# Culture and Demographic Survey Analysis

## 2022 Edition

## Acknowledgements

This project was possible only because of how many people were willing to help. It was because of many more people than those who are listed below. Thank you all for your efforts!

## Authors

Cori Radtke
Alison Keenan
Izzy Cox
Christopher Stoll

## Editors

Ted Matherly, Ph.D, whose feedback in both the 2020 and 2022 iterations of the survey were invaluable to its success.

Oaklin Keefe
Noah Barton
Blair Overman
Sam Patterson
Arielle Darrow
Alex Makoid

Thorough evaluations of methods and thoughts for improving future studies can be requested by emailing Equity@CollegeSailing.org. Additionally, for raw data, please submit a request to ICSA TIDE at Equity@CollegeSailing.org. The data subcommittee and ICSA TIDE leadership will review these requests.

# Introduction

In 2020, The Inclusivity, Diversity, and Equity Task Force for College Sailing (ICSA TIDE) was formed and a mission was outlined. The mission statement recognized inadequate data to appropriately establish a baseline and track changes in the culture and demographics of College Sailing progress; this realization initiated the first ICSA TIDE Culture and Demographic Survey and Report. Since its initial publication in 2020, the report has been a key component of education and discussions within TIDE and individual teams. It was also acknowledged as a unique project within the athletics realm and has been cited in various articles.

This analysis is intended to be a continuation of ICSA TIDE's first survey. For additional contextual information, please refer to [The ICSA TIDE's Culture and Demographic Survey: 2020 Report](#).

In College Sailing, we are given an opportunity to not only work within our own community but also across the broader body of sailing. Today's college sailors are tomorrow's coaches, race officials, and yacht club members; therefore, the attitudes developed in College Sailing will shape the future values of the sport. As College Sailing strives to become more diverse and inclusive, we must ensure that these values are reflected in sailing outside the collegiate environment. This is particularly important in regard to the informal networks that lead to the vast majority of sailing opportunities, which need to include and support historically underrepresented groups.

By evaluating the current culture and demographics of College Sailing and comparing it to the 2020 survey's results, the authors hope that this report will inform conversations about accessibility and representation as well as promote healthy dialogue and critical engagement. We recommend reading it alone and taking time to process what it indicates about the sailing community before attempting to dive into discussion. In this report, the authors do not always look at intersectionality (due to the small sample size and a desire to preserve participants' anonymity) and hope that this fact is considered during conversations and future surveys/studies.

Thank you to everyone who participated in this survey.

# Definitions and Acronyms

## Conferences

The Inter-Collegiate Sailing Association (ICSA) is the governing organization for collegiate sailing throughout the United States of America and some parts of Canada. It is made up of 6 conferences that regionally schedule and administer regattas. Since the publication of the 2020 report, NWICSA (Northwest Intercollegiate Sailing Association) has merged with PCCSC (Pacific Coast College Sailing Conference).

**Middle Atlantic Intercollegiate Sailing Association (MAISA)**
- This includes New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, DC and Ontario.

**Midwest Collegiate Sailing Association (MCSA)**
- This includes Minnesota, Wisconsin, Michigan, Iowa, Nebraska, Missouri, Illinois, Indiana, and Ohio.

**New England Intercollegiate Sailing Association (NEISA)**
- This includes Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, and Quebec.

**Pacific Coast Collegiate Sailing Conference (PCCSC)**
- This includes Washington, Oregon, California,  Arizona, Hawaii, and British Columbia.
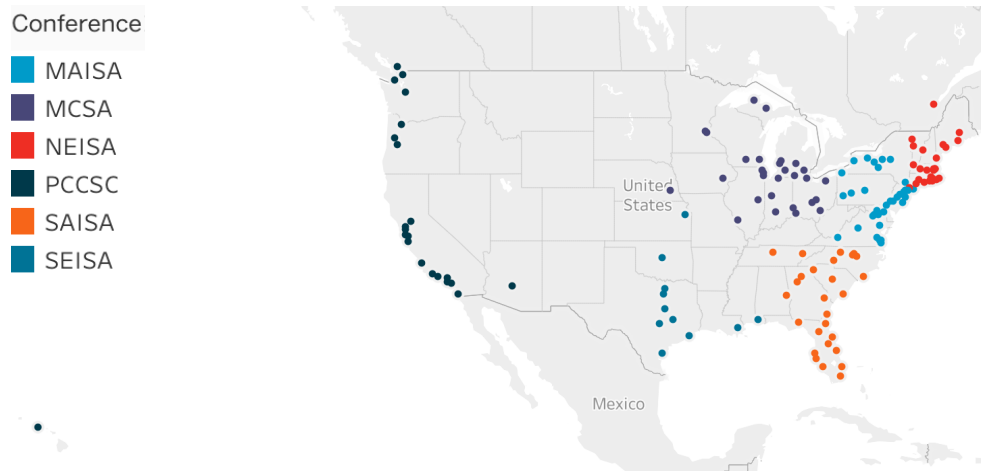
**South Atlantic Intercollegiate Sailing Association (SAISA)**
- This includes Tennessee, North Carolina, South Carolina, Georgia, Alabama and Florida.

**South-Eastern Intercollegiate Sailing Association (SEISA)**
- This includes Kansas, Oklahoma, Texas, and Louisiana.

Map of teams in the ICSA

## ICSA Membership Classification

Defined in "[ICSA Championship Competition Committee Report for 2021 Mid Year Meeting](#)":

**Cross Regional**
- Teams can be Cross Regional when they have proven their ability to meet scheduling and financial commitments along with consistent leadership. Declaration of Adherence must be completed. Competitive strength is considered specifically the ability to beat other Cross Regional teams in any collegiate sailing discipline in the past two seasons.
- MAISA calls this Tier 1.

**Regional**
- Teams can be Regional after competing as a Fundamental member as well as proven their ability to meet scheduling and financial commitments. Additionally, they must complete a Declaration of Adherence.
- MAISA calls this Tier 2.

**Fundamental**
- Teams can be Fundamental members as their first step of being an affiliated member of ICSA.
- MAISA calls this Tier 3.

# Methods

The survey was sent directly to the individual emails of ICSA athletes and coaches. These emails were collected by two methods. First, an email from the ICSA TIDE email address was distributed to ICSA Listservs and a post was shared on Instagram (ICSA TIDE collaborated with College Sailing). These both had a link to a Google Form for individuals to submit their email addresses and opt to receive the survey. Second, a team could submit a complete roster list of emails for the survey to be sent to; this roster list was also accepted using the same Google Form. Teams with emails submitted were tracked and a full list of teams who shared emails can be seen in the appendix. Direct follow-up was done via emails and other forms, including directly messaging teams on Instagram, and reaching out to personal contacts associated with teams with communication to request engagement in this project. This resulted in 2,341 contacts which were sent an anonymous survey link. Techscore has 3,757 total athletes listed as active during the Spring 2023 season, although there may be sailors who are overlooked by the Techscore system if they do not compete. 8.8% of athlete respondents to our survey said they had not attended a college regatta.

Qualtrics software was used to create and distribute the survey. Some graphs included in this report were also made in Qualtrics.

Content from the 2020 Report (i.e. definitions, descriptions, survey questions) is repeated in this report to maintain consistency in format and clarity; additional adjustments have been made within said content to incorporate feedback that was received after the 2020 Report's completion. These adjustments included more direct wording, better response options, and a few additional questions.

The survey was open from February 7, 2023 to February 27, 2023. Each individual email received a unique link to complete the survey from Qualtrics.  Follow-up emails were sent periodically to individuals who had not started or completed the survey. The overall response rate was 25.5%.
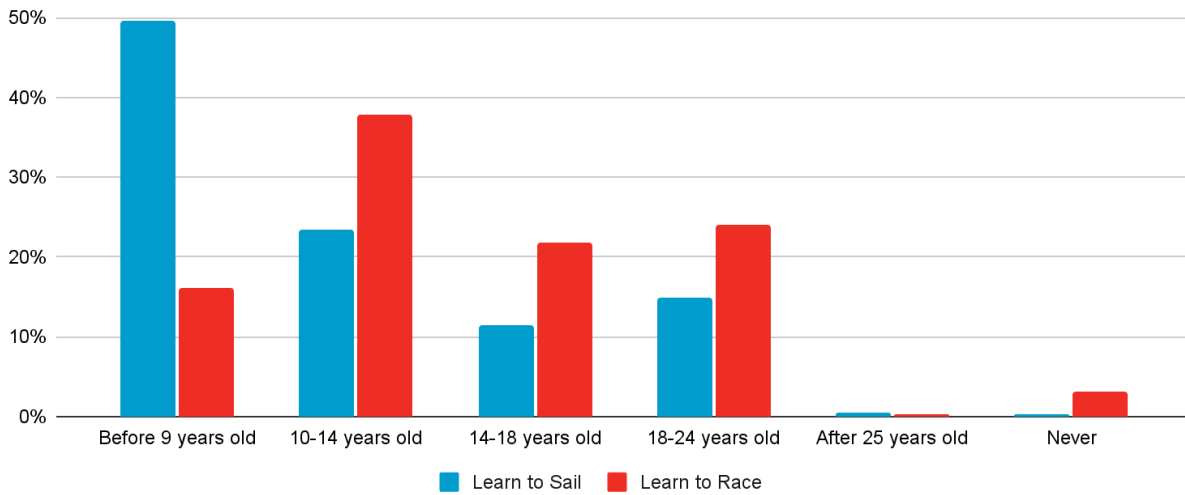
# PARTICIPANTS

Out of the 2,341 contacts who were sent the email with the survey link, we received 46 responses from coaches and 551 responses from athletes. Based on the number of athletes registered in TechScore, this represents about 15% of the athlete population, although there may be additional athletes that are not registered in TechScore. The 1% of responses that indicated the survey-taker was "not currently affiliated with ICSA" were directed out of the survey and shown no additional questions.

The survey included a few questions in an effort to understand what kind of athletes are involved in College Sailing. The first question asked their age when they learned to sail and race. In addition to age, there was a question asking how they were introduced to sailing.

### When did you first learn to sail and when did you first learn how to race? (Athletes)
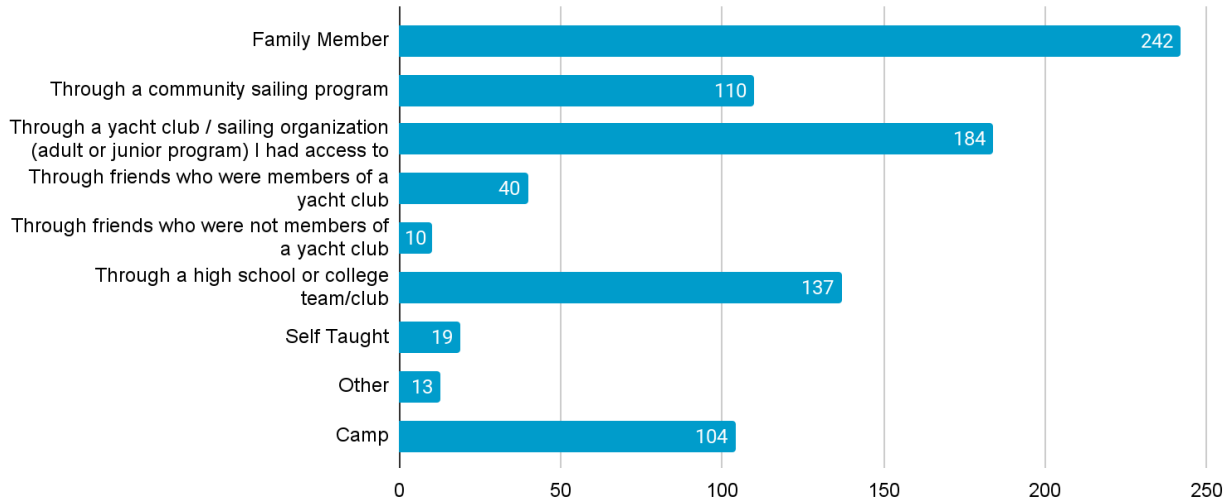
Responses totaled: 506 learn to sail, 484 learn to race

## How were you introduced to sailing? (select multiple)

Responses totaled 611

| Category | Value |
|---|---|
| Family Member | 242 |
| Through a community sailing program | 110 |
| Through a yacht club / sailing organization (adult or junior program) I had access to | 184 |
| Through friends who were members of a yacht club | 40 |
| Through friends who were not members of a yacht club | 10 |
| Through a high school or college team/club | 137 |
| Self Taught | 19 |
| Other | 13 |
| Camp | 104 |

Some sailors reported that their pre-College Sailing background impacted their College Sailing experience. One sailor reported: "As a sailor without any prior experience, my joining of the team deeply upset the members of my team and I was treated both on the water and off the water with negativity. Among some of the instances I was harassed and demeaned by a multitude of sailors." One sailor reported that they did not recognize anyone from racing in high school when they attended college regattas, whereas a lot of others do. Another self-identified 'new racing' sailor expressed frustration that they had not been placed on their team's roster for racing opportunities, despite good attendance.

# Athlete Participants

The survey collected demographic and geographic information from athletes in order to analyze whether survey responses were proportional to and representative of College Sailing athletes as a whole. Respondents' feedback was compared with the database of actively competing college sailors available on the website TechScore.

## What conference are you associated with? - Athletes

Responses totaled 450
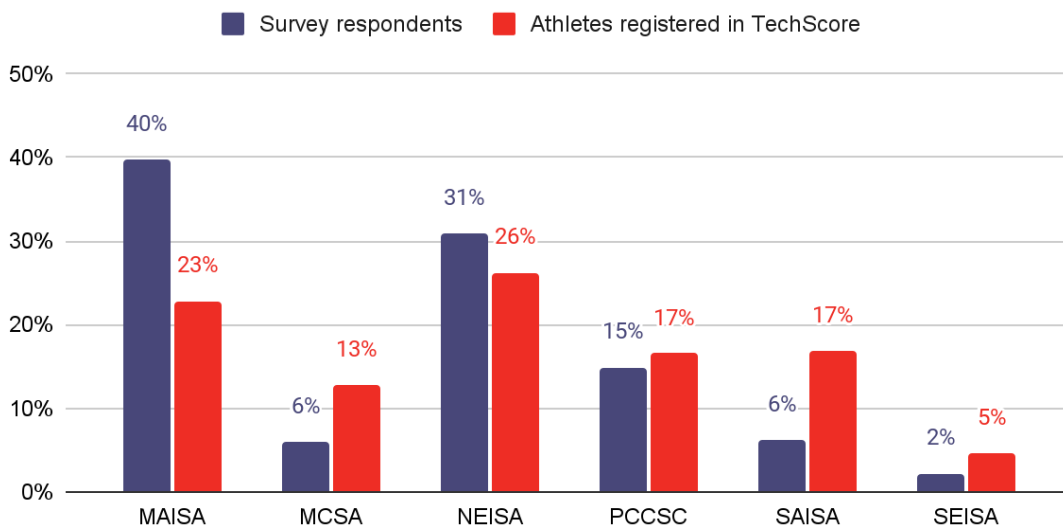


*Using the number of sailors on TechScore is not a perfect metric, as this only captures sailors who compete in regattas, and teams could have additional members who do not compete in TechScore regattas or at all. For more information about the number of sailors in each conference and team classification, see Appendix C.

Compared to the total number of sailors registered on TechScore in Spring 2023,[1] sailors from MAISA and NEISA are overrepresented in the respondents. SAISA, SEISA and MCSA are underrepresented, while PCCSC is proportionate to the percent of sailors in TechScore under their conference.

---

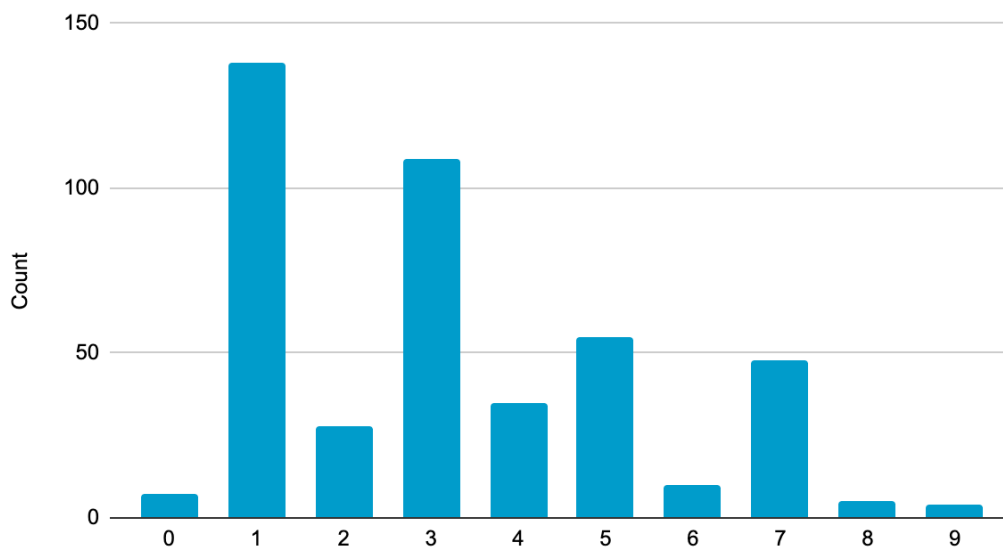[1] Data collected from athletes registered for Spring 2023 season on May 23, 2023 from http://scores.collegesailing.org/

## In what year do you intend to graduate?

Responses totaled 556

other
1.2%

2026
18.1%

2025
23.8%

2022
2.4%
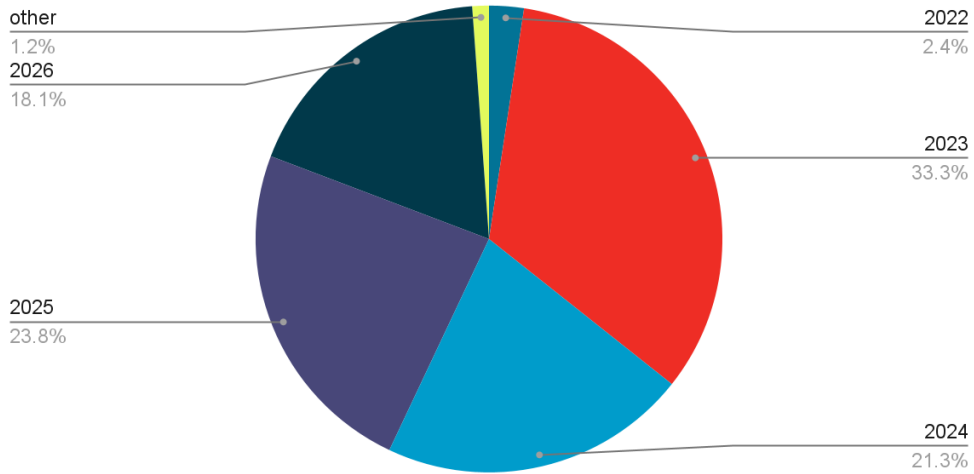
2023
33.3%

2024
21.3%

## How many seasons have you been an active team member?

Athletes responding in the graduating classes of 2022, 2023, and 2024 may also have responded to the 2020 Culture and Demographic Survey.  While athletes' opinions and attitudes were not analyzed as a function of graduation year, the findings of this survey are partially longitudinal in that they track changes in the opinions and attitudes of a similar group over time. 22% of athletes who responded shared that Fall 2022 was their first season of College Sailing.

 The below figure compares the team classification of athlete survey respondents with registered athletes in Techscore. Respondents were disproportionately from Cross Regional teams, whereas Regional and Fundamental teams were underrepresented in this survey.

## Team Classification - Athletes
### Responses totaled 341

■ Survey Respondents    ■ Athletes registered in TechScore

| | | |
|---|---|---|
| 62% | | |
| 44% | 35% | |
| 26% | 21% | |
| | 12% | |

Cross Regional       Regional       Fundamental
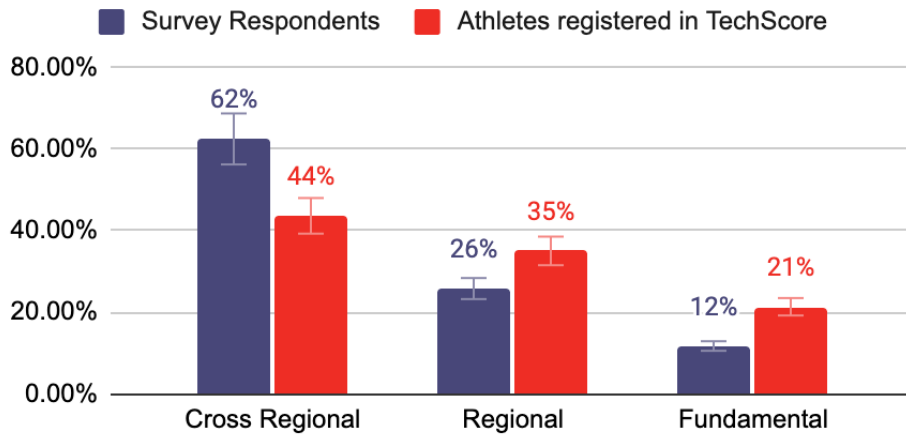
With the understanding that a team's leadership can influence team culture and impact athletes' experiences, the survey looked at who led practice and broke it down by ICSA competitive classification.

## Who leads your practices?

■ Coaching Staff    ■ Student    ■ No one    ■ Volunteer University Faculty    ■ Alumni

| | 189 | | | 72 |
|---|---|---|---|---|
| | 55 | 56 52 | 59 | |
| | 2 | 2 | 35 | 1 |
| | | | 14 | 1 |

Cross Regional       Regional       Fundamental       Unsure
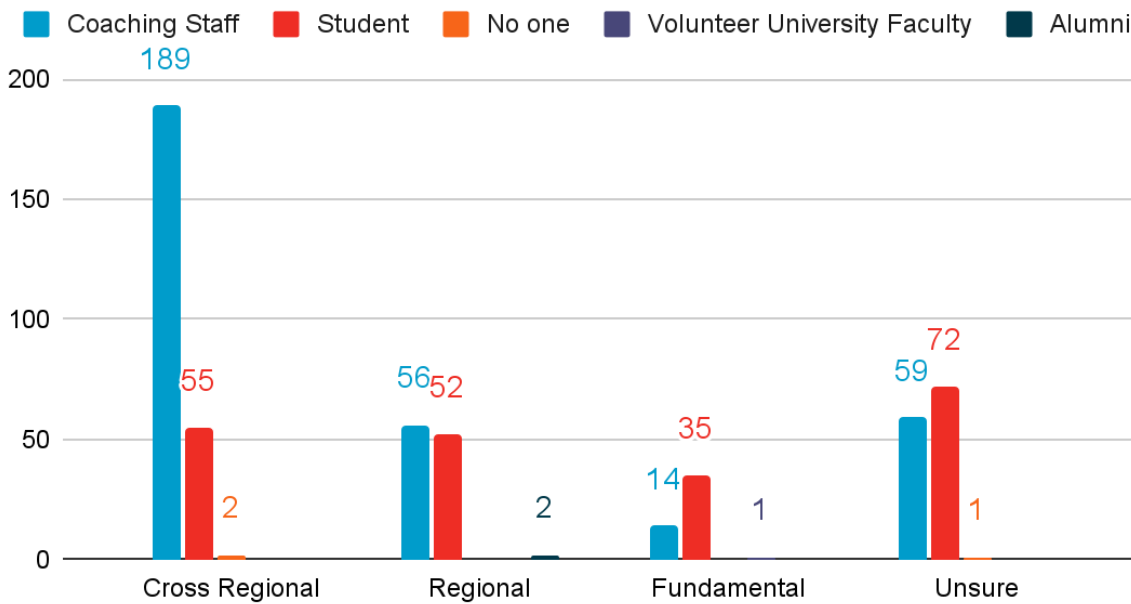
# Coach Participants

Coach demographics were analyzed for similar reasons to those of athletes. While coaches make up a smaller population than athletes, coaches from every conference of College Sailing took the survey and reported many diverse attitudes and experiences.

**What conference are coach responses associated with?**

Responses totaled 41

- MAISA 35.0%
- MCSA 5.0%
- SEISA 5.0%
- SAISA 15.0%
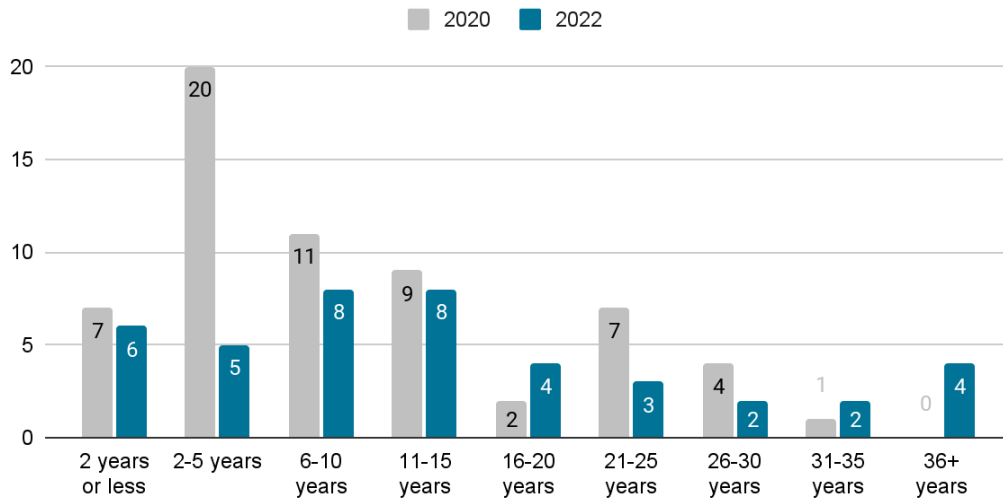- PCCSC 2.5%
- NEISA 37.5%
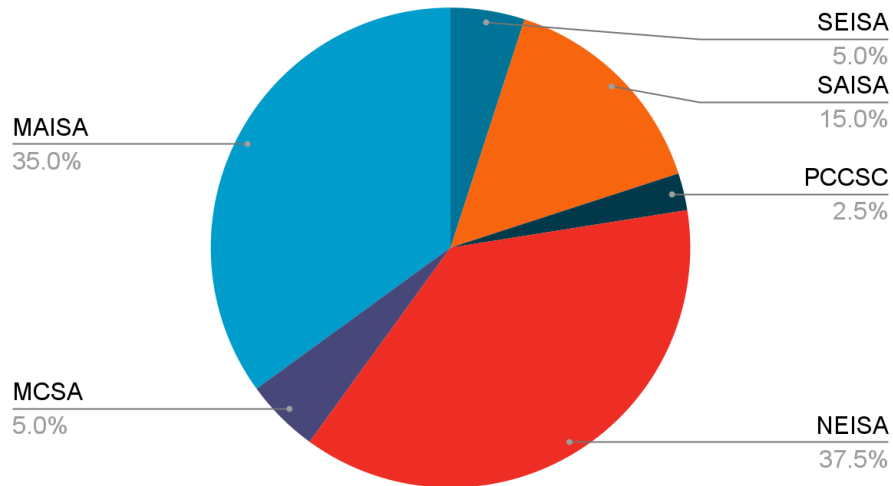
Coaches responding to the 2022 survey are on average more experienced than 2020 respondents. In 2020, the median years coached was in the range of 6-10. By contrast, the median years coached among 2022 respondents was in the range of 11-15 years.

## How many years coaches reported being a coach

62 responses in 2020, 42 responses for 2022

Legend: 2020, 2022

| Category | 2020 | 2022 |
|---|---|---|
| 2 years or less | 7 | 6 |
| 2-5 years | 20 | 5 |
| 6-10 years | 11 | 8 |
| 11-15 years | 9 | 8 |
| 16-20 years | 2 | 4 |
| 21-25 years | 7 | 3 |
| 26-30 years | 4 | 2 |
| 31-35 years | 1 | 2 |
| 36+ years | 0 | 4 |

Of the 31 coaches who responded to the survey question about their employment status, 77.4% were full-time coaches, 12.9% were volunteer coaches, and 9.7% were part-time coaches. 38 coaches responded to the survey question about their team's varsity status. 76.3% of these coaches worked with a varsity team, while 23.7% of these coaches worked with a club team.

## Coach's ICSA Team Membership Classification

Responses totaled 46

- Regional 10.0%
- Fundamental 7.5%
- Unsure 2.5%
- Cross Regional 80.0%
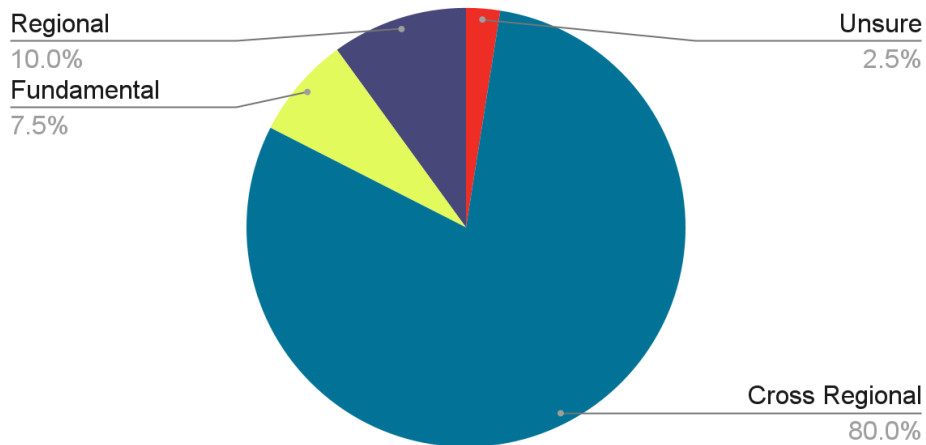
# CULTURE

A welcoming and inclusive culture for College Sailing is central to TIDE's mission as a committee. This survey is, among other things, used to measure the success of TIDE's initiatives towards making the sport welcoming to people of all backgrounds and skill levels. Given how broad the category of "culture" is, the authors asked respondents both directed questions about acceptance and comfortability as well as open response questions allowing respondents to share their personal experiences.

One athlete shared how team culture impacts their ability to improve as a sailor: "Although my team is loving and accepting of everyone, it is still difficult to feel a complete sense of belonging when you're different from the majority of your teammates. Personally, it hinders my ability to learn. When people can't feel completely safe or like they completely belong, it doesn't provide a good environment to learn how to sail. It is difficult to change the entire culture of a sport from one organization, but I think encouraging people who aren't like the stereotypical sailor to sail is so important."

## Culture & Climate–Athletes

### To what extent would you be comfortable discussing topics such as race, biases and discrimination with the following groups?

Responses totaled 458
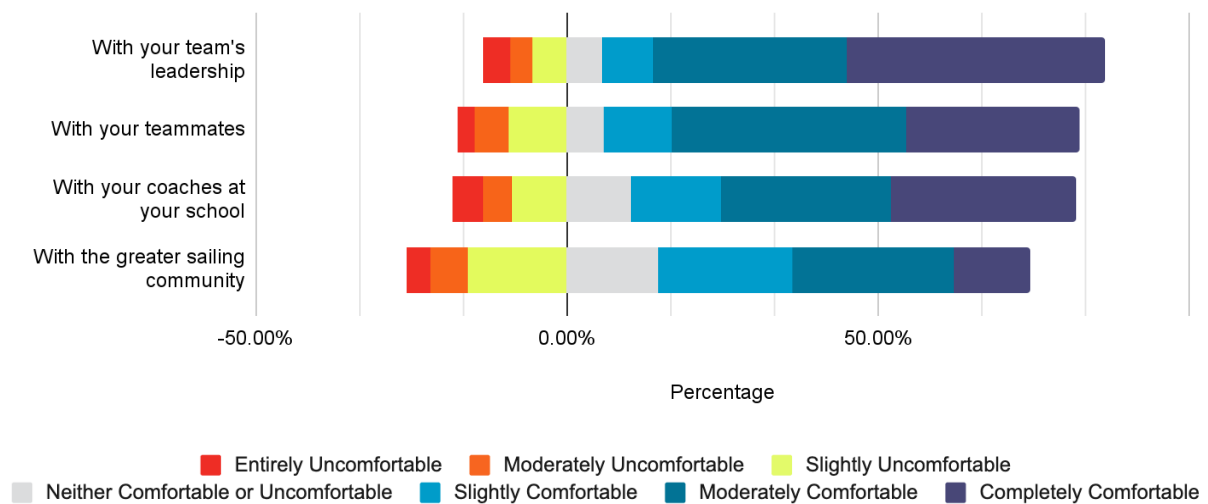
## Athletes- To what extent do you feel like your identity is accepted by the following groups?

Responses totaled 453



Legend:
- Slightly Unaccepted
- Moderately Unaccepted
- Entirely Unaccepted
- Neither accepted or unaccepted
- Slightly Accepted
- Moderately Accepted
- Completely Accepted

Athletes were asked what parts of their identity impacted their feeling of acceptance. Popular responses included gender, age, sexuality, race, ethnicity, disability, socio-economic status, and sailing experience.

# Culture & Climate–Coaches

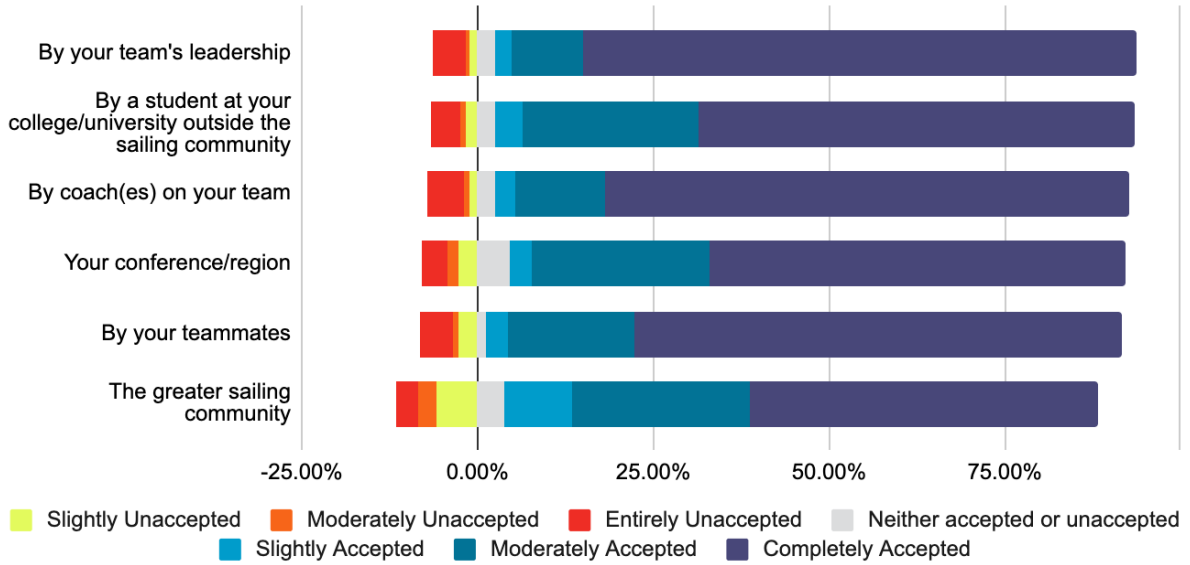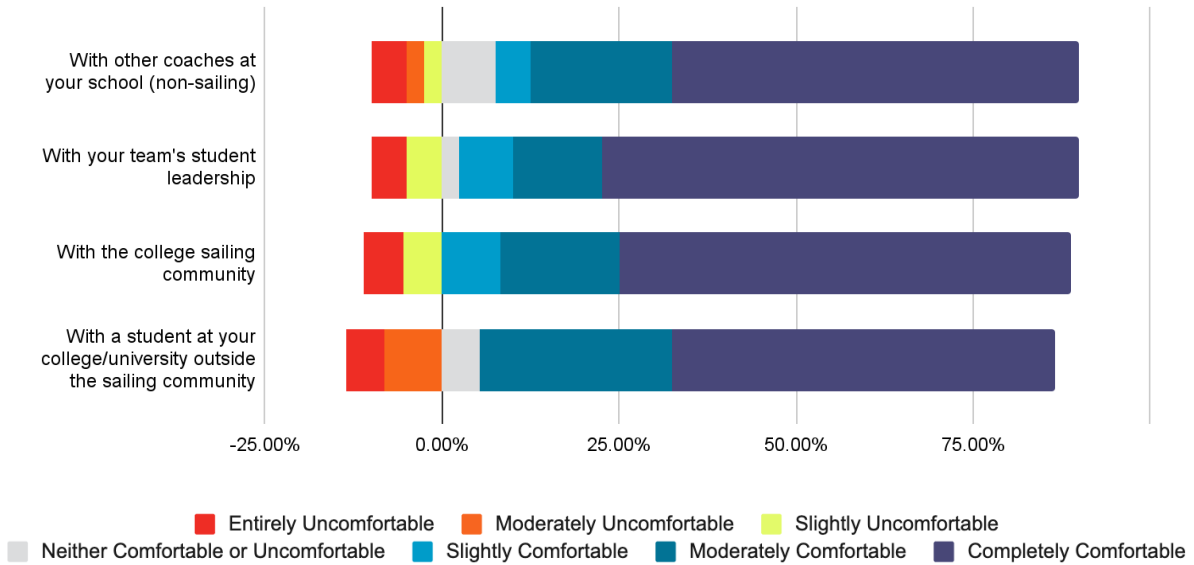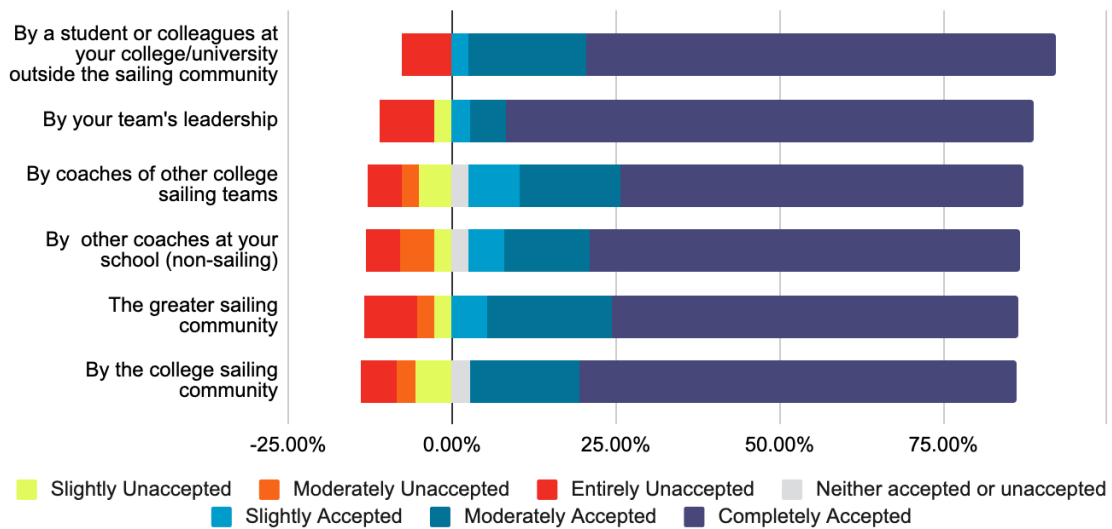To what extent would you be comfortable discussing topics such as race, biases and discrimination with the following groups? - Coaches

Coaches Responses totaled 40



Legend:
- Entirely Uncomfortable
- Moderately Uncomfortable
- Slightly Uncomfortable
- Neither Comfortable or Uncomfortable
- Slightly Comfortable
- Moderately Comfortable
- Completely Comfortable

Coaches - To what extent do you feel like your identity is accepted by the following groups?

Responses totaled 39



Legend:
- Slightly Unaccepted
- Moderately Unaccepted
- Entirely Unaccepted
- Neither accepted or unaccepted
- Slightly Accepted
- Moderately Accepted
- Completely Accepted

Coaches were asked what parts of their identity impacted their feeling of acceptance. Popular responses included gender, age, sexuality, and sailing experience.
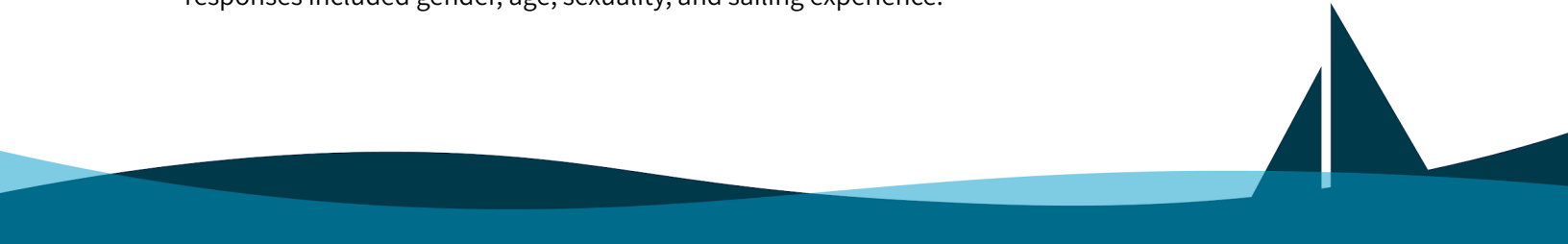
# Derogatory Language

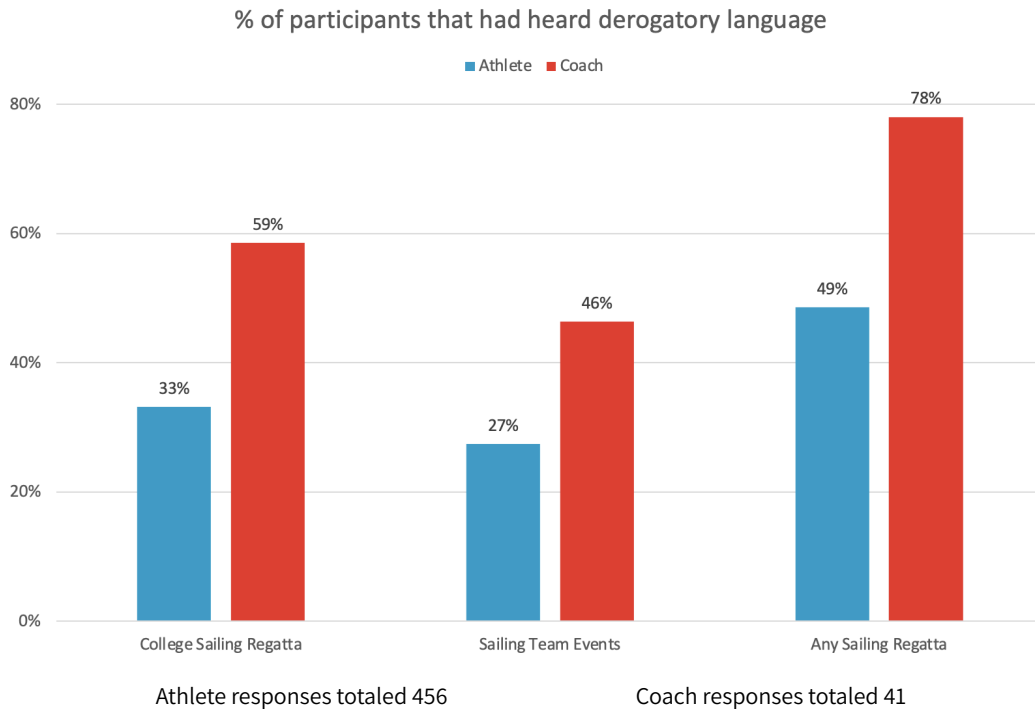In the survey, questions regarding derogatory language were prefaced with the phrase: "For the following questions, derogatory language includes but is not limited to hurtful and targeted language such as slurs that are racial, sexist, homophobic, or religious."

**% of participants that had heard derogatory language**

■ Athlete  ■ Coach



Athlete responses totaled 456                Coach responses totaled 41

Of athletes responding "yes" to hearing derogatory language at a sailing team event, the plurality of respondents reported hearing the language at a social gathering where alcohol was present. The second most common place to hear derogatory language at a sailing team event was during practice.

Upon comparing the 2020 and 2022 rates of hearing derogatory language at a College Sailing regatta, no statistically significant change was found among athletes or coaches (p=0.093 for athletes and p=0.32276 for coaches, as calculated using a normal approximation to binomial distribution).

About 52% percent of sailors who have attended a regatta have heard derogatory language at a regatta, and there is no statistically significant difference among genders.

## Derogatory Language Open Response

Below are some responses from athletes to the prompt: "If you would like to share, please briefly describe the nature of the derogatory language referenced in the previous questions." Responses were categorized to be representative of common themes, though these themes are by no means the only topics that athletes discussed. The below comments are selections from the open responses and some words have been censored.

### Describe the nature of the derogatory language - Categories
Responses totaled 55
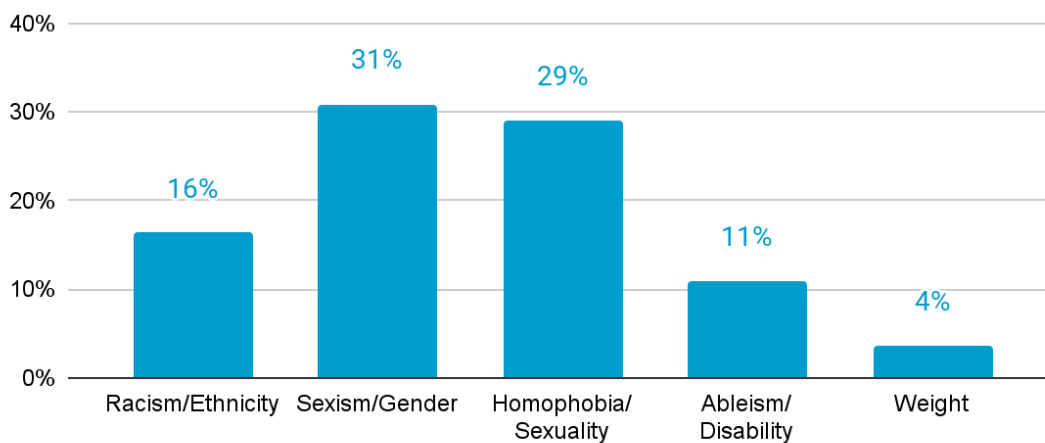


**Gender**
- "I heard someone talking in an unacceptable manner about another female teammate's body."
- "Overly sexual comments about other team members."
- "A sailor from another team in my district made a sexist comment under his breath about a female sailor on the start line."
- "General jokes about women's inferiority, mostly among men to each other while I was present."
- "Most of the all-boys teams in high school used the most derogatory language and targeted me because I was a woman skipper."
- "There are a few members of my team who displayed implicit and explicit discrimination towards women who were on the board for my team. No direct language was used, but 'locker room talk' behind girls' backs and general sexist behavior was displayed. Other board members tried to address the issue but it was difficult to do and the problem resolved itself with the end of their term on the board/impending graduation."
- "Using the phrase 'being r*ped' to describe losing a race. Racist comments about other ethnicities and sexist comments against females."

### Homophobia and Sexuality

- "Someone referred to me painting my nails as 'so f**king gay' as an insult"
- "Just people saying 'f*ggot' or 'f*g' to express their frustration with someone (not necessarily in a anti-gay way, but still it should not have been said)."
- "A few different situations. The main one with not enough action taken was one person spreading lies about someone's sexuality."
- "Attacks referencing members of the LGBTQ+ and of the people who are specially abled. Other than this rare case, it is non-specific language."
- "Derogatory towards LGBTQ+ community. Additionally, in high school, gay was used as an insult, or the R word was thrown around casually by some friend groups."

### Intent

- "I have heard the f-slur used somewhat frequently, the n word, gay, etc. Never have I heard it used in the context in which it is meant to deal the most harm, more just it being a part of the person's vocabulary."
- "None of it was particularly hurtful/bad intent."
- "I mainly hear microaggressions and not overt slurs. While competing I don't hear anything derogatory. It is hard to address upperclassmen and hold them accountable for 'small' bad actions."
- "People just yell bad words on the race course when something goes wrong or they're mad at another boat."
- "'Locker room talk' and aggression on the water."

### Ableism

- "The word 'r*tarded' is very regular in our team vocabulary. It is something we're working on."

### Location

- "Not in college sailing more in adult sailing/yacht club world."
- "On the race course, the language was shouted at another competing boat. The skipper was put in a bad spot on the race course and yelled inappropriate language at a boat whom he thought cheated him."

### Racism

- "N word used."
- "The person was joking around about 'the kind of music that Chinese people listen to.'"
- Antisemitic language

### Bodyweight

- "Rude comments about weight."
- "At a regatta I attended 3-4 years ago, a sailor referred to another sailor as 'fat' (used as an insult in this context). The sailor at whom the insult was directed filed a protest and won."

## Gender and Coach: Derogatory Language

Percent of coaches that have heard derogatory language at events:

Responses Totaled 41
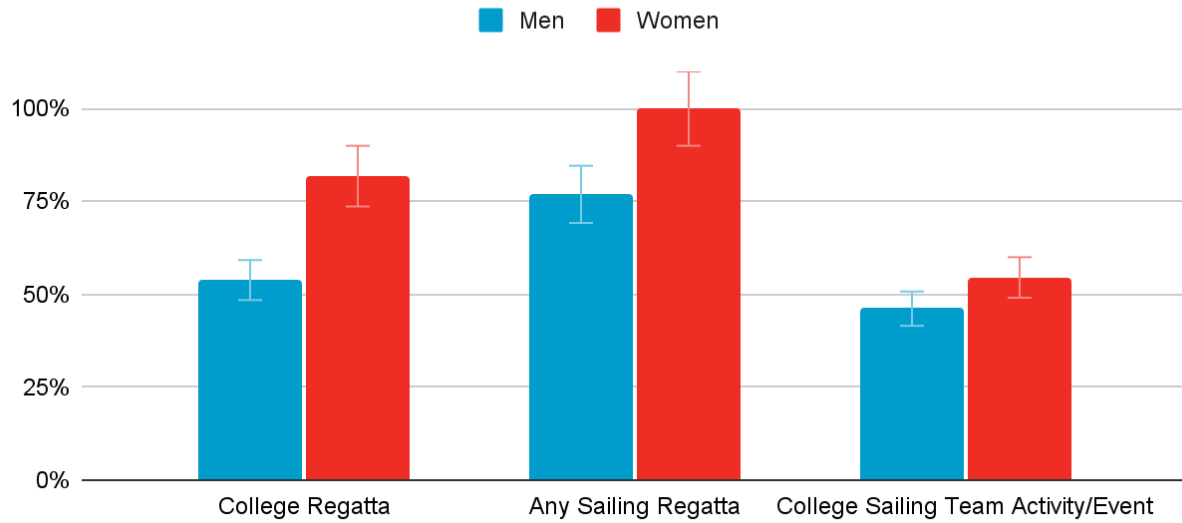


Female coaches were more likely to hear derogatory language during competition, as analyzed by 95% confidence intervals. During practice and team activities, however, there is no statistically significant difference between male and female coaches hearing derogatory language.
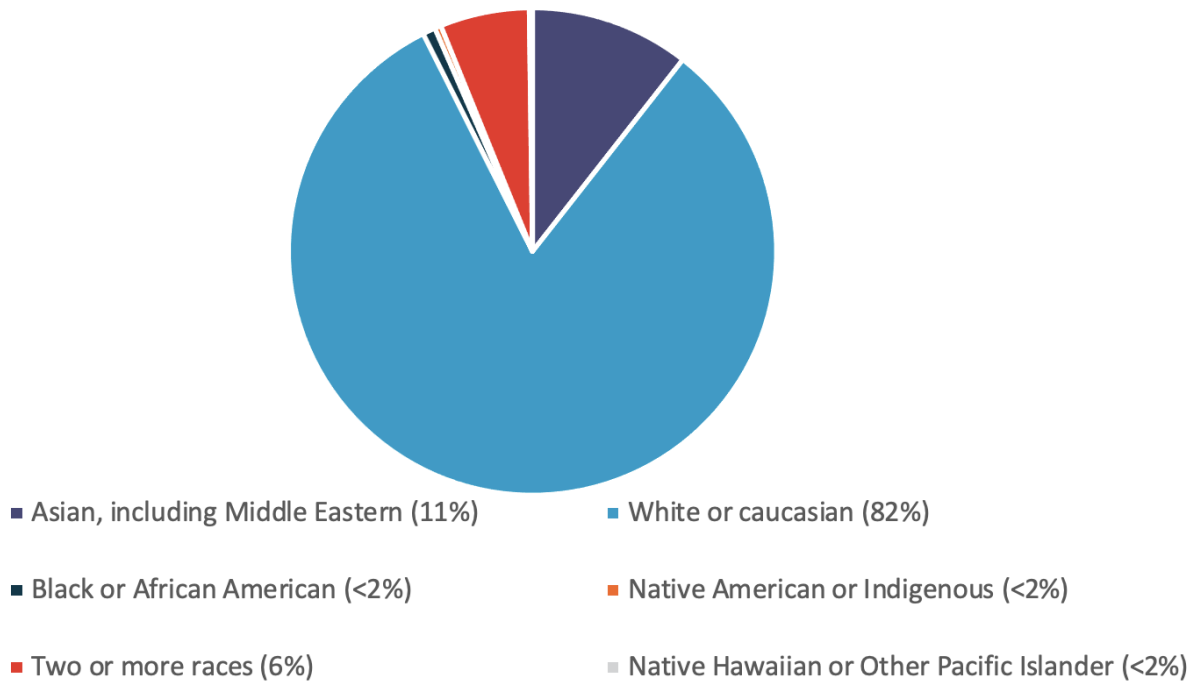
# RACE

Participants were asked about their race in an open response format in order to reduce anxiety and prevent them from feeling 'othered.' The responses were coded by the authors, and grouped into the categories found in the below graph.

## Racial Demographics–Athletes

### Racial Demographics of College Sailing (Athletes)
Responses Totaled 473



- Asian, including Middle Eastern (11%)
- White or caucasian (82%)
- Black or African American (<2%)
- Native American or Indigenous (<2%)
- Two or more races (6%)
- Native Hawaiian or Other Pacific Islander (<2%)

Some survey participants reporting "Asian" expanded on their responses to include the specific country/territory that represents their race. Participants reported being Chinese, Indian, Japanese, Middle Eastern, Sri Lankan, Taiwanese, and Vietnamese.

Upon analysis of 95% confidence intervals from 2022 responses, it was found that race distribution does not significantly change as a function of a team's membership classification within College Sailing.

Upon analyzing race distribution between varsity and club teams, a statistically significant difference was found in the percent of White athletes. While White sailors make up 57% of Club teams, they only make up 43% of Varsity teams. This difference is considered statistically significant as determined by non-overlapping 95% confidence intervals.

# Racial Demographics–Coaches

**Racial Demographics of College Sailing (Coaches)**
Responses totaled 39



- Caucasian or White (85%)
- Asian (5%)
- Black or African American (5%)
- Native American (3%)
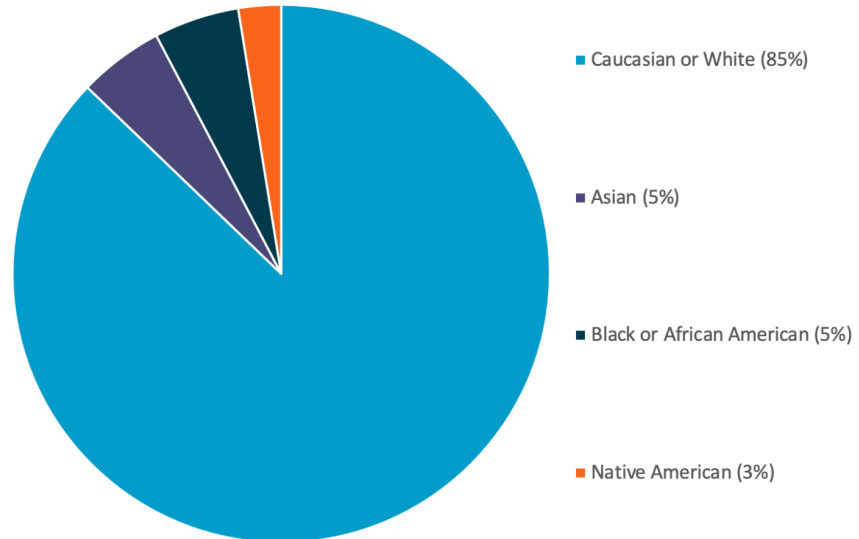
# Race by Year- Coaches

The change in racial diversity of coaches from 2020 to 2022 is not statistically significant (from a Pearson's Chi-Squared Test; p=0.27).

# Ethnicity

The ethnicity of College Sailing athletes and coaches was an open response in the 2020 Culture and Demographic Survey, while in this year's version, participants were asked, "Are you of Hispanic or Latino/a origin?" with the option of answering "Yes" or "No." More information about the distinction between the terms Hispanic and Latino can be found in Appendix A.

## Athletes

10% of athletes shared that they are Hispanic or Latino/a/e this year.  In the 2020 iteration of the survey 5% of athletes shared that they were Hispanic or Latino. The difference in the percent of Hispanic or Latino/a/e athletes in 2020 to 2022 is not statistically significant (as calculated by normal approximation to binomial distribution ($p=0.1357$)).

## Coaches

In the 2022 survey, 3% of coaches responded "Yes" to the question "Are you of Hispanic or Latino/a origin?"

# SOCIOECONOMIC STATUS

There are different ways teams cover costs either by choice or program restrictions. Some teams have support from athletic departments, alumni, and fundraising. Nevertheless, college sailors often must pay out-of-pocket expenses in order to participate in their sport. These costs can be onerous and may limit some athletes' ability to participate. The following section is an analysis of the costs associated with College Sailing.

## Out-of-Pocket Expenses for Athletes

Athletes were asked how much they spent on the following categories: team dues, social dues, regatta travel, training trips, apparel, and gear. Athletes were able to type in a dollar amount that they spent and were also able to check if they covered costs in other ways (for example, costs could be covered by the team). Athletes were asked how much they spent in the Fall 2022 season for team and social dues. For travel, training trips, and apparel (for example, branded sweatshirts, tech shirts, or hats that promote team cohesion but are not essential to participating in the sport of sailing), athletes were asked how much they spent in the past year. For sailing gear (for example, spray gear, drysuits, footwear, sunglasses, etc that are required for safe participation in sailing), athletes were asked to indicate how much they had spent in their *entire* College Sailing career.

The chart below reflects the cost of team dues and social dues *for one season*,  travel, training trips, and apparel *for one year*, and gear *for an entire sailing career*. We have chosen to measure and present the data this way because gear can be a significant cost barrier for a new college sailor, even if it is not a persistent high cost across an entire sailing career. So, the graph displays the potential cost of joining a sailing team for a first-time college sailor. The full format of the questions can be found in Appendix D.

## Costs
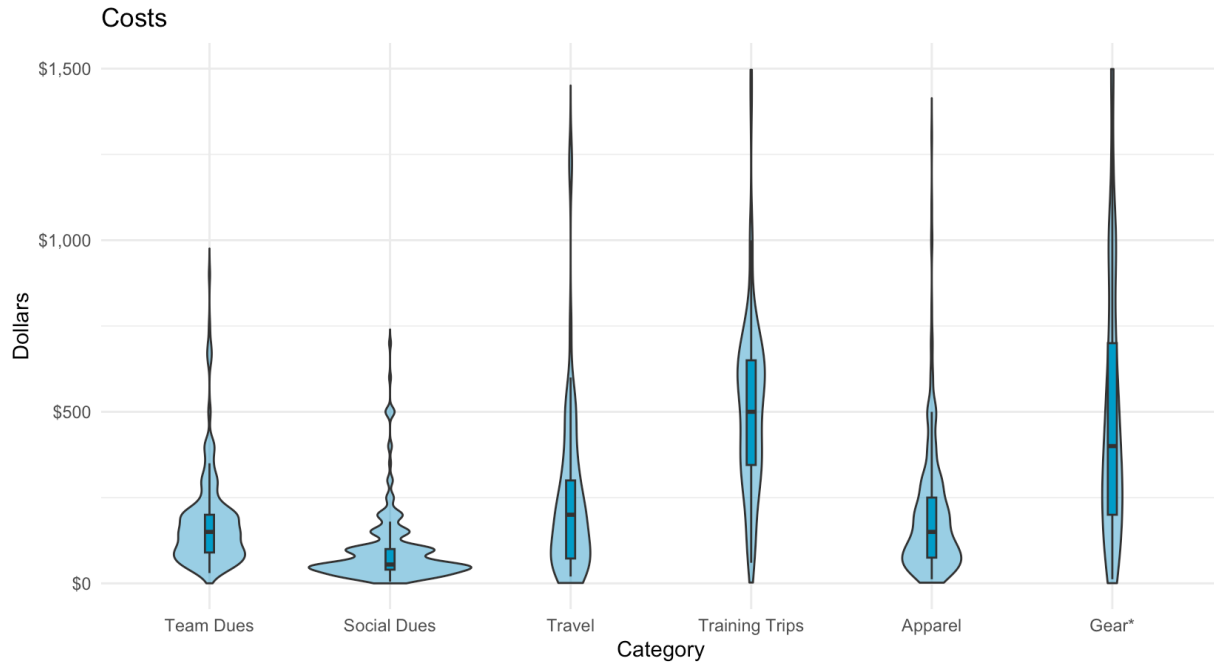


The above chart shows the distribution of the amount spent on different categories that participants were asked about.[2]  This graph has been cut off at $1500 on the y axis to emphasize contrast. The full range of the data can be seen in the table below:
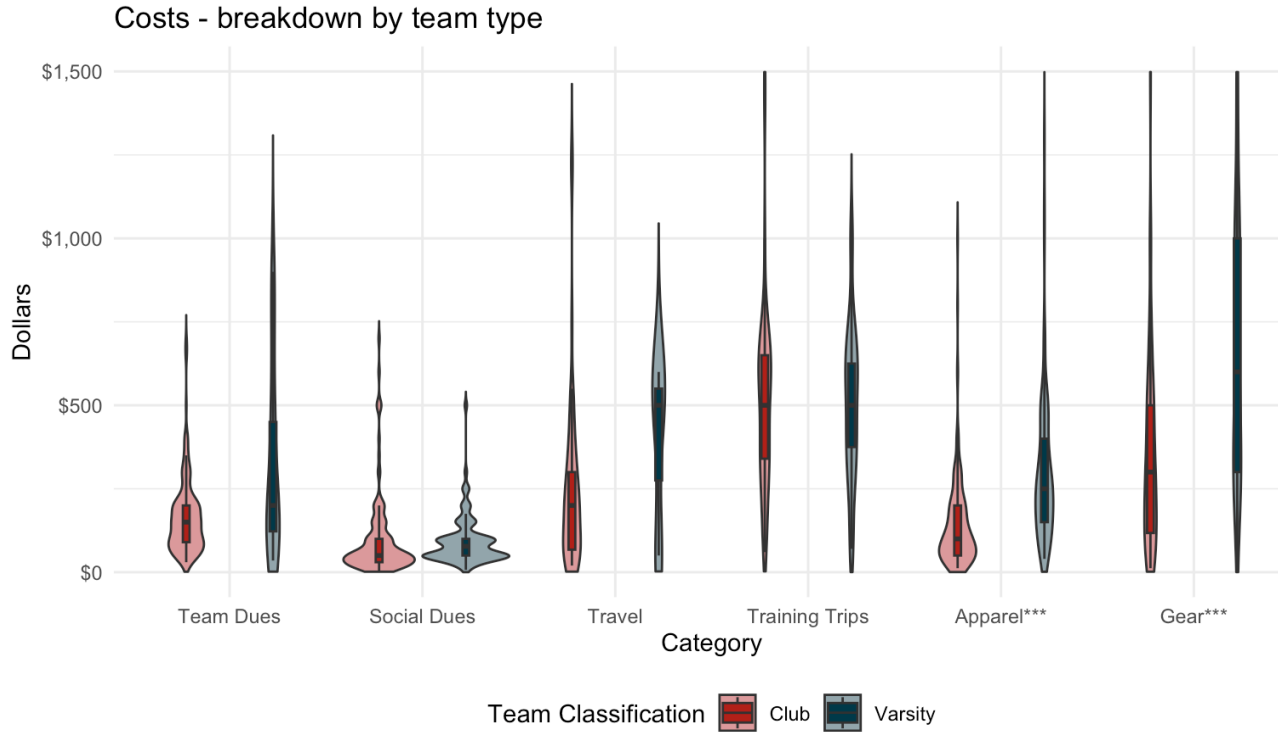
|  | Team Dues | Social Dues | Regatta Travel | Training Trips | Apparel | Gear |
|---|---|---|---|---|---|---|
| Minimum | $30 | $5 | $20 | $60 | $12 | $12 |
| Q1 | $90 | $40 | $73 | $345 | $75 | $200 |
| Mean | $178 | $95 | $243 | $506 | $212 | $675 |
| Median | $150 | $55 | $200 | $500 | $150 | $460 |
| Q3 | $200 | $100 | $300 | $650 | $278 | $1,000 |
| Maximum | $900 | $700 | $1,250 | $1,500 | $2,000 | $5,000 |

Popular responses in the "other" category included practice transportation, coach salaries, yacht club or other facility fees, and costs related to boats and equipment.

---

[2] Respondents that responded in Canadian dollars were converted to USD using a conversion rate of 1.3 CAD to 1 USD (based on the 2022 average conversion rate https://www.irs.gov/individuals/international-taxpayers/yearly-average-currency-exchange-rates)

## Costs - breakdown by team type



The differences between spending by varsity and club athletes on gear and apparel are very highly significant (p<0.001).  The differences between spending by varsity and club athletes in all other categories did not reach the 5% significance level.

|  | Team Dues | | Social Dues | | Regatta Travel | | Training Trips | | Apparel | | Gear | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Club | Varsity | Club | Varsity | Club | Varsity | Club | Varsity | Club | Varsity | Club | Varsity |
| Minimum | $30 | $35 | $5 | $7 | $20 | $50 | $60 | $70 | $12 | $40 | $12 | $30 |
| Q1 | $90 | $123 | $30 | $50 | $68 | $275 | $340 | $375 | $50 | $150 | $130 | $320 |
| Mean | $164 | $288 | $96 | $91 | $245 | $288 | $505 | $485 | $141 | $314 | $488 | $871 |
| Median | $150 | $200 | $50 | $75 | $200 | $500 | $500 | $500 | $100 | $250 | $300 | $700 |
| Q3 | $200 | $450 | $100 | $100 | $300 | $550 | $650 | $625 | $200 | $400 | $500 | $1,000 |
| Maximum | $692 | $900 | $700 | $500 | $1,250 | $600 | $1,500 | $1,000 | $1,000 | $2,000 | $5,000 | $4,000 |

## How Costs are Covered

When participants were asked about how costs were covered, it was presented in a "select all that apply" format. The following charts show the size of the intersection and total set size using upset plots[3]. More information about how to read these plots can be found at upset.app.

### Which aspects of your team activities are covered by your dues?
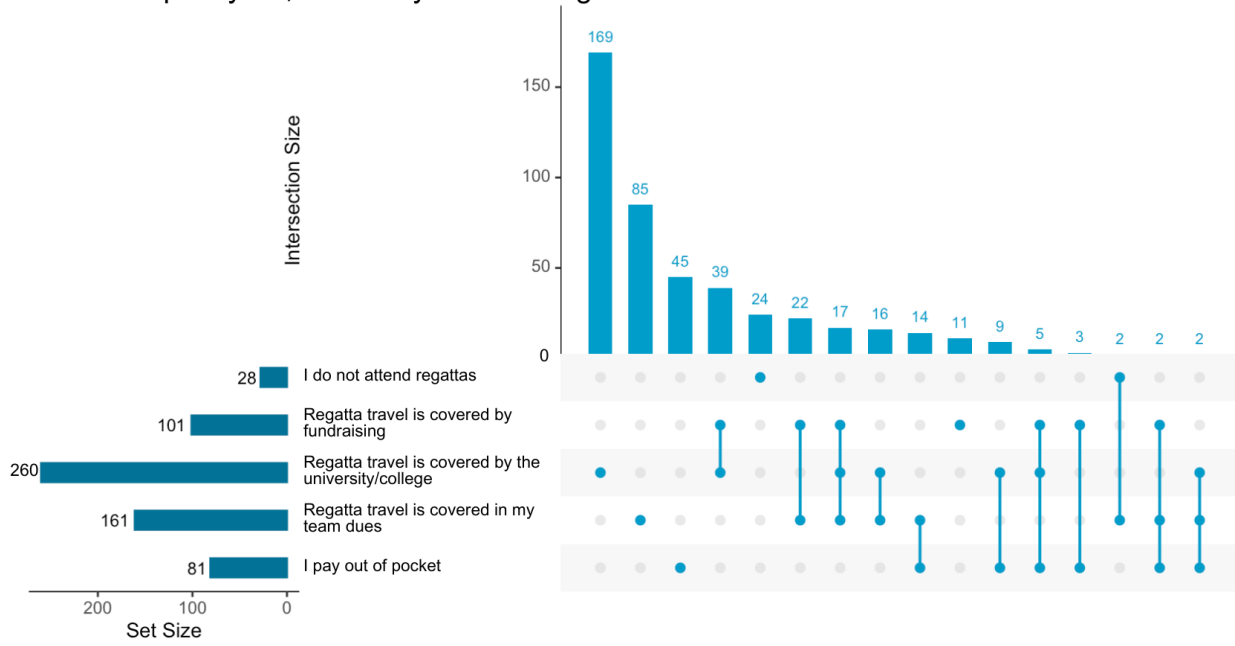


Popular responses in the other category included practice transportation, coaches, yacht club/facility fees, and boats and equipment.
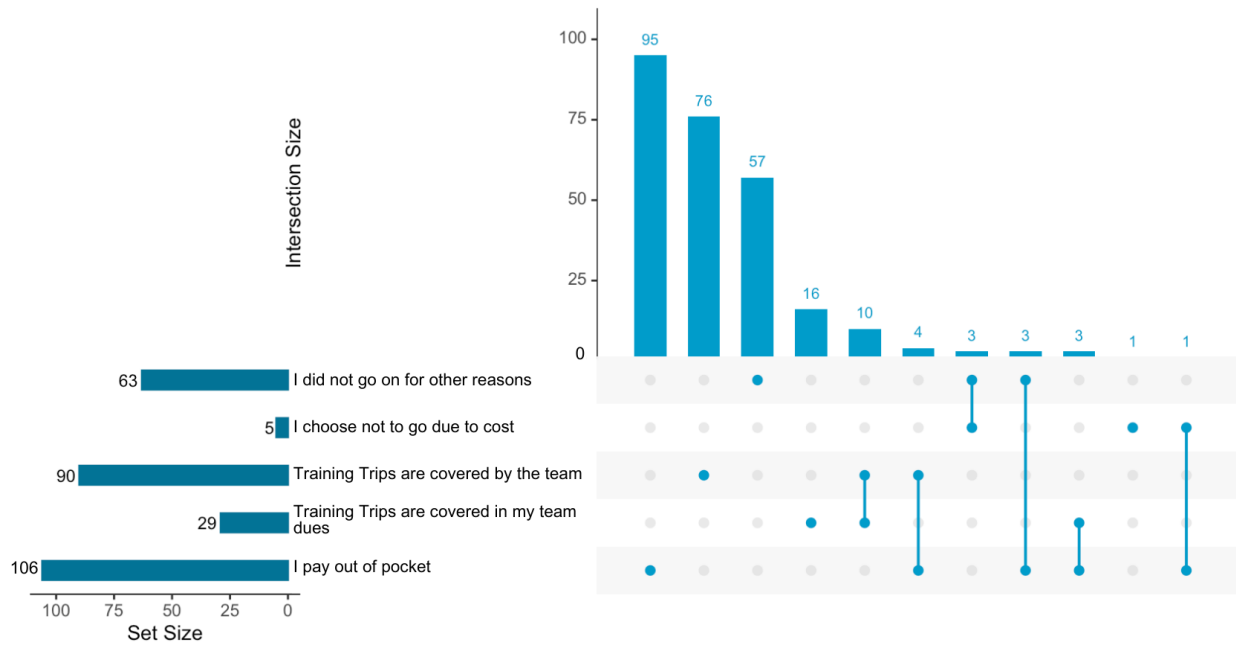
---

[3] Jake R. Conway, Alexander Lex, Nils Gehlenborg. UpSetR: An R Package For The Visualization Of Intersecting Sets And Their Properties Bioinformatics, 33(18): 2938-2940, doi:10.1093/bioinformatics/btx364, 2017.

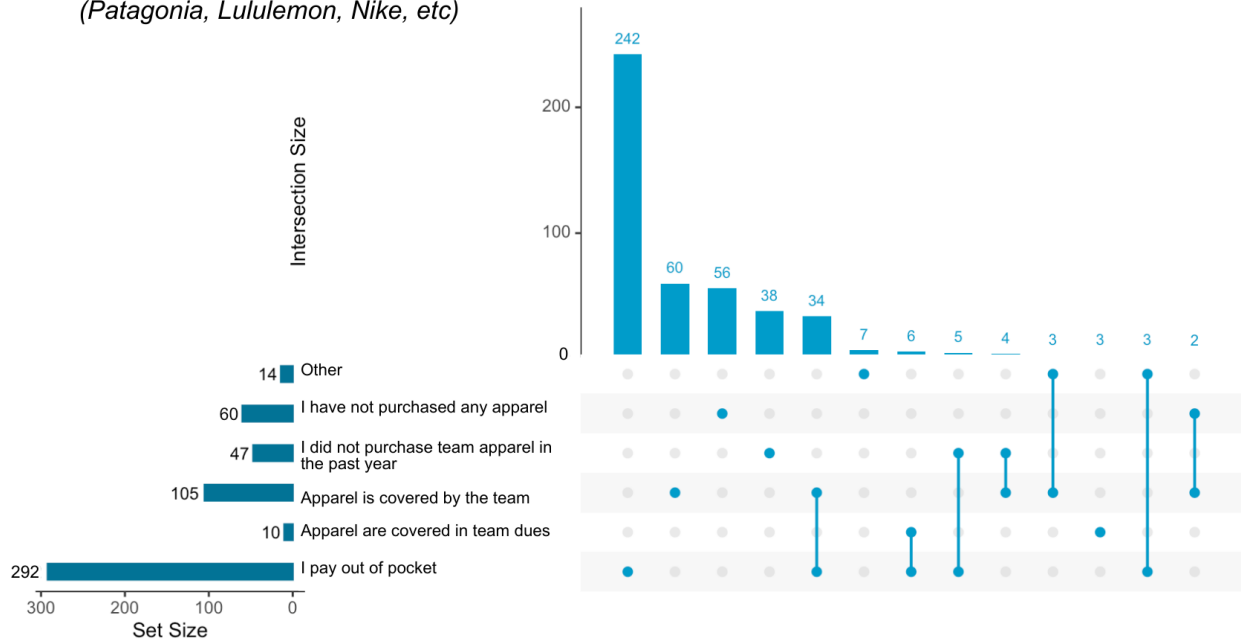## In the past year, how did you cover regatta travel?



## In the past year, how did you cover Training Trips?

In the past year, how have you covered Team Apparel?
*(Patagonia, Lululemon, Nike, etc)*



Popular responses for the 'Other' category included athletes sharing that their team does not have apparel, they received apparel as gifts, or elaborating that some team apparel was provided and some was an optional out-of-pocket cost.

During your **entire college career**, how have you covered sailing gear?
*(dry suits, lifejacket, spray pants, ect)*
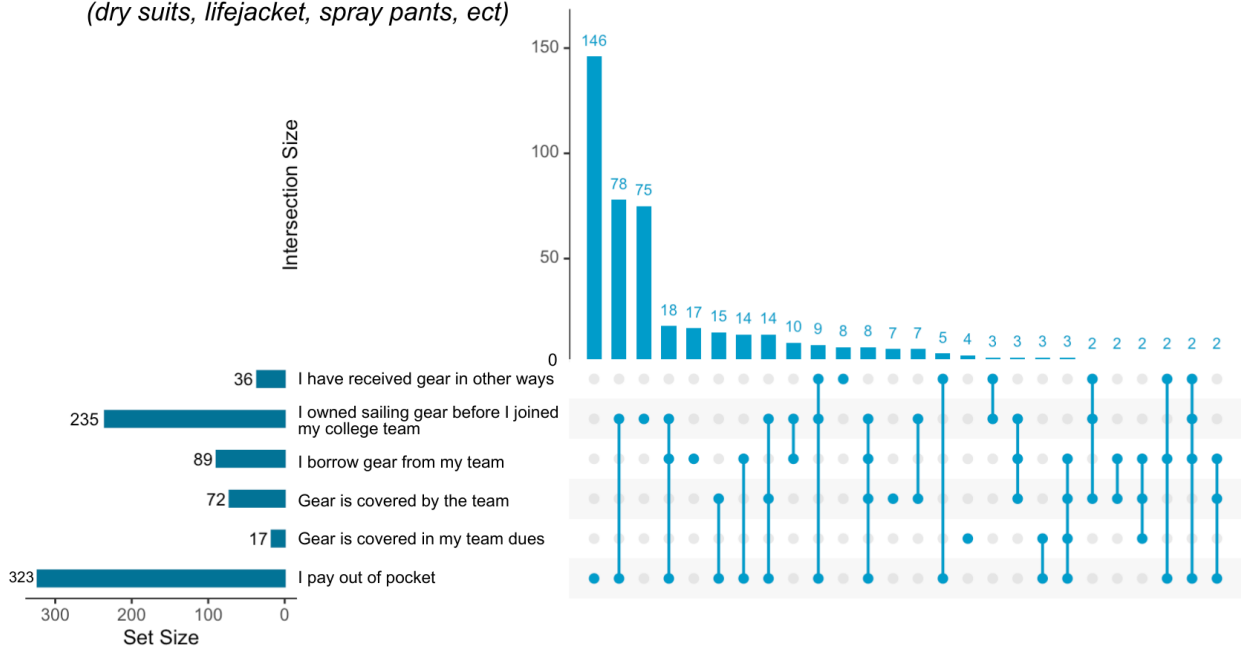
# Financial Barriers

When asked how they managed the financial barrier, many athletes mentioned deferring sailing gear purchases and/or replacements. Several of these athletes mentioned being cold due to insufficient gear or missing practices or regattas when it was cold out. Many athletes also mentioned working to pay for their sailing costs. Some participants mentioned that their teams had financial aid available or they were able to borrow gear from their team or teammates.  A few respondents mentioned that their team does not have enough money to compete at the level they would like to, specifically in terms of funds to pay coaches as well as enable and support regatta travel.

### Have you ever felt that your financial situation prevented you from being able to participate in college sailing at the level you desired?



● Varsity    ● Club
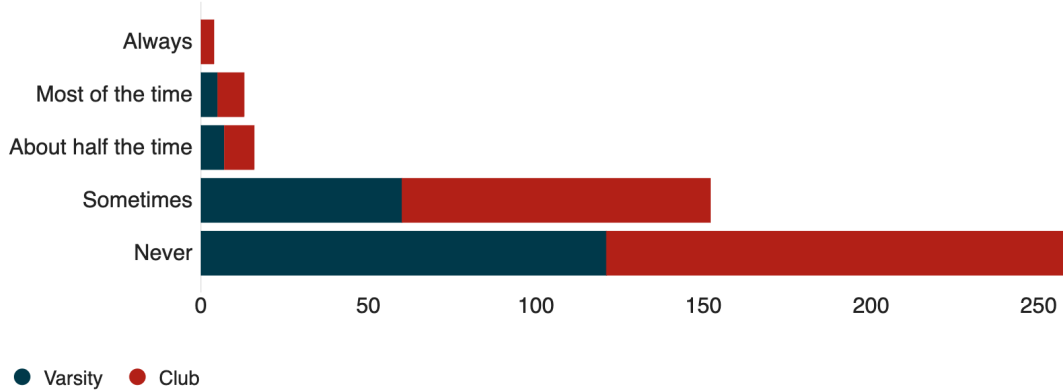
### Have you ever felt that your financial situation prevented you from being able to participate in college sailing at the level you desired?

Breakout based on if athlete is on financial aid



● Yes I am on financial aid    ● No, not on financial aid
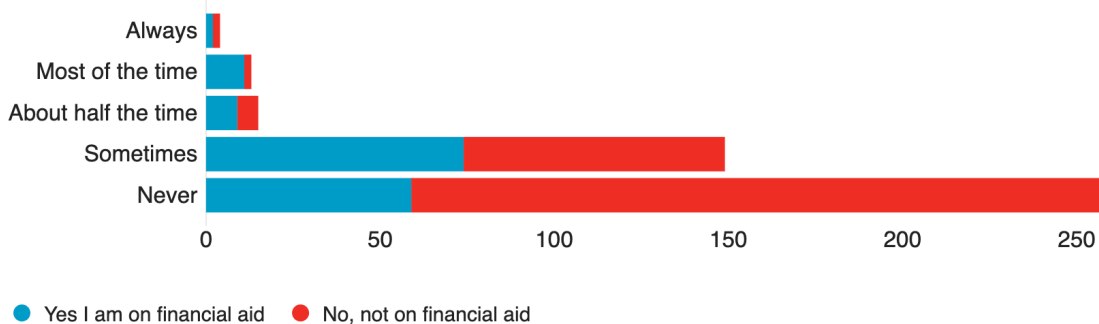
For context, of the student athlete population surveyed, 35.21% of athlete responses were on financial aid. Of those who answered yes to being on financial aid, 23.17% were eligible for a Pell Grant.
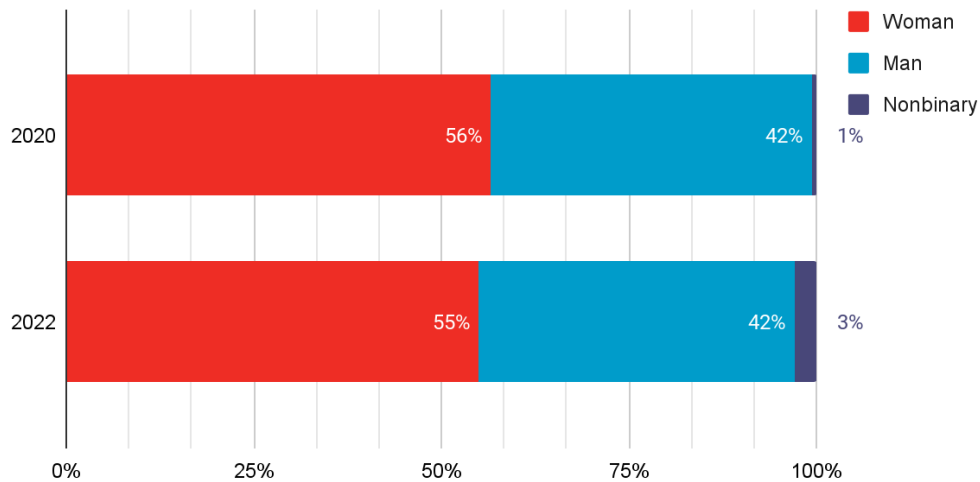
GENDER

Photo credit: Lexi Pline

To measure gender, we used an open ended question format in order to reduce anxiety and prevent them from feeling 'othered.' The responses were coded by the authors, and grouped into three primary identities: Man, Woman, and Nonbinary.

## Athlete Gender

### Athlete Gender Compared between 2022 and 2020
2022 responses 551, 2020 responses 768



Athletes who identified as transgender and nonbinary were included as nonbinary, and athletes who identified as transgender women or men were counted with women and men respectively (less than 0.5%). There was a statistically significant increase in the number of nonbinary athletes from 2020 to 2022.

There is no statistically significant difference between the percentages of men, women and nonbinary sailors when you break out by team classification (Cross Regional, Regional, and Fundamental) or program type (Varsity and Club).

A few athletes mentioned that they attended schools with both club and varsity sailing programs, and that because they were men they were not able to participate in the varsity program. Some athletes mentioned that this was due to Title IX regulations, while others did not give an explanation.

## Gender Bias & Sexual Misconduct

Several female sailors reported experiencing gender bias, especially skippers. A few of these sailors expressed frustration that, due to the lower numbers of women on their teams, women are

'automatically' sent to women's events, causing them to feel that they are not given the opportunity to compete on an equal level with their teammates who sail in open events. Several women also reported being talked down to or spoken to in a condescending manner, such as being asked "if [they] can rig a boat [or] if [they] know what a course is." Within the broader sailing community, some female sailors reported feeling uncomfortable, discriminated against, or stereotyped due to their gender.

## Gender in Coaching

### Coach Gender Compared between 2020 and 2022
2020 responses 49, 2022 responses 38
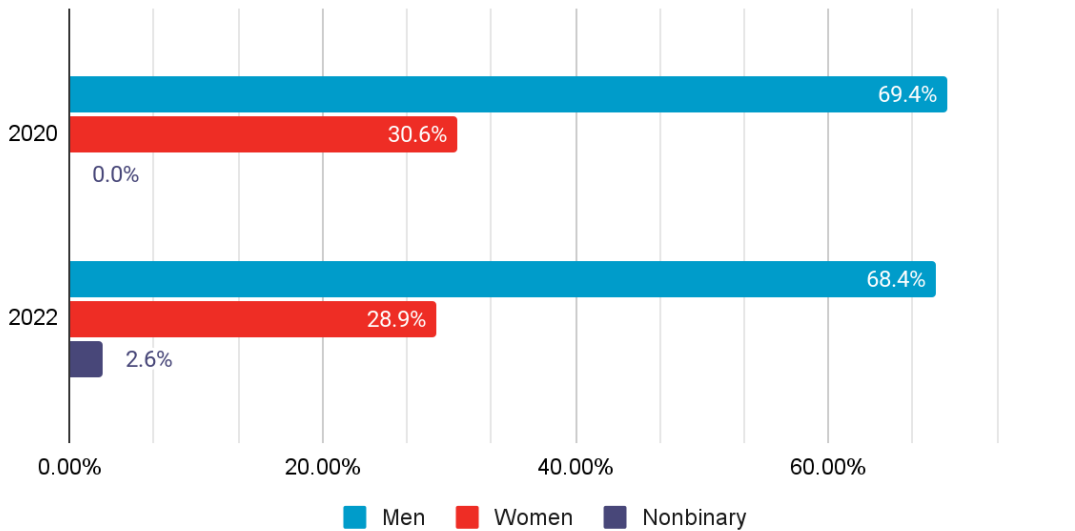


There is no statistically significant difference in reported gender of coaches between the 2020 and 2022 surveys. There was also no statistically significant difference in coach gender distribution when comparing Varsity and Club teams. Similarly, head coach responses were 75% men with assistant coaches responses seeing 33.3% men and full time, part time and volunteer responses ranging from 67-75% men.
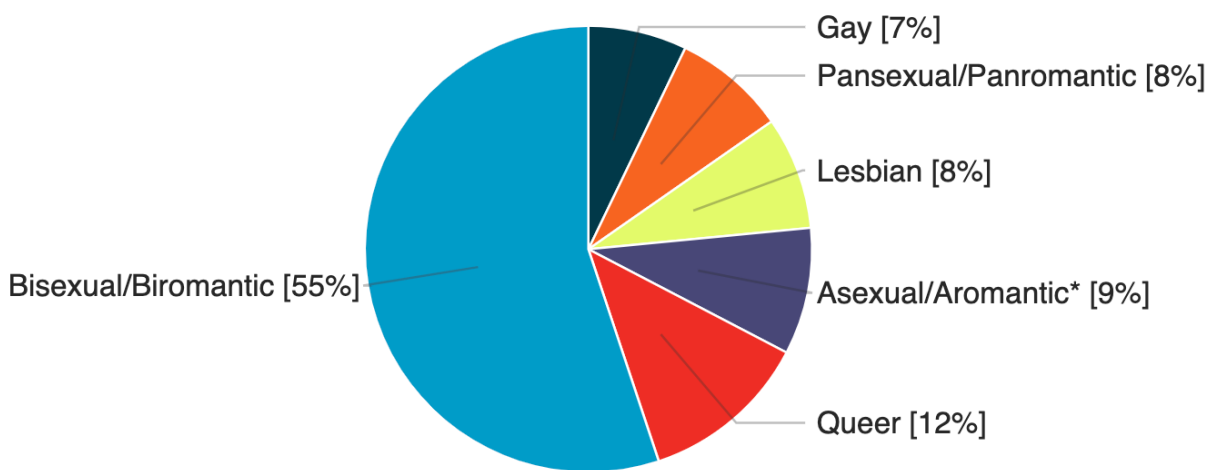
# SEXUALITY

Participants were asked if they identified as a member of the LGBTQ+ community, and if they answered yes were prompted to share their identity if they felt comfortable. LGBTQ+ is the acronym representing lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and more identities.

## LGBTQ+ population of athletes

Out of the 441 athlete responses, 24.04% responded that they identified as LGBTQ+.

Identities within the LGBTQ+ community:



*The "Asexual/Aromantic" category encompasses asexual, aromantic, demisexual, and gray-asexual identities.

Please note that some athletes identified with more than one word (e.g. bisexual and queer; lesbian and queer). Out of the 106 athletes that reported identifying as LGBTQ+, 89 elaborated on their identity. These 89 comments included 98 unique identifiers; 8 athletes identified with more than one word.

The "Bisexual/Biromantic" and "Pansexual/Panromantic" categories include two distinct identities; they are combined for anonymity and readers are asked to acknowledge the differences between sexual orientation and romantic orientation.

The distinctions between these words and identities are important and meaningful. However, we combined certain identities into larger categories to preserve anonymity and readability. Readers can find more information about LGBTQ+ identities in the appendix.

## Acceptance and Understanding of LGBTQ+ Community

Some athletes mentioned that they have experienced discrimination, harassment, or microaggressions based on LGBTQ+ identities. In particular, many LGBTQ+ athletes mentioned in the open response space that they feel more comfortable within the College Sailing community versus the broader sailing community, although LGBTQ+ athletes still report instances of discrimination and harassment within the College Sailing community. Of the participants who answered yes to being a member of the LGBTQ+ community,  55% of athletes shared that they were out to their teammates.

Athletes report that they have been or are afraid of being stereotyped based on dress, grooming habits, speaking habits, or identity. This can lead to a fear of being "out" on a sailing team or in the sailing community. Further, athletes reported witnessing derogatory language, such as homophobic and transphobic "jokes" and slurs, and feeling uncomfortable in collegiate sailing spaces that they felt were "gendered and heteronormative."

A few athletes felt that there are certain pervasive misunderstandings about the LGBTQ+ community within their teams or College Sailing as a whole. In particular, athletes mentioned that asexual/aromantic identities were misunderstood (e.g. "People keep trying to set me up and I'm asexual").  Athletes also mentioned that transgender and/or nonbinary athletes are not often considered at sailing events (e.g. no available bathrooms, limited gender options on forms, etc).

## LGBTQ+ population of Coaches

7.5% of coaches shared that they were part of the LGBTQ+ community.  Their specific identities are not shared to preserve anonymity.

# ADDITIONAL IDENTITIES

In response to questions that invited survey-takers to elaborate on their identities, athletes mentioned many different identities that have impacted their experiences in College Sailing. For example, some sailors mentioned body type, which can be seen as a barrier to certain opportunities in College Sailing. Other athletes mentioned that religious or cultural practices (1% of responses), such as fasting holidays, dietary restrictions, and personal cultural values have influenced their experience in College Sailing. One athlete said that they attended practice during a fasting holiday because they "felt like [they weren't] allowed" to ask for it off. Additionally, chronic illness and coaches experiencing ageism were mentioned as other identities.

## Positions in the Boat

Many of the challenges that sailors reported were related to their position in the boat (i.e. skipper or crew), and are strongly tied to stereotypes and assumptions that declare men to be skippers and women to be crews. Some female skippers reported being told that they should switch to crewing, being talked down to or patronized, being held to different standards than their male peers, and even being advised to quit sailing altogether.
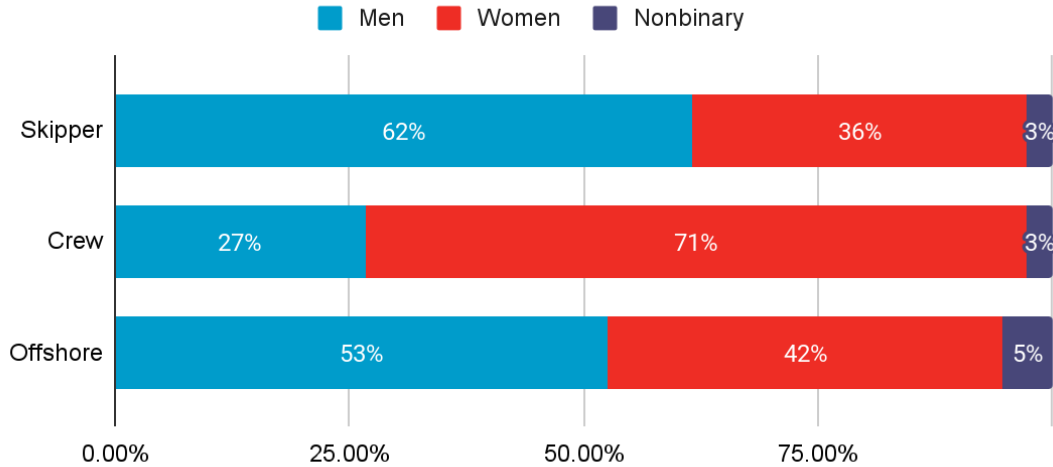
What position do you predominantly fill when racing at college regattas?
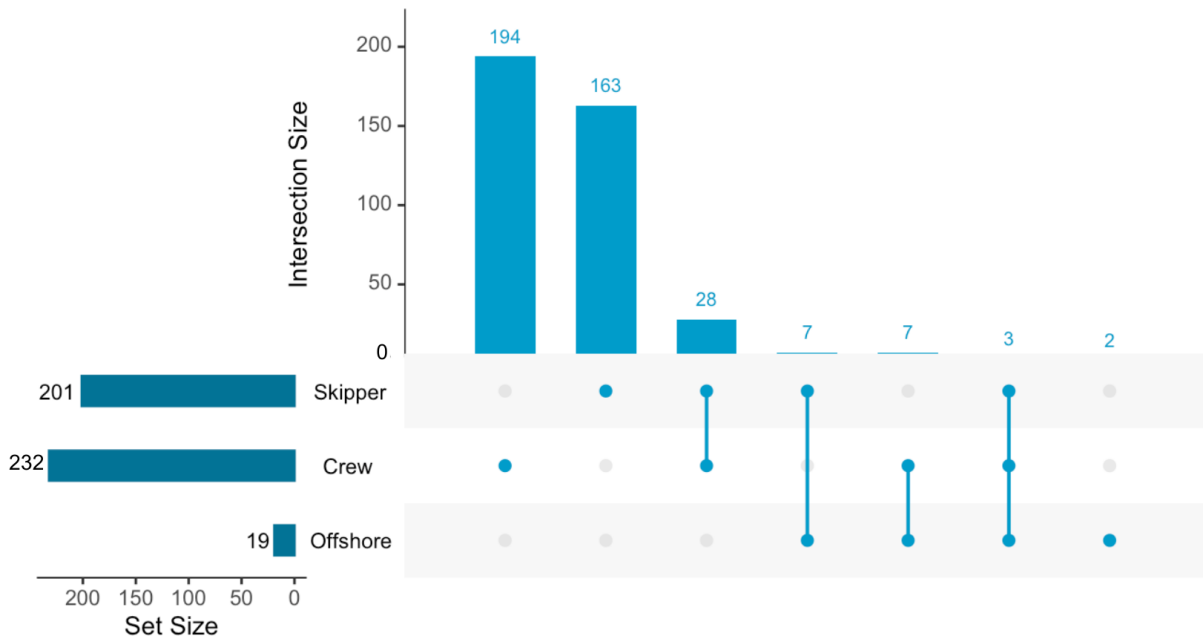
## What position do you predominantly fill when racing at a college regatta?

Response total 421: Men 182, Women 227, Nonbinary 12



Legend: Men (blue), Women (red), Nonbinary (dark blue)

| Position | Men | Women | Nonbinary |
|----------|-----|-------|-----------|
| Skipper | 62% | 36% | 3% |
| Crew | 27% | 71% | 3% |
| Offshore | 53% | 42% | 5% |

X-axis: 0.00%, 25.00%, 50.00%, 75.00%

# Disability

Participants were asked directly if they had a disability, to which 4.5% of athletes responded 'yes' and 2.5% of coaches responded 'yes.' Participants who answered 'yes' were given space to elaborate in an open response format if they wanted. When categorized, the disabilities shared included: intellectual disabilities, autism, ADHD, learning disabilities, psychological disabilities, and physical disabilities.

# Mental Health and Neurodiversity

Although not directly asked about, 9% of athletes reported having a mental illness. Mental illnesses were shared in response to the questions: "If you would like to share, what is your disability or category of disability?" and/or "Are there other aspects of your identity that impacts your College Sailing? Examples: religion, neurodivergence, mental illness." The mental illnesses represented include depression, anxiety, bipolar, PTSD, and eating disorders. In response to the above two questions, 4.3% of athletes shared that they were neurodivergent. Some participants mentioned that their mental illness or neurodivergence impacted their school life more than sailing.
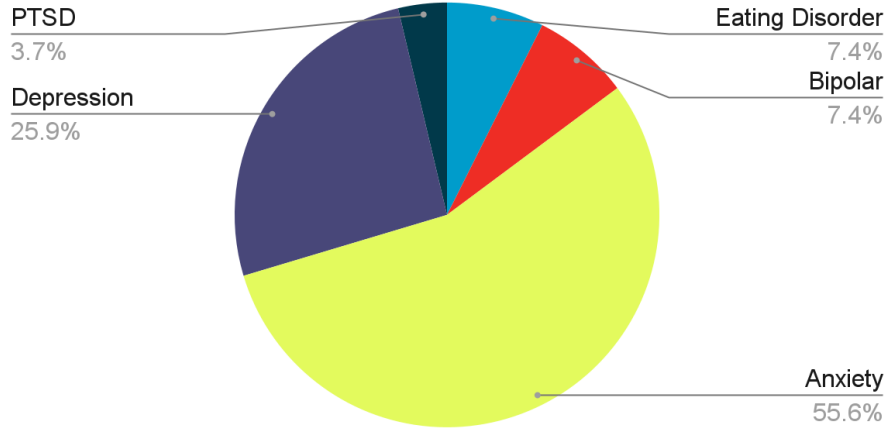
The below chart displays the distribution of responses among those who specified their mental illness.

**Types of Mental Illness**

Responses totaled 14

PTSD
3.7%

Depression
25.9%

Eating Disorder
7.4%

Bipolar
7.4%

Anxiety
55.6%

# Positive Experience

While this survey highlights some shortcomings of College Sailing, it was conducted with the goal of making the sport welcoming and fun for sailors of all backgrounds and identities. As such, it is important to emphasize examples of the sport's strengths as well as its weaknesses.

One sailor mentioned that they have had a very positive experience in College Sailing, describing it as "the best place for me to immerse myself in so many cultures…I have had rivalries with teams on the water and as soon as we hit land, we would drop our differences and enjoy the evening together." The authors hope that this report will be able to spark discussions about how to increase the number of college sailors who have a positive experience.
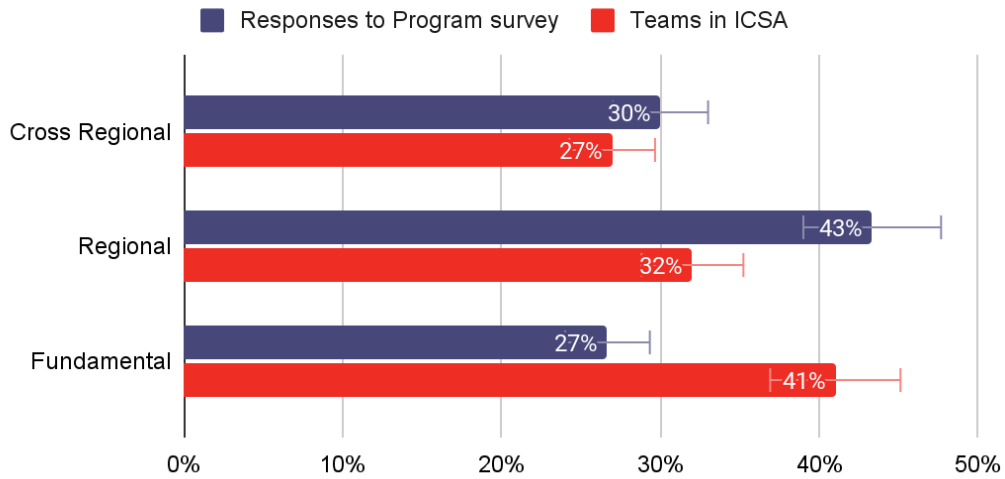
# PROGRAMS SURVEY
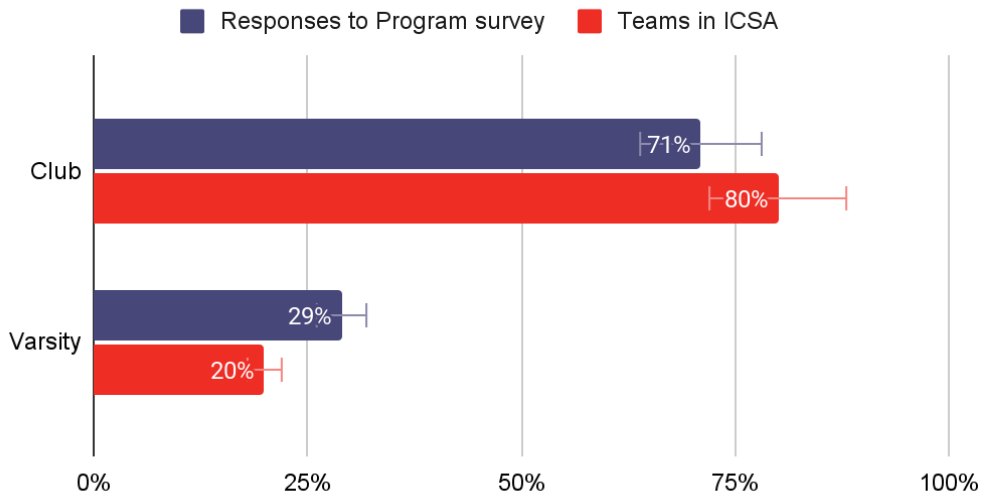
Photo credit: Mark Albertazzi

The purpose of this survey is to analyze how each team operates, which is most often managed by coaches or student leaders. 34 teams completed the programs survey; this represents about 20% of all active teams in College Sailing.

## Team Classification - Programs Survey

Legend: ■ Responses to Program survey   ■ Teams in ICSA

| Classification | Responses to Program survey | Teams in ICSA |
|---|---|---|
| Cross Regional | 30% | 27% |
| Regional | 43% | 32% |
| Fundamental | 27% | 41% |

The majority of responses to the Program Survey were made by Regional and Cross Regional teams. Responses from teams categorized as Fundamental were significantly under-reported. As a result, the findings from the programs survey may not be representative of the structures of Fundamental teams.
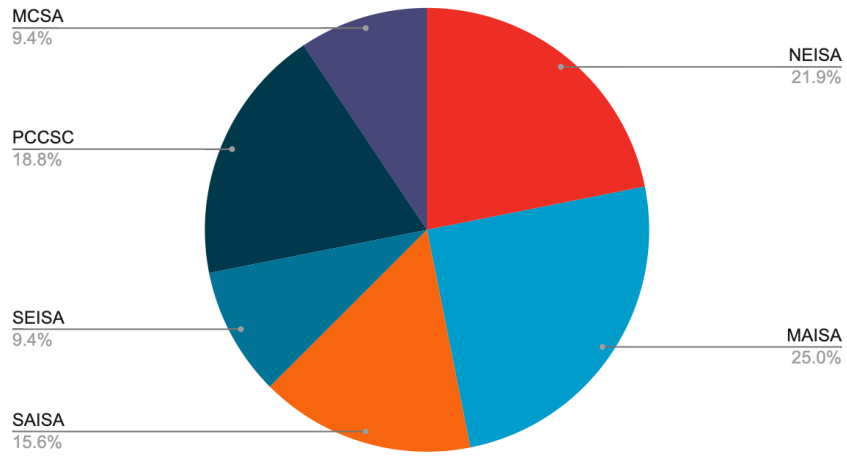
## Program Type - Programs Survey

Legend: ■ Responses to Program survey   ■ Teams in ICSA

| Program Type | Responses to Program survey | Teams in ICSA |
|---|---|---|
| Club | 71% | 80% |
| Varsity | 29% | 20% |

Varsity teams were overrepresented in Program Survey responses.

## Conference - Programs Survey



MCSA
9.4%

NEISA
21.9%

PCCSC
18.8%

MAISA
25.0%

SEISA
9.4%

SAISA
15.6%
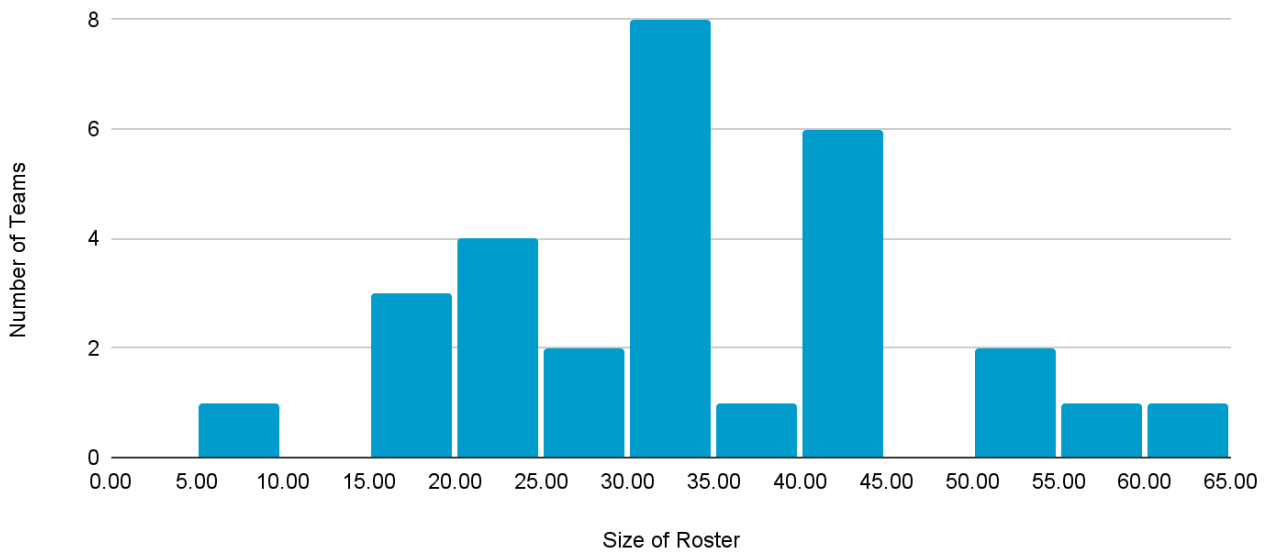
Every College Sailing conference was represented in the Program Survey, with the plurality of responses coming from the Middle-Atlantic conference.
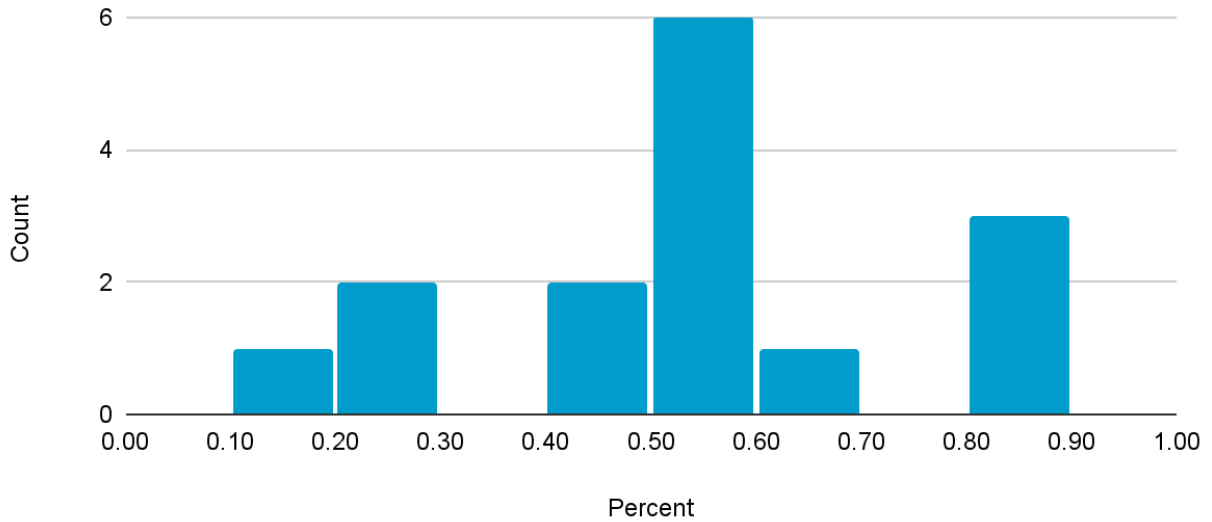
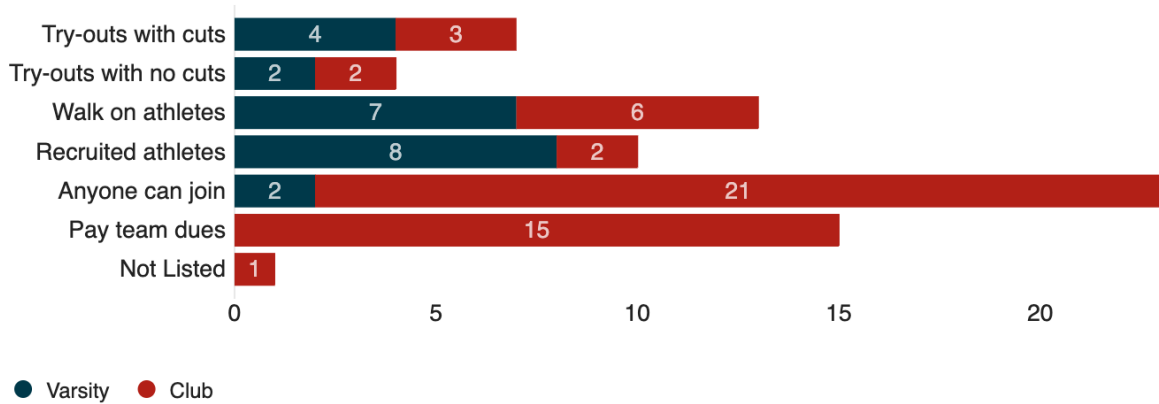## Team Composition

### Roster Size - Fall 2022

## To the best of your understanding, what percentage of people join your team with no prior sailing experience

Responses totaled 29

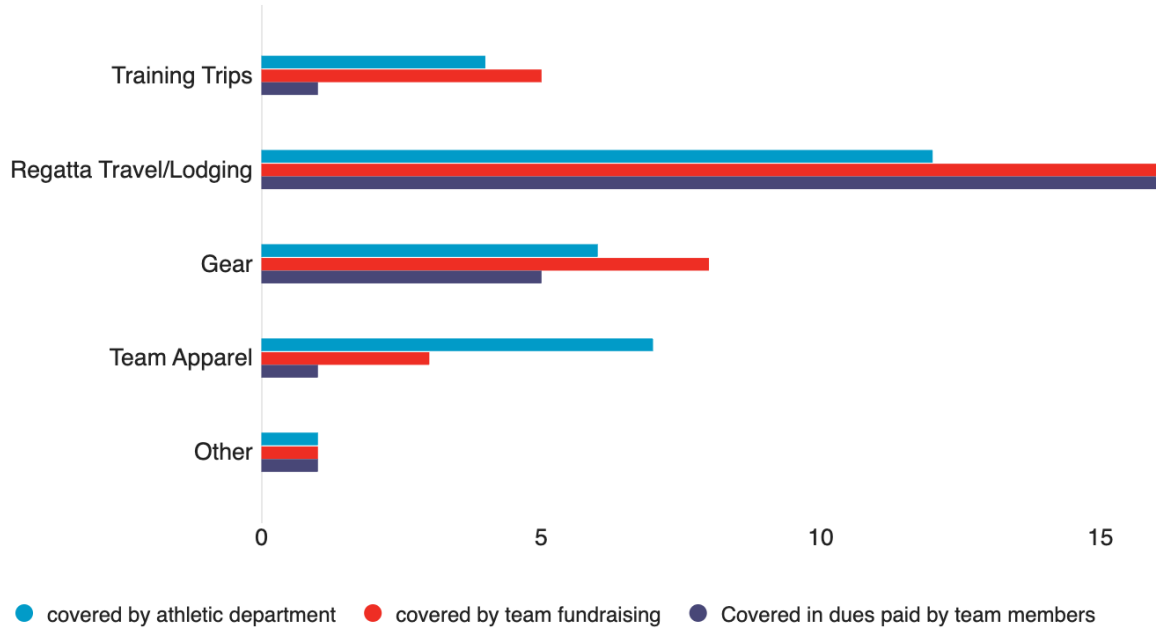

## How do new people join your team? Check all that apply



● Varsity    ● Club

The above graph represents response totals.

# Team Finances

## How are different costs covered? (check all that apply)



● covered by athletic department   ● covered by team fundraising   ● Covered in dues paid by team members

65% of respondents reported that their team members pay dues to participate on their team (13% of varsity teams had team dues, while 83% of club teams had dues). 82% of teams received financial support from their institution in addition to team dues and donations made directly to their team.

# APPENDIX

# Appendix A: Additional Resource List and Recommended Reading

The following resources are meant to help the reader better understand the broader context of College Sailing and the data included in this report.

## US Sailing One Design Surveys

US Sailing: 2019, One Design Classes and Sailor Survey
US Sailing: 2022, One Design Sailing Individual Survey Results

## Women in College Coaching Overall

The Tucker Center: 2023 Women in College Coaching Report Card

## LGBTQ+ Identities: Gender and Sexuality

Athlete Ally Resource List: Includes recommendations for coaches, teams, and organizations
Athlete Ally Index: "A ranking of LGBTQ+ inclusion policies and practices in all NCAA Division 1 athletic departments."
The Trevor Project: A Guide to Being an Ally to Transgender and Nonbinary Youth
Lex Horwitz Resource List

### LGBTQ+ Identity Glossaries:

Comprehensive* List of LGBTQ+ Vocabulary Definitions
LGBTQIA Resource Center Glossary | UC Davis

## Hispanic and Latino/a/e

Who is Hispanic? | Pew Research Center

## Appendix B: Teams Represented

* indicates that a full roster of emails was shared by team leadership

American University *

Amherst College

Arizona State University *

Boston College *

Boston University

Bowdoin College *

Brown University *

Cal Poly University S.L.O. *

Christopher Newport University *

Columbia University *

Connecticut College

Cornell University *

Dartmouth College *

Eckerd College *

Embry-Riddle University

Florida Institute of Technology

Florida State University

Fordham University *

Gannon University

George Washington University

Georgetown University *

Hamilton College *

Harvard University *

Hobart and William Smith
    Colleges *

Indiana University *

Indiana University of
    Pennsylvania *

Loyola University Maryland *

Marquette University

McGill University *

Miami University

Middlebury College *

Massachusetts Institute of
    Technology

Monmouth University *

North Carolina State University *

Northeastern University

Ohio University *

Old Dominion University *

Oregon State University

Penn State University *

Princeton University *

Purdue University

Roger Williams University *

Rollins College

St. John's College

St. Mary's College of Maryland *

Stanford University *

SUNY Stony Brook *

Tufts University *

Tulane University *

U. S. Coast Guard Academy *

U. S. Merchant Marine Academy *

U. S. Naval Academy *

University of California at Irvine

University of California at Los
    Angeles *

University of California at Santa
    Cruz *

University of Kansas

University of Massachusetts at
    Amherst

University of Michigan *

University of Minnesota *

University of New Hampshire*

University of North Carolina at
    Wilmington

University of Oregon *

University of Pennsylvania *

University of Rhode Island

University of Rochester *

University of South Florida *

University of St. Thomas *

University of Vermont *

University of Virginia *

University of Washington *

Vanderbilt University *

Villanova University *

Virginia Tech *

Washington College *

Webb Institute *

Western Washington University *

Yale University

## Appendix C: Number of sailors in College Sailing

This data was collected from Techscore on May 23, 2023.

Number of athletes registered on Techscore:

| Conference | Cross Regional | Regional | Fundamental | Grand Total |
|---|---|---|---|---|
| MAISA | 382 | 265 | 212 | 859 |
| MCSA | 129 | 153 | 199 | 481 |
| NEISA | 619 | 222 | 145 | 986 |
| PCCSC | 261 | 297 | 65 | 623 |
| SAISA | 214 | 329 | 91 | 634 |
| SEISA | 34 | 50 | 90 | 174 |
| **Grand Total** | **1639** | **1316** | **802** | **3757** |

# Appendix D: Copy of Survey

## Coach Version

https://docs.google.com/document/d/e/2PACX-1vQ1pZhvRfGUbsCunfdLIdJ8384T6psgobQfWbVXy-ojtcB8Wrscvu1vxd9js87QHg41uF-XSNsTcEf5/pub

## Athlete Version

https://docs.google.com/document/d/e/2PACX-1vR51I9BtF5EVGnOVXsla67yWan4fRyCZPySgKpoFWs6Y0tKNFdvAtqUzIRRJzlTLZs5R6DwYlGmxtPh/pub

## Programs Survey

https://docs.google.com/document/d/e/2PACX-1vRy2uY6FW_G0CLsEsaPlrxI-VQFbbf-6VgxZmWL6KQUQX86rQt6-SpYUNP5Lq0Fk5Qk5hheX4uZgG-B/pub