?
4. Of the positive feedback, what percentage was prescriptive versus generic?
5. Of the corrective feedback, what percentage was prescriptive versus generic?
6. How many athletes were at practice? How many different athletes were given individual feedback?
7. Did it appear that certain athletes (starters, stars, less-talented players, etc.) were receiving an inordinate amount of feedback?
8. Did it appear that certain athletes (starters, stars, less-talented players, etc.) were receiving an inordinate amount of a specific type of feedback (for example, less-talented players received all of the corrective feedback while stars received all of the positive feedback)?
9. How many incidences of positive behavioral feedback were recorded?
10. How many incidences of corrective behavioral feedback were recorded?

Highlight coach's strengths in this area:

Describe areas that need improvement:

## Other Practice Management Criteria:

Is there an obvious time for practice to begin? \_\_\_\_\_

Is the site set up and equipment ready? \_\_\_\_\_

Are practice goals verbalized? \_\_\_\_\_

Does the coach have a set plan? \_\_\_\_\_

Is the facility and equipment use maximized? \_\_\_\_\_

Are directions given clearly? \_\_\_\_\_

Are there obvious rules or standards in place to maximize time efficiency? \_\_\_\_\_

Are assistant coaches used efficiently? \_\_\_\_\_

Are managers used efficiently? \_\_\_\_\_

Are verbal or non-verbal prompts used to maintain pace of practice? \_\_\_\_\_

Is there an end-of-practice wrap-up? \_\_\_\_\_

## Instructional Effectiveness Criteria:

When explaining a new skill or concept: \_\_\_\_\_

Is it broken down into simple parts? \_\_\_\_\_

Does the coach communicate reasons for component parts? \_\_\_\_\_

Is some form of demonstration used? \_\_\_\_\_

Is reverse chaining method used in practice? \_\_\_\_\_

When reviewing a skill/concept, are important points highlighted and demonstrated? \_\_\_\_\_

After corrective performance feedback, was performance immediately reattempted? \_\_\_\_\_

Is there use of any kinesthetic strategies to correct performance? \_\_\_\_\_

Are complex strategies broken into parts? \_\_\_\_\_

Are skills within strategies learned prior to strategy instruction? \_\_\_\_\_

Are performance goals verbalized for each activity? \_\_\_\_\_

If goals verbalized, were they monitored? \_\_\_\_\_

Does the order of activities and performance goals indicate sound progression? \_\_\_\_\_

Is there any individualization of practice activities? \_\_\_\_\_

**Other Practice Environment Criteria (subjective assessment):**

Are athletes given ample opportunity to ask questions? \_\_\_\_\_

Does the coach demonstrate frustration when athletes fail to achieve? \_\_\_\_\_

Are all players treated equally? \_\_\_\_\_

Are the relationships between coaches positive/productive? \_\_\_\_\_

Is there mutual respect among team members and coaches? \_\_\_\_\_

Is 100% effort consistently expected from players? \_\_\_\_\_

Are the coach's motivation strategies sound? \_\_\_\_\_

Are the coach's discipline strategies sound? \_\_\_\_\_

Does the coach demonstrate a high level of enthusiasm? \_\_\_\_\_

Are there fun activities built into practice? \_\_\_\_\_

Does the general practice environment support positive experience? \_\_\_\_\_



# APPENDIX C: RECRUITING ANALYSIS

SPORT: \_\_\_\_\_

RECRUITING ANALYSIS \_\_\_\_\_

DATE: \_\_\_\_\_

	# PROSPECTS APPLIED ____	# PROSPECTS ACDEPTED ____	# INTENDING TO ENROLL ____	ACTUAL YIELD ____
<b>TYPE OF SCHOOL</b> P = Public; I= Independent	___ P ___ I	___ P ___ I	___ P ___ I	___ P ___ I
<b>LOCATION:</b> MA=Mid Atlantic; MW=Midwest; NE=Northeast; NJ=New Jersey; S=South; W=West	___ MA ___ MW ___ NE ___ NJ ___ S W	___ MA ___ MW ___ NE ___ NJ ___ S W	___ MA ___ MW ___ NE ___ NJ ___ S W	___ MA ___ MW ___ NE ___ NJ ___ S W
<b>ETHNICITY</b> 1 = African-American; 2 = American Indian; 3 = Asian; 4 = Hispanic/ Latino; 5 = White; 7/8 = Other	___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 7/8	___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 7/8	___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 7/8	___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 7/8
<b>CLASS RANK</b>	___ TOP 10% ___ 11% - 25% ___ 26% - 50% ___ BELOW 50%	___ TOP 10% ___ 11% - 25% ___ 26% - 50% ___ BELOW 50%	___ TOP 10% ___ 11% - 25% ___ 26% - 50% ___ BELOW 50%	___ TOP 10% ___ 11% - 25% ___ 26% - 50% ___ BELOW 50%

<b>VERBAL SAT</b>	___ BELOW 400	___ BELOW 400	___ BELOW 400	___ BELOW 400
	___ 400 - 440	___ 400 - 440	___ 400 - 440	___ 400 - 440
	___ 450 - 490	___ 450 - 490	___ 450 - 490	___ 450 - 490
	___ 500 - 540	___ 500 - 540	___ 500 - 540	___ 500 - 540
	___ 550 - 590	___ 550 - 590	___ 550 - 590	___ 550 - 590
	___ 600 - 640	___ 600 - 640	___ 600 - 640	___ 600 - 640
	___ 650 - 690	___ 650 - 690	___ 650 - 690	___ 650 - 690
	___ ABOVE 700	___ ABOVE 700	___ ABOVE 700	___ ABOVE 700
	<b>MATH SAT</b>	___ BELOW 400	___ BELOW 400	___ BELOW 400
___ 400 - 440		___ 400 - 440	___ 400 - 440	___ 400 - 440
___ 450 - 490		___ 450 - 490	___ 450 - 490	___ 450 - 490
___ 500 - 540		___ 500 - 540	___ 500 - 540	___ 500 - 540
___ 550 - 590		___ 550 - 590	___ 550 - 590	___ 550 - 590
___ 600 - 640		___ 600 - 640	___ 600 - 640	___ 600 - 640
___ 650 - 690		___ 650 - 690	___ 650 - 690	___ 650 - 690
___ ABOVE 700		___ ABOVE 700	___ ABOVE 700	___ ABOVE 700
<b>TOTAL SAT</b>		___ BELOW 900	___ BELOW 900	___ BELOW 900
	___ 900 - 940	___ 900 - 940	___ 900 - 940	___ 900 - 940
	___ 950 - 990	___ 950 - 990	___ 950 - 990	___ 950 - 990
	___ 1000 - 1040	___ 1000 - 1040	___ 1000 - 1040	___ 1000 - 1040
	___ 1050 - 1090	___ 1050 - 1090	___ 1050 - 1090	___ 1050 - 1090
	___ 1100 - 1140	___ 1100 - 1140	___ 1100 - 1140	___ 1100 - 1140
	___ 1150 - 1190	___ 1150 - 1190	___ 1150 - 1190	___ 1150 - 1190
	___ 1200 - 1240	___ 1200 - 1240	___ 1200 - 1240	___ 1200 - 1240
	___ 1250 - 1290	___ 1250 - 1290	___ 1250 - 1290	___ 1250 - 1290
	___ 1300 - 1340	___ 1300 - 1340	___ 1300 - 1340	___ 1300 - 1340
	___ 1350 - 1390	___ 1350 - 1390	___ 1350 - 1390	___ 1350 - 1390
	___ ABOVE 1400	___ ABOVE 1400	___ ABOVE 1400	___ ABOVE 1400

<b>GRADE POINT AVERAGE</b>	___ BELOW 2.0 ___ 2.0 - 2.49 ___ 2.5 - 2.99 ___ 3.0 - 3.49 ___ 35.5 AND UP	___ BELOW 2.0 ___ 2.0 - 2.49 ___ 2.5 - 2.99 ___ 3.0 - 3.49 ___ 35.5 AND UP	___ BELOW 2.0 ___ 2.0 - 2.49 ___ 2.5 - 2.99 ___ 3.0 - 3.49 ___ 35.5 AND UP	___ BELOW 2.0 ___ 2.0 - 2.49 ___ 2.5 - 2.99 ___ 3.0 - 3.49 ___ 35.5 AND UP
<b>CONTACT SOURCE:</b> AD=admission; AL=alumni; CC=college coach; CP=camp; HC=high school coach; OT=other; RS=recruiting service; RC=recruiting contest; PC= parent/player contact	___ AD ___ AL ___ CC ___ CP ___ HC ___ OT ___ RS ___ RC ___ PC	___ AD ___ AL ___ CC ___ CP ___ HC ___ OT ___ RS ___ RC ___ PC	___ AD ___ AL ___ CC ___ CP ___ HC ___ OT ___ RS ___ RC ___ PC	___ AD ___ AL ___ CC ___ CP ___ HC ___ OT ___ RS ___ RC ___ PC
<b>ATHLETIC RANK:</b> 1=blue chipper; 2=starter; 3=potential starter; 4=team member	___ 1 ___ 2 ___ 3 ___ 4	___ 1 ___ 2 ___ 3 ___ 4	___ 1 ___ 2 ___ 3 ___ 4	___ 1 ___ 2 ___ 3 ___ 4
<b>APPLIED FOR FINANCIAL AID</b>	___ YES ___ NO	___ YES ___ NO	___ YES ___ NO	___ YES ___ NO

**PLEASE LIST THE 5 INSTITUTIONS PROSPECTS SELECTED MOST OFTEN OVER OUR UNIVERSITY.**

- 1.
- 2.
- 3.
- 4.
- 5.

# APPENDIX D: HEAD COACHES' ASSESSMENT BY ATHLETICS DIRECTOR

**Directions:** Record a check ( ) in the space if the coach has demonstrated the behavior specified. If the coach has demonstrated an inordinate amount of work or effort, record a plus (+) sign. Record a minus (-) sign if the specified behavior has been identified as a deficiency and attach a description of how the behavior must be changed and the expected timeline for the change to occur.

Name: \_\_\_\_\_ Sport: \_\_\_\_\_ Year: \_\_\_\_\_

## **I. Coaching (see practice evaluation):**

- \_\_\_\_\_ a. Knowledge: stays informed of current trends, strategies; pursues information related to specific sport, conditioning and other performance variables
- \_\_\_\_\_ b. Organization: exhibits effective organizational skills and applies these to conduct of program
- \_\_\_\_\_ c. Leadership: willingly makes decisions; delegates authority properly while remaining accountable for such delegation
- \_\_\_\_\_ d. Intercollegiate relationships: follows conference and sport rules and provides fair opportunity for opponents as well as own team
- \_\_\_\_\_ e. Preparation for Competition: team appears ready physically, mentally and emotionally for competition
- \_\_\_\_\_ f. Professionalism: maintains self-control and provides an example of sportsmanlike conduct. Requires athletes to do the same
- \_\_\_\_\_ g. Post-Competition: Accepts responsibility for outcome of game and in victory or defeat and is able to respond appropriately (congratulate, console, maintain teaching presence, etc.)

**II. Counseling/Advisement of Athletes:**

- \_\_\_\_\_ a. Academics: reinforces academic success as a priority and works with the athletics director and dean to monitor academic success
- \_\_\_\_\_ b. Problem Solving: responds positively to individual athletes' issues and concerns and helps seek effective solutions
- \_\_\_\_\_ c. Referrals: does not attempt to problem solve outside area of expertise and refers athletes to appropriate campus offices when necessary
- \_\_\_\_\_ d. Awards: pursues information about awards available to student-athletes and follows through on the nomination process when appropriate
- \_\_\_\_\_ e. Relationships: maintains appropriate teacher-student relationships; relationships with athletes exhibit no racist, sexist or other discriminating behaviors

**III. Recruiting:**

- \_\_\_\_\_ a. Identification: identifies prospects that match the profile of successful student-athletes at the college
- \_\_\_\_\_ b. Record Keeping: maintains the department record keeping system and provides the athletics director with scheduled updates concerning all recruits
- \_\_\_\_\_ c. Admissions: works collaboratively with the admissions department by providing information and meeting at scheduled times with the director of admissions
- \_\_\_\_\_ d. Relationships: establishes positive rapport with prospects and parents; presents an honest review of the educational program at the college as well as the sport program

**IV. Program Management/Administration:**

- \_\_\_\_\_ a. Policies: Provides input into the policies of the athletics department and demonstrates an understanding and support of the policies in the department manual
- \_\_\_\_\_ b. Compliance: demonstrates an understanding for and complies with all NCAA and Conference Rules
- \_\_\_\_\_ c. Fiscal: Provides valuable input into the budgeting process and administers team budget responsibly

- \_\_\_\_\_ d. Support Staff: works collaboratively with the following people:
- \_\_\_\_\_ 1. assistant coaches (mentors, evaluates, assigns realistic duties & expectations)
  - \_\_\_\_\_ 2. equipment manager (distribution, collection, maintenance of equipment and uniforms)
  - \_\_\_\_\_ 3. sports information (statistics, records, brochures)
  - \_\_\_\_\_ 4. trainers (conditioning, injury prevention, rehabilitation)
  - \_\_\_\_\_ 5. associate athletics director (event management, scheduling)
  - \_\_\_\_\_ 6. business manager (travel arrangements, purchase orders, etc.)
  - \_\_\_\_\_ 7. athletics director (meets deadlines, maintains on-going communication, responds appropriately to suggestions, etc.)

**VI. Fundraising:**

- \_\_\_\_\_ a. Organization: identifies and organizes fundraising activities with the approval of the athletics director
- \_\_\_\_\_ b. Record Keeping: maintains efficient records of fundraising income and expenditures
- \_\_\_\_\_ c. Prospect Cultivation: maintains on-going relationships with alumni and encourages continued support of the Friends Group

**VII. Community Service:**

- \_\_\_\_\_ a. Department: assumes other responsibilities within the department when asked to do so
- \_\_\_\_\_ b. University: participates in campus events and serves on committees
- \_\_\_\_\_ c. Local: participates in activities to strengthen the relationship between the town community and the university

# APPENDIX E: HEAD COACHES' ASSESSMENT BY STUDENT-ATHLETES

Coach: \_\_\_\_\_ Sport: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>STRONGLY AGREE</b>	<b>GENERALLY AGREE</b>	<b>AMBIVALENT</b>	<b>GENERALLY DISAGREE</b>	<b>STRONGLY DISAGREE</b>	<b>UNABLE TO EVALUATE</b>
1. demonstrated enthusiasm for the sport and for coaching						
2. practice atmosphere enhanced player/team morale						
3. motivated players effectively						
4. rapport/mutual respect between coach & players						
5. demonstrated professional coaching behavior						
6. consistent in enforcing team standards						
7. practice sessions well organized						
8. increased my knowledge of the sport						
9. prepared me mentally for contests						
10. prepared me physically for contests						
11. presented opportunities for exchange of ideas between player and coach						
12. fair/equal treatment regardless of ability						
13. available for conference about individual problems						

	<b>STRONGLY AGREE</b>	<b>GENERALLY AGREE</b>	<b>AMBIVALENT</b>	<b>GENERALLY DISAGREE</b>	<b>STRONGLY DISAGREE</b>	<b>UNABLE TO EVALUATE</b>
14. emphasized academic success						
15. emphasized on-going training for general health						
16. is a positive role model						
17. communicated clearly						
18. this team has been a valuable learning experience						

Feel free to comment on anything related to your sport experience. We would appreciate an explanation of any item you marked as generally or strongly disagree.

Please document any feelings you may have about how the assistant coach(es) contributed to your sport experience.



# APPENDIX F: HEAD COACHES' ASSESSMENT BY PEER COACHES

Coach: \_\_\_\_\_ Sport: \_\_\_\_\_ Date: \_\_\_\_\_

	AGREE	MOST OF TIME	AMBIVALENT	DISAGREE	NC
Actions reflect department goals					
Adheres to department standards/expect					
Good balance between department/prog/pers. goals					
Works cooperatively (shared athletes; facilities; etc.)					
Effective input in staff meetings					
Available for staff projects					
Good representative of department/university					
Supportive of other programs/personnel					

Feel free to comment openly about any items listed or other areas of importance. For all ratings marked “disagree” please explain your specific concern in this area.

# APPENDIX G: TEAM PERFORMANCE ASSESSMENT

## Athletic Performance Expectations:

Team performance will vary from year to year. However, over time, program expectations include the following:

- Invitation to NCAA post-season tournament
- Top-3 finish in the conference
- Winning record of .700 or better
- All-American and All-Conference Player Awards

## Academic Performance Expectations:

Coaches are expected to stress academic performance as a clear priority and a contingency to continued participation in athletics. Athletes should be encouraged to maintain a 3.0 or better so they can select the option of pursuing a graduate degree if they so desire. At the very least, over time, the minimum academic expectations include:

- A team average of 2.65 or better per term
- 85% graduation rate in 4-5 years of initial enrollment
- Academic All-American and All-Conference Team Awards

Please complete the following form based on results for the \_\_\_\_\_ season:  
(year)

**ATHLETIC ACCOMPLISHMENTS:**

TEAM RECORD: \_\_\_\_\_ NATIONAL FINISH: \_\_\_\_\_

REGIONAL FINISH: \_\_\_\_\_ CONFERENCE FINISH: \_\_\_\_\_

LIST ANY TEAM AWARDS OR HONORS:

LIST ANY INDIVIDUAL ATHLETE AWARDS:

**ACADEMIC ACCOMPLISHMENTS:**

	FALL	SPRING
AVERAGE TEAM G.P.A	_____	_____
% RECORDING 3.0 OR BETTER	_____	_____
PERCENT ON ACADEMIC PROBATION	_____	_____
PERCENT ON REQUIRED LEAVE	_____	_____
PERCENT FAILED OUT	_____	_____
PERCENT GRADUATED	_____	_____
CAREER GRADUATION RATE	_____	_____

LIST ANY INDIVIDUAL ACADEMIC AWARDS:

# APPENDIX H: ASSISTANT/INTERN COACH ASSESSMENT BY HEAD COACH

Asst/Intern: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>STRONGLY AGREE</b>	<b>GENERALLY AGREE</b>	<b>AMBIVALENT</b>	<b>GENERALLY DISAGREE</b>	<b>STRONGLY DISAGREE</b>
1. Demonstrates competency in sport skill instruction, motivation, and the ability to conduct practice sessions under the direction of the head coach.					
2. Effectively recruits under the direction of head coach					
3. Effectively scouts opponents and provides useful information to help formulate a game plan					
4. Adheres to all sport governing, department and institutional rules and policies.					
5. Demonstrates a sincere interest in personal, academic and athletic progress of student-athletes.					

	<b>STRONGLY AGREE</b>	<b>GENERALLY AGREE</b>	<b>AMBIVALENT</b>	<b>GENERALLY DISAGREE</b>	<b>STRONGLY DISAGREE</b>
6. Exhibits supportive and cooperative behavior pursuing sport program goals set by the head coach					
7. Demonstrates leadership ability and professional behavior when dealing with student-athletes.					
8. Efficiently and effectively completes tasks assigned by the head coach.					
9. Accepts constructive criticism and works toward consistent professional improvement.					
10. Contributes to the maintenance of good working relationships with all members of the department and student-athletes through a positive and constructive approach to all tasks and respect for the competencies of others.					

Any checks under generally or strongly disagree must be discussed, and timelines for improvement must be set

# APPENDIX I: END OF YEAR/ SELF-APPRAISAL REPORT

Please submit an end of the year/self-appraisal report by June 1st. This report should provide information and reflect your feelings about the following categories. Ideas for improvement should also be included.

**TEAM PERFORMANCE:** Attach the team assessment instrument and evaluate your coaching/teaching capabilities as they effect team and individual athlete performance.

**COUNSELING/ADVISEMENT OF ATHLETES:** Describe specific strategies you used that aided athletes in their development outside of athletics (academics, problem solving, etc.) and evaluate the success of these strategies.

**RECRUITING EFFORT:** Complete the recruiting analysis instrument and evaluate your recruiting effort pertaining to scope, yield and profile of recruits.

**FUNDRAISING REPORT:** Submit an analysis of all fundraising activities that includes a description of the activity, projected goals, a cost-revenue analysis and an assessment of goal attainment.

**PROFESSIONAL DEVELOPMENT:** Describe all activities you participated in that relate to coaching but are not part of your job at the institution. List any awards or honors you received this past year.

**COMMUNITY SERVICE:** Describe all activities you participated in that strengthened the connection of the athletic department to other parts of the campus or the outside community.

**PROGRAM MANAGEMENT:** Event management, scheduling, travel planning, budget management and other forms of program management are conducted through collaborative relationships with support staff. Assess the efficiency and the success of the systems in place as they relate to your specific sport program. Include Title IX gender equity compliance efforts or concerns.

**OTHER:** Feel free to assess or reflect on any other areas of responsibility you deem appropriate.

# WOMEN'S SPORTS FOUNDATION

## Women's Sports Foundation founded by Billie Jean King

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New York, NY 10001

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