Girls & Women in Sport: Research to Practice

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A world that is good for women is good for everyone.
How do you come up with your research ideas?
May every bench be an empty bench.
Use the data!

Educate why girls & women matter
Stimulate dialogue
Create awareness
Advocate
Eliminate barriers
Hold institutions & decision makers accountable
Counter false narratives
Leverage social media
Help women succeed
Track progress or decline
Tell stories
Create social change

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Research to Practice Process

PROBLEM

DATA

DISSEMINATE

Peer Reviewed Journals
Educational Outreach
Newsletter
Reports
Infographics
Social Media
Press Releases
Interviews w. Media
Podcasts & Blog

Questions & comments about findings
Tucker Center Lines of Research

• Girls’ Physical Activity
  • Tucker Center Research Report: Developing Physically Active Girls
  • East African Clothing Project

• Women in Sport Leadership
  • Mother-Coaches
  • Women in College Coaching Report Card
  • False Narratives

• Sport Media Portrayals
  • Audience Reception Research
Developing Physically Active Girls
An Evidence-based Multidisciplinary Approach

Action & Access Antecedents

Parents
- Reduce barriers
- Value girls' PA
- Emphasize intrinsic motives
- Be role models
- Support girls' efforts & provide access
- Integrate with school & community PA efforts

Peers
- Support each other in PA
- Teach each other in PA
- Use respect, care, & inclusion
- Accept all body types & identities
- Develop sport friendships

Physical Activity Leaders
- Follow curricular standards
- Attain professional competencies
- Be autonomy supportive & caring
- Employ effective training principles
- Create task/mastery climates
- Support all identities & flexible gender roles

Program Leaders
- Offer structured to unstructured PA
- Hire professionally trained leaders
- Create psychological, social, & physical safety
- Offer non-stereotypical activities
- Provide for gender-equitable leadership
- Strive for gender-equitable activity offerings
- Incorporate girls’ opinions in program design
- Include girl-specific and/or girl-separate PA

Community Leaders
- Design & create safe play spaces
- Commit economic resources to girls’ PA
- Provide accessible, culturally sensitive PA
- Advocate for policies to promote PA

Asset Accrual

Physiological Benefits
- Cardiorespiratory fitness
- Muscular strength & endurance
- Bone health
- Cardiovascular health
- Healthy body composition
- Healthy menstrual function
- Chronic disease risk reduction
- Obesity prevention

Psychological Benefits
- Motivation for continued PA
- Knowledge about PA
- Enjoyment & positive affect
- Belief & value in PA
- Positive self-perceptions
- Mature moral development
- Stress mgmt, mental & emotional health
- Optimal cognitive functioning
- Empowerment

Social Benefits
- Positive gender construction
- Positive and healthy body image
- Stereotype-free leadership & participation
- Critical literacy
- Social & career capital, earning potential
- Supportive relationships with adults & peers
- Learning from effective instructors
- Community involvement & engagement
- Risk behavior prevention
- Improved academic outcomes

Motor Benefits
- Performance-related physical fitness
- Fundamental movement patterns
- Motor skill competencies
- Movement literacy
- Physical activity competencies
- Physically active lifestyle
- Talent development

An Evidence-based Multidisciplinary Model for Developing Physically Active Girls, 2018
What barriers to physical activity do East African immigrant girls face?
(Thul, 2012; Thul & LaVoi, 2011; Thul & Mohamed, 2018)
“All the boys are right there and you have to wear them.”
Muslim Student Athlete Disqualified From Race for Wearing Hijab
Project 2: Mother-Daughter PA Program
Apparel Co-Design
How should we coach girls?
What are common perceptions coaches have about female athletes?
The ‘Problem’ With Coaching Girls: Chapter Titles


- Dealing With Gender Issues
- Issues With Coaching Girls
- Coaching Girls Verses Boys
- Serious Issues in Sports Today
- Gender Issues
Female Deficit Model

In sports where speed, power, strength are needed to succeed, girls are deemed less talented, less coordinated, less skilled, less motivated, and less successful than boys.

Boys and men are the norm.
Two popular schools of thought
Mission: Go to Gap, Buy a Pair of Pants

Female

Male

Macy’s

Male

Female

GAP

JC Penny

Sears

Time: 6 min
Cost: $33

Time: 3 Hrs 26 min
Cost: $876

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Similarities Hypothesis
Gender stereotypes and bias effect thinking & beliefs about girls!

...and how girls & women are coached.
Women are underrepresented in sport coaching.

[Why does it matter?]
Occupational sex segregation of females in positions of power in organized youth soccer

(LaVoi, 2009)
How can we recruit more mothers to coach?

(LaVoi & Becker, 2009; LaVoi, 2009; Leberman & LaVoi, 2011)
# Mother-Coach Generated Strategies for Increasing Female Coaches in Youth Sport

## ABSTRACT

It is estimated that less than 20% of youth sport coaches are female. The scarcity of female coaches across interscholastic and collegiate sport is well documented, but little research has examined this phenomenon at the youth level. Given that female participation in sports across competitive levels is at an all-time high, it is disconcerting that more females are not entering the coaching ranks. A serious problem includes the lack of female role models in coaching. This study examines the coaching demographics of mothers and former female collegiate athletes who do not coach their children in youth sport and asks whether mothers who coach their children in youth sport are more inclined to coach girls compared to those who do not coach. The purpose of this study is to use the voices of mother-coaches to generate strategies to help recruit and retain females in youth sport coaching.

## METHODS

### Participants:

Four different groups of mothers (N=16) participated in the research: 1. mothers who coached their own children in sport, 2. mothers who coached other children in sport, 3. mothers who did not coach their children in sport, and 4. mothers who did not have children in sport. All but one participant was White/Caucasian. Each group varied from graduate (N=7), Bachlor's (N=7), and high school level (N=2). Some women were coaches of male children, some women were coaches of female children, and some mothers coached many sons and daughters.

### Measuring:

The interview guide was developed specifically for this study and included questions to elicit information about the mothers' past experiences coaching, their current experiences coaching, and the factors that influenced their decision to coach or not coach. The interviews were recorded and transcribed for analysis.

## RESULTS

### STRATEGIES

<table>
<thead>
<tr>
<th>Q</th>
<th>FROM MOTHER-COACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASK &amp; INVITE WOMEN</strong></td>
<td>A lot of women want to coach because they think they're not very competent. The coaches they know are good people who do it and they know they're happiest. And don't ask them or they say yes but if you just give them a little bit of confidence that they can do it.</td>
</tr>
<tr>
<td><strong>INCREASE ALL-GENRE COACHING CLINICS</strong></td>
<td>Do a mentorship program where you have an experienced female coach mentor a beginner-coach.</td>
</tr>
<tr>
<td><strong>OFFER ALL-GENRE COACHING CLINICS</strong></td>
<td>There is support I think from the community that we have to have. There are times that could stop in if you needed to be home and you could be flexible.</td>
</tr>
<tr>
<td><strong>HIGHLIGHT OTHER SKILLS THAT TRANSFER</strong></td>
<td>If it's beneficial if we had just mothers-only coaching clinics. I mean we did one and it would just be you know, teaching them that you have some confidence, we have the confidence in you, you can do this. It's not intimidating if the men aren't there.</td>
</tr>
<tr>
<td><strong>APPREHENSION OF TIME COMMITMENT</strong></td>
<td>It might be that it's the younger ages you start coaching the more inclined you are coaching your children. I think you would have some statistics cause the girls that coach when they are young, did camps, worked camps they are going to be more inclined to coach their kids later.</td>
</tr>
<tr>
<td><strong>TEACHING ESSENTIALS TO NON-COACHES</strong></td>
<td>I'm a mom while I coach and I use mom charm. I would say um, I have an accountability mom's who are managing their homes and etc... can usually manage a team.</td>
</tr>
</tbody>
</table>

## SUMMARY

The goal of this research was to devise solutions and work together with youth sport organizations to recruit mother-coaches—thereby hopefully increasing the number of women coaching in youth sports. Several strategies were developed to achieve this, such as increasing the number of female coaches in youth sport and providing mentorship programs to help women develop confidence in their coaching abilities. The findings suggest that increasing the number of female coaches in youth sport can have a positive impact on the overall participation and success of female athletes.
BE THEIR ROLE MODEL. #SHECANCOACH

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Aspen Inst Sports @AspenInstSports · Oct 2

Only 27% of youth sports coaches are female. #SheCanCoach is trying to inspire women to volunteer to coach.

Event held to inspire women to coach youth sports

When it comes to coaching, it's still a man's world. Daycia Clarke wants to change that.
Why are women in sport coaching underrepresented?
What are the barriers & supports for women in sport coaching?

(LaVoi, 2016; Burton & LaVoi, 2016; LaVoi & Dutove, 2012)
Societal
Organizational
Interpersonal

Gender
Age
Class
Sexual Identity
Disability
Race
Parental Status

Stereotypes
Racism
Maternal bias/Mommy penalty
Sexism
Homophobia
Ageism
Ableism
Gender Bias

Culture
Hiring, Evaluation, Retention
Tokenism & Marginalization
Wage inequalities
Limited upward mobility
Lack of family friendly policies

Good Ole Boy’s Club
Lack of Women’s Network
Child & Household Labor
Unsupportive Partner

Coach development
Increase women’s agency
Mentoring
Networks
Recruitment
Pipeline
Programs
Male allyship
88% of 686 the WCA grads are still coaching!!

2014-2019 (WCA Classes #34-48)
STRATEGIES for CHANGE

1. Commit to have a woman coach on every team.
2. Commit to having all your girls’ teams have a female head coach.
3. Refuse to participate on all male panels (“manels”) or faculty
4. Fund women to attend women-focused events
5. Display images of women coaches
6. Develop gender allyship programs

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Most people who hire coaches are men.
Top 3 “Most Important” Reasons Attributed to Scarcity of Women Coaches

Kane & LaVoi (2018)

Male ADs

1. Failure of women to apply
2. Lack of qualified women
3. **Time constraints due to family**

Female ADs & SWAs

1. **Time constraints due to family**
2. Success of “old boy’s” network
3. Conscious discrimination in hiring process

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Women with kids aren't as committed & have less time

Women don't want to move their families

Women don't apply

Women choose not to coach

Women don't want to coach as much as men

Women have other career choices

Women “opt out” of coaching

There aren't enough good women applicants/pool is weak

Women lack the knowledge and experience

Women aren't confident

Women don't “get in the game” or “lean in”

Women are too “whiny”

Women don’t support each other

Women won’t apply unless they feel they are 100% qualified

Women are too relational and touchy-feely

Women only get the job because they are female

Women don’t aspire to “move up” or want top jobs

(LaVoi, 2016)
Shifting the Narrative about Women Sport Coaches

Women coaches exist within an occupational landscape that is dominated by men at every level, in every position, and in nearly every sport and institution around the globe. Women are often statistical tokens (≤ 20% of staff) which means they more frequently will experience negative workplace and psychosocial outcomes associated with being in the minority, such as discrimination, scrutiny, wage inequality, stress, less job satisfaction, isolation, and pressure to perform. Within this system, many women coaches do not feel supported, valued, or connected to the athletic administration in ways that help them be successful. Often women are blamed for the lack, or stagnation, of women coaches. Defining the people in the system with the least power and placing blame on the individual, those in positions of power erase the systemic discrimination women face. When women are blamed, the systemic changes that need to occur to create change and make the stagnation fail to happen. Follow are some “blaming” narratives and creative narratives that help change the system.

WOMEN DON’T APPLY

Counter Narrative: Women do apply, just not in the same numbers as men. Fewer applicants does not mean less interest.

Women will apply to positions where they recognize a positive workplace climate, see other women, and perceive they will be valued and supported, both personally and professionally. Women will not apply if they do not perceive a viable opportunity, legitimate career pathway, or chance at obtaining the position.

Not applying is the wrong framing. Very few coaching positions, especially at higher levels, are obtained by blindly applying. Obtaining a job is about who you know and who is in your network, not simply applying.

For individuals who hire coaches, leverage and expand your network to include women. Staying within your network reproduces gendered discrimination. People hire people like them, and hire people in their network.

Seek, find, encourage, invite, ask and actively recruit women to apply. Build an authentic relationship. Contact female coaches, national sport organizations, and colleagues who have recently hired in that sport for names of women to actively recruit.

WOMEN CHOOSE NOT TO COACH

Counter Narrative: The choices of women are shaped by the environment and culture around them, specifically in sport, a system that privileges men and is dominated by men. Choices of women are not made in a vacuum.

THERE AREN’T ENOUGH COMPETENT WOMEN COACHES

Counter Narrative: It is simply not possible that as girls and women participate in record numbers in sport and become more experienced, they simultaneously become less competent. The question should be, at what point are women not entering or leaking out of the coaching pipeline? Resources and efforts should be made to fill the pipeline and plug the leaks.

Societal definitions of competence, “the best” and what it means to coach, are layered in bias and privilege men. How are you defining coaching competence?

Women coaches exist in a system where they are not given the best opportunities to develop competencies, network, status, resources, information, and access needed to seek, occupy and maintain leadership positions.

MORE MEN IN COACHING MEANS MORE MEN ARE MORE INTERESTED IN COACHING

Counter Narrative: The lack of women does not mean they are less interested. It is a symptom and reflection of the problem, which is a system that doesn’t provide opportunity or value and support women.

WOMEN ARE LESS INTERESTED IN COACHING

Counter Narrative: As is proven with participation, interest is driven by opportunity. Currently women are impeded from and denied opportunity to coach. Less than half (42%) of college female athletes and very few males (2-3%) are coached by women. Men have a legitimate dual career pathway to coach both males and females, women do not. It is simply not possible that as women participate in record numbers in sport and become more experienced, they simultaneously become less interested in coaching.

WOMEN DON’T WANT TO MOVE THEIR FAMILIES

Counter Narrative: There is no empirical data to support this assumption. Disrupting families for a new job is hard on ALL coaches, for women and men. The question should be, what does your institution have to offer that would make a female coach want to move? Will she be valued and supported?

WOMEN CAN’T (OR DON’T WANT TO) HAVE A FAMILY AND COACH

Counter Narrative: This simply is not true. Many women are mother-coaches and balance both roles effectively. In fact, women report this dual role enriches their lives. The real issue is, how can athletic departments’ and sport organizations’ value and support mother-coaches...and ALL parent-coaches.

What is good for women is good for everyone.

WOMEN DON’T ACCEPT JOB OFFERS

Counter Narrative: The question should be: Why did she not accept the offer? Competent female coaches are in high demand and desire to feel supported and valued both personally and professionally. Goodness of fit is an important factor in accepting a job. Women will accept jobs in positive workplace climates where they are valued, supported and fairly compensated.

Tucker Center for Research on Girls & Women in Sport

To watch the full film, Game On: Women Can Coach, visit tpt.org/gameon/
To access the full toolkit, visit umn.edu/GameOnToolkit
#SHECANCOACH
BE AN ALLY OF GIRLS & WOMEN IN SPORT

Be Vocal
• Speak up if you see inequity
• Celebrate women athletes & women leaders
• Create culture that values & supports women

Learn about the barriers girls & women face in sport
• Review & question policies & practices
• Reflect on & address personal bias

Educate Yourself & Others

Promote Female Leadership
• Mentor, sponsor, champion & hire women
• Invite women to apply & communicate opportunities
• Use your power to advocate for women

For more information visit www.TuckerCenter.org

Adapted from CAAWS 'What Men Can Do'

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Continuum of Gender Allies (LaVoi, 2018)

Hostile | Good ‘Ole Boys/Girls | Pretender | Neutral | Wannabe | Ally
STRATEGIC INVESTMENT

1. Change societal narrative about women leaders in sport through investment in **NATIONAL** media campaign
   A. Sport is not just for men
   B. Why women leaders matter, in sport in particular
   C. National media campaign & PSAs
      • THIS GIRL CAN
      • #CHAMPIONCHANGE
      • #SHECANCOACH
   D. Symbols and branding
   E. Across media platforms
   F. Target different demographics with same message
The percentage of women in sport coaching is stagnant.

[hold decision makers accountable]
The Decline & Stagnation of Female Coaches of Women's Collegiate Teams in the United States from 1971 to 2018

(Acosta & Carpenter, 2014; LaVoi, 2018)

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% OF WOMEN HEAD COACHES OF WOMEN’S TEAMS
GRADING SCALE

70-100% = A
55-69%  = B
40-54%  = C
25-39 % = D
< 24%   = F
<table>
<thead>
<tr>
<th>Grade</th>
<th>Institutions ordered by percent of women head coaches of women’s teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ĉ  UCF  W  OU</td>
</tr>
<tr>
<td>B</td>
<td>Cal  TM  I  SMU  U  UCLA  CM</td>
</tr>
<tr>
<td>C</td>
<td>G  V  M  Paw  BU  GT  S  N  NCA  TCU  W  OT  Ole Miss</td>
</tr>
<tr>
<td>D</td>
<td>LSU  N  MT  AM  U  AG  G  MSU</td>
</tr>
<tr>
<td>E</td>
<td>PSU  SC  Pitt  P  EW  KSU  A  ASU  W</td>
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<tr>
<td>F</td>
<td>BU  Tulsa  Y  ISU  A  LSU  W</td>
</tr>
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</table>

Grades for Institutions Select 7 Conferences 2018-19
% of Women Head Coaches by Sport by Year: 7 Select NCAA D-I Conferences*

- FHockey
- LAX
- Golf
- SBall
- BBall
- Gymn
- Tennis
- Rowing
- Vball
- Soccer
- IceH
- Swim
- XC
- Track
- Diving
- WaterPolo

*ACC, American, Big 10, Big 12, Big East, Pac 12, SEC (LaVoi, 2013-2019)
### % of NCAA D-I Institutions in 7 Select Conferences* by Grade and Year

*ACC, American, Big 10, Big 12, Big East, Pac 12, SEC

(LeVoi, 2019)

<table>
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<tr>
<th></th>
<th>As</th>
<th>Bs</th>
<th>Cs</th>
<th>Ds</th>
<th>Fs</th>
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<td>4.7</td>
<td>2.3</td>
<td>35.5</td>
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<tr>
<td>2013-14</td>
<td>7.9</td>
<td>10.5</td>
<td>36.5</td>
<td>38.8</td>
<td>10.5</td>
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<tr>
<td>2014-15</td>
<td>19.8</td>
<td>15.1</td>
<td>31.4</td>
<td>36.5</td>
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<td>2.3</td>
<td>19.8</td>
<td>31.7</td>
<td>33.7</td>
<td>12.9</td>
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<tr>
<td>2016-17</td>
<td>2.3</td>
<td>19.8</td>
<td>33.7</td>
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<td>4.7</td>
<td>11.0</td>
<td>37.2</td>
<td>33.7</td>
<td>11.6</td>
</tr>
</tbody>
</table>
What are Athletic Directors doing to hire women?

(LaVoi & Wasend, 2018)
The Women Coaches’ PLAYBOOK for Being Hired and Retained

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

Focus on you

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

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

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

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

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

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

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

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

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

Create connection

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

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

Build support

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© 2017 Tucker Center for Research on Girls & Women in Sport
Male coaches (40%) more often than female coaches (12%) believed they had not gotten a coaching job because of their gender.
~78% of all coaching jobs are held by men.

(Acosta & Carpenter, 2014; Wilson, 2018)
Head Coach Hires for Women’s Teams at NCAA D-I Institutions*

301 of 514 (58.6%) hires were men

*ACC, American, Big 10, Big 12, Big East, Pac 12, SEC

(LaVoi, 2013 -2019)
GAME ON: WOMEN CAN COACH
Game ON Toolkit

New in the Fall of 2019 is a Game ON Toolkit that includes important companion resources to the Game ON: Women Can Coach documentary to help stakeholders and advocates create a sport climate that values and supports all women coaches.

Barriers for Women Sport Coaches: An Ecological Systems Model, 2012

Be an Ally of Girls and Women in Sport, 2019

Blame the Woman, 2016

The Decline and Stagnation of Women Head Coaches of Women's Collegiate Teams in the United States from 1971 to 2019

Do You Want to be a Role Model? 2018 April

Shifting the Narrative about Women Sport Coaches, 2019

Targets of Opportunity to Hire Women Coaches, 2018

"We Want a Male Coach": A Teachable Moment for Female Athletes, 2017

Why Women Sport Coaches Matter: The Evidence, 2016
Sport media portrayals of women does not reflect reality.
Does Sex Sell Women’s Sport?

Kane, & LaVoi (2014); Kane, LaVoi, & Fink (2013); Fink, Kane & Maxwell (2011)
Interview Protocol

▪ Which image best ...
  ▪ Represents how you want to be portrayed?
  ▪ Represents your sport?
  ▪ Increases interest in your sport?
  ▪ Increases respect for your sport?
Tennis

Basketball

Exemplar Images for Tennis & Basketball

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Conclusion

• Competence (vs. Sex) sells

• Sex sells sex, not women’s sports

• Selling “sexy” female athletes alienates core fans

• Detrimental to health and well being of female athletes

• Who benefits when women routinely sexualized?
No one is interested in women’s sport!
#HERESPROOF that we go to NCAA women's basketball games

<table>
<thead>
<tr>
<th>Year</th>
<th>Season Attendance</th>
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<td>2003</td>
<td>10,163,629</td>
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<tr>
<td>2004</td>
<td>10,016,106</td>
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<tr>
<td>2005</td>
<td>9,940,466</td>
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<tr>
<td>2006</td>
<td>9,902,850</td>
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<td>2012</td>
<td>11,210,832</td>
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<td>2013</td>
<td>11,339,285</td>
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</table>

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MYTH: NOBODY IS INTERESTED IN WOMEN’S SPORTS
#HEREISPROOF
PEOPLE ARE INTERESTED IN COLLEGE SOFTBALL

IN 2019...
1.8 MILLION VIEWERS WATCHED GAME 2
FULL SERIES AVERAGED 1.57 MILLION VIEWERS
TOTAL ATTENDANCE RECORD OF 78,078 FANS

ESPN TELEVISIONED 125 GAMES
RATINGS INCREASED 40% from 2018

COLLEGE SOFTBALL GENERATED $450 MILLION IN REVENUE IN 2016-17

FOR MORE INFORMATION ON #HEREISPROOF VISIT WWW.TUCKERCENTER.ORG

WOMEN’S SPORTS SET VIEWERSHIP RECORDS YET AGAIN

IN THE YEAR 2017...

The Nebraska-Florida NCAA women’s volleyball championship had over one million viewers on ESPN2.
That is a 75% increase in viewership from 2016.

During the 2017 post season, the WNBA set social media records with 246 million impressions, 47 million video views, and 20 million actions.

The 2017 Women’s College Softball World Series between the Florida Gators and the Oklahoma Sooners averaged over 1.7 million viewers on ESPN.

The Notre Dame vs. Mississippi State 2018 Women’s Final Four championship peaked at 5.2 million viewers who watched the largest comeback game in final four history!

The WNBA games broadcasted on ESPN2 in 2018 are averaging a quarter of a million viewers, a 39% increase from 2017. Overall, the league has recorded a 36% increase in viewership for the target audience of adults 18-49, a 29% increase in men, and a 50% increase in women.
#HERESPROOF people love women's sport 🏆
@TuckerCenter

Michelle Akers 🔄 @MichelleAkers10 · Oct 24
England women sell out Wembley for first time as 90,000 fans snap up tickets for Germany clash thesun.co.uk/sport/football...
How do you “do” social media?
relevant

cyclical

purposeful
Let the data tell the story.
How can we make the climate of youth sports better for everyone?
Top 2 Parental Sideline Behaviors
(Omli & LaVoí, 2009)

1. “Coaching” from sidelines
2. Yelling at referee
What makes sport parents angry?
(Omli & LaVoi, 2012)

• Incompetence
• Injustice
• Show up
• Don’t yell at ref
• Don’t coach from sideline
• Be (silently) attentive & engaged