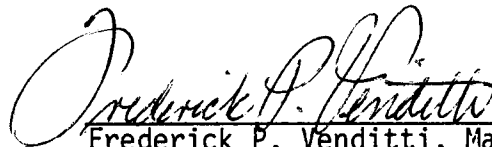


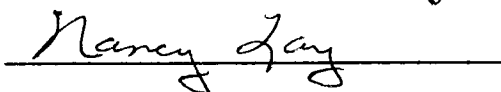
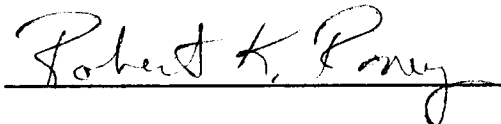
To the Graduate Council:

I am submitting herewith a dissertation written by Virginia Ann (Ginger) Johnson Hood entitled "Administrative Structures of Post-Secondary Athletic Departments." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.



Frederick P. Venditti, Major Professor

We have read this dissertation  
and recommend its acceptance:



Accepted for the Council:



The Graduate School

ADMINISTRATIVE STRUCTURES OF POST-SECONDARY  
ATHLETIC DEPARTMENTS

A Dissertation  
Presented for the  
Doctor of Education  
Degree  
The University of Tennessee, Knoxville

Virginia Ann (Ginger) Johnson Hood  
December 1983

## ACKNOWLEDGEMENTS

The author wishes to express appreciation to all of those who supported her during her graduate program, and especially during the completion of this research work. Special indebtedness for their advice and help is owed to the committee members: Dr. Frederick P. Venditti, chairperson; Dr. Robert K. Roney; Dr. Howard Aldmon; and Dr. Nancy Lay. A special thank you goes to Dr. Earl Ramer, who encouraged the author during the early stages of the study and who signed the letter of transmittal for the men's questionnaires.

Gratitude is expressed to the Board of Directors of the Girls Club of Knoxville, Inc., who granted the author an educational leave to complete this document; to Mrs. Ginny Combs, President of the Girls Club Board, who spent hours filling in for the author; and the Girls Club staff, who maintained a high quality program during the author's absence.

Special appreciation is extended to my family. Those who have supplied support and encouragement were my father and step-mother, Harold and Priscilla Johnson, and my in-laws, Max and Helena Hood. In addition, there were my husband, Tom, who could always find something else I needed to do before turning the chapters into the committee; my son, Chris, who could always raise my spirits when they were low; and my daughter, Heather, who made deals with me to swap work tasks. Last is my mother, Caroline Johnson, who did not live to see this project completed but taught me to continue to work on a task until it was completed.

It is with great pleasure that I dedicate this dissertation to my parents, husband, and children. Without their help it never would have been completed.

## ABSTRACT

The purpose of the study was to provide information to fill a gap in the related literature. Questionnaires were sent to the women's and the men's athletic directors at 220 randomly selected institutions holding membership in NCAA and AIAW during 1977-78. Questionnaires were returned by 107 men's and 124 women's athletic directors with a total of 157 different schools represented.

Cross-tabulation of the departmental organization (i.e. joint or separate) variable and location within the institution (i.e. HPER, student services, independent) variable yielded six athletic administrative structures. Analyzing the men's sample and the women's sample separately, the study reports on the 67 men's cases and 81 women's cases concentrated in joint/HPER and joint/independent categories.

Characteristics for the joint/independent men's departments which were significant at the .05 level when  $\chi^2$ s were run follow: used business manager to help prepare budget; received revenue from men's gate receipts and special clubs; coaches received extra income from special events, clinics, etc.; used advisory oversight groups; had greater number of assistant athletic directors; had 2-6 full-time trainers; had 1-3 full-time sports information employees; and had one or more full-time recruiters.

Characteristics significant for joint/HPER men's departments follow: budgets of \$299,999 and less; top athletic administrator

required to coach; had five part-time sports information employees; and had 10 or fewer full-time employees.

Characteristics significant for joint/independent women's departments follow: received revenue from TV and radio broadcast rights and options and guarantees; provided tutors; included tuition in full grants-in-aid; had person specifically designated to administer women's athletics and one to administer men's athletics; and had one or more full-time support staff.

A characteristic significant for joint/HPER women's departments was fringe benefits were provided employees. Other variables were significant for both men's and women's departments in each administrative structure.

For most departments, the institution's general budget was the major source of athletic funds and coaches and athletic directors were generally responsible for budget preparation. Additional studies need to be undertaken to identify specific characteristics of each of the athletic administrative structures.

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## CHAPTER I

### INTRODUCTION

Formal collegiate athletic competition in the United States began in the mid-1800s with simple contests arranged between two educational institutions. The late 1800s and early 1900s brought rapid growth to athletics for men and women. With this growth came the need for regulating organizations and several of these were very influential in the development of athletics in the United States. One such organization was the National Collegiate Athletic Association (NCAA) which was organized to regulate football. Its leadership and that of other organizations contributed to the continued growth of men's athletic programs and the development of administrative structures to handle the needs of these programs.

Another influential organization was the Women's Committee of the American Physical Education Association. This committee and several other organizations channeled women's programs in a less competitive direction where playdays and sports days provided the primary interscholastic and intercollegiate competitive opportunities. Thus, few highly competitive opportunities were provided for athletically talented girls and women during the period from 1930 to 1960. The need for athletic administrative structures for women's programs was limited, and few were developed during this thirty-year period.

By the latter half of the 1960s women had begun pressing for increased opportunities for high level competition on the secondary

and post-secondary levels. The Women's Rights Movement and numerous other elements in United States society had created an atmosphere which was conducive to major changes for women. One change occurred in 1971 when the Association for Intercollegiate Athletics for Women (AIAW) was formed. Its purpose was "to provide governance and leadership dedicated to the assurance of standards of excellence and educational soundness in women's intercollegiate athletics" (AIAW Directory 1978-1979, p. 3).

Another major change which occurred during this time affected educational institutions all over the nation. This change was the enactment of Title IX of the Education Amendments Act (PL91-230) on June 23, 1972. Final regulations were published in 1975 and the intent of the act can be seen in the following quotation from it:

No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (Federal Register, 1975, p. 24128).

The spirit of the law was that if a school system or institution received any Federal funds all programs associated with the system or institution were to comply with the non-discrimination provision. Many athletic administrators felt that athletics should not be included, because these programs did not receive Federal funds directly. Despite this opinion, athletic programs were included in the law, and the regulations allowed three years for changing programs to bring them into compliance. By June 1978, equal opportunities were to be available to both sexes in athletic and physical education programs. As institutions worked toward compliance in athletic

programs, it became necessary to provide further clarification. Additional regulations were published in 1979, which attempted to provide direction for those needing it.

As colleges and universities attempted to create women's athletic programs and alter existing ones, a degree of chaos was created. Betty McCue, a physical education department head at this time, suggested one reason for the chaos when she said, "There is no administrative pattern to follow in intercollegiate sports for women, since this part of the athletic program has been almost non-existent until the recent past" (Steitz, 1971, p. 325). Many women physical educators viewed this as an opportunity to experiment with new structures and not just accept the traditional men's model. Committees were formed to study the administrative structures of institutions in an effort to place women's athletic programs in the best position in the structure. These committees also examined the needs of the students as they related to Title IX regulations. Listed below are a number of different athletic administrative structures and locations that were proposed.

1. Joint athletic department for men and women  
located in an autonomous athletic department
2. Joint athletic department for men and women  
located in the Health, Physical Education, and  
Recreation Department
3. Separate athletic departments for men and women  
located in the Health, Physical Education, and  
Recreation Department

4. Separate athletic departments for men and women which are autonomous.

Many schools used one of the above structures with adjustments for their specific situation. Once location and organization were determined, other problems in finance, program, administration, personnel (staff and student), facilities, and equipment had to be solved.

The growth in women's athletic programs did not occur without opposition. Much of it was centered around funding and the fear that funds designated for men's athletics would be diverted to women's programs. Additional opposition was voiced because there were few women who were qualified to coach, and many people opposed the idea of men coaching women and girls. Some physical educators opposed Title IX because they saw it as a law which would force women's athletic programs to replicate the men's athletic programs with all of their problems. Despite the problems and opposition related to the passage of Title IX, educational institutions moved to bring their programs into compliance. This investigation was conducted during the academic year following the compliance deadline.

#### Statement of the Problem

Since 1972, colleges and universities have faced the problem of providing equal opportunities in athletic competition as mandated by Title IX of the Education Amendments of 1972. Institutions which had limited or no women's athletic programs had to find a place within their structures to locate these programs. Most men's

athletic programs were well established and permanently located within the institution's structure. Their athletic administrative structures were in place and functioning, while the women's were limited at best.

When administrators searched the literature for information about current alternatives, they found that textbooks were the primary source of information available to them. Few studies had been conducted to provide a data base relative to the athletic administrative structures in use. The problem addressed in this study was that of identifying and describing the elements found in men's and women's athletic departments as they relate to the various athletic administrative structures. The institutions of primary concern were four-year, post-secondary educational institutions in the United States which held membership in both NCAA and AIAW during the 1977-78 school year. An attempt was made to discover if the administrative and program elements found in the departments could be productively grouped into administrative structure categories.

#### Purpose of the Study

The purpose of this study was to provide information to fill a gap in the related literature. As a result of the recent advent of women's athletic programs and the state of change which has existed in the administration of men's and women's athletic programs, a large gap in the literature concerning athletic administration has developed. This study gives the reader information about athletic administrative structures as they existed during the final year for initial compliance with Title IX, and it identifies characteristics which are

specific to each structure. With this information, institutions will be able to examine the various structures and characteristics, consider their own situations vis-a-vis these structures and characteristics, and thus make a more intelligent decision when selecting and/or changing their administrative structures.

### Questions Pertinent to the Study

The study attempted to answer the following questions:

1. What are the various administrative structures found in four-year, post-secondary educational institutions which held membership in both NCAA and AIAW during the school year 1977-78?
2. What elements of the financial phase of the athletic departments are associated with each of the administrative structures? Are any of these elements unique to a specific athletic administrative structure?
3. What elements of the sports program offered by the athletic departments are associated with each of the administrative structures? Are any of these elements unique to a specific athletic administrative structure?
4. What elements related to athletic department staff and student personnel are associated with each of the administrative structures? Are any of these elements unique to a specific athletic administrative structure?
5. What elements related to the facilities used by the athletic departments are associated with each of the

- administrative structures? Are any of these elements unique to a specific athletic administrative structure?
6. What elements related to the equipment used by the athletic departments are associated with each of the administrative structures? Are any of these elements unique to a specific athletic administrative structure?
  7. What athletic administrative structures are being used in educational institutions of various sizes?
  8. Are athletic administrative structures similar among schools within athletic conferences?

#### Importance of the Study

Little effort has been made to collect information about the athletic administrative structures which have evolved during this century. Therefore, it is important to conduct a study to draw this information together in an effort to provide a better general understanding of the elements of athletic administrative structures in four-year, post-secondary educational institutions. This study will provide a base of knowledge which can then be used by educational institutions undergoing the change process.

#### Assumptions of the Study

The basic assumptions made relative to the study were as follows:

1. Athletic directors for men's and women's programs have access to the information desired.

2. Responses obtained through the use of a questionnaire are typical of those of athletic directors in similar situations throughout the United States.
3. Data collected can be analyzed and implications drawn which will aid educational institutions in determining the athletic administrative structure best suited to their situation.
4. There may be more desirable athletic administrative structures for educational institutions than those currently in use.

#### Design of the Study

Questionnaires were mailed to both the administrator of men's athletics and the administrator of women's athletics at four year colleges and universities that held membership in NCAA and AIAW during the 1977-78 academic year. The population was determined by cross referencing the membership roster of the two organizations as found in their respective handbooks for the designated year. The chi-square statistic was utilized to determine the sample size used. A random numbers table was used to draw the sample population of 220 institutions. This process will be discussed in more detail in Chapter III.

The questionnaire used in this study was conceived and constructed by the investigator, and all of the information requested was factual in nature except that sought by the two probe questions at the end of the instrument questions. Information was requested in each of the following categories: administrative structure, program,

finance, personnel, facilities, equipment, and demographic characteristics. Some general questions were included in the questionnaire for both types of administrators. These provided a crosscheck on the information. The majority of questions was specifically about either the men's athletic department or the women's athletic department, so that information about both types of departments would be available to the researcher. Follow-up procedures were followed to assure an adequate return rate.

Each questionnaire was analyzed to determine the athletic administrative structure classification (e.g. joint/HPER, etc.) which would accurately describe it. The other variables were then analyzed as they related to the administrative structures variable. Descriptive statistics and measures of association were employed to analyze the data. Where a level of significance was required, the .05 level was used. A detailed discussion of the collection and interpretation of the data is presented in Chapters III and IV.

#### Definition of Terms

1. Association for Intercollegiate Athletics for Women (AIAW) is the regulating body for women's intercollegiate athletics which was established in 1971 by the Division for Girls' and Women's Sports (now the National Association for Girls and Women in Sports).

2. Athletic Administrative Structure is the organizational pattern in an educational institution of higher learning which establishes the line of authority for the athletics program (e.g. joint/HPER, joint/student service, joint/independent, joint/other,

separate/HPER, separate/student service, separate/independent, separate/other).

3. Athletic Director is the person who has the responsibility for administering an athletic program. He/she may administer the men's program, the women's program, or both, depending upon the athletic administrative structure.

4. Elements are those traits of an athletic department which might or might not be unique to it.

5. Extramural Competition is athletic competition between teams whose members are from more than one educational institution. These events are informally organized and administered. Scheduling is usually completed close to competition time. There is little or no coaching of the many participants. Examples of this type of competition are playdays, sports days, invitational meets, and telegraphic meets.

6. Intercollegiate Athletics is athletic competition between teams representing different colleges and universities. This competition is designed for the highly skilled athlete. Scheduling is often completed years in advance of the actual competitive events.

7. Interscholastic Athletics is athletic competition between teams representing different elementary or secondary schools. Competition is usually scheduled well in advance of the competitive event.

8. Intramural Competition is athletic competition between teams from one school. There is limited or no coaching, and many students, regardless of skill level, have the opportunity to play.

9. Invitational Meet is an athletic competitive event which has a host school inviting one or more schools to participate in the event. These schools generally would not compete against each other at regularly scheduled athletic events. A team represents each school so that its identity is maintained, and each team usually has been coached by a professional. The winner of the meet is determined and awards given at the end of the meet. There are usually spectators and sometimes these people pay admission to view the meet.

10. Joint/HPER Departments are those athletic programs organized as joint men's and women's departments which are a part of the Health, Physical Education, and Recreation or Athletics Department.

11. Joint/Independent Departments are those athletic programs organized as joint men's and women's departments which are independent of any other university departments.

12. Joint/Other Departments are those athletic programs organized as joint men's and women's departments which are not a part of the Health, Physical Education, and Recreation Department, the university's student services program, or an independent department.

13. Joint/Student Services Departments are those athletic programs organized as joint men's and women's departments which are a part of the university's student services program.

14. National Collegiate Athletic Association (NCAA) is a major regulating body for men's intercollegiate athletics which was founded in 1906 by representatives from various colleges and universities.

15. Playday is a full day of competition at a host school where several schools have been invited to participate. The

competitors are divided into teams after they arrive, and, where possible, the teams have at least one representative from each school. The identity of the schools is not maintained. The emphasis is on sport for sport's sake, and the aims are primarily social in nature. There are few spectators in attendance and no coaches.

16. Separate/HPER Departments are those athletic programs organized so the men's and women's departments are separate and are a part of the Health, Physical Education, and Recreation or Athletics Department.

17. Separate/Independent Departments are those athletic programs organized so the men's and women's departments are separate and independent of any other university department.

18. Separate/Other Departments are those athletic programs organized so that men's and women's departments are separate and not a part of the Health, Physical Education, and Recreation Department, the university's student services program, or an independent department.

19. Separate/Student Services Departments are those athletic programs organized so the men's and women's departments are separate and are a part of the university's student services program.

20. Sports Days are when several schools are invited to bring teams to participate in a full day of athletic competition at the host school. More than one sport may be played, and sometimes more than one team from a school is allowed to attend and participate. Because the schools bring teams that have already been formed, the identity of

the school is maintained. There are usually few spectators and the aims are primarily social in nature.

21. Telegraphic Meets are when a school invites one or more other schools to participate in the meet. The rules for the meet are distributed to each school in advance, and the participants compete at approximately the same time at their respective schools. Each observes the rules set for the meet. The results are recorded and sent to the "host" school issuing the original invitation. They are tallied and the final rankings are then returned to the participating schools. If only two schools participate, scores are simply exchanged. This method is most frequently used with sports such as bowling, archery, golf, swimming, and track and field.

22. Title IX of the Education Amendments of 1972 was the first comprehensive Federal law which regulated sex discrimination in educational institutions and agencies receiving Federal funds.

23. Women's Rights Movement was an organized social movement which sought to enhance the economic, political, and social standing of women in the United States. Its influence was strongly felt during the late 1960s and 1970s.

#### Organization of the Study

This research report consists of five chapters:

Chapter I contains an introduction to the problem, a statement of the problem, the purpose of the problem, questions that are pertinent to the study, the importance of the study,

assumptions of the study, the design of the study, the definition of terms, and the organization of the study.

Chapter II is a limited historical review of the development of men's and women's athletic departments and two major regulating bodies as they relate to these departments.

Chapter III explains the methodology used in the study.

Chapter IV presents the findings and data analysis.

Chapter V contains the summary, conclusions, and implications of the study.

## CHAPTER II

### LITERATURE REVIEW AND HISTORICAL DEVELOPMENT

#### Literature Review

At the inception of this project in 1978, a review was conducted of Educational Research Information Center (ERIC) entries, dissertation abstracts, periodical literature, and textbooks. A 1970 study which was completed by Ivan Mears was the only closely related study identified. The purpose of his study was to make a critical analysis of the organization and administration of intercollegiate athletics in church-related educational institutions in the United States. The data were collected using a questionnaire which was sent to 428 schools. The usable return rate was 61 percent with 263 responses. The data relevant to the current study follow:

1. In 56.7 percent of the schools the athletic director and chairman of the physical education department were the same person . . .
2. The coaches in 91.6 percent of the schools were hired as regular members of the teaching staff . . .
3. Only 21.7 percent of the schools had a business manager of athletics . . .
4. The four main sources of money for intercollegiate athletics were the school (budget), gate receipts, student fees, and unspecified other sources . . .
5. Almost two-thirds of the schools stated they had an athletic information director (Mears, 1970, p. 3322A).

Mears' study provided certain basic data about athletic administrative practices for church-related institutions prior to the end of 1970.

Three years later, an update review of the previously mentioned sources was conducted by the researcher in an effort to locate additional research studies related to this study. During this follow-up investigation one additional study was located. It was learned that James Brock conducted a study in 1978 which analyzed the organization and administration of athletic departments and the role of the faculty athletic representative and athletic board. The population was limited to schools whose athletic departments were organized so as to be separate and independent from physical education departments. Sixty-eight men's athletic directors from selected major universities consented to complete the questionnaire.

The data indicated the following:

1. The number of men's teams had stabilized, while the number of women's teams was on the increase;
2. Most women's athletic programs were controlled by men's athletic directors; and
3. The majority of the institutions had athletic boards whose membership included faculty and student representatives. These boards were primarily advisory groups with the athletic director making most of the decisions (Brock, 1978, p. 557A).

Because there were so few available research studies related to the topic of this project, it was decided that an historical review of the development of athletics would be appropriate. It would provide a better understanding of the situation that stimulated interest in the subject of this study.

### Historical Development

Archeologists have found evidence that members of primitive societies participated in competitive activities which usually

prepared young boys for strenuous puberty rites and demanding adult activities. They were also used by men to maintain skills used in adult life. Some of these early competitive activities were boxing, wrestling, running, boat racing, archery, swimming, and team games played with a bat and ball (Van Dalen, Mitchell, and Bennett, 1953, pp. 7-9).

Through the centuries, cultural expectations have played a major role in athletic competition and participation. Walter Schwank (1971) spoke to this point when he said, "Sports and athletics reflect the culture in which they exist and take a form consistent with the culture. As the culture changes, so do sports and athletic programs change" (p. 6). An example of this is seen as early as 1000-300 B.C. in Spartan communities in Greece. The girls participated in athletic competition regularly, but, unlike men, once they married they were expected to give up their athletic activities and stay at home.

The early Greeks were instrumental in formalizing athletic competition. During the celebration of the Hellenic holidays which honored their gods, young men would compete for honors. The rich and poor competed on equal terms at these events, and the winners became local heroes. The most famous of these celebrations is known today as the Olympic Games. Originally they were held at Olympia and continued for five days during which they were accompanied by ceremonies honoring Zeus. They were held every four years beginning in 776 B.C. and continuing to 394 A.D. when they were abolished by the Christian ruler who did not like the pagan worship connected with them or the corruption which had crept into the competition. Males were allowed

to compete, but females were not even allowed to attend unless they happened to be the priestess of Demeter or her attending virgins (Van Dalen, Mitchell, and Bennett, 1953, p. 51). H. A. Harris (1968, pp. 7-12) suggests that evidence exists which indicates there was a sequel festival to the Olympic Games in which women were the only competitors. This was the Festival of Hera, which was also held at four-year intervals in the Olympic Stadium but at a different time of the year than the Olympic Games.

Athletics as we know them today began developing in the early 1800s. Van Dalen, Mitchell, and Bennett (1953, p. 361) suggest that the reason athletics came into schools was that the students had grown tired of participating in "hazing, fighting and destructive pranks." One must remember that most college students at this time were men. While there were some private colleges for women, it was not until after the turn of the century that women began attending colleges and universities in large numbers.

Rowing was the first sport in which formal intercollegiate athletic competition was held. Interclass football was played as early as 1827, and it became an intercollegiate sport in 1840 when Yale and Princeton played each other. Baseball was evolving from cricket during the early 1800s; and in July, 1859, the first intercollegiate baseball game was played (Rice, Hutchinson, and Lee, 1958, pp. 195-96). The Civil War interrupted the growth of men's athletics, but at its close in 1865, they began to grow rapidly. During this period of rapid growth rules, officiating, and equipment were not standardized so that teams often had to agree upon contest rules

immediately prior to a competitive event. Teams also wore or played with different equipment in the same game. The officiating was dubious at best. All of this chaos resulted in player injuries and corrupt practices.

The need for adequate regulations became apparent as intercollegiate athletic competition continued to grow. The first intercollegiate sport to be regulated was rowing. Its regulating organization, the Rowing Association of American Colleges (RAAC), was founded in 1870 and disbanded in 1876. By 1873, the Intercollegiate Association for Football (IAF) had been formed by four eastern schools. Three years later it was replaced by the Intercollegiate Football Association (IFA). The Intercollegiate Association of Amateur Athletics of America (IC4A) came into being in 1875 to regulate track and field. The most important of these early regulating bodies was the National Association of Amateur Athletics of America (NAAAA), which was founded in 1879 and later, in 1908, became the Amateur Athletic Union (AAU). The aims of this organization were to "check the evils of professionalism, keep athletics on a respectable level, promote legitimate sports, define rules, and conduct competition in an orderly and fair manner" (Rice, Hutchinson, and Lee, 1958, p. 228).

It is evident that there was little stability in the regulation process during the early years of athletic competition. Regulating bodies were changing as were the representatives to them. The early organizations were composed of student representatives who were selected by their respective schools. The primary concern of most of

these early groups was to agree upon the rules of the sports.

Graduate student representatives met with undergraduate representatives beginning in 1881. Two years later, the initial attempt by the faculty to control athletic competition came when the Intercollegiate Athletic Conference was convened. The conference failed, because only three out of the nine colleges represented ratified the provisions which attempted to regulate intercollegiate athletics. A committee of 22 faculty members came together the next year, 1884, and tried to agree on some basic propositions concerning intercollegiate athletics. Unfortunately, these principles were not generally accepted by the schools; and this attempt at faculty regulation was also aborted (Rice, Hutchinson, and Lee, 1958, pp. 228-29).

Football became so rough during these years that the faculties at many schools grew increasingly concerned about the dangers of the sport. At Harvard and Yale they decided to abolish intercollegiate football, and it was not played during the five years between 1885 and 1890. Despite this type of action by faculties and without the benefit of a major regulating body, men's athletics continued to grow during the rest of the nineteenth century.

Women's athletics had quite a different history during the 1800s. Cultural attitudes played a major role in preventing women from participating in vigorous sports; and when they did participate, they were hampered by the restrictive clothing they were required to wear. It was not until the 1880s that women in colleges organized sports clubs and began to compete regularly. Wellesley College competed in rowing during this time, and by 1890 women in colleges were

engaged in a number of sports. Many of these were what are often referred to as lifetime sports, such as bicycling, boating, and tennis.

A big boost to women's athletics was the invention of basketball in 1891. During this same year, the first Women's Athletic Association was formed. The next year basketball clubs sprang up, and women began playing the game at many colleges. As with all new sports, there was a variety of sets of rules which caused some confusion. Despite this, women were playing intercollegiate basketball on a large scale by 1894 (Rice, Hutchinson, and Lee, 1958, p. 230).

The first attempt to regulate competitive sports for women was in 1899 when the Conference on Physical Training convened. A committee of women was appointed to make an extensive study of the various versions of basketball and to prepare one set of rules for the use of all women and girls. When their work was completed, the rules were published and distributed (Van Dalen, Mitchell, and Bennett, 1956, p. 412).

The end of the nineteenth century came, and cultural restrictions were relaxed some for women. They were able to shed the long skirt dresses in which they had previously been required to play. They were allowed to wear bloomers and blouses which allowed them to move more freely. At the turn of the century men's athletics had progressed more rapidly than women's athletics, although neither the men nor the women had developed a good system for regulating competition.

Two important semi-related events had occurred in the last 20 years of the nineteenth century. Both would eventually influence

competitive sports in the United States. The first of these events was the formation of a professional society for physical educators. It was founded in 1885 as the Association for the Advancement of Physical Education (AAPE), and the next year the organization changed its name to the American Association for the Advancement of Physical Education (AAAPE). The organization went through a series of name changes as follows:

1903--American Physical Education Association (APEA);

1937--American Association for Health and Physical  
Education (AAHPE). This year it became part of the  
National Education Association;

1938--American Association for Health, Physical Education  
and Recreation (AAHPER);

1974--American Alliance for Health, Physical Education and  
Recreation (AAHPER);

1979--American Alliance for Health, Physical Education,  
Recreation and Dance (AAHPERD) (Freeman, 1982, p. 31).

This organization influenced athletic competition by stressing the educational value which was possible through properly managed competition.

The second event was the revival of the Olympic Games in 1896. The question of who was eligible to compete in the games and how they would be selected became an important matter. Corporations were sponsoring athletic teams at this time, so there were many non-collegiate athletes interested in competing in the Olympics. The

AAU took the lead in regulating non-collegiate athletics and the selection of Olympic Game competitors.

At the turn of the century many large football stadia were constructed, which resulted in an increase in attendance and gate receipts. This, plus an increase in media visibility, helped start men's athletics on their way to becoming big business. A large number of football injuries and increased dissension about eligibility caused college administrators to become concerned enough to consider abolishing the game. At the request of the chancellor of New York University, representatives from 13 colleges met on December 12, 1905. The purpose of the meeting was to determine whether college football should continue and, if it should, what could be done to improve it. The participants agreed, after much debate, to keep football and organize an agency to control college athletics. Another conference was called in late December, 1905, which was attended by representatives from 62 colleges. This group established the Intercollegiate Athletic Association of the United States, which ratified its by-laws and constitution on March 31, 1906 (Van Dalen, Mitchell, and Bennett, 1953, p. 437). The purpose of this organization was:

to uphold the principles of institutional control of all collegiate sports; to maintain a uniform code of amateurism in conjunction with sound eligibility rules, scholarship requirements and good sportsmanship; to promote and assist in the expansion of intercollegiate and intramural sports; to formulate, copyright and publish the official rules of play; to sponsor and supervise regional and national meets and tournaments for member institutions; to preserve athletic records; and to serve as headquarters for national collegiate athletic matters (Bucher, 1979, p. 200).

This organization changed its name in 1910 to the National Collegiate Athletic Association (NCAA). Shortly after this, minimum eligibility

rules were established but not enforced, because the organization had no executive or legislative powers.

With the organization and growth of the NCAA, control of intercollegiate athletics moved from the students to the faculty, and the organization began addressing the common problems which its member institutions were facing. The first of these was seasonal coaches whose only connection with the colleges was to coach a specific sport during its specific season. Efforts to eliminate these coaches resulted in some coaches being hired for physical education faculty positions in which they also taught service classes, and others being hired as full-time coaches in separate athletic departments.

Standardization of rules was another problem. Therefore, the NCAA appointed committees to write and publish single sets of rules. It also promoted athletic conferences, and by 1921 was sponsoring its first national tournament which was held in track and field. Swimming was added in 1924 (Van Dalen, Mitchell, and Bennett, 1953, p. 438).

The AAU was also growing stronger during these early years of the twentieth century. By 1912 it claimed to have jurisdiction over 538 athletic clubs and 19,000 registered athletes. When World War I was declared, it did not affect these organizations as much as it did the NCAA schools. Growth in intercollegiate (NCAA) athletics was slowed temporarily by the war. Some schools discontinued their athletic programs and others moved to turn their departments and facilities over to the campus military divisions for use in military training.

Selection of the athletes for the 1920 Olympic Games created much dissension which culminated in the formation of the National Amateur Athletic Federation (NAAF). The members of this organization were national athletic groups, each of which determined the eligibility of its own members. The Men's Division continued to function into the 1930s. This organization's aim was

to create and maintain in the United States a permanent organization representative of amateur athletics and organizations devoted thereto; to establish and maintain the highest ideals of amateur sport; to promote the development of physical education; to encourage the standardization of rules of all amateur athletic games and competitions; and to encourage the participation of men of this country in the International Olympic Games (Rice, Hutchinson, and Lee, 1958, p. 321).

An enormous expansion of men's athletic competition took place during the decade between 1920 and 1930. Up to this point the collegiate program had included football, baseball, track, and basketball. These programs were expanded during the twenties to include swimming, tennis, wrestling, cross-country, fencing, soccer, gymnastics, and golf. Additional stadia were built, and other expanded facilities were made available for the use of collegiate teams. Other factors contributing to this growth were increased player interest and growth in spectator interest. By 1930 college football attendance had soared to over 10 million (Rice, Hutchinson, and Lee, 1958, p. 349).

Concern was growing about the abuses in college athletics; and in 1929, at the request of a number of athletics related associations including the NCAA, the Carnegie Foundation studied this issue. The subsequent report outlined the abuses found. Three of the most prominent were professionalism, commercialism, and the lack of academic

integrity (Betts, 1974, pp. 219-20). This report was known as the Carnegie Report, and it was used to initiate change in athletic practices during the 1930s.

A boom time for women's athletics was the period between 1900-1920. Previously, women had played basketball and rowed; but now they were competing in field hockey, swimming, tennis, and track and field. By 1909 almost half of the colleges in the Midwest and West had inter-collegiate athletic programs for women, but with strict controls which the women imposed upon themselves. Women coached the teams and officiated at the events which were held before invited audiences rather than the general public. The women's programs were funded through the general budget of the institutions, thus making them easier to control. There was an absence of the professionalism which permeated men's athletics at the time (Van Dalen and Bennett, 1971, p. 451).

Industry was making its contribution to the growth of women's athletics, too. It had organized teams and was providing national championship tournaments. Many women physical educators opposed these programs, because they were dominated by men who coached, managed, and financed the teams. They also exploited the star athletes and reaped all the financial rewards.

At this time there was great concern about the control of women's athletics. Women did not want the evils which were prevalent in men's athletics to corrupt women's athletics, and they were concerned about the exploitation of women who played on industry teams. To complicate the issue more, it was widely believed that strenuous

exercise would affect a woman's childbearing abilities. Research findings did not support this belief, however, and women's athletics continued to grow during the years prior to World War I.

An early effort to regulate women's athletics came with the formation of the National Women's Basketball Committee in 1905. During 1907 the committee tried to formulate standards and policies but had little success. Renewed efforts to regulate women's intercollegiate athletics occurred in 1917 when the Athletic Conference of American College Women (now the Athletic and Recreation Federation of College Women) was founded. This group was an outgrowth of the Women's Athletic Associations which were operating on many campuses. It went on record as opposing intercollegiate competition for women and supporting the use of sports days, playdays, telegraphic tournaments, and similar types of competition, because these activities did not have the evils that intercollegiate athletics had connected with them. A pro-athletic organization known as the Committee on Women's Athletics (CWA) was appointed by the American Physical Education Association (now the AAHPERD) during 1917. The CWA was charged with the responsibility of improving women's athletics through the formulation of uniform rules and standards for the sports in which women were participating. In 1927 this committee became the Women's Athletic Section (now the National Association for Girls and Women in Sport) of the APER. Membership was on an individual basis, and the members represented their own points of view, not their college's. A year later it became apparent that there was a need to regulate the officiating at women's events. Accordingly, the Women's National

Officials' Rating Committee was formed. This group standardized the officiating at women's athletic competition, and in so doing eliminated many of the problems that had occurred. A split had begun to develop between those women physical educators who supported women's athletics and those who did not (Van Dalen, Mitchell, and Bennett, 1953, p. 441).

The Women's Division of the National Amateur Athletic Federation (NAAF) was another influential organization. The organizational meeting was held in 1923 under the direction of Mrs. Herbert Hoover, and the group adopted a platform which advocated the "formation of sane and wholesome athletics for the girls and women of the United States" (Rice, Hutchinson, and Lee, 1958, p. 321). Membership was either as an individual or group, an option which extended the organization's influence more rapidly than the Committee on Women's Athletics. The Women's Division sought to promote sports for all women and to establish principles which would provide for the intelligent selection, supervision, and promotion of women's sports activities. At no time did it organize to conduct women's athletic events.

Another group that made an effort to regulate women's athletics during the 1920s was the AAU. This organization was primarily concerned with regulating track and field, intercollegiate and non-intercollegiate, and providing competitive opportunities. It was interested in having women with a skills level that would allow them to compete on an international level, because the organization foresaw a time when women would compete at the Olympic Games.

By the mid-1920s there were three major sports-related organizations that were trying to regulate women's intercollegiate

athletics to some degree and one that opposed outright women's intercollegiate athletics. All of these organizations except the AAU, a men's organization, were against regulated competition leading to participation in the Olympic Games.

Other non-physical education related professional organizations also influenced the growth of women's athletics. One such organization was the National Association of Secondary School Principals (NASSP) which was against girls competing in interscholastic athletics. In 1925, a committee of this group recommended the following:

The second subject which the committee believes to be worthy of your attention is the growing tendency to organize interscholastic teams among girls. Inherent evils in interscholastic competition among girls demand its suppression. These evils are so patent that they do not require much discussion. The extremely strenuous physical and mental exertion and strain are a menace to girls in the high school period. Furthermore, sooner or later, the spectacle of interscholastic contests among girls gives rise to undesirable and even morbid social influence among boys and girls, and in the community life as well.

The committee therefore recommends that the NASSP throw the weight of its influence against interscholastic athletics among girls and that wherever possible state athletic associations be induced to legislate against them (Resick, Seidel, and Mason, 1975, p. 352).

Many secondary school principals concurred with this recommendation and concentrated their efforts on eliminating interscholastic athletics for girls. This affected the women's intercollegiate program by reducing the number of experienced players entering them and thus lowering the quality of the competition.

In 1923 the Women's Division of NAAF studied 154 colleges and universities to determine the extent of intercollegiate athletic

programs. The data collected revealed that 22 percent of the institutions had intercollegiate athletics for women. By the 1928 Olympic Games women's programs were on the decline, and there were few women college athletes from whom to select the members of the United States team. Most of the female competitors came from industry teams. The Women's Division completed a follow-up survey in 1930 to redetermine the status of women's intercollegiate athletic programs. The number of intercollegiate programs had declined to 7 percent of the 154 colleges. Another 5 percent were competing on an interclass basis. Intramurals and playdays had replaced intercollegiate competition at many schools by this time. As a result of the discontinuation of women's intercollegiate athletics, the developmental process of women's athletic administrative structures was stymied for 30 years (Rice, Hutchinson, and Lee, 1958, p. 352).

Women physical educators disagreed about the desirability of women's athletics in colleges and universities. Marjorie Hillas and Marian Knighton (1930) illustrate the pro point of view as stated in the introduction to their book. It said, "The place of athletics in the modern physical education program is so well established and their value so distinctly appreciated that neither explanation nor elaboration is necessary here (Hillas and Knighton, 1930, p. xi). Mable Lee (1937), on the other hand, wrote:

Competitive sports tend to develop behavior patterns which are contrary to feminine nature . . . . Games and sports for girls, by all means, of a recreative type, which develop physical, psychic, and social health and charm, but

interschool competition in basketball, baseball, track and field sports and Olympic competition of whatever nature: No! (p. 69).

This disagreement continued through several decades.

The progress of men's athletics continued at a steady pace with the addition of five new national NCAA championships during the 1930s. The NCAA was concerned about the problems related to recruiting and in 1933 appointed a committee to develop guidelines which regulated recruiting. In addition to this problem, there was that of the subsidization of athletes, and the NCAA took the lead in trying to regulate it. At this time the NCAA had no enforcement powers. Therefore, all the action that could be taken was to provide member schools with recommended regulations which they might or might not use as they desired (Van Dalen, Mitchell, and Bennett, 1953, p. 489).

Several things influenced men's athletics during the period, 1930-1950. During the 1920s the NCAA and the AAU had had a tempestuous relationship. As the groups matured in the next 20 years their relationship calmed, and the organizations agreed upon the Articles of Alliance following World War II. This agreement said that each group would have jurisdiction over its own members. The use of the radio to broadcast games and other athletic competition caused a reduction in attendance just as the Great Depression had. Gate receipts fell, and, as a result, the financial base for some programs started to crumble.

During the thirties and forties a new movement gained strength. It resulted in additional regulating groups which were being formed

to assume jurisdiction over junior colleges and small senior colleges. This development served to confuse those administering athletic programs because there were several groups issuing regulations but none with enforcement powers. One of these organizations was the National Junior College Athletic Association (NJCAA) which was founded in 1938.

World War II affected athletic as well as physical education programs at colleges and universities. The military had learned from World War I that the fitness attained in these programs aided the young men who were going to war. On many campuses, therefore, the military officials worked to retain the programs which helped to promote the growth of men's athletics. At some schools they even took over the programs and obtained equipment for them. The NCAA relaxed its rules of competition during this time in order that more men could participate more easily (Van Dalen, Mitchell, and Bennett, 1953, p. 489). Two more NCAA national championships were added at the beginning of the war and two others at the end.

With the close of the war another sports boom began. There was rapid growth in professional sports, and the college programs became feeder programs for these professional teams. The two sports most affected were football and basketball. It was at this time that the NCAA developed a code for the conduct of intercollegiate athletics. The code was known as the Sanity Code, and it gave the NCAA its first opportunity to become a bona fide regulating body. Violators were to be expelled from the organization. Unfortunately, when it was challenged two years after its passage, the membership failed to support it with the two-thirds vote necessary to expel the

violators. The code died, but the effort to regulate athletics was renewed.

During the 1940s the media continued to influence athletics. Radio broadcasting of games and competitive events was an everyday occurrence. Television sports broadcasting became a regular part of the programming pattern in 1949. This once again cut into the revenue from gate receipts which in turn reduced the amount of money available for the sports involved. The NCAA undertook a study of the situation and attempted to develop regulations which governed the use of the media in intercollegiate athletics.

The National Association of Intercollegiate Basketball was formed during the 1940s and grew in strength until it was not only regulating basketball but other sports as well. The name was changed to the National Association of Intercollegiate Athletics (NAIA), and by 1952 it was sponsoring national championships in basketball, track, golf, and tennis which rivaled those sponsored by NCAA (Van Dalen, Mitchell, and Bennett. 1953, pp. 529-30).

When the Sanity Code became unenforceable in the late 1940s, the NCAA decided to take a different course of action. It was clear that some type of enforcement procedure was needed, but finding the best type was the problem. The NCAA settled on a three-man, fact-finding committee which would study alleged infractions and report to the NCAA Council for punitive action. This procedure was initiated during the 1950s and has continued to work with some modification as needed. During the 1950s and 1960s the NCAA expanded its national championship program to include seven new sports and eliminated one

sport. Despite this growth this was an uncertain time for men's intercollegiate athletics because there were betting scandals, slush funds, and other illegal operations connected with them.

To complicate the situation more, there was growing unrest among the smaller institutions that resented the dominance of the larger universities in the NCAA. In 1957 the College Division was created to help meet the needs of the small institutions, and by 1969 it had grown to the point where over half (390 out of 613) of the members in NCAA were in the College Division (Van Dalen, Mitchell, and Bennett, 1953, p. 529-30). Changes were also occurring in the NJCAA and the NAIA, and in an attempt to gain strength they joined with the National Federation of State High School Athletic Associations to form the National Alliance. The 1960s were growth years for the NJCAA and NAIA, with the former increasing its membership from 260 to 462 members in eight years. It increased its national championships to 12, while the NAIA was increasing its to 15 for its 520 member institutions. Unlike the NCAA, the NAIA supported the AAU, a stance which strengthened both organizations (Van Dalen, Mitchell, and Bennett, 1953, pp. 530-31).

The old feud between NCAA and AAU was rekindled during the early 1960s. It became so intense that President Kennedy grew concerned because he felt the controversy would affect the participation of the United States in the 1964 Olympic Games. To prevent the possibility of the United States not participating in the games, President Kennedy appointed an arbitrator in 1962 whose job it was to resolve the differences between the two organizations. Unfortunately,

things were not resolved, and by 1965 the United States Senate decided to intervene by creating a Sports Arbitration Board. This board was headed by an experienced labor arbitrator and was charged with the responsibility for studying the problems and making recommendations for their solution. Two years later a set of recommendations was presented to the two organizations. The AAU accepted them, and the NCAA rejected them. Consequently, the recommendations accomplished little. In an effort to create a broader base and strengthen its current base of support, the NCAA was establishing separate federations for track and field, gymnastics, basketball, and wrestling during these years of feuding. Men's intercollegiate athletics continued to grow despite the tug-of-war that continued to exist (Van Dalen, Mitchell, and Bennett, 1953, p. 531).

Television coverage of sports events had spread from professional sports to intercollegiate sports during the 1960s. The audience had grown, and advertisers were anxious to have their products advertised during the sports telecasts. NCAA began regulating the media coverage, and the proceeds from that coverage created a significant new source of funding for men's intercollegiate athletics. Revenue paid to professional and intercollegiate sports organizations for television and radio broadcast rights for the 1967-68 season was close to \$55 million (Van Dalen and Bennett, 1971, p. 529). At the same time, new attendance records were set at sports events. Therefore, in addition to a new source of revenue from the media there was increased revenue from gate receipts. Men's intercollegiate athletics had become big business with million dollar budgets, and "big time"

college sports programs were attacked as examples of highly financed programs for the few to the detriment of the many. Men's athletic administrative structures were well established and funding sources developed. Stability for the men's program was thus increased.

The 1930s also brought certain changes in the national women's athletic bodies. The first came in 1931 when the Women's Division of the NAAF became affiliated with the APEA. The next year the Women's Athletic Section of APEA reorganized and changed its name to the National Section on Women's Athletics (NSWA). These groups co-existed in APEA, with the Women's Division as the standards developers and liaison group to the physical educators and lay persons, while the NSWA was responsible for promoting women's athletics and developing standardized rules. The NSWA also was a policy making body. The Athletic Conference of American College Women continued its anti-athletics activities and in 1933, changed its name to the Athletic Federation of College Women (AFCW). None of the major women's athletic organizations had developed a strong enough base of support to emerge as the leader of women's athletics. Little progress had been made in the development of women's athletic administrative structures because the women's athletic departments were housed in the women's physical education departments where the professional physical educators were fighting among themselves about the advisability of women participating in intercollegiate athletics (Van Dalen, Mitchell, and Bennett, 1953, p. 489).

After the mid-1930s women's athletics took quite a different course. There was an increased emphasis on physical education and

intramural programs. Many felt that intercollegiate competition should be educational in nature. Consequently, extramural activities were primarily playdays, sports days, telegraphic meets, invitational meets, and a few intercollegiate meets. The APEA became a member organization of the National Education Association in 1937, an action which reinforced this philosophy even more and influenced the women's intercollegiate athletics programs for over 30 years.

During 1943 M. Gladys Scott (1945) replicated the studies which were completed in 1923 and 1930. Her findings showed that 16 percent of the colleges polled had some type of varsity team and intercollegiate competition for college women (pp. 70-71). The lack of growth to this point in the 1940s can be attributed to one or all of the following arguments which were submitted as reasons why women should not participate in intercollegiate athletics. The first two are based on cultural misconceptions. There still was the basic belief that competition with the intensity of intercollegiate athletics might be physically harmful to women. No research data were available to support or reject this theory. There also prevailed the idea that girls and women should be homemakers and not sportswomen.

Many professional physical educators continued to oppose athletics for women because of the evils which were prevalent in men's athletics. These mainly were problems connected with recruiting and professionalism. The last argument was a philosophical one which basically asserts that everyone has a right to participate in athletic competition and no athletic program should be promoted that allows the few elite athletes to compete at the expense of the mass of students in an educational institution.

Despite the negative atmosphere for women's intercollegiate athletics, women were competing. Often it was not under conditions one would classify as desirable. In 1941, Gladys Palmer, who was on the faculty at Ohio State University, proposed the organization of a Women's Collegiate Athletic Association which would regulate and provide for intercollegiate athletic competition for women. The idea was rejected by the National Association of Directors of Physical Education for College Women and dropped. Ms. Palmer also proposed a women's collegiate golf tournament during the same year. The proposal was also rejected by many professional physical educators, but this did not thwart her because she was committed to the idea. The first collegiate golf tournament was held in 1941 (Van Dalen and Bennett, 1971, p. 492). This annual tournament was interrupted by World War II but was reinstated in 1946 at the end of the war.

Competition for women also continued in the industrial setting wherein increased opportunities for participation on industrial teams were offered to females. During the war years women worked successfully in many non-traditional jobs and found traditional restraints relaxed in other areas as well. Some believe that the greatest single factor responsible for the resurgence of women's athletics was World War II (Resick, Seidel, and Mason, 1975, p. 352).

Changes were also occurring in professional organizations. It became apparent in 1940 that there was no need to have two organizations within the APEA to govern women's athletic programs. Accordingly, the two merged and retained the name, National Section on Women's Athletics. The new organization's main purpose was to publish

uniform rules. It had no legislative nor executive powers and its objective was "a sport for every girl and every girl in a sport" (Van Dalen and Bennett, 1971, p. 492). This organization continued to play a major role in women's sports activities on all levels. Institutional influence was reduced as a result of the merger because the membership in the new organization was on an individual basis rather than an institutional basis.

During the late 1940s and early 1950s some pioneer states promoted interscholastic competition for girls in small high schools. This action provided a population of female college students who had played in high level competition and wanted to continue. The demand for intercollegiate athletic opportunities caused some colleges to begin to formalize their programs. Since they were still housed in and administered by the women's physical education department, however, the athletic administrative structures and support systems were limited.

The national bodies associated with women's sports were again changing names and in some cases mission. The NSWA changed its name to the National Section for Girls' and Women's Sports (NSGWS) in 1953 then again in 1957 to the Division for Girls' and Women's Sports (DGWS). This group had taken as its philosophy the following:

Sports are for the good of those who play . . . opportunities for instruction and participation in sports should be included in the educational experiences of every girl. Sports are an integral part of the culture in which we live. Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society (Steitz, 1971, p. 326).

This was a change in philosophy from that stated earlier. The

Athletic Federation of College Women changed its name to the Athletic and Recreation Federation of College Women in 1959, then in 1962 it became affiliated with DGWS (Van Dalen and Bennett, 1971, p. 533). Now the different factions were together in DGWS, an arrangement resulting in a stronger organization despite the diversity of interest. The executive committee of DGWS reiterated its commitment to the concept that highly skilled girls must be given an opportunity to compete on their skills level. As a result, standards were developed for the various types of competition, and these were adjusted to the various school levels.

The Olympic Games of 1956 were the first games in which the majority of female participants on the United States teams were from universities and colleges rather than from industry. By 1961, the U.S. Olympic Development Committee felt the need to establish the Women's Advisory Board whose charge was "to broaden the base of participation for girls and women in Olympic sports and to provide better experience for the skilled athlete" (Van Dalen and Bennett, 1971, p. 533). The late 1960s brought younger competitors to the Olympic Games, indicating competitive programs were being offered to younger and younger girls.

One of the first steps toward better competitive programs for women and girls was the formation of the Commission on Intercollegiate Athletics for Women (CIAW) in 1967. This commission was formed by the Board of Control of the AAHPER and DGWS and became a part of DGWS. The CIAW was given the task of developing guidelines for women's intercollegiate athletics, establishing a sanctioning service, and sponsoring national tournaments in as many sports as was feasible.

Women physical educators looked to CIAW to provide a foundation for women's athletics which would be educationally sound, provide equal opportunities for competition, and avoid the evils which had become commonplace in men's athletics.

The first championships sponsored by CIAW were held in 1969 when two previously existing national tournaments, tennis and golf, were joined by two additional championships in gymnastics and track and field. Three more were added the following year, bringing the total to seven. There was a growing commitment on the part of women physical educators to support the growth of women's athletics, and they were confident that they could provide a high level of competition without the pitfalls which had besieged men's athletics.

Katherine Ley (1974) commented that:

It was recruitment that experienced administrators of athletic programs warned women to avoid if they possibly could. Their thinking was: If one has nothing to offer in the way of financial aid like scholarships, one could avoid the evils of recruiting (pp. 129-31).

By 1971 it was evident that some reorganization was necessary and the CIAW became the Association for Intercollegiate Athletics for Women (AIAW). This new organization continued as a part of DGWS and AAHPER which gave it a strong base of support. Its purpose was to provide an autonomous organization to lead and govern women's intercollegiate sports programs. Membership in this new organization was by institution and delegate assemblies were held once a year beginning in 1973. When membership was opened in 1972, 205 educational institutions joined as full charter members. Seventy-three other institutions were classified as associate members. The

organization encouraged equality of opportunity for girls and women and excellence of performance that is consistent with sound higher education goals (Bucher, 1979, p. 199).

The Women's Rights Movement gained support during the decade between 1965 and 1975, and its advocates demanded equal opportunities for women in all areas. A change in role expectation was occurring as is reflected in the following quotations:

Until recently, women have not been encouraged to participate in sports since the values associated with excellence in sports--achievement, aggressiveness, strength, and swiftness--have been considered contradictory to the role of women in society (Broyles and Hay, 1979, p. 379).

and

. . . girls who show marked aptitude and a strong desire for participating in any field of endeavor should be allowed to pursue their interests without being considered unfeminine by their families, friends and society. . . . It is plain that woman cannot have a personal identity if anatomy decides her destiny (Whittington, 1968, p. 15).

These views can be contrasted with the contrary attitude expressed by professional physical educator Mabel Lee (1937), as quoted earlier in this chapter. It took nearly 40 years to see these changes in attitude materialize and subsequently become internalized enough to make it possible for women's athletic programs to develop more fully. Additional information about the effect of strenuous physical activity on females also contributed to changes in attitude toward the participation of women in intercollegiate athletics and the relaxation of restrictions on women's athletics.

Another, and probably the most significant, factor which influenced the growth of women's athletics during the 1970s was the passage of Title IX of the Education Amendments of 1972 (PL 91-230).

Prior to the passage of Title IX hearings were held, and evidence supporting the allegation that girls and women were discriminated against in sports programs was presented along with that from other areas of education. The legislators heard example after example such as the following:

. . . rules in one state forced a high school to deny its best tennis player both coaching and a chance to compete on the school's team because that athlete was a female (HEW Fact Sheet, 1975, p. 1).

At the end of the hearings there was enough evidence to warrant the passage of Title IX. This piece of legislation had far-reaching implications, both good and bad, because it affected all parts of education, including athletics. Most school systems and institutions of higher learning received Federal funds and consequently were affected by this legislation.

There was disagreement over the inclusion of intercollegiate athletics because many large universities had independently supported departments, and to equalize them would cost more money than most people believed could be raised or allocated. From the beginning, NCAA opposed the inclusion of athletics in the regulations and became a strong lobbying group against the inclusion of athletics in the final regulations. It maintained that Congress had no intention of including athletics in the Title IX legislation and that it should not be included anyway because it was a part of the educational institution that did not receive Federal funds. Many men felt that it would mean the death of men's athletics if they were included in the final regulations.

Despite NCAA's best efforts, legal and otherwise, athletics

were included in the final Federal regulations which became effective on June 4, 1975. The HEW Fact Sheet points out that

The goal of the final (Title IX) regulations in the area of athletics is to secure equal opportunity for males and females while allowing schools and colleges flexibility in determining how best to provide such opportunities (HEW Fact Sheet, 1975, p. 1).

A three-year adjustment period was provided for educational institutions to change their programs so that discriminatory practices in them would be eliminated. Among the areas where discrimination was identified were sports offerings, scholarships, other benefits, facilities, and equipment.

Between the time Title IX was passed in 1972, and the regulations were distributed in 1975, several significant things had occurred. The first AIAW Delegate Assembly was held in November, 1973, with 405 members present (Bucher, 1979, p. 199). At this time the constitution and by-laws were adopted, some 67 years after the birth of the NCAA. During 1974, AAHPER undertook a major reorganization which resulted in some name changes. The major one relevant here is the change from DGWS to the National Association for Girls and Women in Sport (NAGWS). AIAW kept its name and organizational structure as well as its affiliation with the new NAGWS and AAHPER. It continued to receive strong support for its program and women's athletics in general from these organizations. There was tremendous growth in women's programs during this time, and AIAW multiplied in membership.

For some years AAU had been sponsoring tournaments for women and had collaborated with DGWS representatives to write uniform women's basketball rules. The NCAA had made no effort to promote or

control women's athletics until it lost the battle to have athletics excluded from Title IX. Then this organization started to make plans to meet what was labeled a legal mandate to provide equal opportunities for women. Title IX, however, did not require just one organization to do this to the exclusion of others. It simply required that equal opportunities be provided for men and women in institutions that received Federal financial aid. This was the beginning of a power struggle between AIAW and NCAA for control of women's intercollegiate athletics. The first overt attempt came in January, 1975, when some NCAA members proposed a pilot program for women. The membership turned it down and strongly recommended that AIAW be involved in any policy formation relative to women's programs. The NCAA staff continued to work on a plan for the governance of women's athletics, and upon its completion it was given to the Committee on Women's Sports for its review. The plan recommended alternatives for a future structure for women's athletics and was submitted to the NCAA Council in April, 1975. The council rejected it and instead circulated the original staff proposal which was unacceptable to AIAW and many NCAA members. It was evident that there were strong differences of opinion within the NCAA about the NCAA's role in the governance of women's athletics. The president of AAHPER requested that the NCAA proposal be withdrawn and a dialogue started between NCAA, AIAW and AAHPER. This request was ignored and the battle continued. No new NCAA proposals to take over women's athletics were introduced during 1976 and 1977. Two additional attempts were made in 1978 and 1979, but neither

was successful (No author, Chronicle of Higher Education, January 14, 1980, p. 1+).

The NCAA was moving in two different directions with regard to women's sports during these years. It was working on proposals to provide championships for women, and, at the same time, it was trying to legally exclude athletics from these anti-sex-bias rules which had been issued. A 29-page legal document contesting these rules had been filed. Margot Polivy, the AIAW Legal Counsel at the time, expressed the feelings of many when she commented on this document saying,

It can have no other purpose than to encourage colleges and universities to continue to deny fairness, opportunity, and legal equity to female student-athletes. The NCAA has fought Title IX, it has lost every round, and it will lose this one. Unfortunately, it is apparently prepared to jeopardize the federal funding of a lot of member schools (Chronicle of Higher Education, January 14, 1980, p. 13).

It did lose this legal battle also.

Not all of NCAA's efforts were directed toward the Title IX issue. It was strengthening its power base and enforcement capabilities, too. The Enforcement Committee had grown to 11 members and allegations against schools were being investigated regularly. Those schools that were found in violation of the regulations were put on probation and many were denied the opportunity to participate in post-season competition. Money became a controlling factor because post-season competition provided extra money for the school and related organizations.

The AIAW was not idle during this time either. It grew in spite of the turmoil, and by 1977 over 825 institutions had become

members. A proposal had been developed (by AIAW) which was called "Possible Alternatives for Future Governance Structures for Inter-collegiate Athletics." It was circulated to all the major sports governing bodies in the country, but no action was taken and the uncertainty of the future of athletics continued. By 1978 the members of AIAW believed it was time to become an independent organization, so it broke away from the NAGWS and AAHPER. The national championship provided by AIAW had increased to 30 and regional championships to 150 in 14 sports by the 1979-80 academic year. These were provided within its three-division structure. The future looked good (no author, AIAW Directory, 1977-78, p. 3).

At the time of this study it looked as though women's athletics were finally becoming an important part of the athletic programs at colleges and universities throughout the nation. NCAA had tried to eliminate athletics from inclusion in the Title IX regulations and had failed. It had also proposed to take over women's national championships three times and that initiative had also failed all three times. More women were participating at higher levels of competition than ever before. The NCAA had established its enforcement mechanism, more money than ever was available from media rights, and its power base was stronger than ever. Athletics for men and women were in a dynamic position.

This study was undertaken in this setting, and the results must be viewed with these events as background for it. A continuation of the history can be found in Appendix A if the reader is interested in the major events which occurred between 1980 and 1983.

## CHAPTER III

### METHODOLOGY

#### Description of the Sample

The purpose of the study was to provide information to fill a gap in the literature related to athletic administrative structures. It was important to select a population from which valid generalizations could be drawn, so the population selected consisted of all the four-year colleges and universities in the United States that held membership in both NCAA and AIAW during the 1977-78 academic year. The institution membership lists from the AIAW Directory, 1977-78 and the NCAA Directory, 1977-78 were cross-referenced to yield a general population of 521 academic institutions from which the sample population was drawn.

Krejcie and Morgan's (1970) chi-square statistic was selected to determine the sample size. The equation suggested for this purpose was as follows:

$$s = \frac{\chi^2 NP(1-P)}{d^2 (N-1) + \chi^2 P(1-P)}$$

where

s = the required sample size.

$\chi^2$  = the table value of chi square for one degree of freedom and the desired confidence interval, .05.

$N$  = the population size or sample size of the smallest subgroup to be proportionately represented.

$P$  = the population proportion which it is desired to estimate (.50 was used to give the maximum sample size).

$d$  = the degree of accuracy expressed as a proportion (.05 was used, permitting an error of  $\pm 5$  percent) (Krejcie and Daryle, 1970, pp. 607-10).

The sample determined was 220. A random numbers table was used to select the sample population from the general population. The institutions in the sample population came from 43 of the continental states and the District of Columbia, with a high density of schools found in California, New York, and Pennsylvania. Thirty-one percent of the institutions were from the Northeast where there is a heavy concentration of academic institutions. The other schools were distributed as follows: 29 percent from the South; 24 percent from the North Central states; and 16 percent from the West.\* No other specific characteristics were used to limit the institutions which were included; therefore, some were private and some public, some were church-related and some not, and some were large and some small.

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\*Northeast--Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Delaware, District of Columbia, Pennsylvania; South--Maryland, West Virginia, Virginia, Kentucky, North Carolina, South Carolina, Florida, Tennessee, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Texas, Oklahoma; North Central--Ohio, Michigan, Illinois, Indiana, Wisconsin, Missouri, Iowa, Minnesota, North Dakota, South Dakota, Nebraska, Kansas; West--New Mexico, Colorado, Wyoming, Montana, Idaho, Utah, Arizona, Nevada, California, Oregon, Washington, Alaska, Hawaii.

Men's and women's departments were represented equally in the sample.

### The Questionnaire

The questionnaire was constructed by the researcher and designed to obtain information about the following areas: current and past administrative structures, program components, finance, personnel, facilities, equipment, and certain demographic characteristics. The information requested was factual in nature with the exception of that sought at the end of the instrument by two probe questions relating to restructuring of athletics on the conference and national levels.

During the literature search and subsequent background reading which was completed prior to construction of the questionnaire, it became apparent that there was no consensus on the number of possible athletic administrative structures. Darwin Woodbury (1966) delineated five while Frank Broyles and Robert Hay (1979) used three classifications. Robert Pestolesi and William Sinclair (1978) and Charles Bucher (1979) suggested two predominant structures which were in use. Matthew Resick, Beverly Seidel, and James Mason (1975) promoted the idea that a joint structure with physical education and athletics together was the best type. Two basic administrative structures were consistently discussed in the literature. These were the above-mentioned joint physical education/athletic departments and the separate physical education and athletic departments. There were

also athletic departments which were housed in the student services section of the university structure. A few other alternatives had been suggested, but there was little supporting evidence that there were many schools using them. Therefore, the questionnaire was constructed so as to identify which of the three above mentioned structures applied to the schools in the sample, and an "other" category was used to group all other possible administrative structures.

Another area prominent in the literature was sources of funding. Articles by J. Robert Evans (1974) and Elizabeth Murphy and Marilyn Vincent (1973), as well as unpublished dissertations by Ronald P. Ellis (1971), William L. Kruse (1972), and Newman E. McGee, Jr. (1972) indicated that athletic programs received funding from the following sources: general university/college budget, gate receipts, radio and television broadcast rights, concessions, booster clubs, alumni, athletic and activity fees, foundations, physical education department budgets, and the college president's special fund. These sources were used in the construction of the financial questions in the questionnaire.

After consultation with professors on The University of Tennessee, Knoxville campus, the initial questionnaire was revised, shortened, and sent with a letter of transmittal, found in Appendix B, to 12 schools which were not part of the sample population. The athletic administrators were asked to complete the questionnaire and identify any irrelevant and ambiguous questions. They were instructed to evaluate the time necessary to complete the questionnaire

and suggest any areas that might have been excluded. The athletic directors from seven of these schools completed their questionnaires and suggested changes they felt would improve the instrument.

Using the information obtained from the pretest, a final revision was completed, and the questionnaire was put in booklet form with color coded covers, red for women and orange for men. A copy of each of the questionnaires will be found in Appendix C. The first page of the booklets was the letter of transmittal. In the men's questionnaire this letter was signed by Dr. Earl Ramer, a member of the NCAA Executive Committee at the time and professor at The University of Tennessee, while the letter in the women's questionnaire was signed by the researcher. The back cover was self-addressed and stamped with a return postage permit so that the respondent could easily return the questionnaire upon its completion. Only two of the returns were damaged but none so severely as to cause a loss of any data.

#### Data Collection Process

The final draft of the questionnaire was mailed on December 1, 1978. The women's athletic director and the men's athletic director at the 220 schools in the sample population each received one. As might be expected, there were some schools that listed the same person as the athletic director for men and women. There were 23 such institutions, and all of the directors except one were men. Thus, more men than women were potential respondents. One school had a husband/wife team as directors of men's and women's athletics, respectively.

The questionnaires were pre-coded to permit identification of schools that had not returned their questionnaires. Follow-up procedures were initiated vis-a-vis these institutions. Because many educational institutions were closed during part of December, the follow-up procedures were begun the third week in January, 1979. A handwritten reminder postcard was sent at this time asking the athletic directors to take time to complete the questionnaire. The text of this card can be seen in Appendix C. A month was allowed after the cards were sent before a new questionnaire and transmittal letter were sent. All of the directors who had not returned their questionnaires were asked to have them mailed by March 15, 1979. With each of the reminders more returns were received, and these continued into the fall of 1979. It was possible to include data from the late questionnaires in the results, because the analysis had not been completed when the last one arrived. Several directors wrote saying they were sorry but time did not allow completion of the questionnaire at that time. (It should be remembered that some schools were still trying to complete their plans for compliance with Title IX.)

A total of 124 women's athletic directors and 107 men's athletic directors responded, for a total of 231 responses. Thus, a return rate of 52.5 percent was achieved. In 74 cases both athletic directors from an institution responded, which left 33 institutions where the men's athletic director was the only respondent and 50 schools where the women's athletic director was the only respondent. A total of 157 out of the 220 institutions in the sample population

were represented in one of the above categories for a 72 percent representation rate.

### Treatment of the Data

Upon receipt of the completed questionnaires the coding process was undertaken. There were some open-ended questions for which categories had to be created before they could be coded. The categories were developed by listing the answers which had been returned and grouping where possible. The men's and women's data were coded and analyzed separately, although they were coded so that all of the data from a school could be combined and analyzed with some additional effort.

During the final stage in the construction of the questionnaire, a number of questions were combined so the instrument would be reduced to a manageable size. This resulted in the lengthy question located on page five of the questionnaire as found in Appendix C. The response to this question was disappointing. Few of the respondents completed the question in its entirety, and some skipped it altogether. Because of the lack of response to the question it was eliminated from the data. The omission resulted in the loss of data related to the sports included in the programs and the personnel associated with them.

The Statistical Package for the Social Sciences (SPSS) was used for analyzing the data. The initial computer run contained frequencies for all variables and cross-tabulations of the administrative structure variables. This analysis provided the

researcher with preliminary information about the distribution of the data. The cross-tabulation of the two parts of Question 8 provided the eight classifications which were used to form a new athletic administrative structures variable designated ATHST(M or W). The classifications were as follows: separate athletic departments/housed in the Department of Health, Physical Education and Recreation; separate athletic departments/housed in Student Services; separate athletic departments/not a part of any other unit; separate athletic departments/housed in any other part of the institution; joint athletic departments/housed in the Department of Health, Physical Education and Recreation; joint athletic departments/housed in Student Services; joint athletic departments/not a part of any other unit; and joint athletic departments/housed in any other part of the institution.

Additional cross-tabulations were run using the new ATHST(M or W) variable, and examination of the results indicated a need to regroup and collapse the categories for some questions. This process was completed for both the men's and women's data. The athletic conference variable was dropped because there was no satisfactory way to collapse the categories. Furthermore, the distribution of schools was so widespread that there were not sufficient institutions in any conference to permit generalization for the conference or compare the results from one conference to those of another conference.

Further examination of these cross-tabulations indicated that the distribution of cases for the athletic structure variable was very uneven and that there were too few cases in some categories to be

able to draw any significant conclusions. The student services and the other categories were the four with the least representation, as shown in Table I. The largest concentrations of schools in both men's and women's data were found in the joint/HPER and the joint/independent categories. These two categories accounted for 63 percent of the men's returns and 65 percent of the women's returns. It was decided that the most valuable information from the data would result from analysis of only these two categories.

Percentages were used to report the descriptive data. Chi-square analysis based on frequencies was completed to determine whether or not differences at the .05 level of significance existed between the two above-mentioned administrative structures and the 1977-78 variable. No deviant cases were analyzed at this time,

TABLE I  
DISTRIBUTION OF THE ATHLETIC STRUCTURES VARIABLE

| Categories                | Women | Men |
|---------------------------|-------|-----|
| Separate/HPER             | 9     | 6   |
| Separate/Student Services | 2     | 2   |
| Separate/Independent      | 11    | 11  |
| Separate/other            | 1     | 1   |
| Sub-total                 | 23    | 20  |
| Joint/HPER                | 38    | 31  |
| Joint/Student Services    | 13    | 11  |
| Joint/Independent         | 43    | 36  |
| Joint/other               | 7     | 9   |
| Sub-total                 | 101   | 87  |
| Total cases               | 124   | 107 |

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Sample Population Returns

The sample population was discussed in Chapter III where it was stated that 31 percent of the schools in this population were in the Northeast and 29 percent were in the South. Of the schools in the sample populations, 24 percent and 16 percent were from the North Central and Western states respectively. The returns from the questionnaires sent to the sample population indicated that three sections were represented about equally. These were the Northeast (28 percent), the South (26 percent), and the North Central (29 percent). The West was the section with the least representation with 17 percent of the returns coming from western states.

It must be recognized that there was a heavier concentration of institutions of higher education east of the Mississippi and particularly along the eastern coast. Therefore, a greater representation from this area of the country would be expected. It was evident that the data represented all sections of the country but some areas more completely than others.

During the time when these research data were collected, AIAW and NCAA used different methods of grouping teams for competition. The NCAA used conferences and divisions, while the AIAW used states and geographic regions. The women's organizational

system was based solely on geographical location, as was the men's conference structure; but the men's divisional structure was based on other factors which related to the level of competition and support for the program. Some examples of these factors were the number of scholarships, recruiting regulations, event attendance, and number of coaches allowed. For the purposes of this study, all schools were classified in the NCAA division in which the majority of the men's competitions was held.

Table II delineates the distribution of athletic departments according to the three NCAA divisions. The center column presents the distribution of the entire NCAA membership for 1977-78. The data from all the member institutions who returned their questionnaires are found in the two left-hand columns while the data from the institutions with joint/HPER and joint/independent administrative structures are given in the two right-hand columns. There was a smaller percentage of Division I schools in the general membership category than in the total returns category and the opposite was true for Division III schools. When the data were limited to those institutions whose administrative structures were either joint/HPER or joint/independent, the distribution moves closer to that of general NCAA population.

The data show that the divisional structure was related to some athletic structures. The men's results indicate that 54 percent of the athletic departments located in the HPER department were members of Division III. Of those men's athletic departments which

TABLE II

DIVISIONAL DISTRIBUTION: PERCENTAGE OF CASES DISTRIBUTED  
IN THE THREE NCAA DIVISIONS

| Division          | Total Returns            |                        | 1977-78                 | Limited Returns <sup>a</sup> |                       |
|-------------------|--------------------------|------------------------|-------------------------|------------------------------|-----------------------|
|                   | Departments              |                        | General                 | Departments                  |                       |
|                   | Women (124) <sup>b</sup> | Men (107) <sup>b</sup> | NCAA                    | Women (81) <sup>b</sup>      | Men (67) <sup>b</sup> |
|                   |                          |                        | Member-                 |                              |                       |
|                   |                          |                        | ship (723) <sup>b</sup> |                              |                       |
| -----percent----- |                          |                        |                         |                              |                       |
| I                 | 50.8                     | 50.5                   | 35.4                    | 44.4                         | 46.3                  |
| II                | 23.4                     | 20.5                   | 23.9                    | 28.4                         | 22.4                  |
| III               | 25.8                     | 29.0                   | 40.7                    | 27.2                         | 31.3                  |
| Totals            | 100.0                    | 100.0                  | 100.0                   | 100.0                        | 100.0                 |

<sup>a</sup>Returns from schools with joint/HPER and joint/independent administrative structures.

<sup>b</sup>Number of cases.

were independent, 68 percent were members of Division I. The data are similar for the women's departments, with 49 percent of the departments located in the HPER department in Division III and 70 percent of the independent departments in Division I. Throughout the remainder of the chapter the "Questions Pertinent to the Study" found on pages 6 and 7 will be stated individually, followed by a discussion of related information.

### Existing Athletic Administrative Structures

1. What are the various administrative structures in existence today among four-year, post-secondary institutions which hold membership in both NCAA and AIAW?

Athletic administrative structure data were collected for the academic years of 1972-73 and 1977-78. As will be recalled from Chapter II, Title IX was passed during 1972, and 1978 was the year when compliance with the 1975 regulations was to have been completed. Tables III-V present data that were used to define the athletic administrative structures in use during the above-mentioned years.

Two components, departmental organization and institutional location, were used to form the athletic administrative structures classifications. Departmental organization is the first variable considered here. The institutions were placed in two basic categories, separate and joint. The separate category included those men's and women's athletic departments which were administered by separate persons and did not have a formal relationship.

TABLE III

DEVELOPMENT OF ATHLETIC ADMINISTRATIVE STRUCTURES:  
PERCENTAGE OF CASES FOUND IN THE VARIOUS  
DEPARTMENTAL ORGANIZATIONS

| Departmental<br>Organization          | Men (107) <sup>a</sup> |         | Women (124) <sup>a</sup> |         |
|---------------------------------------|------------------------|---------|--------------------------|---------|
|                                       | 1972-73                | 1977-78 | 1972-73                  | 1977-78 |
|                                       | -----percent-----      |         |                          |         |
| Separate                              | 23                     | 19      | 36                       | 19      |
| Joint                                 | 45                     | 79      | 43                       | 81      |
| Separate, no<br>women's<br>department | 31                     | 0       | 0                        | 0       |
| Other (no answer)                     | 1                      | 2       | 21                       | 0       |
| Totals                                | 100                    | 100     | 100                      | 100     |

<sup>a</sup>Number of cases.

TABLE IV

DEVELOPMENT OF ATHLETIC ADMINISTRATIVE STRUCTURES:  
PERCENTAGE OF CASES FOUND IN THE VARIOUS  
INSTITUTIONAL LOCATIONS

| Institutional<br>Location                                 | Men (107) <sup>a</sup> |         | Women (124) <sup>a</sup> |         |
|-----------------------------------------------------------|------------------------|---------|--------------------------|---------|
|                                                           | 1972-73                | 1977-78 | 1972-73                  | 1977-78 |
|                                                           | -----percent-----      |         |                          |         |
| Health, physical<br>education and<br>recreation<br>(HPER) | 43                     | 3       | 59                       | 38      |
| Student services                                          | 13                     | 12      | 7                        | 12      |
| Independent                                               | 36                     | 43      | 13                       | 44      |
| Other                                                     | 8                      | 8       | 21                       | 6       |
| Totals                                                    | 100                    | 100     | 100                      | 100     |

<sup>a</sup>Number of cases.

TABLE V

DEVELOPMENT OF ATHLETIC ADMINISTRATIVE STRUCTURES:  
PERCENTAGE OF CASES FOUND IN THE VARIOUS  
ATHLETIC ADMINISTRATIVE STRUCTURES

|                                                  | percent-----          |          |         |                      |          |         |
|--------------------------------------------------|-----------------------|----------|---------|----------------------|----------|---------|
|                                                  | Men                   |          |         | Women                |          |         |
|                                                  | 1972-73 <sup>a</sup>  | Separate | Joint   | 1972-73 <sup>a</sup> | Separate | Joint   |
| Athletic Administrative Structure                |                       |          | 1977-78 |                      |          | 1977-78 |
|                                                  | Separate <sup>b</sup> | Joint    |         | Separate             | Joint    |         |
| HPER (Health, physical education and recreation) | 19                    | 24       | 6       | 29                   | 31       | 7       |
| Student services                                 | 7                     | 4        | 2       | 10                   | 2        | 30      |
| Independent                                      | 23                    | 13       | 10      | 34                   | 3        | 10      |
| Other                                            | 5                     | 4        | 1       | 8                    | 0        | 25      |
| Totals                                           | 54                    | 45       | 19      | 81                   | 36       | 43      |
|                                                  |                       |          |         |                      | 19       | 81      |

<sup>a</sup> Some cases not included because they did not answer one of the questions (1 percent men's cases; 21 percent women's cases).

<sup>b</sup> Includes those departments that were separate because there was no woman's department.

Departments administered by one person and having a formal relationship were classified as joint. During 1972-73 there were some institutions that had men's athletic departments but no women's departments. These departments are identified in Table III. They were classified as separate when the data were entered in Table V, because they did not have a formal relationship with any women's department.

When the men's separate and separate (no women's department) categories for 1972-73 were combined, they comprised 54 percent of the cases as compared to 19 percent in the same classification during 1977-78. A different pattern was evident for the women's departments during 1972-73, because there were 21 percent of the institutions that did not answer this question. These institutions probably had not organized their women's departments yet. However, there were no reasons given for not answering the question. Between 1972-73 and 1977-78, the women's departments showed a drop from 36 percent to 19 percent in the separate category. This drop brought the percentage of women's departments to about the same level as the men's departments. Meanwhile, the joint category for both men's and women's departments showed tremendous growth. This research study did not include data that would explain this growth.

The other factor influencing athletic administrative structures was institutional location. A problem in classification arose because all universities and colleges were not organized identically. Therefore, the classifications used had to be general in nature. Table IV contains the distribution of this variable for both years included in the data. The results indicate there were two main

locations, the department of health, physical education and recreation (HPER) and an independent location where the athletic department is not affiliated with any other unit on campus. A small number of departments were located in the student services program or miscellaneous other places, such as administrative services.

The data indicate that there was an increase in the number of both men's and women's athletic departments located as independent departments, and a decrease in those housed in departments of health, physical education and recreation or athletics. The greatest change in location occurred in women's departments that were housed as independent departments. Part of this increase can be attributed to the assimilation of the women's departments that were formed after 1972-73. One other location, student services, increased for the women's departments during this period. With this increase and a slight decrease for the men, the percentage of women's and men's departments located in this segment of their institutions became the same. During the intervening years, 1972-78, the percentage of men's and women's departments in the various locations moved closer together. It should be remembered that not all of the institutions included in the study submitted data for both their men's and women's departments.

The athletic administrative structures categories were formed by combining departmental organization with institutional location. Table V gives the results of the merging of these variables. One percent of the men's and 21 percent of the women's cases were lost in the 1972-73 data because the respondents failed to answer one of the

questions. They were, however, included in the 1977-78 data. The resulting categories were separate/HPER, separate/student services, separate/independent, separate/other, joint/HPER, joint/student services, joint/independent, and joint/other. These categories were used to form the athletic administrative structures variable. The initial cross-tabulations revealed a distribution of cases too uneven to yield any significant results if all categories were used. Therefore, only the two most frequent categories were used in the analysis. The two most frequent categories were joint/HPER and joint/independent. Questions 2-6 found in Chapter I will be answered in this chapter as they relate to these categories and for the year 1977-78.

Chi-square was used to test for significance throughout this document. All comparisons and statements of significant differences refer to comparisons of the joint /HPER and joint/independent variables within the men's and the women's samples unless otherwise stated.

### Athletic Administrative Structures and Financial Matters

2. What elements of the financial phase of the athletic departments are associated with each of the administrative structures? Are any of these elements unique to a specific administrative structure?

The data include information related to total budget, budget preparation, source of income, salaries, outside sources of income, fringe benefits, grants-in-aid, per diem expenses, and funds for

facilities. Table VI presents the data obtained for the total budget variable. The data show that men's joint/HPER department budgets were significantly lower than men's joint/independent department budgets. Almost two-thirds of the joint/HPER departments had budgets of \$299,999 or less, while almost two-thirds of the joint/independent departments had budgets of \$1,000,000 or more. This variable was not significant for the women's departments. Over half of the women's departments had budgets of \$25,000-\$199,999. Further examination of Table VI shows that women's departments were starting to move in the same direction as the men's. By 1977-78 a quarter of the women's joint/HPER departments had budgets of \$24,999 and under and one-fourth of the women's joint/independent departments had budgets of \$200,000 or more. Despite Title IX and its regulations, it is evident that women's departments were not being funded at the same level as men's departments at the conclusion of the 1977-78 academic year.

Table VII reports the percentage of departments organized as joint/HPER and joint/independent departments that use various positions in the preparation of the budget. Chi-square was used to compare the frequencies in each category for each position. These were calculated for each of the samples. None of the comparisons in the women's sample was significant. For the men's sample significantly more of the joint/independent departments used the business manager in budget preparation. Significantly less of the joint/independent departments used the physical education department head. In the men's sample several other differences were quite large but did not reach the .05 level of significance. These were the assistant athletic director for

TABLE VI  
TOTAL BUDGET 1977-78: PERCENTAGE OF INSTITUTIONS  
WITH VARIOUS SIZED BUDGETS

| Department | Size of Budget       | Joint/HPER            | Joint/Independent     |
|------------|----------------------|-----------------------|-----------------------|
|            |                      | -----percent-----     |                       |
| Women      | \$24,999 and under   | 26                    | 4                     |
|            | \$25,000-\$199,999   | 55                    | 58                    |
|            | \$200,000 and over   | 6                     | 26                    |
|            | No answer            | 13                    | 12                    |
|            | Total                | 100 (38) <sup>a</sup> | 100 (43)              |
| Men        | \$299,999 and under  | 62 <sup>*</sup>       | 19                    |
|            | \$300,000-\$999,999  | 31                    | 19                    |
|            | \$1,000,000 and over | 7                     | 62                    |
|            | Total                | 100 (31) <sup>a</sup> | 100 (36) <sup>a</sup> |

<sup>a</sup>Number of cases.

\*Significant at .05 or greater level as determined by the  $\chi^2$  test.

TABLE VII

BUDGET PREPARATION: PERCENTAGE OF DEPARTMENTS USING PERSONS IN VARIOUS POSITIONS  
IN THE BUDGET PREPARATION PROCESS

| Position                                 | Men                             |                                        | Women                           |                                        |
|------------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                          | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                        |                                 |                                        |                                 |                                        |
| Athletic Director                        | 90                              | 94                                     | 74                              | 77                                     |
| Assistant Athletic<br>Director for Men   | 19                              | 42                                     | 13                              | 25                                     |
| Assistant Athletic<br>Director for Women | 36                              | 56                                     | 50                              | 63                                     |
| Athletic Department<br>Business Manager  | 32*<br>74                       | 64*<br>75                              | 26<br>76                        | 28<br>72                               |
| Coaches                                  |                                 |                                        |                                 |                                        |
| Physical Education<br>Department Head    | 26*                             | 6*                                     | 13                              | 2                                      |
| Vice President for<br>Student Affairs    | 16                              | 22                                     | 8                               | 12                                     |
| President                                | 0                               | 6                                      | 3                               | 0                                      |
| Dean of College of<br>Education          | 7                               | 0                                      | 5                               | 0                                      |
| Assistant to the President               | 3                               | 19                                     | 3                               | 2                                      |
| Athletic Committee                       | 13                              | 17                                     | 11                              | 0                                      |

<sup>a</sup>Number of cases.

\*The difference between joint/HPER and joint/independent departments is significant with  $p < .05$  as determined by the  $\chi^2$  test with 1 degree of freedom.

for men, assistant athletic director for women, and assistant to the president. The two positions that were consistently involved in budget preparation were the athletic director and the coach.

The most widely used source of revenue for athletic departments was the institution's general budget. Table VIII indicates that 65 percent or more of all the departments surveyed employed the general budget as a source of revenue. The joint/independent men's departments received funds from gate receipts for men's games and special clubs significantly more than the joint/HPER men's departments. Many of the joint/independent departments had Division I programs that could command revenue from gate receipts. These programs often had organized booster clubs which also contributed to the program through scholarship funds and similar designated gifts. Both men's and women's joint/independent departments received revenue from television and radio broadcast rights significantly more often than did joint/HPER departments. Guarantees and options provided funds for joint/independent women's departments significantly more often than for joint/HPER women's departments. One recent trend supported by the data is the increased dependency of athletic departments on alumni giving as a source of revenue. While all the sources listed were used to some extent, some were employed to a greater extent than others.

Another category investigated was income for coaches. Table IX presents the results from the returns. Analysis of data on the number of coaches in the various salary categories yielded no significant results. However, there were more men's joint/independent

TABLE VIII

SOURCES OF REVENUE: PERCENTAGE OF INSTITUTIONS RECEIVING REVENUE FROM SELECTED SOURCES

| Sources of Revenue          | Men                             |                                        | Women                           |                                        |
|-----------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                             | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----           |                                 |                                        |                                 |                                        |
| General budget              | 65                              | 72                                     | 79                              | 65                                     |
| Student activity fee        |                                 |                                        |                                 |                                        |
| Dependent on attendance     | 10                              | 11                                     | 5                               | 5                                      |
| Not dependent on attendance | 36                              | 44                                     | 32                              | 47                                     |
| Student athletic fee        | 29                              | 28                                     | 13                              | 33                                     |
| Gate receipts               |                                 |                                        |                                 |                                        |
| Men's games                 | 48*                             | 75*                                    | 47                              | 61                                     |
| Women's games               | 29                              | 42                                     | 29                              | 44                                     |
| Alumni giving               | 32                              | 56                                     | 45                              | 65                                     |
| Special campaigns           | 19                              | 36                                     | 24                              | 35                                     |
| Concessions                 |                                 |                                        |                                 |                                        |
| Men's games                 | 45                              | 56                                     | 32                              | 35                                     |
| Women's games               | 19                              | 28                                     | 13                              | 30                                     |
| Other events                | 23                              | 11                                     | 8                               | 7                                      |
| Special clubs               | 26*                             | 61*                                    | 21                              | 35                                     |
| TV and radio                |                                 |                                        |                                 |                                        |
| Men's games                 | 26*                             | 56*                                    | 5*                              | 35*                                    |
| Women's games               | 3                               | 3                                      | 0                               | 2                                      |
| Film service                | 3                               | 14                                     | 3                               | 5                                      |
| Guarantees and options      | 48                              | 72                                     | 13*                             | 40*                                    |
| Other                       | 3                               | 3                                      | 0                               | 5                                      |

<sup>a</sup>Number of cases.\*The difference between joint/HPER and joint/independent departments is significant with  $p < .05$  as determined by the  $\chi^2$  test with 1 degree of freedom.

TABLE IX

## COACHES' SALARIES: PERCENTAGE OF DEPARTMENTS WITH COACHES IN VARIOUS SALARY RANGES

| Salary Range      | Men's Departments  |                              |                                     | Women's Departments |                              |                                     |
|-------------------|--------------------|------------------------------|-------------------------------------|---------------------|------------------------------|-------------------------------------|
|                   | No. of Coaches     | Joint/HPER (31) <sup>a</sup> | Joint/Independent (36) <sup>a</sup> | No. of Coaches      | Joint/HPER (38) <sup>a</sup> | Joint/Independent (43) <sup>a</sup> |
|                   |                    | -----percent-----            | -----percent-----                   |                     | -----percent-----            | -----percent-----                   |
| \$4,999 and less  | 0<br>1-5<br>Over 5 | 77<br>15<br>8                | 59<br>26<br>15                      | 0<br>1-5<br>Over 5  | 52<br>41<br>7                | 36<br>46<br>18                      |
| \$5,000-\$9,999   | 0<br>1-4           | 92<br>8                      | 79<br>21                            | 0<br>1-5<br>Over 5  | 76<br>24<br>0                | 62<br>33<br>5                       |
| \$10,000-\$19,999 | 0<br>1-5<br>Over 5 | 19<br>58<br>23               | 21<br>50<br>29                      | 0<br>1-5            | 35<br>65                     | 54<br>46                            |
| \$20,000-\$29,999 | 0<br>1-5<br>Over 5 | 38<br>54<br>8                | 18<br>70<br>12                      | 0<br>1-5<br>Over 5  | 59<br>38<br>3                | 51<br>46<br>3                       |
| \$30,000-\$39,999 | 0<br>1-3           | 88<br>12                     | 71<br>29                            | 0<br>1-5            | 83<br>17                     | 82<br>18                            |
| \$40,000 and more | 0<br>1-2           | 96<br>4                      | 79<br>21                            | 0<br>1              | 97<br>3                      | 95<br>5                             |
|                   |                    |                              |                                     | 0<br>1              | 100<br>0                     | 97<br>3                             |
|                   |                    |                              |                                     |                     | more                         |                                     |

<sup>a</sup>Number of cases.

departments that had coaches receiving the top salaries. Coaches in the women's departments, some of whom were men, were paid lower salaries than those in the men's programs. As can be observed, only 3 percent of the coaches in the women's programs received more than \$30,000, while 25 percent of the men's departments had coaches who were paid over \$40,000. At this time there was not much of a differential between coaches' salaries in women's joint/HPER and joint/independent departments. There are a number of variables (i.e. size of program and size of budget) that are confounding this table. Significant results would probably be obtained if a larger n were used.

Information about fringe benefits was also included in this research. Over 67 percent of all types of departments had fringe benefits for their coaches, and over 85 percent of all departments had them for their administrators. The one significant result was in the women's departments, where significantly more joint/HPER departments provided fringe benefits than did the joint/independent departments. The men's data show the same trend, but the difference was not at the required level of significance. This could be attributed to the fact that coaches in joint/HPER departments often teach as well as coach and therefore receive the same fringe benefits as any faculty member. Consult Table X for the percentages for all the categories.

Some coaches received income from additional sources, e.g., clinics and workshops. There were significantly more men's joint/independent departments than men's joint/HPER departments with coaches who received extra income from these sources. The data show that 49 percent of the joint/independent men's departments and none of the

TABLE X

FRINGE BENEFITS: PERCENTAGE OF DEPARTMENTS THAT HAVE FRINGE BENEFITS FOR COACHES AND ADMINISTRATORS

| Position           | Men                             |                                        | Women                           |                                        |
|--------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                    | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
|                    | -----Percent-----               |                                        |                                 |                                        |
| Coach              | 94                              | 78                                     | 89*                             | 67                                     |
| Adminis-<br>trator | 96                              | 85                                     | 94                              | 87                                     |

<sup>a</sup>Number of cases.

\*The difference between joint/HPER and joint/independent departments is significant with  $p < .05$  as determined by the  $\chi^2$  test with 1 degree of freedom.

joint/HPER men's departments had coaches who benefited from these extra activities. The data for women's departments did not reveal significant differences. Extra income from these sources was available to coaches in 8 percent of the joint/HPER women's departments and 18 percent of the joint/independent women's departments.

The last three sections of the research question being addressed deal with budget expenditures for travel allowances, grants-in-aid, and facilities. Funds for travel expenses were allotted on a per diem basis. Table XI presents information about how many departments provided a per diem allowance and how much was allotted. There were no significant results related to these data. Inspection of the table shows that the women's departments provided per diem allowances in a higher percentage of the cases than the men's departments. When the men's departments provided a per diem amount, however, a higher

TABLE XI

PER DIEM ALLOWANCE: PERCENTAGE OF DEPARTMENTS PROVIDING PER DIEM ALLOWANCES AND AMOUNTS PROVIDED

| Provide<br>Per Diem                           | Men                             |                                        | Women                           |                                        |
|-----------------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                               | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                             |                                 |                                        |                                 |                                        |
| Provide<br>per diem                           | 74                              | 80                                     | 87                              | 90                                     |
| Amount<br>allo-<br>cated:<br>\$10 and<br>less | 40                              | 29                                     | 53                              | 49                                     |
| Over<br>\$10                                  | 60                              | 71                                     | 47                              | 51                                     |

<sup>a</sup>Number of cases.

percentage of the departments provided over \$10 than did the women's departments.

There were numerous significant differences associated with the grants-in-aid variables, as may be observed in Table XII. Joint/independent men's departments included tuition, books, fees, and room and board in both full and partial grants-in-aid significantly more often than joint/HPER men's departments. This can be partially attributed to the requirements of NCAA's Division III, which did not allow institutions to award grants-in-aid. Many joint/HPER departments were in Division III. Grants-in-aid were a newer phenomenon for women's departments, and the results showed only one significant difference. The joint/independent women's departments included tuition

TABLE XII  
GRANTS-IN-AID: PERCENTAGE OF DEPARTMENTS THAT INCLUDE  
VARIOUS COMPONENTS IN GRANTS-IN-AID

| Grants-in-Aid                    | Men                             |                                        | Women                           |                                        |
|----------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                  | Joint/HPER<br>(18) <sup>a</sup> | Joint/Independent<br>(32) <sup>a</sup> | Joint/HPER<br>(22) <sup>a</sup> | Joint/Independent<br>(39) <sup>a</sup> |
| -----percent-----                |                                 |                                        |                                 |                                        |
| Full grants-in-aid components    |                                 |                                        |                                 |                                        |
| Tuition                          | 61                              | 94*                                    | 50                              | 78*                                    |
| Books                            | 33                              | 84*                                    | 9                               | 31                                     |
| Fees                             | 56                              | 91*                                    | 50                              | 72                                     |
| Room and board                   | 56                              | 94*                                    | 50                              | 77                                     |
| Spending money                   | 0                               | 0                                      | 0                               | 0                                      |
| Other                            | 0                               | 0                                      | 0                               | 5                                      |
| Partial grants-in-aid components |                                 |                                        |                                 |                                        |
| Tuition                          | (18) <sup>a</sup><br>44         | (32) <sup>a</sup><br>91*               | (24) <sup>a</sup><br>71         | (40) <sup>a</sup><br>73                |
| Books                            | 17                              | 56*                                    | 0                               | 15                                     |
| Fees                             | 39                              | 75*                                    | 67                              | 55                                     |
| Room and board                   | 33                              | 69*                                    | 42                              | 50                                     |
| Spending money                   | 0                               | 0                                      | 0                               | 0                                      |
| Other                            | 0                               | 3                                      | 0                               | 0                                      |

<sup>a</sup>Number of cases.

\*The difference between joint/HPER and joint/independent departments is significant with  $p < .05$  as determined by the  $\chi^2$  test with 1 degree of freedom.

in their full grants-in-aid significantly more often than the joint/HPER women's departments. Grants-in-aid are processed in several ways. Some institutions use the transfer method involving a transfer of funds from one account to another. This is the most widely used method at schools with joint/independent and joint/HPER departments. Some institutions used waivers, while others combined transfers and waivers. Still others designed a method for their specific needs. Table XIII illustrates the percentage of schools using the transfer method and all other methods. There were no significant findings.

TABLE XIII

METHODS OF PROCESSING GRANTS-IN-AID: PERCENTAGE OF DEPARTMENTS USING TRANSFERS AND OTHER METHODS TO PROCESS GRANTS-IN-AID

| Method<br>of<br>Handling | Men                             |                                        | Women                           |                                        |
|--------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                          | Joint/HPER<br>(12) <sup>a</sup> | Joint/Independent<br>(31) <sup>a</sup> | Joint/HPER<br>(21) <sup>a</sup> | Joint/Independent<br>(35) <sup>a</sup> |
|                          | -----percent-----               |                                        |                                 |                                        |
| Transfer                 | 67                              | 71                                     | 52                              | 66                                     |
| Other                    | 33                              | 29                                     | 48                              | 34                                     |

<sup>a</sup>Number of cases.

The last area related to finance that was investigated was the inclusion of funds in departmental budgets for practice and competitive facilities. Analysis of the women's data yielded no significant differences. Athletic associations related to joint/independent men's departments designated funds for competitive facilities significantly

more often than athletic associations connected with joint/HPER men's departments. For men's departments there were two major sources (i.e., men's athletic departments and athletic associations) of funding for competitive facilities and two major sources (i.e., physical education departments and athletic associations) of funding for practice facilities. The data for the women's departments indicate that the two major sources of funding for both competitive and practice facilities were physical education departments and athletic associations. Table XIV presents the data related to the above discussion.

#### Athletic Administrative Structures and Elements of Programs

3. What elements of the sports program offered by the athletic department are associated with each of the administrative structures? Are any of the elements unique to a specific administrative structure?

Athletic department programs vary in a number of ways. Through the years 1972-78, sports were being added to and deleted from athletic programs. Data were collected to determine whether a procedure had been developed to determine interest in a new sport, to add a new sport, or to delete a current sport. Additional data were collected to identify the person or group who initiated the procedure. Table XV presents the results from the analysis of the former data. There were no significant differences. The data indicated there is a possibility that a procedure for adding or deleting sports does not

TABLE XIV

MONEY INCLUDED FOR COMPETITIVE AND PRACTICE FACILITIES: PERCENTAGE OF DEPARTMENTS WHICH HAD VARIOUS INSTITUTIONAL UNITS THAT PROVIDED FUNDS FOR COMPETITIVE AND PRACTICE FACILITIES

| Department                    | Competitive Facilities          |                                  |                                 |                                  | Practice Facilities             |                                  |                                 |                                  |
|-------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|
|                               | Men                             |                                  | Women                           |                                  | Men                             |                                  | Women                           |                                  |
|                               | Joint/HPER<br>(31) <sup>a</sup> | Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Independent<br>(43) <sup>a</sup> | Joint/HPER<br>(31) <sup>a</sup> | Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Independent<br>(43) <sup>a</sup> |
| -----Percent-----             |                                 |                                  |                                 |                                  |                                 |                                  |                                 |                                  |
| Physical Education Department | 7                               | 17                               | 29                              | 16                               | 20                              | 19                               | 37                              | 26                               |
| Men's Athletic Department     | 23                              | 25                               | 9                               | 12                               | 10                              | 14                               | 6                               | 9                                |
| Women's Athletic Department   | 0                               | 0                                | 0                               | 7                                | 3                               | 3                                | 0                               | 5                                |
| Student Activities Unit       | 0                               | 6                                | 9                               | 7                                | 0                               | 0                                | 9                               | 9                                |
| Athletic Association          | 23*                             | 56*                              | 46                              | 51                               | 27                              | 50                               | 49                              | 54                               |
| Physical Plant                | 10                              | 3                                | 9                               | 2                                | 10                              | 6                                | 9                               | 2                                |
| Other                         | 3                               | 6                                | 3                               | 5                                | 3                               | 3                                | 3                               | 5                                |

<sup>a</sup>Number of cases.

\*The difference between joint/HPER and joint/independent departments is significant with  $P < .05$  as determined by the  $\chi^2$  test with 1 degree of freedom.

TABLE XV

PROCEDURE FOR DETERMINING INTEREST IN NEW SPORTS, ADDING, AND DELETING SPORTS:  
 PERCENTAGE OF DEPARTMENTS HAVING PROCEDURES FOR DETERMINING INTEREST IN NEW  
 SPORTS, ADDING SPORTS, AND DELETING SPORTS AS WELL AS WHO IS RESPONSIBLE  
 FOR INITIATING THE PROCESS

| Procedure For                        | Men                             |                                        | Women                           |                                        |
|--------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                      | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----Percent-----                    |                                 |                                        |                                 |                                        |
| Determining interest<br>in new sport | yes                             | 61                                     | 44                              | 55                                     |
|                                      | no                              | 35                                     | 56                              | 42                                     |
|                                      | no answer                       | 4                                      | 0                               | 3                                      |
| Starting a new sport                 | yes                             | 77                                     | 58                              | 71                                     |
|                                      | no                              | 19                                     | 42                              | 24                                     |
|                                      | no answer                       | 4                                      | 0                               | 5                                      |
| Deleting a new sport                 | yes                             | 45                                     | 33                              | 37                                     |
|                                      | no                              | 52                                     | 67                              | 58                                     |
|                                      | no answer                       | 3                                      | 0                               | 5                                      |

<sup>a</sup>Number of cases.

exist at some schools. Instead, a person or group makes the decision. The athletic director played a more dominant role in the joint/independent men's department and was the single individual who most often dealt with this area of the program. It may be observed that more departments had procedures for adding sports than deleting them, a phenomenon which could change as economic constraints are felt.

Scheduling of competitive athletic events is the responsibility of a variety of persons in the various athletic departments found in post-secondary institutions. There were no significant differences between the categories, as may be observed in Table XVI. The men's programs tended to use the athletic director or a combination of the athletic director and at least one other person most of the time, while the women's programs used a greater variety of single individuals. The head coach in women's departments played a stronger individual role than did the head coach in the men's departments.

Transportation sometimes played a major role in the selection of sports for a program, e.g., playing ice hockey at a southern school. Travel limits and modes of transportation were investigated. There were no significant differences between categories related to limitations placed on travel. The joint/independent departments were less likely to limit travel than the joint/HPER departments in this sample. The fact that men's departments for the most part competed in conferences built around specific locations, while women's departments competed on a state and regional basis, may have contributed to the general lack of limitations on travel. (See Table XVII).

TABLE XVI

SCHEDULING FOR COMPETITIVE EVENTS: PERCENTAGE OF DEPARTMENTS THAT USED VARIOUS PERSONS TO SCHEDULE COMPETITIVE EVENTS

| Person Scheduling            | Men                             |                                        | Women                           |                                        |
|------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                              | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
|                              | -----percent-----               |                                        |                                 |                                        |
| Athletic Director            | 58                              | 67                                     | 24                              | 19                                     |
| Head Coach                   | 6                               | 5                                      | 18                              | 37                                     |
| Women's Athletic<br>Director | -                               | -                                      | 29                              | 23                                     |
| Other <sup>b</sup>           | 36                              | 28                                     | 29                              | 21                                     |

<sup>a</sup>Number of cases.

<sup>b</sup>Schools that used more than one person were grouped in this category.

TABLE XVII  
LIMITS ON TRANSPORTATION: PERCENTAGE OF DEPARTMENTS PLACING LIMITS ON TRANSPORTATION  
TO COMPETITIVE EVENTS

| Type of Sport     | Limits | Men                             |                                        | Women                           |                                        |
|-------------------|--------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                   |        | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent----- |        |                                 |                                        |                                 |                                        |
| Revenue           | Yes    | 16                              | 8                                      | 16                              | 2                                      |
|                   | No     | 81                              | 92                                     | 79                              | 88                                     |
| Non-revenue       | Yes    | 19                              | 17                                     | 21                              | 14                                     |
|                   | No     | 74                              | 78                                     | 71                              | 77                                     |

<sup>a</sup>Number of cases.

Note: The percentages not included were for departments that did not respond to these questions.

A number of modes of transportation and combinations of these were used by schools in the sample. For a percentage breakdown of these see Table XVIII. The joint/independent men's and women's departments used the combination of bus, airplane, and van or automobile significantly more often than did the joint/HPER men's and women's departments. The joint/HPER departments tended to use only two modes of transportation: either bus and plane or vans and plane.

Many institutions had a group that oversaw and evaluated the athletic program. The data indicate that 63 percent of the men's joint departments and 51 percent of the women's joint departments had such groups. The joint/independent men's departments had oversight groups whose function was advisory significantly more often than did the joint/HPER men's departments. The women's departments tended to use advisory groups for the evaluation and oversight of the program. These groups were generally referred to as athletic boards, committees, or councils. Women's departments were more likely to have nine or more in their groups than they were to have fewer than nine. Joint/independent men's groups were more likely to have nine or more in these groups, while joint/HPER groups were more likely to have fewer than nine. The data show the groups were composed of various combinations of alumni, students, faculty, and administrators. There was no consistent pattern to their composition.

Recruiting was another variable which influenced the athletic programs at institutions of higher education. Responses to the questions regarding this variable were limited. Fifty-three percent

TABLE XVIII

MODES OF TRANSPORTATION: PERCENTAGE OF DEPARTMENTS USING VARIOUS MODES OF TRANSPORTATION TO COMPETITIVE EVENTS

| Modes of Transportation              | Men                             |                                        | Women                           |                                        |
|--------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                      | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                    |                                 |                                        |                                 |                                        |
| Bus, airplane,<br>automobile, or van | 45                              | 81*                                    | 29                              | 53*                                    |
| Other <sup>b</sup>                   | 55                              | 19                                     | 71                              | 47                                     |

<sup>a</sup>Number of cases.

<sup>b</sup>This includes schools using only one or two modes of transportation, usually buses and planes or vans and planes.

\*Significant at .05 level as determined by the  $\chi^2$  test.

of the women's departments and 46 percent of the men's departments chose not to answer the questions. Among the women's departments, 22 percent indicated they did not have any recruiting program. A smaller percentage (12 percent) of the men's departments indicated they did not have recruiting programs. Recruiting has been a sensitive matter for many years, because the NCAA has penalized athletic programs for infractions of recruiting regulations. Another contributing factor to the low answer rate may have been that AIAW did not allow recruiting for some years but recently has permitted restricted recruiting. Because so few answered this question, no significant information was obtained.

Public relations were important to athletic departments, and the public relations activities of the departments helped in the recruitment of athletes and other students. Some universities and colleges routed all of their public relations material and releases through a central public relations office. Others allowed sports information to be released through a special sports information department, which was a part of the athletic department. Data were collected to determine how many athletic departments had sports information departments and, if they had one, for whom it released sports information. Analysis of the data yielded no significant differences, as is evident in Table XIX. The data show that 93 percent of the women's athletic departments and 91 percent of the men's athletic departments had sports information departments. Information was released for both of the departments at 90 percent of the men's

TABLE XIX

SPORTS INFORMATION DEPARTMENTS: PERCENTAGE OF DEPARTMENTS HAVING SPORTS INFORMATION DEPARTMENTS AND FOR WHOM INFORMATION IS RELEASED

| Sports Information             | Men                             |                                        | Women                           |                                        |
|--------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----              |                                 |                                        |                                 |                                        |
| Sports Information Department? |                                 |                                        |                                 |                                        |
| Yes                            | 84                              | 97                                     | 87                              | 98                                     |
| No                             | 16                              | 3                                      | 13                              | 2                                      |
| Information released for whom? |                                 |                                        |                                 |                                        |
| Men only/women only            | 0                               | 3                                      | 3                               | 14                                     |
| Men and women                  | 84                              | 94                                     | 87                              | 84                                     |
| No answer                      | 16                              | 3                                      | 10                              | 1                                      |

<sup>a</sup>Number of cases.

departments and 91 percent of the women's departments. This co-operation would be expected of joint departments.

#### Athletic Administrative Structures and Personnel Matters

4. What elements related to athletic department staff and student personnel are associated with each of the administrative structures? Are any of these elements unique to a specific administrative structure?

Programs are often judged by the number of participants in them. The data show that women's departments tended to be smaller than men's in numbers of participants. All of the women's programs had fewer than 400 students participating in them. Twelve percent of the men's programs had over 400 participants. Table XX gives the percentages of departments that had 199 or fewer participants and 200 or more participants in their athletic programs. There were no significant differences between categories.

Student athletes are required to make progress toward a degree while attending their chosen educational institutions. Some athletes find this difficult when faced with the demands of the athletic routine. Athletic competition often requires athletes to miss classes, and some arrive at college ill-prepared to meet the academic requirements. In an effort to help athletes meet these requirements, schools provide tutors. The data indicate that joint/independent women's departments provided tutors significantly more

TABLE XX

PARTICIPANTS IN THE PROGRAMS: PERCENTAGE OF DEPARTMENTS HAVING PROGRAMS WITH 199 OR FEWER PARTICIPANTS AND 200 OR MORE PARTICIPANTS DURING 1977-78

| No. of Participants | Men                             |                                        | Women                           |                                        |
|---------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                     | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| 199 and under       | 39                              | 36                                     | 82                              | 86                                     |
| 200 and over        | 55 <sup>b</sup>                 | 61 <sup>c</sup>                        | 13 <sup>d</sup>                 | 9 <sup>d</sup>                         |
| No answer           | 6                               | 3                                      | 5                               | 5                                      |

-----percent-----

<sup>a</sup>Number of cases.

<sup>b</sup>Thirteen percent had over 400 participants.

<sup>c</sup>Eleven percent had over 400 participants.

<sup>d</sup>No departments exceeded 399 participants.

often than the joint/HPER women's departments. Data for the men's departments were generally similar, but differences between categories were not significant at the .05 level. There were not many schools with full-time tutors in either type of administrative structure. Among the men's departments having tutors, the men's joint/independent departments had six or more part-time tutors significantly more often than the men's joint/HPER departments. (See Table XXI.)

Some institutions have athletic dormitories and/or sections in a dormitory where student athletes are housed. Often connected with these facilities are special dining facilities which provide meals for the athletes. It can be seen in Table XXII that neither the men's nor the women's programs had many departments with access to athletic dormitories. However, there were significantly more joint/independent women's departments that had athletic dormitories than joint/HPER women's departments. All of the schools indicating they had athletic dormitories had both men and women athletes living in them rather than just one sex or just scholarship athletes. There were significantly more men's joint/independent and women's joint/independent departments with special athletic dining facilities, than the men's joint/HPER and the women's joint/HPER departments, respectively. None of the joint/HPER women's departments provided special dining facilities for its athletes. See Table XXII for a breakdown of these data.

Physical examinations for athletes are an important part of athletic programs. Over 73 percent of all the joint/HPER and joint/

TABLE XXI

TUTORS PROVIDED ATHLETES: PERCENTAGE OF DEPARTMENTS PROVIDING  
TUTORS AND NUMBERS PROVIDED

| Tutors                 | Men                             |                                        | Women                           |                                        |
|------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                        | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----      |                                 |                                        |                                 |                                        |
| Provided <sup>b</sup>  |                                 |                                        |                                 |                                        |
| Yes                    | 45                              | 72                                     | 50                              | 77*                                    |
| No                     | 45                              | 28                                     | 48                              | 19                                     |
| Full-time <sup>c</sup> |                                 |                                        |                                 |                                        |
| 0                      | 32                              | 22                                     | 24                              | 42                                     |
| 1 or more              | 3                               | 19                                     | 0                               | 7                                      |
| Part-time <sup>c</sup> |                                 |                                        |                                 |                                        |
| 0                      | -                               | -                                      | 24                              | 35                                     |
| 1 or more              | -                               | -                                      | 8                               | 21                                     |
| 5 or less              | 35                              | 25                                     | -                               | -                                      |
| 6 or more              | 3                               | 28*                                    | -                               | -                                      |

<sup>a</sup>Number of cases.

<sup>b</sup>Missing percentages were "no answers."

<sup>c</sup>Missing percentages were "no" in provided section or "no answer" in the Full-time or Part-time sections.

\*Significant at .05 level as determined by the  $\chi^2$  test.

TABLE XXII

ATHLETIC DORMITORIES AND DINING FACILITIES: PERCENTAGE OF DEPARTMENTS HAVING  
ATHLETIC DORMITORIES AND DINING FACILITIES AND WHO LIVES IN THE DORMITORIES

| Dormitory and Dining Facilities                | Men                             |                                        | Women                           |                                        |
|------------------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                                | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                              |                                 |                                        |                                 |                                        |
| Have athletic dormitory?                       |                                 |                                        |                                 |                                        |
| Yes                                            | 6                               | 19                                     | 3                               | 28*                                    |
| No                                             | 94                              | 81                                     | 97                              | 72                                     |
| (If yes) those housed in<br>athletic dormitory |                                 |                                        |                                 |                                        |
| Men and women                                  | 6                               | 19                                     | 3                               | 28*                                    |
| Other                                          | 94                              | 81                                     | 97                              | 72                                     |
| Have athletic dining<br>facilities?            |                                 |                                        |                                 |                                        |
| Yes                                            | 6                               | 39*                                    | 0                               | 14*                                    |
| No                                             | 94                              | 61                                     | 100                             | 86                                     |

<sup>a</sup>Number of cases.

\*Significant at .05 level as determined by the  $\chi^2$  test.

independent departments used their student health service physicians to give the examinations. Schools not using student health physicians used local physicians, family physicians, or team physicians. There were no significant differences related to who performs physical examinations.

Some colleges provided a doctor for athletic events so that professional medical care was available if athletes were injured while participating in sports. The data indicate that more men's departments than women's departments provided team doctors. The differences were not significant for either the men's or women's departments.

Table XXIII provides information which relates to the top administrator in the athletic department. The first variable considered was whether one person administered both men's and women's programs. The data indicate that among men's departments there was a strong tendency to have one top administrator for joint athletic departments. The women's departments data show a weaker tendency to have one top administrator for joint athletic departments. When there was a single administrator, that person was a male in an overwhelming number of cases for all joint/HPER and joint/independent departments. Both men's and women's joint/independent departments reporting that they had a single administrator, called their top administrator an athletic director significantly more often than did joint/HPER departments. There were no clear patterns related to the person to whom the top athletic administrator was responsible.

TABLE XXIII

PROFILE OF TOP ATHLETIC ADMINISTRATOR: PERCENTAGE OF DEPARTMENTS THAT HAVE ONE TOP ATHLETIC ADMINISTRATOR AND CHARACTERISTICS OF THIS ADMINISTRATOR

| Profile Components                                         | Options                                                | Men                             |                                        | Women                           |                                        |
|------------------------------------------------------------|--------------------------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                                            |                                                        | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                                          |                                                        |                                 |                                        |                                 |                                        |
| One administrator for<br>athletic departments <sup>b</sup> | Yes                                                    | 87                              | 83                                     | 66                              | 72                                     |
|                                                            | No                                                     | 13                              | 14                                     | 34                              | 28                                     |
|                                                            | No answer                                              | 0                               | 3                                      | 0                               | 0                                      |
| Sex of administrator                                       | Male                                                   | 87                              | 83                                     | 63                              | 72                                     |
|                                                            | Female                                                 | 87                              | 83                                     | 63                              | 0                                      |
|                                                            | No answer                                              | 13                              | 14                                     | 34                              | 28                                     |
| Title of administrator                                     | Athletic<br>Director                                   | 55                              | 80*                                    | 42                              | 72*                                    |
|                                                            | Chairman of<br>Phys. Ed.<br>and Athletic<br>Department | 29                              | 6                                      | 24                              | 0                                      |
|                                                            | No answer                                              | 16                              | 14                                     | 34                              | 28                                     |
| Administrator reports<br>to whom?                          | President/<br>Chancellor                               | 39                              | 36                                     | 21                              | 30                                     |
|                                                            | Other                                                  | 48                              | 44                                     | 37                              | 40                                     |
|                                                            | No answer                                              | 13                              | 20                                     | 42                              | 30                                     |

TABLE XXIII (Continued)

| Profile Components              | Options     | Men                             |                                        | Women                           |                                        |
|---------------------------------|-------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                 |             | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----               |             |                                 |                                        |                                 |                                        |
| Administrator's terminal degree | B.A.        | 6                               | 19                                     | 3                               | 23                                     |
|                                 | M.S./M.Ed.  | 55                              | 61                                     | 42                              | 33                                     |
|                                 | Ed.D./Ph.D. | 23                              | 6                                      | 18                              | 11                                     |
|                                 | No answer   | 16                              | 14                                     | 37                              | 32                                     |
| Administrator holds rank?       | Yes         | 71*                             | 33                                     | 50*                             | 33                                     |
|                                 | No          | 16                              | 42                                     | 5                               | 33                                     |
|                                 | No answer   | 13                              | 25                                     | 45                              | 34                                     |
| Administrator also coaches      | Yes         | 42*                             | 17                                     | 29                              | 16                                     |
|                                 | No          | 39                              | 67                                     | 34                              | 53                                     |
|                                 | No answer   | 19                              | 16                                     | 37                              | 31                                     |

<sup>a</sup>Number of cases.

<sup>b</sup>All other questions were prefaced with "If yes" so the "no" and "no answer" categories in this question are found as "no answer" in the other questions along with those cases which chose not to answer these other questions.

\*Significant at .05 level as determined by the  $\chi^2$  test.

The terminal degree of the athletic department's administrator was also investigated. While there were no significant differences in this area of investigation, it is interesting to observe that many of the administrators had a master's or higher degree. Joint/independent departments did not seem to place as much emphasis on a higher degree as did joint/HPER departments. Therefore, they had more administrators with bachelor's degrees. The joint/HPER men's departments with a single top administrator had significantly more top administrators holding an academic rank than did joint/independent men's departments. Data obtained from the women's department with a single top administrator also show that joint/HPER departments had significantly more top administrators holding academic ranks than did joint/independent departments. This may be attributed to contracts requiring athletic administrators to teach in addition to performing their athletic duties. Some administrators were also required to coach as well as perform administrative activities. The joint/HPER men's departments with a single top administrator required their top athletic administrator to coach significantly more often than did the joint/independent departments.

Joint/independent women's departments had a person specifically designated for men's athletics significantly more often than joint/HPER women's departments. The men's data reveal a similar pattern but not at a significant level. Among the men's departments with a person specifically designated for men's athletics, the joint/independent men's departments had significantly more such

administrators who did not coach than did the joint/HPER men's departments. The women's data show a similar pattern but the differences had not developed to a significant level. The data indicate that joint/independent women's departments had a person specifically designated to administer women's athletics significantly more often than did the joint/HPER women's departments. There was a similar pattern for men's departments. Of those departments having an administrator for women's athletics, the joint/independent men's and women's departments had significantly more of those administrators who did not coach, than did the joint/HPER men's and women's departments, respectively. In both men's and women's sets of data, the athletic administrators were significantly more likely to hold academic teaching positions in addition to their athletic duties, if they were in joint/HPER departments than if they were in joint/independent departments. See Table XXIV for a breakdown of these data in percentages.

The composition of the employees in athletic departments was also investigated. The men's data indicate that the joint/independent departments had a significantly greater number of full-time assistant athletic directors than did the joint/HPER departments. The women's data show a similar tendency, but the differences were not at a significant level. Few departments had part-time assistant athletic directors. There were no significant differences found in connection with the number of coaches found in men's and women's departments. The data indicate that 36 percent of joint/HPER men's departments and

TABLE XXIV

PERSONNEL SPECIFICALLY DESIGNATED TO ADMINISTER ATHLETIC PROGRAMS: PERCENTAGE OF DEPARTMENTS THAT HAVE PERSONNEL SPECIFICALLY DESIGNATED TO ADMINISTER WOMEN'S OR MEN'S ATHLETIC PROGRAMS, THEIR TITLES, AND WHETHER THEY COACH

| Administrators Designated<br>for Both Programs          | Options                               | Men                             |                                        | Women                           |                                        |
|---------------------------------------------------------|---------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                                         |                                       | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                                       |                                       |                                 |                                        |                                 |                                        |
| Administrator specifically<br>for men's programs        | Yes                                   | 42                              | 67                                     | 58                              | 81*                                    |
|                                                         | No                                    | 45                              | 30                                     | 37                              | 19                                     |
|                                                         | No answer                             | 13                              | 3                                      | 5                               | 0                                      |
| If yes, coaching<br>responsibilities                    | Yes                                   | 23                              | 11                                     | 29                              | 26                                     |
|                                                         | No                                    | 16                              | 42*                                    | 32                              | 51                                     |
|                                                         | No answer                             | 61                              | 47                                     | 39                              | 23                                     |
| Name given                                              | Athletic Director                     | 36                              | 44                                     | 50                              | 58                                     |
|                                                         | Associate/Assistant                   |                                 |                                        |                                 |                                        |
|                                                         | Athletic Director<br>and other names  | 3                               | 14                                     | 11                              | 23                                     |
|                                                         | No answer                             | 61                              | 42                                     | 39                              | 19                                     |
| Administrator specifi-<br>cally for women's<br>programs | Yes                                   | 45                              | 67                                     | 61                              | 84*                                    |
|                                                         | No                                    | 42                              | 25                                     | 34                              | 16                                     |
|                                                         | No answer                             | 13                              | 8                                      | 5                               | 0                                      |
| If yes, coaching<br>responsibilities                    | Yes                                   | 42                              | 28                                     | 50                              | 42                                     |
|                                                         | No                                    | 0                               | 33*                                    | 13                              | 40*                                    |
|                                                         | No answer                             | 58                              | 39                                     | 37                              | 18                                     |
| Name given                                              | Athletic Director<br>for Women        | 26                              | 31                                     | 34                              | 30                                     |
|                                                         | Associate/Assistant                   |                                 |                                        |                                 |                                        |
|                                                         | Director for Women<br>and other names | 19                              | 36                                     | 29                              | 54                                     |
|                                                         | No answer                             | 55                              | 33                                     | 37                              | 16                                     |

<sup>a</sup>Number of cases.

\*Significant at .05 level as determined by the  $\chi^2$  test.

56 percent of joint/independent men's departments had over seven full-time coaches. This compares with 5 percent of joint/HPER women's departments and 5 percent of joint/independent women's departments having over seven full-time coaches. Significantly more joint/independent men's departments had at least one full-time business manager than did joint/HPER men's departments. There were no significant differences in the women's data for this variable or the variables related to number of trainers, sports information persons, or recruiters. The joint/independent men's departments had two to six full-time trainers significantly more often than did the joint/HPER men's departments. Some schools use part-time trainers, but there were no significant differences related to this variable. Sports information departments provided the marketing materials for departments. The joint/independent men's departments had one to three full-time sports information employees significantly more often than did the joint/HPER men's departments. On the other hand, the joint/HPER men's departments had one to five part-time sports information employees significantly more often than did the joint/independent men's departments. The women's departments used part-time sports information people more than full-time personnel. While not many departments had full-time recruiters, the joint/independent men's departments had one or more full-time recruiters significantly more often than did the joint/HPER men's departments. There were no significant differences in the men's data related to part-time recruiters and support staff. The joint/independent women's

departments had at least one full-time support staff employee significantly more often than did joint/HPER women's departments. This was not true for part-time support staff members, for there were no significant differences between categories.

Table XXV presents data related to the total number of employees in athletic departments. There was only one significant difference. The joint/HPER men's departments had 10 or fewer full-time employees significantly more often than did the joint/independent men's departments.

Another question considered was who hires, fires, and determines promotions and raises for athletic directors, other athletic administrators, coaches, trainers, sports information personnel, and support staff? The men's and women's data reveal that their respective joint/independent departments used the university president/chancellor to perform these tasks for athletic directors significantly more often than did their respective joint/HPER departments. The athletic director hired, fired, promoted, and granted raises to coaches, trainers, sports information personnel, and support staff significantly more often in joint/independent men's departments than in joint/HPER men's departments. The data from the women's departments indicate that the joint/independent departments used the athletic director to take care of the above tasks for other athletic administrators and support staff significantly more often than did the joint/HPER departments. There were no significant differences for the other personnel not mentioned.

TABLE XXV  
FULL-TIME AND PART-TIME EMPLOYEES: PERCENTAGE OF DEPARTMENTS  
HAVING SPECIFIED NUMBERS OF EMPLOYEES

| Type of Employee  | Number of Employees | Men                          |                                     | Women                        |                                     |
|-------------------|---------------------|------------------------------|-------------------------------------|------------------------------|-------------------------------------|
|                   |                     | Joint/HPER (15) <sup>a</sup> | Joint/Independent (17) <sup>a</sup> | Joint/HPER (13) <sup>a</sup> | Joint/Independent (26) <sup>a</sup> |
| -----percent----- |                     |                              |                                     |                              |                                     |
| Part-time         | 10 and under        | 80                           | 65                                  | 92                           | 96                                  |
|                   | Over 10             | 20                           | 35                                  | 8                            | 4                                   |
| Full-time         | 10 and under        | (14) <sup>a</sup>            | (23) <sup>a</sup>                   | (11) <sup>a</sup>            | (26) <sup>a</sup>                   |
|                   | Over 10             | 93*                          | 39                                  | 91                           | 85                                  |
|                   |                     | 7                            | 61                                  | 9                            | 15                                  |

<sup>a</sup>Number of cases.

\*Significant at the .05 level as determined by the  $\chi^2$  test.

Coaches have responsibilities other than teaching and coaching at some schools. The data show that men's and women's joint/HPER departments assigned coaches to university committees significantly more often than did the men's and women's joint/independent departments. Table XXVI reveals no significant differences in the men's and women's data regarding the coaches' responsibility for clinics, workshops, and camps. The joint/HPER men's departments had coaches with academic rank significantly more often than did the men's joint/independent departments. The women's data show the same significant differences between the joint/HPER and joint/independent departments and this variable.

#### Athletic Administrative Structures and Facilities

5. What elements related to the facilities used by the athletic department are associated with each of the administrative structures? Are any of these elements unique to a specific administrative structure?

This research investigated the use, rental, and financing of facilities. Questions related to facility usage yielded no significant results. The data from the men's departments show that in over half of the departments all of the men's and women's teams use the same practice facilities. A similar result was also found in the women's data. Table XXVII presents the percentages of departments whose men's and women's teams use some or all of the same practice facilities. It also gives the percentage of departments whose men's

TABLE XXVI

OTHER RESPONSIBILITIES AND CHARACTERISTICS OF COACHES: PERCENTAGE OF DEPARTMENTS HAVING COACHES SERVE ON UNIVERSITY COMMITTEES, CONDUCT CLINICS, WORKSHOPS, AND/OR CAMPS, AND/OR HOLD ACADEMIC RANK

| Other Responsibilities                    | Men                             |                                        | Women                           |                                        |
|-------------------------------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                           | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----Percent-----                         |                                 |                                        |                                 |                                        |
| Serve on university committees:           |                                 |                                        |                                 |                                        |
| Yes                                       | 87*                             | 50                                     | 92*                             | 65                                     |
| No                                        | 10                              | 42                                     | 3                               | 33                                     |
| No answer                                 | 3                               | 8                                      | 5                               | 2                                      |
| Conduct clinics, workshops, and/or camps: |                                 |                                        |                                 |                                        |
| Yes                                       | 84                              | 94                                     | 95                              | 88                                     |
| No                                        | 3                               | 6                                      | 5                               | 7                                      |
| No answer                                 | 13                              | 0                                      | 0                               | 5                                      |
| Hold academic rank:                       |                                 |                                        |                                 |                                        |
| Yes                                       | 81*                             | 36                                     | 74*                             | 42                                     |
| No                                        | 10                              | 53                                     | 16                              | 53                                     |
| No answer                                 | 9                               | 11                                     | 10                              | 5                                      |

<sup>a</sup>Number of cases.

\*Significant at the .05 level as determined by the  $\chi^2$  test.

TABLE XXVII

FACILITY USE, RENTAL, AND FINANCING: PERCENTAGE OF DEPARTMENTS IN THE VARIOUS CATEGORIES

| Facility Use                                               | Alternatives | Men                             |                                        | Women                           |                                        |
|------------------------------------------------------------|--------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                                                            |              | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
| -----percent-----                                          |              |                                 |                                        |                                 |                                        |
| Men's and women's teams<br>use same practice<br>facilities | All do       | 65                              | 53                                     | 58                              | 49                                     |
|                                                            | Some do      | 32                              | 47                                     | 42                              | 51                                     |
|                                                            | No answer    | 3                               | 0                                      | 0                               | 0                                      |
| Facilities used by both<br>teams at some time              | All or some  | 58                              | 50                                     | 53                              | 63                                     |
|                                                            | None         | 39                              | 44                                     | 37                              | 30                                     |
|                                                            | No answer    | 3                               | 6                                      | 10                              | 7                                      |
| Practice facilities same<br>as competitive<br>facilities   | All are      | 58                              | 39                                     | 61                              | 44                                     |
|                                                            | Some are     | 42                              | 58                                     | 39                              | 53                                     |
|                                                            | No answer    | 0                               | 3                                      | 0                               | 2                                      |
| Department rents<br>competitive facilities                 | All or some  | 39                              | 39                                     | 32                              | 47                                     |
|                                                            | None         | 61                              | 61                                     | 68                              | 51                                     |
|                                                            | No answer    | 0                               | 0                                      | 0                               | 2                                      |

<sup>a</sup>Number of cases.

and women's teams used the practice facilities at the same time. Some institutions had the same facilities for practice and competition and some rented part or all of the facilities they used for competition. Figures for the latter variables are also given in Table XXVII. None of the results was significant.

The data indicate that for the women's departments funds were budgeted for competitive and practice facilities in both the physical education and athletic departments. The men's departments were somewhat different, with the physical education departments budgeting for practice facilities and the athletic departments budgeting for competitive facilities. There was only one significant finding: joint/independent men's departments had athletic associations that included funds for both practice and competitive facilities in their budgets significantly more often than did joint/HPER men's departments.

#### Athletic Administrative Structures and Equipment

6. What elements related to the equipment used by the athletic department are associated with each of the administrative structures? Are any of these elements unique to a specific administrative structure?

Two basic questions related to equipment were considered. The first was, who selects equipment for use in the athletic programs? No clear pattern was discernible in the data, although the combination of athletic director and coach was used regularly by joint/HPER departments. Joint/independent departments used other people, e.g., the business manager. There were no significant findings. The second

question was related to the sharing of equipment by the men's and women's departments. The data show a trend toward joint/independent departments sharing equipment more often than did the joint/HPER departments, but there were no significant results obtained through analysis of these data.

#### Athletic Administrative Structures and Institutional Size

7. What athletic administrative structures are being used in educational institutions of various sizes?

The data indicate that administrative structures were influenced by size of institution. Table XXVIII presents the percentages of departments having enrollments of 5,000 and under and those over 5,000. Joint/independent departments were found at schools with enrollments of over 5,000 significantly more often than were joint/HPER departments for both sets of data.

#### Athletic Administrative Structures and Athletic Conferences

8. Are athletic administrative structures similar among schools within athletic conferences?

The  $\chi^2$  tabulations of departments with the joint/HPER and joint/independent administrative structures and the athletic conferences resulted in no significant differences. The departments were so scattered that there were not enough of them in any one conference to indicate any relationship between a conference and a specific athletic administrative structure.

TABLE XXVIII  
 INSTITUTIONAL ENROLLMENT AND ADMINISTRATIVE STRUCTURE: PERCENTAGE OF  
 DEPARTMENTS IN INSTITUTIONS WITH ENROLLMENTS OF 5,000 AND UNDER  
 AND OVER 5,000

| Enrollment         | Men                             |                                        | Women                           |                                        |
|--------------------|---------------------------------|----------------------------------------|---------------------------------|----------------------------------------|
|                    | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
|                    | -----percent-----               |                                        |                                 |                                        |
| 5,000 and<br>under | 68                              | 25                                     | 55                              | 23                                     |
| Over 5,000         | 32                              | 75*                                    | 45                              | 77*                                    |

<sup>a</sup>Number of cases.

\*Significant at the .05 level as determined by the  $\chi^2$  test.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Introduction

The purpose of the study was to provide information to fill a gap in the related literature. As a result of the recent advent of women's athletic programs and the state of change which has existed in the administration of men's and women's athletic programs, a large gap in the literature concerning athletic administration has developed. This study gives the reader information about athletic administrative structures as they existed during the final year for initial compliance with Title IX, and identifies characteristics which were specific to two of these structures.

A randomly selected sample of 220 colleges and universities that held membership in NCAA and AIAW during 1977-78 were sent 440 questionnaires, one to the men's athletic administrator and one to the women's athletic administrator. The men's and women's athletic directors returned 107 and 124 questionnaires respectively, for a return rate of 52.5 percent. A total of 157 out of 220 different institutions were represented in this study. All sections of the country were also represented in the sample.

The athletic administrative structures variable was formed by determining the departmental organization (i.e., joint or separate) and the institutional location (i.e., HPER, student services, or

independent). When these were combined, six basic athletic administrative structures resulted. These basic structures were as follows: separate/HPER; separate/student services; separate/independent; joint/HPER; joint/student services; and joint/independent. There were two other categories, separate/other and joint/other, which lumped a variety of other locations together.

During the analysis process, it was discovered that 67 men's cases and 81 women's cases were in two classifications, joint/HPER and joint/independent. The analysis reported in this document was confined to these administrative structures.

### Summary

Summary statements from the analysis of the data are presented here. The significant results for the men's and women's departments follow:

Men's joint/independent departments:

1. These departments used their business managers to help prepare the athletic department budgets significantly more often than did the joint/HPER men's departments.
2. Significantly less of the joint/independent departments used the physical education department head to help prepare athletic department budgets.
3. Joint/independent men's departments received revenue from men's gate receipts and special clubs significantly more often than did the men's joint/HPER departments.

4. Coaches who received extra income from special events, e.g. clinics, camps, workshops, etc., were found in joint/independent men's departments significantly more often than in joint/HPER men's departments.
5. Joint/independent men's departments included tuition, room and board, books, and fees in full and partial grants-in-aid significantly more often than joint/HPER men's departments did.
6. Athletic associations budgeted funds for facilities used for competition by joint/independent men's departments significantly more frequently than those used by joint/HPER men's departments.
7. Oversight groups related to joint/independent men's departments functioned as advisory groups significantly more often than did those related to joint/HPER men's departments.
8. Those joint/independent men's departments with tutors had six or more part-time tutors significantly more often than did joint/HPER men's departments with tutors.
9. Coaching was not part of the job description for the person specifically designated to administer men's athletics in joint/independent men's departments significantly more frequently than in joint/HPER men's departments.
10. Men's joint/independent departments had a significantly greater number of full-time assistant athletic directors than did joint/HPER men's departments.

11. Joint/independent men's departments had at least one full-time business manager significantly more often than did joint/HPER men's departments.
12. There were two to six full-time trainers in joint/independent men's departments significantly more often than in joint/HPER men's departments.
13. Joint/independent men's departments had one to three full-time sports information employees significantly more frequently than did joint/HPER men's departments.
14. Men's joint/independent departments had one or more full-time recruiters more often than did joint/HPER men's departments.
15. Athletic directors in joint/independent departments hired, fired, promoted, and gave raises to coaches, trainers, sports information personnel, and support staff significantly more often than those in joint/HPER men's departments.

Men's joint/HPER departments:

16. Joint/HPER men's departments had budgets of \$299,999 and lower significantly more often than did joint/independent men's departments.
17. Top administrators were required to coach in joint/HPER men's departments significantly more frequently than in joint/independent men's departments.
18. Men's joint/HPER departments had one to five part-time

sports information persons significantly more often than did joint/independent men's departments.

19. Joint/HPER men's departments had 10 or fewer full-time employees in their departments significantly more often than did joint/independent men's departments.

Women's joint/independent departments:

20. Television and radio broadcast rights and options and guarantees provided revenue for the women's joint/independent departments significantly more often than for the joint/HPER women's departments.
21. Joint/independent women's departments provided tutors significantly more often than did joint/HPER women's departments.
22. Tuition was included in full grants-in-aid in joint/independent women's departments significantly more often than in joint/HPER women's departments.
23. Women's joint/independent departments had one person specifically designated to administer men's athletics and another individual to administer women's athletics significantly more frequently than did joint/HPER women's departments.
24. There were one or more full-time support staff members in joint/independent women's departments significantly more often than in joint/HPER women's departments.
25. Athletic directors in joint/independent women's departments hired, fired, promoted, and gave raises to other

athletic administrators and support staff significantly more often than did those in joint/HPER women's departments.

Women's joint/HPER departments:

26. Women's joint/HPER departments provided fringe benefits for their employees significantly more often than did joint/ independent women's departments.

Both men's and women's joint/independent departments: the results that follow were significant for both men's and women's sets of data.

27. The joint/independent departments used buses, planes, and vans or automobiles to transport teams to athletic events significantly more often than did joint/HPER departments that generally used only two of the three modes of transportation mentioned above.
28. Special dining facilities were provided at schools with joint/independent departments significantly more often than at schools with joint/HPER departments.
29. Significantly more joint/independent departments than joint/HPER departments had a single athletic administrator who was titled the athletic director.
30. When athletic departments had a person specifically designated to direct women's athletics, the joint/independent departments did not require that person to coach significantly more often than joint/HPER departments.
31. Joint/independent departments used university presidents/chancellors to hire, fire, promote, and give raises to

athletic directors significantly more often than did joint/HPER departments.

32. Joint/independent departments were found at schools with enrollments over 5,000 significantly more often than were joint/HPER departments.

Both men's and women's joint/HPER departments: the results that follow were significant for both men's and women's sets of data.

33. The top athletic administrators in joint/HPER departments held academic ranks and teaching positions significantly more often than did those in joint/independent departments.
34. In joint/HPER departments the coaches were assigned to university committees and given academic ranks significantly more often than in joint/independent departments.

Tables XXIX-XXXI summarize these findings.

There were many variables that yielded no significant results.

Some of these variables which should be mentioned are as follows:

1. The institution's general budget was the main source of income for most departments.
2. Athletic departmental budgets were prepared by athletic directors and coaches in most departments.
3. Coaches' salaries tended to be higher in joint/independent departments and there tended to be more coaches.
4. When there was a single top athletic administrator that person was male over 60 percent of the time.
5. The women's joint/HPER departments had the greatest number of women in the top athletic administrator's position.

TABLE XXIX

## SIGNIFICANT CHARACTERISTICS OF MEN'S ATHLETIC DEPARTMENTS

| Characteristics                                                                                                             | Joint/HPER<br>(31) <sup>a</sup> | Joint/Independent<br>(36) <sup>a</sup> |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|
| Use business manager to prepare budget                                                                                      |                                 | X                                      |
| Less used physical education department head to prepare budget                                                              |                                 | X                                      |
| Received revenue from men's gate receipts and special clubs                                                                 |                                 | X                                      |
| Coaches received extra income from special events, e.g. clinics, etc.                                                       |                                 | X                                      |
| Tuition, room and board, books, and fees included in partial and full grants-in-aid                                         |                                 | X                                      |
| Athletic associations budgeted funds for competitive facilities                                                             |                                 | X                                      |
| Functions of oversight group were advisory                                                                                  |                                 | X                                      |
| Departments with tutors had six or more part-time tutors                                                                    |                                 | X                                      |
| Person specifically designated to administer men's athletic program did not coach                                           |                                 | X                                      |
| Greater number of assistant athletic directors                                                                              |                                 | X                                      |
| Had at least one full-time business manager                                                                                 |                                 | X                                      |
| Had two to six full-time trainers in department                                                                             |                                 | X                                      |
| Had one to three full-time sports information employees                                                                     |                                 | X                                      |
| Had one or more full-time recruiters                                                                                        |                                 | X                                      |
| Athletic director hired, fired, promoted, gave raises to coaches, trainers, sports information personnel, and support staff |                                 | X                                      |
| Budgets of \$299,999 and less                                                                                               | X                               |                                        |
| Top athletic administrator required to coach                                                                                | X                               |                                        |
| Had one to five part-time sports information employees                                                                      | X                               |                                        |
| Had 10 or fewer full-time employees                                                                                         | X                               |                                        |

<sup>a</sup>Number of cases.

TABLE XXX  
SIGNIFICANT CHARACTERISTICS OF WOMEN'S ATHLETIC DEPARTMENTS

| Characteristics                                                                                                        | Joint/HPER<br>(38) <sup>a</sup> | Joint/Independent<br>(43) <sup>a</sup> |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|
| Revenue received from TV and radio broadcast rights and options and guarantees                                         |                                 | X                                      |
| Provided tutors                                                                                                        |                                 | X                                      |
| Tuition included in full grants-in-aid                                                                                 |                                 | X                                      |
| Had a person specifically designated to administer women's athletics and one to administer men's athletics             |                                 | X                                      |
| One or more full-time support staff members                                                                            |                                 | X                                      |
| Athletic director hired, fired, promoted, and gave raises to other athletic administrators and support staff personnel |                                 | X                                      |
| Provide fringe benefits for their employees                                                                            | X                               |                                        |

<sup>a</sup>Number of cases.

TABLE XXXI  
SIGNIFICANT CHARACTERISTICS OF BOTH MEN'S AND WOMEN'S DEPARTMENTS<sup>a</sup>

| Characteristics                                                                             | Joint/HPER<br>(69) <sup>b</sup> | Joint/Independent<br>(79) <sup>b</sup> |
|---------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|
| Use buses, planes, and vans or cars to transport teams to events                            |                                 | X                                      |
| Provide special dining facilities for athletes                                              |                                 | X                                      |
| Had a single athletic administrator                                                         |                                 | X                                      |
| Did not require the person specifically designated to administer women's athletics to coach |                                 | X                                      |
| President/chancellor hired, fired, promoted, and gave raises to athletic director           |                                 | X                                      |
| Found in schools of over 5,000 enrollment                                                   |                                 | X                                      |
| Top athletic administrator held academic rank and teaching position                         | X                               |                                        |
| Coaches assigned to university committees and held academic rank                            | X                               |                                        |

<sup>a</sup>The comparisons presented in this table are of the joint/HPER and joint/independent variables within the men's and women's data sets.

<sup>b</sup>Number of cases.

6. There was greater emphasis on advanced degrees in joint/HPER departments than in joint/independent departments.

There is some indication that gate receipts from women's events will increase, as will alumni giving. Growth in the number of joint/independent and joint/HPER departments is a very real possibility as funds for athletics from traditional sources are reduced.

#### Recommendations

While this document reports results from the analysis of the administrative structures, joint/HPER and joint/independent, there are two others, separate/HPER and separate/independent, that should not be neglected. An additional inquiry needs to be completed for these departments with a large enough sample number to gain significant data. This research would provide some data that could fill the gap left as a result of the small number of returns in these categories in this study. The author recommends that separate in-depth studies be undertaken for each of the administrative structures. Studies should be controlled for size of enrollment and size of budget. A study of athletic administrative structures at institutions within conferences should also be completed. Future studies should be narrowed to a single area within the structure and a comprehensive in-depth study completed.

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## APPENDIXES

## APPENDIX A

Between 1980 and 1983, a number of critical decisions affecting athletes and athletics were made. Efforts to limit the interpretation of Title IX were continued by NCAA (Fields, April 28, 1980, p. 4). Likewise, AIAW continued its efforts in support of the broad initial interpretation of Title IX, which included athletics. Judges made conflicting decisions and the federal government sent conflicting signals, too. The Office of Civil Rights (OCR) was supporting the enforcement of the regulations. By the end of August, 1980, 124 complaints of violations of Title IX had been received by the OCR against 84 colleges and universities. Investigation of these violations had been delayed, because the guidelines for applying the law to intercollegiate athletics and the manual to be used as a guide in the investigations had not been completed (Fields, August 25, 1980, p. 19). Enforcement began during September, 1980.

Within a year, the federal administration had moved to weaken the application of Title IX by changing the financial requirements of the regulations. The Supreme Court began hearing sex-bias cases. One notable decision made by the court was that individuals could sue colleges and universities to enforce the law (Fields, October 21, 1981, p. 1). This decision meant suits did not have to be class action suits. In another case, the judges ruled that athletics were included in Title IX (Fields, December 16, 1981, pp. 11-12). Then, four months later the Supreme Court justices allowed a lower court

decision which excluded athletics from Title IX to remain. The Department of Health, Education and Welfare (HEW) chose not to contest this interpretation (Fields, April 28, 1982, p. 13). Women athletes at Temple University were among the first to file a sex-bias suit against a college or university. The athletes won their suit. This decision resulted in a formal written agreement outlining action which the university was to take to provide equal treatment for women athletes (Middleton, April 21, 1980, p. 12).

Equal funding for men's and women's athletics was a major issue. The United States Civil Rights Commission supported equal funding as did HEW. Unfortunately, many colleges and universities had difficulty accomplishing equality. There were some institutions, which were encouraged by NCAA's actions, that did not attempt to comply with the regulations. Other institutions did not have the resources to provide equal funding for the two athletic programs. Some men's programs were cut back to allow funds to be diverted to the women's programs (no author, The Chronicle of Higher Education, May 26, 1981, p. 2). Meanwhile, other schools continued to expand their programs (no author, The Chronicle of Higher Education, November 3, 1980, p. 2). Some athletic directors began exploring alternative sources of revenue. One source was alumni and regular contributors to the institution (Middleton, March 3, 1982, p. 5). Athletic departments hired development officers who were solely responsible for athletic development plans at their universities. This source of revenue appears to be a promising alternative.

Growing television audiences provided the opportunity for increased revenue from television broadcast rights. The NCAA voted to expand television coverage of football and negotiated new contracts with two television networks instead of just one as in the past. Cable television was thought by some people to provide a good, new source of funding, but others were skeptical. The Entertainment and Sports Programming Network (ESPN) and NCAA signed a two-year contract in 1979 which provided for the televising of about 350 college sports. Some of this coverage was of minor sports. At least one athletic director, Don Canham of the University of Michigan, was optimistic about this new source of revenue. The University of Michigan received \$300,000 for its network appearances and \$75,000 for its cable appearances during 1979. Mr. Canham predicted that the University of Michigan would be receiving ten times as much from cable television in ten years (Middleton, December 3, 1979, pp. 6-7).

A major conflict developed over the rights of schools to negotiate their own television contracts. This arrangement would benefit the schools that were in demand but not the schools that were doing poorly during a given year. The major parties in the conflict were the 61 members of the College Football Association (CFA) and the NCAA. Members of CFA were members of NCAA also. A special conference was convened to discuss their differences, but no agreement resulted. A law suit was filed that would have allowed institutions the right to negotiate their own television contracts. Meanwhile, members of CFA started to abandon the agreement with

NBC-TV, which they had made in August, 1981. By January, 1982, enough CFA members had withdrawn their support for the NBC-TV contract that it was abandoned. Another victory for the NCAA, although not a permanent one. The CFA schools continued to press for the right to negotiate their own television contracts.

The problems connected with men's athletics continued. A detective agency was hired to help the NCAA enforcement team with their investigations of infraction of NCAA rules. Schools continued to be penalized for various infractions, most of which were connected with recruiting. A major investigation was launched into the report that members of the Boston University basketball team were guilty of point shaving (Middleton, January 26, 1981, p. 5). Enrollment fraud was also discovered at some schools, and those involved were penalized (McCurdy, January 19, 1981, p. 6). During the three years, 1979-82, women's departments started to move into NCAA and originally were not to have been investigated until 1985. However, infractions began occurring and investigations began earlier.

A new public relations tool was developed during these years. Several colleges were starting sports magazines for use in recruiting and development activities.

Colleges were encouraged to tighten their academic requirements. Some people believed this would penalize black students. The NCAA did tighten its academic requirements when the delegate assembly voted to require athletes to complete 12 credit hours per term.

The AIAW delegate assembly lifted its recruiting rules and rejected the proposals for a nonscholarship division. The eligibility of transfer students was also considered and new, clearer regulations passed (Fields, January 19, 1981, p. 7). Additional autonomy was given the AIAW institutions.

The NCAA delegate assembly voted to widen its role in women's athletics. Plans were formulated by NCAA staff members to promote women's sports, and the delegate assembly voted to offer women's championships. At this time, AIAW was offering 17 championships to Division I schools, and NCAA proposed to provide five. Many women felt that the NCAA plan could only be viewed as another attempt to retard or subvert the growth and development of women's intercollegiate athletics. Questions were raised about how the NCAA would finance the expenses for the championships, because NCAA paid team travel expenses to national championships. Paying for team expenses was impossible for the AIAW, because it did not have the reserve funds for that purpose. Members of the NAIA member delegate assembly had previously voted to provide women's championships. These championships had not affected AIAW much. Members of the AIAW delegate assembly were shocked and angered by the NCAA vote. The AIAW charged that NCAA was trying to drive AIAW out of existence. Members of AIAW began leaving the organization. Some went to NAIA, and others went to NCAA. In 1981, 200 colleges were expected to move their memberships from AIAW to one of the men's organizations (Fields, June 1, 1981, p. 2). Many women's athletic directors felt subtle pressure

to leave AIAW because of financial reasons. Women were given positions on committees in NCAA but not on an equal basis. They were losing control over women's athletics.

The AIAW attorney filed an antitrust suit on behalf of the organization against NCAA to prevent NCAA from providing women's championships. Action was slow on the suit, because there was an unsuccessful effort to settle the matter outside of court. The membership of AIAW continued leaving the organization in greater numbers. By late spring, 1982, around 46 percent of the AIAW Division I schools had decided not to participate in the AIAW championships or had already left the organization (Field, June 16, 1982, p. 10). This reduction in participation would cause the loss of revenues from gate receipts, television broadcast rights, membership fees, and other related sources. NCAA was accused of pressuring the television network that had contracted with AIAW to cover the women's championships which also caused a loss in revenue. After considering these and other factors, the executive committee of AIAW voted to suspend activities until after the court decision on the antitrust suit. In June, 1982, all activities were officially suspended. It was not until November, 1982, that the court started hearings on the suit (Fields, October 27, 1982, pp. 13, 16).

It is the author's opinion that too much damage had been sustained by AIAW for it to continue to exist. The inclusion of athletics in Title IX was thought by many to be an opportunity for women to gain some measure of equality in athletics. However, women have lost many national championships and the resulting

national exposure. The most important thing that women have lost is the power to control the destiny of women's athletics. Two major errors occurred which aided in the demise of AIAW. The organization lost its strong support system when it became independent of AAHPER. AIAW failed to replace this support system with a new one which included the chief administrative officer and a faculty member from each member institution. The NCAA, AAU, and NAIA will continue to exist, but AIAW is gone.

## APPENDIX B

### TRANSMITTAL LETTER FOR TRIAL QUESTIONNAIRE

Dear

I am writing to request your aid in evaluating a questionnaire which will be sent to other athletic directors. The purpose of the study is to determine current administrative structures and isolate characteristics which might be specific to a particular structure. The information from the survey will be made available to athletic directors who might be in situations where a change in administrative structure is needed. The information will provide data for a dissertation in Educational Administration at The University of Tennessee.

You will find a copy of the questionnaire and a self-addressed, stamped envelope enclosed. Please read the questions at the end of the form before starting to fill out the questionnaire. Please make any additional comments you feel are needed. If at all possible, please complete and mail the questionnaire by August 30, 1978. If you are unable to help please return the questionnaire as soon as possible so someone else can be contacted.

Your help in this matter is greatly appreciated. If you should wish to receive a copy of the final results please fill in the form on the last page. The information in the questionnaire will be kept confidential and will not be used as part of the study since your institution was not included in the random sample.

Thank you for your help.

Sincerely,

Ginger Hood

## APPENDIX C

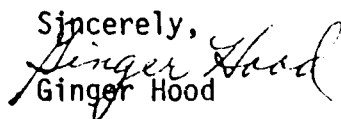
Dear Athletic Director,

As you know, recent legislation has affected athletic programs throughout the United States. This has caused a change not only in the sports offered in the athletic programs and financial aspects but in athletic administrative structures as well.

As a part of my work in the Department of Educational Administration and Supervision at the University of Tennessee, I am sampling colleges and universities who hold membership in both AIAW and NCAA. The purpose of the study is to determine the current administrative structures found in athletic departments throughout the United States and any characteristics which might contribute to each type of structure. This information will then be made available to colleges and universities in the process of change so they may make more intelligent decisions regarding the administrative structures that might be used in their situations.

Your institution has been randomly selected to be a part of the sample. Please take the time to complete the following questionnaire and then simply staple it together before mailing it to me. Please try to complete the questionnaire within two weeks from its arrival. If you wish a copy of the final results, complete the form at the end of the questionnaire. This form will be removed before any analysis is begun to assure confidentiality of the information in the questionnaire.

If the results are to contribute to the area of athletics it is important that your valuable information be included. Your cooperation will be deeply appreciated.

Sincerely,  
  
Ginger Hood

## SURVEY OF ATHLETIC ADMINISTRATIVE STRUCTURES

Please answer all questions as they apply to your women's intercollegiate athletic department and/or institution by placing a check in the appropriate box or writing the correct information on the line provided. In an attempt to form a growth factor some questions will require information from the year 1972-73 as well as 1977-78. Please answer these as accurately as possible. All other questions should be answered for the year 1977-78. Where questions do not apply to your institution, place a N/A directly under the question number. If further comments are necessary, use the margin or the last page.

1. Indicate the number of students on all women's intercollegiate athletic teams for the years indicated. (If a student participated on more than one of these teams count her once.)

1972-73 - ☐ 99 and under ☐ 100-199 ☐ 200-299 ☐ 300-399 ☐ 400 +

1977-78 - ☐ 99 and under ☐ 100-199 ☐ 200-299 ☐ 300-399 ☐ 400 +

2. Does one person administer both men's and women's intercollegiate athletic programs? ☐ Yes ☐ No

If yes, indicate the following information.

Sex - ☐ Male ☐ Female

Does he/she coach? ☐ Yes ☐ No

His/Her highest academic degree - ☐ BA-BS ☐ MS-MEd ☐ PhD-EdD

Present academic rank - ☐ Instructor ☐ Assist. Prof.

☐ Assoc. Prof. ☐ Full Prof. ☐ None

Title of his/her position \_\_\_\_\_

Title of person to whom this administrator is responsible \_\_\_\_\_

3. Did one person administer both men's and women's athletic programs in 1972-73? ☐ Yes ☐ No

If yes, to whom was this administrator responsible?

\_\_\_\_\_  
(Title of position)

4. Is there an athletic administrator who is specifically responsible for (a) the men's athletic program ☐ Yes ☐ No

If yes, indicate the following information.

Whether he/she coaches ☐ Yes ☐ No

Full title of his/her position (eg. assistant athletic director of men's athletics) \_\_\_\_\_

and (b) the women's athletic program ☐ Yes ☐ No

If yes, indicate the following information.

Whether he/she coaches ☐ Yes ☐ No

Full title of his/her position (eg. assistant athletic director of women's athletics) \_\_\_\_\_

2.

5. Do any athletic administrators presently hold academic teaching positions (part or full time)? ☐ Yes ☐ No

6. Indicate the number of each of the following or comparable positions that are found in the women's athletic department.

|                                      | 1                        | 2                        | 3                        | 4                        | Other(specify)                 |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| Assistant athletic director          |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Coaches                              |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Business manager                     |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Trainers                             |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Sports information                   |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Recruiters                           |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Support staff(eg. secretaries, etc.) |                          |                          |                          |                          |                                |
| Full time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |

7. If your department was in existence during 1972-73, which of the following would describe it?

- ☐ A separate department from the men's department  
☐ A joint department with the men's department  
☐ A separate department because there was no men's department

Of which larger unit was it a part?

- ☐ School/Department of Health, Physical Education and Recreation  
☐ Student Activities Unit  
☐ Not a part of any other unit  
☐ Other(please specify) \_\_\_\_\_

8. Which of the following would currently describe your department?

- ☐ A separate department from the men's department  
☐ A joint department with the men's department

Of which larger unit is it currently a part?

- ☐ School/Department of Health, Physical Education and Recreation  
☐ Student Activities Unit  
☐ Not a part of any other unit  
☐ Other(please specify) \_\_\_\_\_

3.

9. Is your intercollegiate athletics program evaluated by a group (eg. university senate) from outside the athletics area of the university to determine its contribution and value? ☐ Yes ☐ No

If yes, indicate the following information.

Group's name \_\_\_\_\_

Constituencies from which the group members are selected (eg. faculty) \_\_\_\_\_

Number of members in the group - ☐ 1-4 ☐ 5-8 ☐ 9-12 ☐ 13 +

10. Is there an athletic board or committee which serves as a regulatory or advisory body for your program? ☐ Yes ☐ No

If yes, indicate the following information.

Its function ☐ Regulatory ☐ Advisory

Its official name \_\_\_\_\_

11. Indicate the sources of funding for your program for 1972-73 and 1977-78.

| <u>Sources of Funding</u>                | <u>1972-73</u>           | <u>1977-78</u>           |
|------------------------------------------|--------------------------|--------------------------|
| General budget of your institution.....  | <input type="checkbox"/> | <input type="checkbox"/> |
| Student activity fees                    |                          |                          |
| Funds received dependent upon            |                          |                          |
| student attendance at events.....        | <input type="checkbox"/> | <input type="checkbox"/> |
| Funds received <u>not</u> dependent upon |                          |                          |
| student attendance at events.....        | <input type="checkbox"/> | <input type="checkbox"/> |
| Student athletic fee.....                | <input type="checkbox"/> | <input type="checkbox"/> |
| Gate receipts                            |                          |                          |
| Men's games.....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Women's games.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Alumni giving.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Special campaigns.....                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Concessions at                           |                          |                          |
| Men's games.....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Women's games.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Other events.....                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Special clubs (eg. Quarterback Club).... | <input type="checkbox"/> | <input type="checkbox"/> |
| TV and radio for coverage of             |                          |                          |
| Men's games.....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Women's games.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Film service.....                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Guarantees and options.....              | <input type="checkbox"/> | <input type="checkbox"/> |
| Others (please specify)                  |                          |                          |
| _____.....                               | <input type="checkbox"/> | <input type="checkbox"/> |
| _____.....                               | <input type="checkbox"/> | <input type="checkbox"/> |

12. As a part of your budget, do you provide a per-diem allowance for teams when they travel? ☐ Yes ☐ No

If yes, indicate the amount budgeted for this allowance.  
(Check all that apply)

☐ \$10 or less ☐ \$10.01-20.00 ☐ \$20.01-30.00 ☐ \$30.01 +

4.

13. Indicate the total budget (operating and maintenance) for the women's athletic program during 1972-73 and 1977-78. (Include salaries for department personnel.)

1972-73-☐ \$24,999 and below ☐ \$25,000-199,999 ☐ \$200,000-349,999  
☐ \$350,000-499,999 ☐ \$500,000 +  
 1977-78-☐ \$24,999 and below ☐ \$25,000-199,999 ☐ \$200,000-349,999  
☐ \$350,000-499,999 ☐ \$500,000 +

14. Who helps prepare your budget? (Check all that provide direct assistance in the decision making process.)

☐ Athletic Director ☐ Assistant Athletic Director for Men's Athletics  
☐ Assistant Athletic Director for Women's Athletics ☐ Athletic Department Business Manager or Bookkeeper  
☐ Coaches ☐ Physical Education Head  
☐ Vice President (Chancellor) for Student Activities  
☐ Other (please specify) \_\_\_\_\_

15. Which of the following departments include money in their budgets for practice facilities and/or competitive facilities?

| <u>Budget Sources</u>           | <u>Practice Facilities</u> | <u>Competitive Facilities</u> |
|---------------------------------|----------------------------|-------------------------------|
| Physical Education Department   | <input type="checkbox"/>   | <input type="checkbox"/>      |
| Men's Athletic Department       | <input type="checkbox"/>   | <input type="checkbox"/>      |
| Women's Athletic Department     | <input type="checkbox"/>   | <input type="checkbox"/>      |
| Student Activities Unit         | <input type="checkbox"/>   | <input type="checkbox"/>      |
| Other _____<br>(please specify) | <input type="checkbox"/>   | <input type="checkbox"/>      |
| _____                           | <input type="checkbox"/>   | <input type="checkbox"/>      |

16. Which of the following are provided in full athletic grants-in-aid and which in partial grants-in-aid?

| <u>Items Included</u>           | <u>Full Grants-in-aid</u> | <u>Partial Grants-in-aid</u> |
|---------------------------------|---------------------------|------------------------------|
| Tuition                         | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Books                           | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Fees                            | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Room and Board                  | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Spending Money                  | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Other _____<br>(please specify) | <input type="checkbox"/>  | <input type="checkbox"/>     |
| _____                           | <input type="checkbox"/>  | <input type="checkbox"/>     |



6.

18. When a grant-in-aid is awarded which of the following procedures is used to process it?

- ☐ A waiver of tuition and/or fees
- ☐ A transfer of athletic department funds to the university for the tuition and/or fees
- ☐ Other(please specific) \_\_\_\_\_

19. Do you currently have a sports information department which provides information to the media(eg. newspapers, radio, TV, etc.) about the women's athletic program?

☐ Yes      ☐ No

If yes, for whom does it issue sports information?

☐ Women's athletics only      ☐ Men's and women's athletics

If no, who does issue sports information?

\_\_\_\_\_  
(Title of person's position)

20. Who is ultimately responsible for scheduling competitive events?

\_\_\_\_\_  
(Title of person's position)

21. Do you have a designated procedure for each of the following?

(a) for determining interest in new competitive teams

☐ Yes      ☐ No

(b) for deleting sports from your program

☐ Yes      ☐ No

If yes, who presently initiates the procedure?

\_\_\_\_\_  
(Title of person's position)

(c) for starting new competitive teams

☐ Yes      ☐ No

If yes, who presently initiates the procedure?

\_\_\_\_\_  
(Title of person's position)

7.

22. Is there a limit on the distance that can be traveled by revenue sports and non-revenue sports?

Revenue - ☐ Yes ☐ No Non-revenue - ☐ Yes ☐ No

If yes for either revenue or non-revenue sports, what is the mileage limit? Revenue \_\_\_\_\_, Non-revenue \_\_\_\_\_ miles

23. Indicate the mode(s) of transportation used by competitive teams. (Check all that apply.)

☐ Airplane ☐ Train ☐ Automobile or van ☐ Bus

☐ Other(please specify) \_\_\_\_\_

24. Who selects playing equipment. (Indicate only those who are involved in making the decision.)

☐ Coaches ☐ Athletic director ☐ Bookkeeper-business manager

☐ Purchasing agent for the institution ☐ Other \_\_\_\_\_ (please specify)

25. Do men's and women's teams use any of the following?

(a) the same equipment(eg. basketballs, shots, etc.) - ☐ Yes ☐ No

(b) the same practice facilities - ☐ All do ☐ Some do ☐ None do

If all or some do, are the facilities used by both teams at the same time? ☐ All are ☐ Some are ☐ None are

26. Are the same facilities used for practice and intercollegiate competitive events? ☐ All are ☐ Some are ☐ None are

27. Does your department rent competitive facilities?

☐ All are ☐ Some are ☐ None are

28. Who hires, fires and determines promotions and raises for each of the following? (Title of person's position)

\_\_\_\_\_ Athletic director

\_\_\_\_\_ Other athletic administrators

\_\_\_\_\_ Coaches and trainers

\_\_\_\_\_ Sports information personnel

\_\_\_\_\_ Support personnel(eg. secretaries, etc.)

29. Indicate the number of people for whom either part or all of their salaries are paid from funds designated for women's athletics.

Part - ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

☐ Other(please specify) \_\_\_\_\_

All - ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

☐ Other(please specify) \_\_\_\_\_

8.

30. Do coaches and athletic administrators receive the same fringe benefits as non-coaching faculty members?

Coaches - ☐ Yes ☐ No Athletic administrators - ☐ Yes ☐ No

31. Write the number of head coaches in the women's department who receive salaries, excluding extra money from TV, etc., in each category.

\_\_\_\_ \$4,999 or less      \_\_\_\_ \$5,000-9,999      \_\_\_\_ \$10,000-14,999  
 \_\_\_\_ \$15,000-19,999      \_\_\_\_ \$20,000-24,999      \_\_\_\_ \$25,000-29,999  
 \_\_\_\_ \$30,000 +

32. In addition to salaries do coaches receive money from other sources (eg. TV. radio, etc.)? ☐ Yes ☐ No

33. Do coaches serve on university committees, hold academic rank, and/or conduct clinics, workshops or camps?

University committees - ☐ Yes ☐ No Academic rank - ☐ Yes ☐ No

Conduct clinics, etc. - ☐ Yes ☐ No

34. Are doctors available at all intercollegiate events?

☐ Yes ☐ No

35. Are physical examinations furnished all student athletes through the student health center? ☐ Yes ☐ No

If no, who does furnish these examinations? \_\_\_\_\_

36. Are tutors provided for any student athlete who might need one?

☐ Yes ☐ No

37. Indicate the number of tutors that are hired in each category and the number of sports for which you have an active recruiting program(s).

Full time tutors - ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Other \_\_\_\_\_

Part time tutors - ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Other \_\_\_\_\_

Recruiting program- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Other \_\_\_\_\_

If no recruiting program(s) is(are) in effect now, would you like to begin one or more? ☐ Yes ☐ No

38. Does your campus have an athletic dormitory? ☐ Yes ☐ No

If yes, who resides in the athletic dormitory?

☐ Only male and female scholarship athletes

☐ Only male scholarship athletes

☐ Only female scholarship athletes ☐ All female athletes

☐ All male and female athletes ☐ All male athletes

☐ Other(please specify) \_\_\_\_\_

9.

39. Are special dining facilities provided for female student athletes either in an athletic dormitory or campus dining hall?

☐ Yes      ☐ No

If yes, is it available for the use of all or part of the athletes?

☐ All      ☐ Part

40. In your opinion what should be done with the NCAA and AIAW national organizations?

- ☐ Maintain separate national organizations  
☐ Merge AIAW with NCAA but retain the NCAA format  
☐ Merge AIAW with NCAA and form a new super organization  
☐ Other (please specify) \_\_\_\_\_

41. In your opinion how would you prefer intercollegiate athletic competition for women to be organized?

- ☐ A conference format using the established conferences for men  
☐ A conference format different from that established for men  
☐ Maintain the present state and regional competition and use no conference ties  
☐ Other (please specify) \_\_\_\_\_

42. Please indicate your sex, position title and academic rank, if any.

☐ Male      Title \_\_\_\_\_  
☐ Female      Rank \_\_\_\_\_

43. Do you serve on university committees?      ☐ Yes      ☐ No

44. Was your position in existence in 1972-73?      ☐ Yes      ☐ No

45. What is the sex and title of the position of the person to whom you are presently responsible?

☐ Male      Title \_\_\_\_\_  
☐ Female

10.

ADDITIONAL COMMENTS:

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If you wish a copy of the results of this study please fill out the blank below and when the results are analyzed a copy will be forwarded to you. This page will be removed before any analysis is begun to insure confidentiality.

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I WISH A COPY OF THE FINAL RESULTS.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

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Dear Athletic Director,

As you know, recent legislation has affected athletic programs throughout the United States. This has caused a change not only in the sports offered in the athletic programs and financial aspects but in athletic administrative structure as well.

A graduate student in the Department of Educational Administration and Supervision at the University of Tennessee is sampling colleges and universities who hold membership in both NCAA and AIAW. The purpose of the study is to determine the current administrative structures found in athletic departments throughout the United States and any characteristics which might contribute to each type of structure. This information will then be made available to colleges and universities in the process of change so they may make more intelligent decisions regarding the administrative structures that might be used in their situations.

Your institution has been randomly selected to be a part of the sample. Please take the time to complete the following questionnaire and then simply staple it together before mailing it to the researcher. Please try to complete the questionnaire within two weeks from its arrival. If you wish a copy of the final results, complete the form at the end of the questionnaire. This form will be removed before any analysis is begun to assure confidentiality of the information in the questionnaire.

If the results are to contribute to the area of athletics it is important that your valuable information be included. Your cooperation will be deeply appreciated.

Sincerely,

  
Earl M. Ramer      Professor Emeritus  
Continuing and Higher Education Department

## SURVEY OF ATHLETIC ADMINISTRATIVE STRUCTURES

Please answer all questions as they apply to your men's intercollegiate athletic department and/or institution by placing a check in the appropriate box or writing the correct information on the line provided. In an attempt to form a growth factor some questions will require information from the year 1972-73 as well as 1977-78. Please answer these as accurately as possible. All other questions should be answered for the year 1977-78. Where questions do not apply to your institution, place a N/A directly under the question number. If further comments are necessary, use the margin or the last page.

1. Indicate the number of students on all men's intercollegiate athletic teams for the years indicated. (If a student participated on more than one of these teams count him once.)

1972-73 - ☐ 99 and under ☐ 100-199 ☐ 200-299 ☐ 300-399 ☐ 400 +

1977-78 - ☐ 99 and under ☐ 100-199 ☐ 200-299 ☐ 300-399 ☐ 400 +

2. Does one person administer both men's and women's intercollegiate athletic programs? ☐ Yes ☐ No

If yes, indicate the following information.

Sex - ☐ Male ☐ Female

Does he/she coach? ☐ Yes ☐ No

His/Her highest academic degree - ☐ BA-BS ☐ MS-MEd ☐ PhD-EdD

Present academic rank - ☐ Instructor ☐ Assist. Prof.

☐ Assoc. Prof. ☐ Full Prof. ☐ None

Title of his/her position \_\_\_\_\_

Title of person to whom this administrator is responsible \_\_\_\_\_

3. Did one person administer both men's and women's athletic programs in 1972-73? ☐ Yes ☐ No

If yes, to whom was this administrator responsible?

\_\_\_\_\_  
(Title of position)

4. Is there an athletic administrator who is specifically responsible for (a) the men's athletic program ☐ Yes ☐ No

If yes, indicate the following information.

Whether he/she coaches ☐ Yes ☐ No

Full title of his/her position (eg. assistant athletic director of men's athletics) \_\_\_\_\_

and (b) the women's athletic program ☐ Yes ☐ No

If yes, indicate the following information.

Whether he/she coaches ☐ Yes ☐ No

Full title of his/her position (eg. assistant athletic director of women's athletics) \_\_\_\_\_

2.

5. Do any athletic administrators presently hold academic teaching positions (part or full time)? ☐ Yes ☐ No

6. Indicate the number of each of the following or comparable positions that are found in the men's athletic department.

|                                     | 1                        | 2                        | 3                        | 4                        | Other(Specify)                 |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| Assistant athletic director         |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Coaches                             |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Business manager                    |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Trainers                            |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Sports information                  |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Recruiters                          |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Support Staff(eg. secretaries etc.) |                          |                          |                          |                          |                                |
| Full time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |
| Part time                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> _____ |

7. If your department was in existence during 1972-73, which of the following would describe it?

- ☐ A separate department from the women's department  
☐ A joint department with the women's department  
☐ A separate department because there was no women's department

Of which larger unit was it a part?

- ☐ School/Department of Health, Physical Education and Recreation  
☐ Student Activities Unit  
☐ Not a part of any other unit  
☐ Other(please specify) \_\_\_\_\_

8. Which of the following would currently describe your department?

- ☐ A separate department from the women's department  
☐ A joint department with the women's department

Of which larger unit is it currently a part?

- ☐ School/Department of Health, Physical Education and Recreation  
☐ Student Activities Unit  
☐ Not a part of any other unit  
☐ Other(please specify) \_\_\_\_\_

3.

9. Is your intercollegiate athletics program evaluated by a group (eg. university senate) from outside the athletics area of the university to determine its contribution and value? ☐ Yes ☐ No

If yes, indicate the following information.

Group's name \_\_\_\_\_

Constituencies from which the group members are selected (eg. faculty) \_\_\_\_\_

Number of members in the group - ☐ 1-4 ☐ 5-8 ☐ 9-12 ☐ 13 +

10. Is there an athletic board or committee which serves as a regulatory or advisory body for your program? ☐ Yes ☐ No

If yes, indicate the following information.

Its function ☐ Advisory ☐ Regulatory

Its official name \_\_\_\_\_

11. Indicate the sources of funding for your program for 1972-73 and 1977-78.

| <u>Sources of Funding</u>                | <u>1972-73</u>           | <u>1977-78</u>           |
|------------------------------------------|--------------------------|--------------------------|
| General budget of your institution.....  | <input type="checkbox"/> | <input type="checkbox"/> |
| Student activity fees                    |                          |                          |
| Funds received dependent upon            |                          |                          |
| student attendance at events.....        | <input type="checkbox"/> | <input type="checkbox"/> |
| Funds received not dependent upon        |                          |                          |
| student attendance at events.....        | <input type="checkbox"/> | <input type="checkbox"/> |
| Student athletic fee.....                | <input type="checkbox"/> | <input type="checkbox"/> |
| Gate receipts                            |                          |                          |
| Men's games.....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Women's games.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Alumni giving.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Special campaigns.....                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Concessions at                           |                          |                          |
| Men's games.....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Women's games.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Other events.....                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Special clubs (eg. Quarterback Club).... | <input type="checkbox"/> | <input type="checkbox"/> |
| TV and radio for coverage of             |                          |                          |
| Men's games.....                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Women's games.....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Film service.....                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Guarantees and options.....              | <input type="checkbox"/> | <input type="checkbox"/> |
| Others (please specify)                  |                          |                          |
| _____.....                               | <input type="checkbox"/> | <input type="checkbox"/> |
| _____.....                               | <input type="checkbox"/> | <input type="checkbox"/> |

12. As a part of your budget, do you provide a per-diem allowance for teams when they travel? ☐ Yes ☐ No

If yes, indicate the amount budgeted for this allowance.  
(Check all that apply)

☐ \$10 or less ☐ \$10.01-20.00 ☐ \$20.01-30.00 ☐ \$30.01 +

4.

13. Indicate the total budget (operating and maintenance) for the men's athletic program during 1972-73 and 1977-78. (Include salaries for department personnel.)

1972-73- ☐ \$299,999 and below ☐ \$300,000-999,999 ☐ \$1,000,000-1,699,999  
☐ \$1,700,000-2,999,999 ☐ \$3,000,000 +  
 1977-78- ☐ \$299,999 and below ☐ \$300,000-999,999 ☐ \$1,000,000-1,699,999  
☐ \$1,700,000-2,999,999 ☐ \$3,000,000 +

14. Who helps prepare your budget? (Check all that provide direct assistance in the decision making process.)

☐ Athletic Director ☐ Assistant Athletic Director for Men's Athletics  
☐ Assistant Athletic Director for Women's Athletics ☐ Athletic Department Business Manager or Bookkeeper  
☐ Coaches ☐ Physical Education Department Head  
☐ Vice President (Chancellor) for Student Activities  
☐ Others (please specify) \_\_\_\_\_

15. Which of the following departments include money in their budgets for practice facilities and/or competitive facilities?

| <u>Budget Source</u>            | <u>Competitive Facilities</u> | <u>Practice Facilities</u> |
|---------------------------------|-------------------------------|----------------------------|
| Physical Education Department   | <input type="checkbox"/>      | <input type="checkbox"/>   |
| Men's Athletic Department       | <input type="checkbox"/>      | <input type="checkbox"/>   |
| Women's Athletic Department     | <input type="checkbox"/>      | <input type="checkbox"/>   |
| Student Activities Unit         | <input type="checkbox"/>      | <input type="checkbox"/>   |
| Other _____<br>(please specify) | <input type="checkbox"/>      | <input type="checkbox"/>   |
| _____                           | <input type="checkbox"/>      | <input type="checkbox"/>   |

16. Which of the following are provided in full athletic grants-in-aid and which in partial grants-in-aid?

| <u>Items Included</u>           | <u>Full Grants-in-aid</u> | <u>Partial Grants-in-aid</u> |
|---------------------------------|---------------------------|------------------------------|
| Tuition                         | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Books                           | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Fees                            | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Room and Board                  | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Spending Money                  | <input type="checkbox"/>  | <input type="checkbox"/>     |
| Other _____<br>(please specify) | <input type="checkbox"/>  | <input type="checkbox"/>     |
| _____                           | <input type="checkbox"/>  | <input type="checkbox"/>     |

17. Below write the sex of the head coaches during 1977-78, the number of part and full time coaches for 1972-73 and 1977-78, and the number of partial and full grants-in-aid awarded in each sport. Also check the sports for which coaches and trainers were shared with the women's athletic program during 1977-78 and the sports for which admission is charged.

| Sports                      | Sex<br>M/F  | Coaches      |              |              |              | Grants-in-aid |         |         |         | Shared<br>Coaches | Trainers | Admission<br>Sports |
|-----------------------------|-------------|--------------|--------------|--------------|--------------|---------------|---------|---------|---------|-------------------|----------|---------------------|
|                             |             | 1972-73      |              | 1977-78      |              | Full          |         | Partial |         |                   |          |                     |
|                             |             | Part<br>Time | Full<br>Time | Part<br>Time | Full<br>Time | Full          | Partial | Full    | Partial |                   |          |                     |
| Baseball.....               | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Basketball.....             | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Fencing.....                | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Football.....               | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Golf.....                   | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Gymnastics.....             | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Ice Hockey.....             | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Lacrosse.....               | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Skiing.....                 | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Soccer.....                 | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Swimming.....               | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Tennis.....                 | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Track and Field.....        | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Volleyball.....             | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Water Polo.....             | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Wrestling.....              | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
| Other (please specify)..... | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |
|                             | [ ].....[ ] | [ ]          | [ ]          | [ ]          | [ ]          | [ ]           | [ ]     | [ ]     | [ ]     | [ ]               | [ ]      | [ ]                 |

6.

18. When a grant-in-aid is awarded which of the following procedures is used to process it?

- ☐ A waiver of tuition and/or fees
- ☐ A transfer of athletic department funds to the university for the tuition and/or fees
- ☐ Other(please specify) \_\_\_\_\_

19. Do you currently have a sports information department which provides information to the media(eg. newspapers, radio, TV, etc.) about the men's athletic program?

☐ Yes      ☐ No

If yes, for whom does it issue sports information?

☐ Men's athletics only      ☐ Men's and women's athletics

If no, who does issue sports information?

\_\_\_\_\_  
(Title of person's position)

20. Who is ultimately responsible for scheduling competitive events?

\_\_\_\_\_  
(Title of person's position)

21. Do you have a designated procedure for each of the following?

(a) for determining interest in new competitive teams

☐ Yes      ☐ No

(b) for deleting sports from your program

☐ Yes      ☐ No

If yes, who presently initiates the procedure?

\_\_\_\_\_  
(Title of person's position)

(c) for starting new competitive teams

☐ Yes      ☐ No

If yes, who presently initiates the procedure?

\_\_\_\_\_  
(Title of person's position)

7.

22. Is there a limit on the distance that can be traveled by revenue sports and non-revenue sports?

Revenue - ☐ Yes ☐ No Non-revenue - ☐ Yes ☐ No

If yes for either revenue or non-revenue sports, what is the mileage limit? Revenue \_\_\_\_\_, Non-revenue \_\_\_\_\_ miles

23. Indicate the mode(s) of transportation used by competitive teams. (Check all that apply.)

☐ Airplane ☐ Train ☐ Automobile or van ☐ Bus

☐ Other (please specify) \_\_\_\_\_

24. Who selects playing equipment? (Indicate only those who are involved in making the decision.)

☐ Coach ☐ Athletic director ☐ Bookkeeper-business manager

☐ Purchasing agent for the institution ☐ Other \_\_\_\_\_ (please specify)

25. Do men's and women's teams use any of the following?

(a) the same equipment (eg. basketballs, shots, etc.) - ☐ Yes ☐ No

(b) the same practice facilities - ☐ All do ☐ Some do ☐ None do

If all or some do, are the facilities used by both teams at the same time? ☐ All are ☐ Some are ☐ None are

26. Are the same facilities used for practice and intercollegiate competitive events? ☐ All are ☐ Some are ☐ None are

27. Does your department rent competitive facilities?

☐ All are ☐ Some are ☐ None are

28. Who hires, fires and determines promotions and raises for each of the following? (Title of person's position)

\_\_\_\_\_ Athletic director

\_\_\_\_\_ Other athletic administrators

\_\_\_\_\_ Coaches and trainers

\_\_\_\_\_ Sports information personnel

\_\_\_\_\_ Support personnel (eg. secretaries, etc.)

29. Indicate the number of people for whom either part or all of their salaries are paid from funds designated for men's athletics.

Part - ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

☐ Other (please specify) \_\_\_\_\_

All - ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

☐ Other (please specify) \_\_\_\_\_

8.

30. Do coaches and athletic administrators receive the same fringe benefits as non-coaching faculty members?

Coaches - ☐ Yes ☐ No Athletic administrators - ☐ Yes ☐ No

31. Write the number of head coaches in the men's athletic department who receive salaries, excluding extra money from TV, etc., in each category.

\_\_\_\_ \$4,999 or less    \_\_\_\_ \$5,000-9,999    \_\_\_\_ \$10,000-19,999  
 \_\_\_\_ \$20,000-29,999    \_\_\_\_ \$30,000-39,999    \_\_\_\_ \$40,000-49,999  
 \_\_\_\_ \$50,000 +

32. In addition to salaries do coaches receive money from other sources (eg. TV, radio, etc.)? ☐ Yes ☐ No

33. Do coaches serve on university committees, hold academic rank, and/or conduct clinics, workshops or camps?

University committees - ☐ Yes ☐ No Academic rank - ☐ Yes ☐ No

Conduct Clinics, etc. - ☐ Yes ☐ No

34. Are doctors available at all intercollegiate events?

☐ Yes ☐ No

35. Are physical examinations furnished all student athletes through the student health center? ☐ Yes ☐ No

If no, who does furnish these examinations? \_\_\_\_\_

36. Are tutors provided for any student athlete who might need one?

☐ Yes ☐ No

37. Indicate the number of tutors that are hired in each category and the number of sports for which you have an active recruiting program(s).

Full time tutors - ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Other \_\_\_\_\_

Part time tutors - ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Other \_\_\_\_\_

Recruiting program- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Other \_\_\_\_\_

If no recruiting program(s) is(are) in effect now, would you like to begin one or more? ☐ Yes ☐ No

38. Does your campus have an athletic dormitory? ☐ Yes ☐ No

If yes, who resides in the athletic dormitory?

☐ Only male and female scholarship athletes

☐ Only male scholarship athletes

☐ Only female scholarship athletes ☐ All female athletes

☐ All male and female athletes ☐ All male athletes

☐ Other(please specify) \_\_\_\_\_

9.

39. Are special dining facilities provided for male student athletes either in an athletic dormitory or campus dining hall?

☐ Yes      ☐ No

If yes, is it available for the use of all or part of the athletes?

☐ All      ☐ Part

40. In your opinion what should be done with the NCAA and AIAW national organizations?

☐ Maintain separate national organizations

☐ Merge AIAW and NCAA but retain the NCAA format

☐ Merge AIAW and NCAA and form a new super organization

☐ Other(please specify) \_\_\_\_\_

41. In your opinion how would you prefer intercollegiate athletic competition for women to be organized?

☐ A conference format using the established conferences for men

☐ A conference format different from that established for men

☐ Maintain the present state and regional competition and use no conference ties

☐ Other(please specify) \_\_\_\_\_

42. Please indicate your sex, position title and academic rank, if any.

☐ Male      Title \_\_\_\_\_

☐ Female      Rank \_\_\_\_\_

43. Do you serve on university committees?      ☐ Yes      ☐ No

44. Was your position in existence in 1972-73?      ☐ Yes      ☐ No

45. What is the sex and title of the position of the person to whom you are presently responsible?

☐ Male      Title \_\_\_\_\_

☐ Female

10.

ADDITIONAL COMMENTS:

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If you wish a copy of the results of this study please fill out the blank below and when the results are analyzed a copy will be forwarded to you. This page will be removed before any analysis is begun to insure confidentiality.

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I WISH A COPY OF THE FINAL RESULTS.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

## POSTCARD FOLLOW-UP

Dear

During December you received a questionnaire requesting information about the current administrative structure of your men's (women's) athletic department. It is not too late to return this information. Please locate the booklet and return it by February 19, 1979 so we may include the information from your institution in our study.

Thank you for your cooperation.

Sincerely,

Ginger Hood

## VITA

Virginia Ann Johnson (Hood), better known as Ginger, was born in Battle Creek, Michigan, on December 9, 1938. She attended public schools in Dundee and Olivet, Michigan, before graduating from Midland (Michigan) High School in May, 1956. She spent the next four years enrolled in a teacher preparation program at Michigan State University where she majored in physical education. While there she was awarded membership in Delta Psi Kappa, a physical education honorary, and Kappa Delta Pi, an education honorary, the latter of which she served as president her senior year. A Bachelor of Science degree with honors was conferred upon her in June, 1960.

Following her marriage to Thomas C. Hood, they moved to North Carolina where she taught at Carr Junior High School, Durham, and Meredith College, Raleigh. While at Meredith College she completed the requirements for the Master of Education degree with a major in physical education and her degree was granted in August, 1963, from the University of North Carolina at Chapel Hill.

Within a year after the birth of their son, Chris, the family moved to Knoxville, Tennessee, where their daughter, Heather, was born and Tom became a professor at The University of Tennessee. When both children were in school, Ginger began her doctoral program on a part-time basis at The University of Tennessee, Knoxville. Her program was interrupted in March, 1979, when need demanded that she become employed, and she was hired as the Executive Director of the Girls Club of Knoxville, Inc.

During her graduate program she was initiated and holds membership in Pi Lambda Theta, Phi Delta Kappa, and Phi Kappa Phi.

Ginger completed the requirements for the Doctor of Education degree in December, 1983, with a major in Educational Administration and Supervision.