


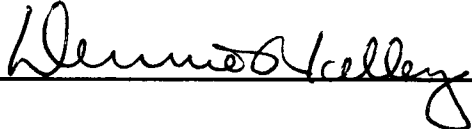
To the Graduate Council:

I am submitting herewith a thesis written by Natalie B. Acosta entitled "Measures NCAA Division I Athletic Directors Are Taking to Comply with Title IX." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Masters of Science, with a major in Human Performance and Sports Studies.



Dr. Joy T. DeSensi, Major Professor

We have read this thesis
and recommend its acceptance:


Patricia A. Beitel


Dennis McElroy

Accepted for the Council:


Associate Vice Chancellor and
Dean of the Graduate School

MEASURES NCAA DIVISION I ATHLETIC DIRECTORS
ARE TAKING TO COMPLY WITH TITLE IX.

A Thesis

Presented for the
Master of Science

Degree

The University of Tennessee, Knoxville

Natalie B. Acosta

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DEDICATION

To my mother, for giving me the courage, support, and love to always aspire toward the impossible. Mom - you have been a true inspiration.

To Joe, who has always encouraged and supported me in anything I set out to do. Thanks big brother.

To Tony, you're a daughter's best friend.

To Marc, don't ever give up on your dreams.

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Jeff Gorbski, for showing me that utopia truly can exist.

Finally, my family for the love, support and confidence they have always given me.

ABSTRACT

The purpose of this study was to determine what measures Athletic Directors of NCAA Division I intercollegiate institutions with an undergraduate enrollment of 20,000 or more were taking to meet the compliance standards of Title IX. Thirty-seven out of the seventy-two questionnaires sent were returned, for a response rate of 51.4 percent. Each respondent completed a questionnaire which was specifically designed to gain a response to a series of questions concerning their particular institution's level of compliance with Title IX.

The statistical analysis consisted of one-way MANOVAs, descriptive statistics, subsequent MANOVAs, Neuman-Keuls post hoc tests, and/or frequency distribution with percentages. The data was analyzed using the Statistical Analysis System (SAS). The findings revealed that institutions in the study are slowly starting to decrease the disparities between their men's and women's athletic programs. However, gender-equity has not yet been achieved in NCAA Division I intercollegiate institutions with an undergraduate enrollment of 20,000 or more.

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CHAPTER I

INTRODUCTION

"In 1971, the Association of Intercollegiate Athletics for Women (AIAW) came into existence as an affiliate of the National Association for Girls and Women in Sport (NAGWS) and the American Alliance for Health, and Physical Education (AAPHER)" (Garrison & Manship, 1993 p.15.). One year later Congress enacted Title IX, which became effective at colleges and universities in 1978. Title IX states that "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, 1979 p.71413). With the passage of Title IX, and the rapid growth of the AIAW membership, the structure of sports for girls and women participating in intercollegiate athletics changed drastically. "In 1977, one year before the Title IX compliance date, the number of sports offered to women was 5.61% per school. In 1980 two years after Title IX was effective the number of sports offered to women was 6.48% per school" (Acosta & Carpenter, 1990 p. 2).

Despite the growing number of girls and women participating in sports, leadership positions in such areas as coaching, athletic administering, and officiating, which were initially held by women were becoming more occupied by men. For example, "today only 47.3% of the coaches of women's teams are females, whereas in 1972, more than 90%

of women's teams were coached by females. In 1972, more than 90% of intercollegiate programs were headed by a female whereas today only 15.9% of women's programs are headed by a female administrator" (Acosta & Carpenter, 1990 p.2).

Throughout the existence of the AIAW, involvement of women in the national governance of intercollegiate athletics grew steadily. It was not until the National Collegiate Athletic Association (NCAA) offered a governance structure for women's sports that the AIAW started to lose many of its members and power over women's intercollegiate programs. The AIAW filed an anti-trust lawsuit against the NCAA which it lost. In 1982, ten years after the AIAW started its governance over women's intercollegiate programs the AIAW came to an end, leaving the field of national governance to the male-dominated NCAA. In the mid-80's, enforcement of Title IX was virtually non-existent. For example, in 1984 the U.S. Supreme Court case *Grove City v Bell* removed college athletics from Title IX jurisdiction for four years" (Acosta & Carpenter, 1991 p. 25). In March of 1988, however, Congress overrode a presidential veto, and with the Civil Rights Restoration Act, renewed jurisdiction of Title IX over college departments of physical education and athletics. In the four years during which Title IX was relatively non-existent, athletic scholarships for women diminished along with other negative changes which were made in some of the women's intercollegiate athletic programs. In short, an increase in sports participation by girls and women with less scholarship money available, and a decrease of women in leadership positions.

In 1991, the NCAA issued its member institutions a survey designed to evaluate both men's and women's sports expenditures. The study was not done with the intention of measuring Title IX compliance by institutions, but rather to examine program budgets. Due to the disturbing statistics found in the survey, the NCAA appointed a Gender-Equity Task Force in March 1992. The task force was divided into two subcommittees, one to examine the individual institutional standards, and the other to gauge the impact of NCAA regulations and practices on gender equity. In April 1993, the task force reported back to the NCAA with results that many in education had suspected for years - that there was indeed a basic imbalance in the allotment of resources between men's and women's intercollegiate athletics. As a result, the NCAA Gender-Equity Task Force endorsed current Federal regulations implementing Title IX and stated "that the ultimate goal of intercollegiate athletics programs should be participation rates for male and female students that are substantially proportionate to their respective undergraduate enrollment" (NCAA News, July, 1993 p.1).

In order to add to the already existing knowledge and information regarding Title IX, this study will provide current feedback on the issue of gender-equity from Athletic Directors of NCAA Division I schools with an undergraduate enrollment of 20,000 or more nationwide. A questionnaire was solely designed to indicate what measures these institutions are taking to comply with Title IX.

Purpose of this Study

The purpose of this study was to determine what measures Athletic Directors of NCAA Division I intercollegiate institutions with an undergraduate enrollment of 20,000 or more were taking to meet the compliance standards of Title IX.

The primary goals were to:

1. Design and mail questionnaires to athletic directors of Division I institutions with an undergraduate enrollment of 20,000 or more;
2. Examine the number of sports offered for men's and women's program over a twenty year period;
3. Examine budget allocation of men's and women's programs over a twenty year period;
4. Examine the trends of men and women in relation to the gender of the head coaches of both men's and women's programs over a twenty year period;
5. Examine the trends of men and women in relation to the gender of the assistant coaches of both men's and women's programs over a twenty year period;
6. Examine which intercollegiate sports will be affected the most by gender-equity;
7. Determine which women's sports will be added in order for institutions to comply with Title IX;

8. Examine whether or not Athletic Directors think that their institutions have the resources to comply with Title IX,

9. Examine whether or not Athletic Directors believe their conferences are giving their institutions enough time to comply with Title IX;

10. Examine Athletic Directors perceptions towards gender-equity.

Definition of Terms

The following terms are theoretically defined in relation to this study.

1. GENDER-EQUITY: The NCAA Gender-Equity Task Force defines gender-equity as equitable participation and treatment of men and women in intercollegiate athletics through its structure, programs, legislation, and policies.

2. GENDER-EQUITY TASK FORCE: "consists of 16 voting members representing every National Collegiate Athletic Association division and every level within an institution, from presidents to student-athlete, assisted by seven consultants with specific knowledge and points of view " (NCAA News, 1993 p.14).

3. GENDER-EQUITY STUDY: In 1991, the National Collegiate Athletic Association surveyed its member's expenditures for women's and men's athletics programs.

4. TITLE IX OF THE EDUCATION AMENDMENTS ACT : "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, 1979 p. 71413).

5. NON-REVENUE SPORTS: Sports funded by the athletic department that do not produce revenue.

6. COMPLIANCE: Practice of complying with National Collegiate Athletic Association rules and regulations.

7. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA): Present national governing body of men and women's intercollegiate sports programs.

8. ASSOCIATION FOR INTERCOLLEGIATE ATHLETICS FOR WOMEN (AIAW): Former governing body for most women's intercollegiate sports programs from 1971-1981 or 1982 depending on the program.

9. U.S. DEPARTMENT OF EDUCATION'S OFFICE FOR CIVIL RIGHTS (OCR): Primary government office that enforces Title IX.

10. NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT: A Professional organization that has provided leadership to girls and women in United States schools since 1899.

Assumptions of the Study

It is assumed that the subjects (Athletic directors, Senior Women's Administrators, Associate Athletic directors, and Compliance officers) answered the questionnaire honestly.

Delimitation's of the Study

The study was delimited to the following parameters:

1. The sample consisted of Athletic Directors from only NCAA Division I institutions with an enrollment of 20,000 or more undergraduates.
2. The sample consisted of predominately male athletic directors;

Limitations of the Study

The following are considered limitations of this study:

1. There was no way to guarantee that Athletic Directors who were sent this questionnaire would return them.
2. There was no way to guarantee that Athletic Directors who sent the questionnaires back answered them honestly.
3. There was no guarantee that the Athletic Directors themselves would answer the questionnaire.

Significance of the Study

This study is concerned with the issue of gender-equity in intercollegiate athletics. While not a new concept, gender-equity seems to be *the* new buzzword encompassing intercollegiate sports programs on Division

I campuses. Equal opportunity for girls and women in sport has long been put on the back burner of the NCAA agenda. Organizations and institutions desire what Title IX aspires to accomplish - that is, provide equal opportunity for men and women in intercollegiate athletics.

The results of this study will provide valuable information indicating what effect gender-equity is having on NCAA Division I institutions with an enrollment of 20,000 or more. The results of the study will reveal and will contain information that will be useful to athletic directors or any one who is interested in the issue of gender-equity on the Division I level. The results of the study will also provide an understanding as to the level of compliance institutions that were sampled have achieved. Finally, the results will also furnish insight as to what types of studies should be designed to gain further knowledge of gender-equity in the future.

CHAPTER II

REVIEW OF LITERATURE

Although there is an abundance of information regarding the topic of gender-equity, the same issues within gender-equity always seem to arise. The literature selected for review in this study is reflective of those issues and are organized into the following categories: (a) what has happen to women's athletics since the enactment of Title in 1972; (b) the need for gender-equity; (c) opposing views on gender-equity; and (d) the NCAA's Gender Equity Tasks Force final report. The review of literature within each sub-heading is organized by concepts across authors who address each area, and is also limited to the last four years, except for in the first category due to its historical nature. This chapter gives a brief overview of women's athletics since the enactment of Title IX in 1972.

Overview of Women's Athletics since Title IX

Long before Title IX, girls and women engaged in organized sport. "During the early seventies, virtually all the sports programs for girls and women in the intramural, instructional, and interscholastic/intercollegiate - were conducted under the auspices of the National Association for Girls and Women in Sport (NAGWS), a professional or-

ganization that had provided leadership to girls and women in US schools since 1899" (Uhlir, 1982 p. 173). Also in the early 1970's, there were two events which occurred almost simultaneously which led to an increase of interest and participation in women's sports.

The first event occurred in 1971, when female physical educators recognized that society's definitions of gender roles were changing and that women needed an environment which allowed them to compete in athletics. As a result, the Association for Intercollegiate Athletics for Women (AIAW) was founded. The AIAW's intention was to provide college women with a forum for more intense competition on the national level. The second event which fostered an explosion of interest and participation occurred on June 23, 1972 when Congress enacted Title IX of the Education Amendments. Title IX gave legislative support to the idea that sex discrimination had no place in educational institutions. Although colleges and universities did not have to comply with Title IX until 1978, the six years between its enactment and compliance date saw incredible changes. For example, "in the AIAW's first year, women accounted for only 15.6% of all college athletes, a figure which almost doubled to 30% by the 1977-78 academic year." (Acosta & Carpenter, 1991 p.2).

The rapid expansion of women's athletics under the AIAW led to an explosion of leadership positions for women at big-name colleges, a situation which both male athletic directors and the NCAA felt was a threat to their authority and control of intercollegiate athletics. For example, during the early and mid-1970's Title IX was starting to have an impact on the national governance of athletics. Walter Byers, the NCAA

Executive Director at the time, stated that Title IX's call for equity would lead to the demise of men's intercollegiate sports. These fears stemmed from the notion that in order to provide women with equal opportunities in athletics, funds and power would have to be extracted from the men's programs. As a result of these fears, the NCAA shortly after the enactment of Title IX, tried to get Congress to exclude athletics from Title IX legislation. The NCAA lobbied hard against Title IX claiming that some of its provisions were "arbitrary and capricious, or unconstitutionally vague" (Audette, 1982 p. 2). After a succession of court loses, the NCAA tried a different tactic. In 1975, the NCAA made its first intentions known that it wanted to govern all women's collegiate sports. Taking over the governance of women's athletic would guarantee the NCAA total control of women's programs "(Acosta & Carpenter, 1991 p. 24).

The beginning of the end came at the 1981 NCAA Annual Convention when the NCAA established championships for women. At the AIAW's 1981 convention, 82% of its delegates voted in favor of remaining separated from the NCAA favoring a "separate but equal" organization for women's athletics. However at the NCAA's meeting that same year, a majority of the delegates voted in favor of combining to include women's athletics under its list of clientele. Furthermore, the NCAA offered financial support for championships which the still young AIAW could not match and promised to include women on all its councils and committees, giving women a voice in the direction of men's programs, women's programs, and collegiate athletics all together. These additional stipula-

tions made the NCAA's offer hard to reject, and many institutions eventually defected from the AIAW during the 1980-81 and 1981-82 years. In a final effort to keep control of women's athletics, the AIAW filed an antitrust suit against the NCAA. One of the suit's main contentions alleged that the NCAA was not charging fees for championship games and tournaments while the AIAW was unable to do so due to expense. This "price undercutting" was claimed as unfair competition. Despite fighting an honorable battle, the organization lost which resulted in the end of the AIAW in June of 1982.

While this transformation may have seemed financially sound, it also was the leading factor which caused women to lose their positions of authority and become entrusted into second-tier positions in these new administrative structures. It also brought on an influx of male coaches to women's teams. For example, Bonnie Parkhouse and Milton Holmen reported that, of 768 new coaching positions with women's teams that opened in 335 institutions between 1974 and 1979, 724 went to men" (Uhlir, 1982 p. 174). Basketball was the most prominent sport in women's athletics. By 1976-77, 76 percent of AIAW schools had women's basketball programs.

This state of affairs brought about an alternation in the character of women's athletics. Women's teams became more competitive and more elitist. As a result, the traditional women's philosophy toward sport was abandoned and became more identical to men's sports. According to Boutilier and SanGiovanni (1983), basketball had the most potential for commercial appeal and revenue production among women's sports. Thus,

the effects of Title IX were starting to produce in female sports the same structural inequities already found in men's sports schools like UCLA, Ohio State, Michigan, Notre Dame, etc. are already being mimicked by educational institutions with reputations for female sports. It perhaps comes as no surprise that the pre-Title IX powerhouse in women's basketball (for example, Immaculata, Queens, Delta State, Montclair State) are being replaced by the same big name schools which dominate men's sports (UCLA, Maryland, etc.) (p.176).

This movement towards a male-oriented game may indeed bring more revenue into the coffers of the women's athletic programs by appealing to the public's demand for a more exciting game, but what is left behind? Is there not something questionable in this desire for women's athletics to become more "manly", and could this trait exude into other areas of society, i.e., business dealings, interpersonal relations, etc. Do women, in their attempt to be more like men, risk losing being "women?"

Gender-Equity

Definitions

One of the most crucial steps in achieving gender equity is coming up with a consensus definition of the term. The National Association of Collegiate Women Athletic Administrators (NACWAA) formed as the Council of Collegiate Women Athletic Administrators, has embraced the following definition of gender equity:

Gender equity is an atmosphere and a reality where fair distribution of overall athletic opportunity and resources proportionate to enrollment, are available to women and men and where no student-athlete, coach, or athletic administration is discriminated against in any way in the athletic program on the basis of gender. That is to say an athletics program is gender equitable when the men's sports program would be pleased to accept as its own, the overall participation, opportunities, and resources currently allocated to the women's sports program and vice versa. (Sanholtz, p. 22).

The Big Ten Conference Handbook defines gender-equity in the form of a statement of principles as follows: "All member universities shall assure the fair distribution of resources, access to facilities and treatment of student-athletes and personnel. The Big Ten Conference acknowledges a responsibility to assert the value of achieving equal participation by men and women in intercollegiate sports."

Still another operational definition is from the 1990 Title IX Investigator's Manual taken from the U.S. Office of Civil Rights which considers the following elements:

1. Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.

2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, whether or not the institution can show a history of this.

3. Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.

Washington State's Senior Associate Athletics Director Marcia Saneholtz, stated "It is essential we end gender discrimination in intercollegiate athletics because it is the right thing to do. If we can't do it someone else will do it for us" (Saneholtz, 1993 p. 22).

In the spring of 1992 the NCAA Executive Director Dick Schultz assembled the Gender Equity Task Force, and charged them to examine the gender equity problem in all NCAA member schools. The Task Force had three initiatives: (1) to develop a definition of gender equity; (2) to review current NCAA practices, especially in the areas of legislation and championships pursuant to determining their influence on matters of gender equity; and (3) to present a set of principles that could guide improve-

ment and provide benchmarks by which progress could be measured over time.

At the first Task Force meeting in July, the committee agreed that the structure, programs, legislation, and policies of the conference should include the significance of equitable participation and treatment of men and women in intercollegiate athletics. In order to maintain focus on key issues, the task force divided into two subcommittees. One subcommittee reviewed issues cognate to institutional standards. To date, this group has discussed ways of measuring interest, the affect of football on gender equity, and participation ratios. The committee has also produced a draft survey designed to solicit information about successful campus strategies for advertising gender equity that have proven successful. The completed survey will be disbursed to member institutions in the near future. The second subcommittee was to examine the affects of NCAA practices on gender equity. Currently, this subcommittee has discussed NCAA committee structure, conference grant programs, championship programs, representation of women within the affiliation, and the revenue dispensation formula. In the future, the subcommittee will continue to analyze certain areas of concern, including facilities usage, financial funds, personnel hiring practices, scheduling competition, and support services.

The task force discussed the general issues that impact gender-equity and considered the results of the subcommittees before making final recommendations to the association. "The job of the task force is only the first step in addressing a problem to which there are no easy solutions.

The task force was in charge of recommending guiding principles. It will then be up to the NCAA to accept, change, or submit legislation comparative to those recommendations" (Howlett & Whalen, 1993 p.14).

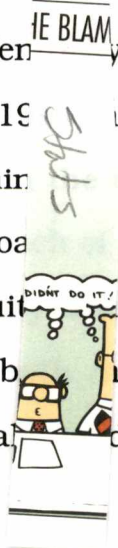
Need for Gender Equity

"The AIAW played another big factor in the study of gender equity because it questioned whether or not the end of the AIAW and the influential NCAA's women's sponsorship was even a favorable step for women's athletics in the first place" (Acosta & Carpenter 1990 p. 2). This point is reflected in the National Collegiate Athletic Association Gender-Equity Study. The Gender-equity study was implemented in spring of 1992 after the NCAA found substantial imbalances in the allotment of resources between men's and women's intercollegiate athletics. The study was conducted by the Gender-Equity Task Force appointed in March 1992 by the NCAA to examine the individual institutional standards and the impact of NCAA regulations and practices on gender-equity. It states that twenty years after the enactment of Title IX, administrators, coaches, and even student-athletes are questioning whether Title IX has done what it set out to do, i.e., provide equal opportunities for women in sports.

In 1991, the National Association of Collegiate Women Athletic Administrators (NACWAA) asked the NCAA to design a research study which would assess whether there is indeed equal opportunity for its men and women athletes and make compensation due to any inequities.

However, since the NCAA is not an educational institution, it was not legally liable to abide by Title IX. Instead the NCAA introduced the Gender Equity Study which has been a major area of controversy for the NCAA and its auspices. Whether the inclusion of women's athletics in the NCAA meant acceptable and equal opportunity for women in sport is often a question. Such a question was a major reason for the NCAA's decision to start the gender-equity study. The NCAA Gender-Equity Study reported back with perhaps what is considered one of the most lopsided statistics taken within the study. In Division I athletics, "98.6% of men's teams are coached by men, with an even more alarming result showing that 55.2% of women's team's head coaches were are also men. The only sub-category in which women coaches outnumber male coaches is in assistant coaching positions of women's teams. In intercollegiate programs, the average number of female assistant coaches for women's teams is 3.09 compared to 2.61 male assistants" (Acosta & Carpenter, 1990). More interesting is the fact that there is not one female head coach of a men's "revenue" (football or men's basketball) sport team in Division I. The only woman to date that coached a big-name men's revenue sport team is Ken [redacted] ^{IE BLAM} y's assistant men's basketball coach Bernadette Locke-Mattox. In 19 [redacted] ^{Shots} however, Mattox decided to move on to an administrative role within [redacted] university leaving no women as either head coach or assistant coach of a men's revenue generating team.

The NCAA's Gender-Equity Study also set out to investigate the amount of money spent for both men's and women's programs. The NCAA on the average paid male and female coaches of Division I institutions



\$272,057, almost double the \$149,740 paid to female coaches. As far as salaries for assistant coaches were concerned, there was an even more unbalanced expenditure present. On average, \$353,339 were spent on men's assistants while a mere \$78,131 was spent on women's assistants.

While these statistics seem to indicate a gross inequity, a more positive appraisal may be gleaned from the following coaching dollar amounts. The estimated coaching expense per participant is not as different for men and women since \$2,500.58 is spent per male athlete. However, this still illustrates one major issue in college athletics. That is there are not as many athletic opportunities available for women as there are for men. The gender-equity study sharply exposes the inequity in Division I participants and expenses at Division I schools which average 250.10 male athletes to 111.71 female athletes a male-to-female ratio of 2.24:1. Estimated total dollars spent exhibits a similar ratio, as men have \$849,130 spent on them while women only receive \$372,800 a ratio of 2.28:1.

The results of the preliminary Gender- Equity Study is primarily a numerical compilation of participant and coaching data. This clearly demonstrated that while women have gained increased opportunities to participate in athletics within the past decade, they are still far from receiving equal treatment to men.

It is highly evident that gender-based discrimination is one of the most controversial issues facing the NCAA, and one which has composed a high degree of fear and distress within the association. The NCAA submitted its preliminary study of gender equity in March, 1992, reveal-

ing figures substantiating what many in athletics had suspected for years - that there is indeed a fundamental inequity in the administration of funds in college athletics based on gender. Saneholtz's (1993, April), statistics showed that men's athletics received almost 70 percent of athletic scholarship money and 83 percent of the resources available for recruiting, even though the number of males and females in colleges and universities is virtually equal.

According to Parker (1993), the problem is that Congress passed a law with added financial repercussions without providing the additional money to help the new requisite.

As institutions are struggling to balance athletic budgets, gender equity is forcing schools to reallocate from shrinking revenue bases. Member institutions of the NCAA can put into effect legislation which may help to support our programs in a more cost effective way. Institutions can also encourage gender-equity and equal access to academic opportunities in sports. Individual campuses must determine what they can afford to spend on intercollegiate athletic programs and then equally allocate those funds between men and women (Parker 1993, p. 4).

Opposing Views on Gender-Equity

To no one's surprise the issue of gender-equity has pitted women administrators and athletes against college football coaches. Women administrators feel they have been fighting a losing battle for the past twenty years. They simply want a system that no longer treats them as second class citizens. While total enrollment of women and men is virtually equal, male athletes outnumber female athletes by more than two to one and receive twice as many athletic scholarships as women.

“Although Title IX does not require that equal amounts of money be spent on men’s and women’s teams because some sports are more expensive to run than others, women make up more than 50 percent of the student body at most institutions and they should make up half of college athletics and receive half of the scholarship dollars” (Lopiano, 1992 b.1).

She further explains, despite these low figures, male coaches are still defensive over the possibility of having to trim down college football programs in order to present equal opportunity for women athletes. Football coaches think that if you weaken the golden goose of football, which supports all men’s and women’s non-revenue producing sports, institutions will end up with no athletic programs at all.

However, such claims serve to be false and deserve a closer and rational look at the facts concerning Division 1-A football and basketball. For example,

... 93 per cent of all institutions that belong to the NCAA, football does not pay for women’s sports. It does not even pay for itself. ... Among the supposedly lucrative big-time football programs in the NCAA’s Division 1-A, around 45 per cent are running deficits averaging around \$638,000 annually. Ninety-four per cent of Division 1-AA football programs are running deficits averaging \$535,000 per year. Thirty-four per cent of all Division 1-A men’s basketball programs run annual deficits averaging \$250,000. Seventy-four per cent of all other Division I men’s basketball programs run annual deficits of close to \$200,000 (Lopiano, 1992 b. 1).

In short, according to these figures, there are no golden geese. “There are only fat geese eating the food that could nourish more athletic opportunities for women” (Lopiano, 1992 b.1). Women sport administrators and advocates of gender-equity believe men’s football and basketball intercollegiate programs have succumbed to excess. They have engaged in

excessive spending which has provided them with top of the line locker rooms, expensive videotape and editing facilities, hotel accommodations for the night before home games, extravagant team-meeting facilities, and training tables from which women's teams are excluded. Both football and basketball coaches along with their athletic directors spend a great deal of their off season playing at the very best golf clubs, engaged in "business" with alumni. Tired of their institutions non-compliance with Title IX, some female athletes and administrators had started to file lawsuits demanding better treatment.

The issue of Title IX has also pitted male athletes versus women athletes. For example, many of the big-time universities in NC Division I programs which have begun to comply with Title IX have cut their non-revenue men's programs instead of trimming the budget's of their revenue men's programs, such as football. "The result? Women are being blamed for the obliteration of non revenue programs. Women are basically being used as scapegoats because colleges and universities do not allocate money logically" (Taylor, 1994 p. 4). Woman administrators and athletes do not want to eliminate opportunities for males so that more women can compete. However, in some cases, eliminating some men's sports may have to be done as a last step. "Our aspirations for our youths should not be different based on their sex. The chance to participate and the valuable lessons that sports provide are equally important for men and women. It is time for higher education finally to demonstrate its commitment to gender-equity in sports. We can overcome the financial obstacles if we are truly determined to do so" (Lopiano, 1992 b2).

Gender-Equity Task Force Final Report

"Good Intercollegiate athletics programs require competitive parity, universal and consistently applied rules, and an opportunity to participate. For many years, the NCAA has sought to assure those conditions, but there is clear evidence that it has not succeeded in providing the last one to women" (NCAA News, 1993 p. 14). Due to the fact that there was no support of equal opportunity in education, Congress included Title IX in the Education Amendments of 1972. As a result of the enactment of Title IX, many institutions allocated more funds to athletic programs for women. The result was an increase in participation by girls and women. When some institutions objected the law's requisition to all aspects of higher education most notably *Grove City City College v Bell*, the United States Supreme Court reversed Title IX's former inapplicability to athletics. "In 1988, the Civil Rights Restoration Act stated that institutions receiving any Federal Funds must comply with Title IX provisions in all programs" (NCAA News, 1993 p. 14). In practically all cases, court decisions have maintained the applicability of those provisions commonly interpreting that the legislation is designed to provide women with equitable opportunities for participation in athletics. The most raised question in legal proceedings has been exactly how to measure equity. In 1991, the NCAA surveyed its member's allocation of resources for women's intercollegiate athletics programs. The study was not initially designed to measure Title IX compliance by institutions, but much of the

data provided a disturbing analysis. "Undergraduate enrollment was roughly evenly divided by sex, but men constituted 69.5 percent of the participants in intercollegiate athletics and their programs received approximately 70 percent of the athletic scholarship funds, 77 percent of operating budgets, and 83 percent of recruiting money" (NCAA News, 1993 p.14).

In the spring of 1992 NCAA Executive Director Richard D. Schultz established the Gender-Equity Task Force as a first step in solving the problem. Schultz put the Task Force in charge of defining gender-equity, examining NCAA policies to determine the effect on gender equity and also recommend a path toward measuring and realizing gender-equity in intercollegiate athletic programs. In the course of a year, the task force considered its subcommittees findings and recommendations, listened to the well-versed opinions of its consultants, evaluated considerable evidence, and debated the positions from a large range of perspectives. In April, 1993, the task force finally agreed upon a preliminary report. The report was sent to NCAA members, in which the task force's co-chairs traveled to San Francisco, Washington, D.C., and finally Chicago for a NCAA sponsored public meetings to hear comments about the document and the process that produced it. Testimony from those meetings, as well as a written analysis, was returned to the task force in response to the preliminary report and was utilized in reaching the report's final conformation.

The task force defines gender-equity in the following way: "The Association asserts the value of equitable participation and treatment of

men and women in intercollegiate athletics through its structure, programs, legislation and policies. It is the responsibility of the Association to act affirmatively to assure equity in the quantity and quality of participation in women's athletics" (NCAA News, 1993 p. 14). In intercollegiate athletics, gender-equity should describe an environment which provides fair and equitable allotment of overall athletics opportunities, and resources that are accessible to both women and men. It should also provide an environment where student-athletes, coaches and athletic administrators are not subjected to gender-based discrimination. In short, an intercollegiate athletic program can be considered gender equitable when the participants in "both the men's and women's sports programs would accept as fair and equitable the overall program of the other gender. No individual should be discriminated against on the basis of gender, institutionally, or nationally, in intercollegiate athletics" (NCAA News, 1993 p. 14).

Summary

In the early 1970's, there were two events which fostered an explosion of interest and participation in women's sports. The first occurred in 1971, when the AIAW was formed. The second event took place in 1972, when Congress enacted Title IX of the Education Amendments. Title IX provided legislative support to the idea that sex discrimination had no place in public institutions or private institutions receiving public support.

Under the AIAW, not only did women's athletics expand at a rapid pace, but there also was an increase in leadership positions for women at big-name colleges. This situation which seemed to be viewed by the NCAA as a threat to their authority and control of intercollegiate athletics. The beginning of the end of the AIAW came in 1980, when the NCAA offered financial support for championships - a deal that the still young AIAW could not match. The end of the AIAW finally came in June of 1982, when the organization filed and lost an antitrust suit against the NCAA.

The governance of women's athletics under the NCAA led to an influx of male coaches to women's teams. The transformation was also the leading factor in pushing women out of positions of authority and into second-tier positions within the new administration. Another alternation was in the works. Women's teams started to abandon the traditional women's philosophy of sport and were slowly beginning to follow the more traditional male model of sport. Although Title IX had helped the growth of women's athletics during the mid-seventies and early eighties, it was almost non-existent in the mid to late eighties during the usurpation by the *Grove City v Bell* decision. Thus, even though more women participated in athletics, there was less scholarship money available - a mixture conducive to zero-growth.

Prior to the construction of the Gender Equity Task Force a battle had long been in the works pitting college football coaches versus women administrators and advocates of women's athletics. College football coaches argued that by skimming down football programs, institutions

would up losing their athletic programs due to lack of financial resources. Women administrators disputed the claim. They believed that both men's football and basketball intercollegiate programs had given in to excess. Tired of their institutions non-compliance with Title IX, some female athletes and administrators filed lawsuits demanding better treatment.

It was not until the NCAA in 1991 designed a survey to evaluate both men's and women's expenditures did their views on gender-equity start to change. As a result of the survey, some very disturbing statistics surfaced which caused major concern for the NCAA. For example, even though undergraduate enrollment was roughly evenly divided by sex, where men made up 69.5 percent of the participants in intercollegiate athletics their programs received approximately 70 percent of the athletic scholarship funds, 83 percent of recruiting money and 77 percent of operating budgets. (NCAA News, pg. 14. 1993)

Due to these alarming statistics, Richard D. Schultz established the Gender-Equity Task Force in spring of 1992 as a first step in solving the problem. The task force goals were to define gender-equity, and to also provide a recommended path toward measuring and realizing gender-equity in intercollegiate athletic programs. On June 30, 1993, the task force presented the NCAA with its final report on gender-equity.

The Gender-Equity Task Force concluded that "assurance of equitable treatment and opportunity for women must come from each institution. Enforcement of fairness may not be easy, but it is clearly necessary" (NCAA News, 1993 p.16).

CHAPTER III

PROCEDURES

The purpose of this study was to measure what actions Athletic directors of NCAA Division I institutions with an undergraduate enrollment of 20,000 or more are taking to comply with Title IX. This chapter was divided into the following sections: (a) selection of subjects; (b) instrumentation; (c) methods of testing; and (d) statistical analysis of data.

Selection of Subjects

The population of subjects in this study were: 72 athletic directors from Division I institutions with an undergraduate enrollment of 20,000 or more nationwide. Athletic directors from Division I institutions were chosen since gender-equity will have the greatest effect on this level for the following reasons: (a) publicity (more people look closer at what is going on in Division I schools); (b) Division I schools tend to have more money than Division II and III, therefore inequities in men's and women's athletic programs are more visible; (c) if Division I schools can comply with Title IX then Division II and III will be more apt to follow suit.

Instrumentation

A questionnaire was designed, evaluated, revised, and judged appropriate by members of the thesis committee, and then sent to 72 athletic directors of Division I institutions with an enrollment of 20,000 or more nationwide. It was specifically designed to gain a response to a series of questions concerning the particular institution's level of compliance with Title IX. The questionnaire (Appendix B) included 10 open-ended questions which required the respondents to provide statistics and comments concerning the actions their institutions are taking.

Data Collection

The questionnaire was mailed to 72 athletic directors of Division I institutions with an undergraduate enrollment of 20,000 or more. All subjects were sent a letter (Appendix A) explaining the purpose of the study and information concerning their consent to participate in the study. Subjects also received a copy of the questionnaire (Appendix B). In addition, enclosed was a postage paid, self-addressed return envelope. Information was maintained by coding all of the postage paid, self-addressed return envelopes and matching them with a master list containing names of the institutions being sent the questionnaire. Confidentiality of the information was guaranteed.

The questionnaire and procedures in this study were reviewed and approved by the University of Tennessee, Knoxville, Committee on Research Participation. The subjects were notified that by completing the questionnaire they were consenting to participate in the study.

CHAPTER IV

RESULTS/DISCUSSION

The purpose of this study was to determine what measures Athletic Directors of Division I intercollegiate institutions with an undergraduate enrollment of 20,000 or more nationwide, have taken to meet the compliance standards of Title IX Education Amendment.

The data collected consisted of responses by NCAA Division I Athletic Directors to the Athletic Director's Questionnaire (Appendix B), which was developed for this study. The questionnaires were mailed to 72 Athletic Directors of NCAA Division I programs. A total of 37 surveys, out of the possible 72, were answered for an approximate response rate of 51.4 percent. Three unanswered questionnaires were also returned. Statistical analysis consisted of descriptive statistics, one-way MANOVA, subsequent MANOVAs, Neuman-Keuls post hoc tests, and/or frequency distribution with percentages. The data were analyzed using the Statistical Analysis System (SAS).

This chapter is a report and discussion of the results found in the Athletic Director Questionnaire (Appendix B). For the purpose of presenting the data with the corresponding goal, the responses to certain survey questions were grouped and reported according to the related goal research question noted in Chapter 1 rather than by numerical order.

Primary Goals

Goal 1: DESIGN AND MAIL QUESTIONNAIRES TO ATHLETIC DIRECTORS OF DIVISION I INSTITUTIONS WITH AN UNDERGRADUATE ENROLLMENT OF 20,000 OR MORE.

This goal was evaluated by responses on questions 1, and 10 (Appendix B).

Question 1

Results

A t-test was used to evaluate the number of male and female undergraduates at the institutions that were sent a questionnaire. The results indicated that there was no significant difference between the number of male and female undergraduates at the institutions surveyed. The average number of undergraduate males across the institutions who responded to the questionnaire was 12,822, while the average number of undergraduate females was 12,186 ($t=1.003$, $p>.05$).

Question 10

Results

Of the 37 responses in this study, the data indicated that only 43.2 percent were Athletic Directors, nearly 52 percent (51.4%) were Assistant Athletic Directors, and 5.4 percent were Senior Women Administrators.

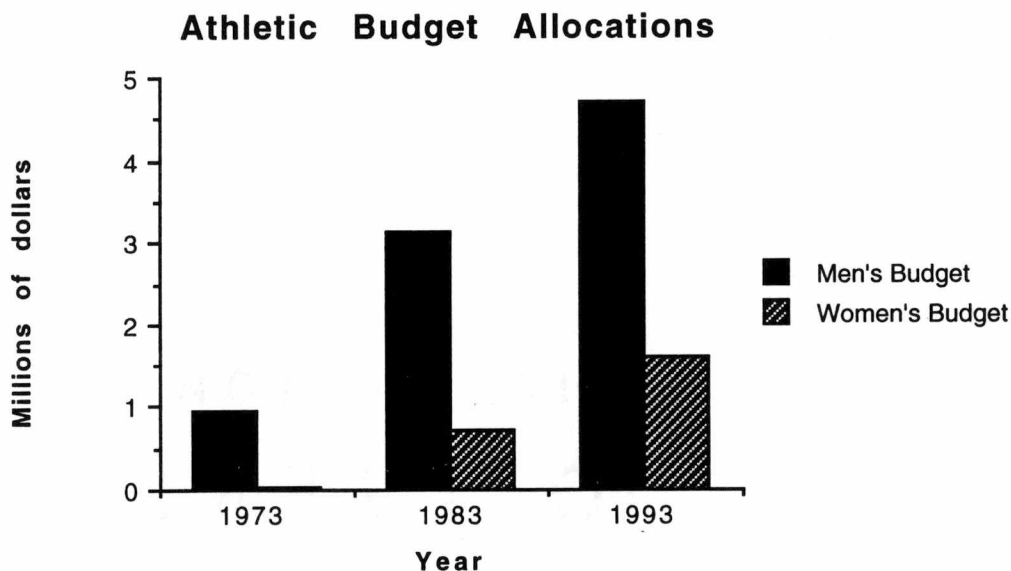
Discussion

The questionnaire was initially designed and directed towards gaining a response from Athletic Directors to a series of questions concerning their institution's level of compliance with Title IX. Athletic Directors were chosen as the subjects because they are the ones directly responsible for evaluating and implementing any Title IX or gender-equity based athletic program or policy within their respective department. Such subjects were used in this study in an attempt to counteract any possible validity questions which might have occurred if the questionnaire were given to the Assistant Athletic Director or Senior Women Administrators, either of which may not be involved in the final implementation process.

However, twenty-two of the Athletic Directors whose institution responded to the questionnaire delegated the survey to their Assistant Athletic Director, Senior Women Administrator, or Compliance Officer if the institution had one. The surveys were handed over to Assistant Athletic Directors and Senior Women Administrators because, as one of the respondents stated, "They're the ones in charge of assuring that gender equity takes place within their particular institution." By redirecting the survey to Assistant Athletic Directors, and Senior Women Administrators, Athletic Directors relinquished their opportunity to personally state their feelings on the issue of gender-equity. Had this study been directed towards Assistant Athletic Directors and Senior Women Administrators, the response rate might have been higher.

Goal 2: EXAMINE BUDGET ALLOCATION OF MEN'S AND WOMEN'S PROGRAMS OVER A TWENTY YEAR PERIOD, Figure 1.

This goal was evaluated by responses to question 2 (Appendix B), and illustrated in Figure 1.



**Men's and Women's Athletic Budgets
Figure 1.**

Question 2

Results

A one-way MANOVA using Ray's Maximum Root was performed to indicate the differences between budget allocation in both men's and women's athletic program budget. The results in Figure 1. indicated that every year, men had more money than women ($p=.0001$). The results

of the subsequent ANOVA and Neuman-Keuls post hoc test also indicated that men's and women's programs had significant differences within their respective budgets from 1973 to 1993. The men's budget average in 1993 was \$4,722,096, almost three times the amount in 1973, when their athletic budget was only \$959,272 ($p < .05$). The women's budgets were significantly larger: (a) in 1993 when the average women's program budget was \$1,601,392, than in 1983, when the average women's program budget was \$735,135, and (b) in 1993 than in 1973 when the average women's program budget was 40,018.

Discussion

Title IX has supposedly helped to increase women's athletic program budget's throughout the 3 years evaluated in this study. Despite the increase in women's athletic program budget's, however, women still lag far behind the men. These results are supported by the review of literature conducted for this research. The NCAA Gender-Equity Study (1992), sharply exposed the inequity in Division I participants and expenses at Division I schools which average 250.10 male athletes to 117.71 female athletes a male to female ratio of 2.24:1. The estimated total dollars spent exhibit a similar ratio, since men have \$849,130 spent on their programs while women only receive \$372,800 a ratio of 2.28:1.

Even if men's football were taken out of the equation, perhaps because of the enormous amount of money it drains from athletic programs, one may achieve equity on the accounting table, but it would do

nothing to achieve equity on the playing field. There would still exist a high-priced men's football program which would need to be addressed. On the other hand, if excess spending within "revenue" generating sports were re-allocated, institutions may have fewer problems achieving gender-equity.

Goal 3: EXAMINE THE NUMBER OF SPORTS OFFERED FOR MEN'S AND WOMEN'S PROGRAMS OVER A TWENTY YEAR PERIOD.

This goal was evaluated by responses to question 3 (Appendix B) and illustrated in Figure 2.



Men's and Women's Sport Offerings

Figure 2.

Question 3

Results

A one-way MANOVA was used to compare men's and women's sport offerings for the three points across the twenty year period (Figure 2). The data indicated that there was a multivariate difference between men's and women's sport offerings across the 3 years. According to Roy's Maximum Root, the only year men had significantly more sports offerings than women was in 1973 ($p < .05$). Men's sport offerings were never significantly different from 1973 to 1983 to 1993. However, women's sport offerings significantly increased ($p < .05$) from 1973 to 1983, and from 1973 to 1993 ($p < .05$), but not from 1983 to 1993.

Discussion

These results suggest that Title IX has appeared to have an effect on the number of sports being offered to women because after Title IX was enacted Figure 2, illustrates that between 1973 and 1993, there has been an increase in sport offerings for women. Men's sport offerings however, after Title IX, experienced slight growth until 1993 when men's sport offerings started to decrease.

It is also important to consider other factors which might have contributed to the increase in sports offerings for women. For example, at the same time Title IX was being enacted, feminism was on the rise, the

Equal Rights Amendment was being pushed, and a higher percentage of women could have been donating money into women's athletic programs. Despite these possible outside factors, Title IX did start to provide the fuel to discipline institutions whose athletic programs clearly showed disparities between men's and women's sport offerings.

Goal 4: EXAMINE THE TRENDS OF MEN AND WOMEN HEAD COACHES OF BOTH MEN'S AND WOMEN'S SPORTS IN A TWENTY YEAR PERIOD.

Number 4 on the Athletic Director's Questionnaire served as a two part question. The first part of question 4 which is be discussed under goal 4, was divided into two categories: (a) male and female head coaches of men's teams, and (b) male and female head coaches of women's teams. The second part of question 4 which will be discussed under goal 5 was also divided into two categories: (c) male and female assistant coaches of men's teams, and (d) male and female assistant coaches of women's teams.

Question 4 (a) (b)

Male and Female Head coaches of Men's Sports.

This goal was evaluated by responses to question 4 a and b (Appendix B).

Results

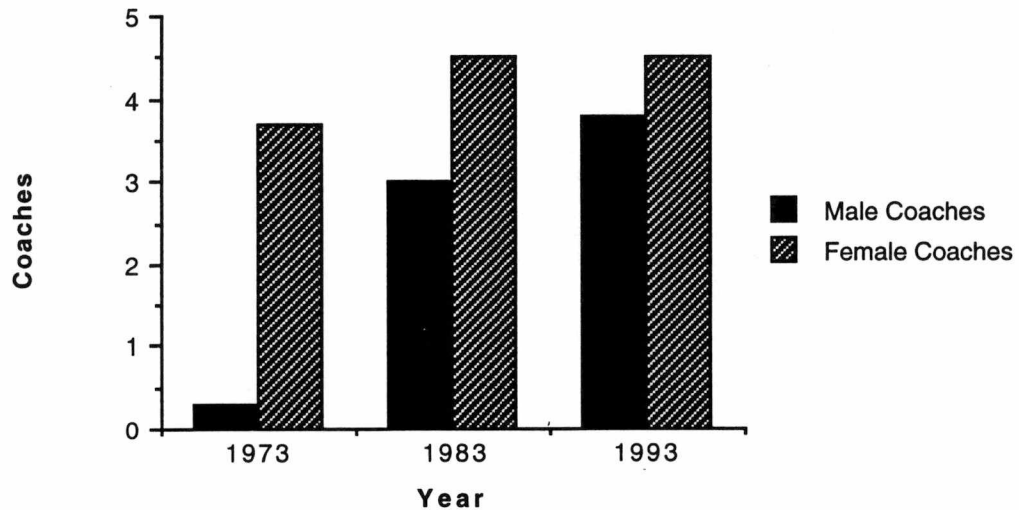
A one-way MANOVA using Roy's Maximum Root indicated a multivariate difference ($p=.0027$) regarding the sex of the head coach relative to men's and women's programs across the three selected years. The results indicated that in every year selected, there were significantly larger numbers of male head coaches of men's programs than female head coaches of men's programs. The only significant difference in male head coaches of men's athletic programs was in 1973 (an average of 6.5 coaches for mens' teams) and 1993 (an average of 8.7 head coaches for mens' teams), but there was no significant difference in male head coaches of men teams from 1973 to 1983, or from 1993. There were no significant differences in female coaches of men's teams, because the respondents indicated that at their particular institution there were no female head coaches in the three years selected.

Discussion

A figure was not constructed for question 4 (a) because there were no female head coaches of men's teams. This point is supported by the review of literature which reported that in Division I athletics, 98.6% of men's teams are coached by men. More interesting is the fact that there is not one female head coach of a men's "revenue" (football or men's basketball) sport team in Division I.

The results also suggest that Title IX has not yet had an effect in this area of athletics. Although the number of males hired to coach women's teams has increased, after the enactment of Title IX there has been no concomitant entrance of women coaches in men's teams. Acosta and Carpenter (1992) indicated that only two percent of the head coaches of men's teams within the NCAA are females and almost half of those are coaches of combined teams such as swimming, cross country, and tennis. Perhaps women coaches are just not applying for coaching jobs of men's sports, despite viewing themselves as being qualified candidates for the job, many feel they will never be successful due to social factors such as sport is a man's domain or simply the "old boys network".

Male and Female Head Coaches of Women's Teams



Male and Female Head coaches of Women's Sports.

Figure 3

Results

The results indicate that there was a significant increase ($p < .05$) in the number of male head coaches of women's teams between 1973, when there was average of 0.3 male head coaches for women's teams, and 1983, when there was an average of 3.1 male head coaches for women's teams and in 1993, with an average of 3.8 male head coaches for women's teams. There was no significant difference, however, in the number of female head coaches of women's teams from 1983 to 1993.

Results, also indicated that throughout the three selective years there was no significant difference in the average number of female head coaches of women's teams (Figure 3). In 1983 and 1993 the number of female head coaches was relatively the same with both years averaging 4.5 female head coaches. In 1973, however, the number of female coaches for women's teams was not much lower with an average of 3.7.

Discussion

The fact that Title IX has facilitated an increased coaching opportunities for male head coaches of women's teams is suggested because there only was a significant increase in the number of male head coaches of women's programs while the number of female head coaches of women's programs has remained steady for the past twenty years. The data reflects the review of literature which stated "that ever since the enactment of Title IX in 1972, head coaching opportunities for women's teams

for males have indeed increased while head coaching opportunities for women's teams for females have decreased" (Acosta & Carpenter, 1990 p.2). This statement holds true because as women's athletic programs started its new membership under the NCAA, Athletic departments who were often headed by men started to hire more males than females as head coaches. It is important to remember however, that this data only reflects what is occurring in NCAA Division I intercollegiate programs with an undergraduate enrollment of 20,000 or more and not NCAA member institutions nationwide. What the data also suggest is that these schools represented in the study are possibly coming closer to Title IX compliance as compared to other institutions nationwide.

It is important that athletic departments place more qualified female coaches at the head of women's programs because it not only provides female athletes with possible positive role models, but it also sends society a message that women are capable of being in leadership and decision-making positions.

Goal 5: EXAMINE THE TRENDS OF ASSISTANT MEN AND WOMEN COACHES BOTH MEN'S AND WOMEN'S TEAMS OVER A TWENTY YEAR PERIOD.

This goal was also evaluated by responses to question 4 c and d (Appendix B) and illustrated in Figure 3.

Question 4

Male and Female Assistant coaches of Men's Sports.

Results

A one-way MANOVA was used to analyze the difference between the number of male assistant coaches and female assistant coaches across the twenty year period at three points in time. There was a multivariate difference ($p=.0007$), regarding the number of male and female assistant coaches relative to men's and women's programs across the three time periods selected. The subsequent univariate ANOVAs and Neuman-Keuls post hoc test data indicated that in 1993 there was a significantly larger number of male assistant coaches of men's programs than the number of female assistant coaches of men's programs, but no difference in 1973 or 1983. There was a significant difference in the number of male assistant coaches in 1973, and in 1993. In 1973, athletic departments on the average had 6.9 male assistant coaches for their men's programs as compared to the 13.8 male assistant coaches that athletic departments had in their men's programs in 1993. There also was a significant difference ($p<.05$) in the number of male assistant coaches of men's programs between 1983 and 1993. There was no significant difference, however, in the number of male assistant coaches of men's programs in 1973 and in 1983.

The results also indicated that there was no significant difference in the number of female assistant coaches of men's teams for the three

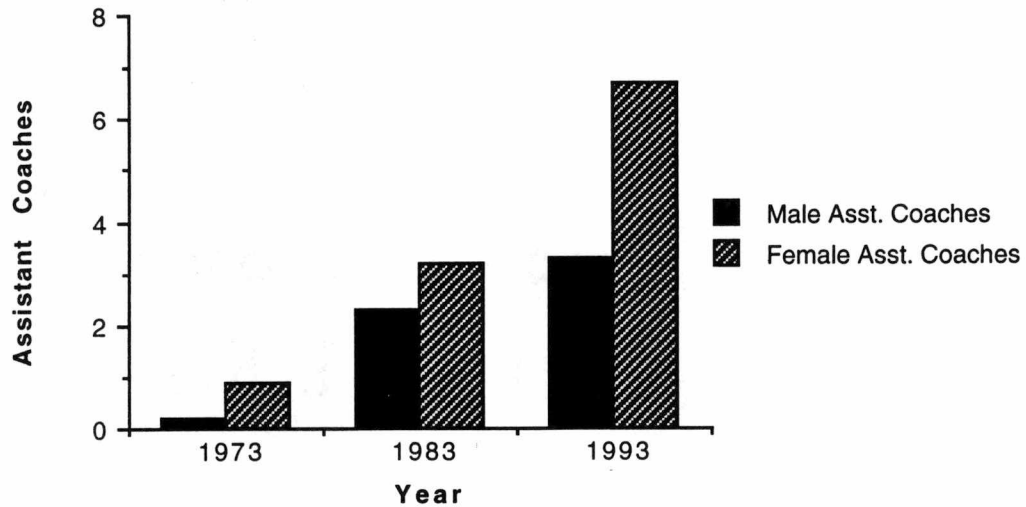
years selected. The respondents indicated that in 1973 and 1983 their institution had no female assistant coaches of men's programs. In 1993, the respondents indicated that their institution had on the average 1.1 female assistant coaches for their men's program.

Discussion

The results of question 4 (c) suggested that gender-equity is needed in the areas of both female head coaches of men's programs and female assistant coaches of men's programs. Women coaches still lag far behind their male counterparts in coaching men's programs. The review of literature revealed that the only woman to date who was coaching at a big-name men's revenue sport team was Kentucky's Assistant men's basketball coach Bernadette Locke-Mattox. According to Acosta and Carpenter (1992), the position of Assistant Coach is one through which experience can be gained. It often serves as an entry level position.

A figure for question 4 (c) was not constructed because there were an insufficient number of women assistant coaches of men's teams as the results indicated.

Male and Female Assistant Coaches of Women's Sports



Male and Female Assistant coaches of Women's teams.

Figure 4

Results

A one-way MANOVA using Roy's Maximum Root ($p=.0211$) indicated that there was a significant difference in the number of male assistant coaches of women's programs in 1973, and in 1983. In 1973, institutions were only averaged .2 male assistant coaches for their women's programs compared to the 1983 average number of 2.4 male assistant coaches for their women's programs. Another significant difference in the number of male assistant coaches of women's programs occurred in 1973, and in 1993. In 1993, athletic departments were averaging 3.3 male assistant coaches for their women's programs as compared to the .2

male assistant coaches athletic departments were averaging prior or during the twenty years period. There was no significant difference in the number of male assistant coaches for women's programs in 1983 and in 1993.

The data also indicated there was a significant difference ($p < .05$), in the number of female assistant coaches of women's programs in the three selected years. The first significant difference in the number of female assistant coaches occurred between 1973 and in 1983. In 1973, colleges had on the average only .9 female assistant coaches in their women's programs while in 1983, the average increased to 3.3 female assistant coaches. There also was another significant difference ($p < .05$) in the number of female assistant coaches of women's programs in 1973 and in 1993. In 1993, intercollegiate programs reached a high of 6.7 female assistant coaches for their women's teams. Still another significant difference ($p < .05$) occurred between 1983 and 1993 (Figure 4).

Discussion

These data are reflective of what is occurring the NCAA Division I level nationwide because the review of literature revealed that "the only sub-category in which women coaches proportionately outnumber male coaches is in assistant coaching positions. In intercollegiate programs, the average number of female assistant coaches for women's teams is 3.09 compared to 2.61 male assistants" (Acosta & Carpenter, 1990 p. 2). Female assistant coaches of women's teams have dramatically increased

since the enactment of Title IX, while the number of male assistant coaches of women's teams has remained about constant for the past twenty years. This is a contrast to the results of head coaches where men have increased dramatically and women have remained constant.

Goal 6: EXAMINE WHICH INTERCOLLEGIATE SPORTS WILL BE AFFECTED MOST BY GENDER EQUITY.

This goal was evaluated by responses to question 5 (Appendix B).

Question 5

Question 5 on the Athletic Directors Questionnaire (Appendix B) served as a two part question. The first part focused on whether men's teams would have to be cut in order for the institution to comply with Title IX. The second part addressed the points, if men's teams have to be cut, which sports will they most likely be selected. The last part was contingent on the first question, because it was answered only when participants replied with a yes response.

Results

Will men's teams have to be cut in order for your institution to comply with Title IX?

More than 70 percent (70.3%) of the respondents answered no, 21 percent of the respondents answered yes, and 8.1 percent of the respondents answered maybe. Many of the respondents who answered yes to

this question indicated that if men's teams had to be cut, it would only be done as a last resort. One respondent went as far as to say "we dropped men's tennis and gymnastics for financial reasons not Title IX". One respondent who answered maybe to question 5 said men's teams would only be cut if "the proper amount of funds needed to add women's teams could not be generated".

If men's teams have to be cut, which sports will they most likely be?

The results indicated that men's tennis would most likely be the sport cut in order for an institution to comply with Title IX, followed by men's gymnastics, and men's track and field.

Discussion

Surprisingly enough, the respondents indicated that men's teams would not have to be cut in order for institutions to comply with Title IX. If athletic departments start to learn how to allocate their money more logically, Title IX compliance could be obtained much easier. In addition, there are a number of ways athletic departments can raise the needed funds in order to achieve gender equity and for their institution to come into compliance with Title IX. Intercollegiate programs can stop excess spending in their men's "revenue" generating programs, increase fund raising, start or increase booster clubs, or tighten their belts in all of the sports that they offer. The review of literature reveals that women administrators and athletes do not want to eliminate opportunities for

males so that more women can compete. Men's teams should only be cut as a last resource.

If men's teams, have to be cut, the results indicated that men's non revenue sports would be the first to be eliminated. This very fact is what has pitted male athletes of non revenue sports against women athletes. Women athletes are being blamed for the cutting of men's non revenue sports. Male athletes, however, should reassess the problem by examining male revenue generating sports since they are the ones with the greatest expenditures within the athletic budget.

Goal 7: DETERMINE WHICH WOMEN'S SPORTS WILL BE ADDED IN ORDER FOR INSTITUTIONS TO COMPLY WITH TITLE IX.

This goal was evaluated by responses to question 6 (Appendix B).

Question 6

Question 6 on the Athletic Directors Questionnaire was separated into 3 sub questions: (a) number of likely additions, (b) sports most likely to be added, and (c) anticipated date for these additions.

Results

Number of likely additions?

The data indicated that the maximum number of women's teams an institution would add in order to comply with Title IX would be three.

Nearly 58 percent (57.6%) of the respondents indicated they will most likely add at least one additional women's team, 33.3 percent of the respondents indicated they will most likely add two women's teams, while only 9.1 percent of the respondents indicated that they will most likely add three women's teams in order to comply with Title IX.

Sports most likely to be added?

The responses to question 6 indicated women's soccer (67.6%) as the sport most likely to be added. Other sports indicated by respondents as likely additions were women's softball (54%), golf (46%), crew (35%), volleyball(32%)lacrosse (24%), swimming (14%), gymnastics (8%), synchronized swimming (2%), and water polo (2%).

Anticipated date for these additions?

The results indicated that only 4.0 percent of the responses indicated that their school had already added women's teams to their athletic program in order to comply with Title IX. Approximately, 20.0 percent anticipated their institution would add women's teams by 1994, 44.0 percent did not anticipate adding women's sports until 1995, and 32.0 percent indicated the anticipated date for women's teams to be added at their institution would not be until 1996.

Discussion

The results suggest that Title IX is having a direct effect on the number of sports being offered to women because a number of the respondents in the study indicated that they were indeed going to expand the number of women's teams by slowly phasing them into their athletic programs over the next two years, in order for their institution to comply with Title IX.

According to the results, soccer is the sport many respondents indicated would be added to their programs as a step to comply with Title IX. Many administrators felt that it is a sport which can be added quickly and that teams will become successful at an early stage. It is also low in cost because schools did not have to purchase much of equipment. The size of the teams is also favorable because most squads carry 24 players which will help to bring schools closer to achieving gender-equity.

Goal 8: EXAMINE WHETHER OR NOT ATHLETIC DIRECTORS FEEL THEIR INSTITUTION HAS THE RESOURCES TO COMPLY WITH TITLE IX.

Question 7

Question 7 is on the Athletic Director's Questionnaire had two parts. The first part asked Athletic Directors if they felt their institution had the necessary resources to meet the compliance standards of Title IX. The second part asked why or why not.

Do Athletic Directors feel their institution has the necessary resources to meet the compliance standards of Title IX?

This goal was evaluated by responses to questions 7 (Appendix B).

Results

Almost 67 percent (66.7) of the respondents answered yes, they thought their institution had the necessary resources to comply with Title IX, while only 33 percent (33.3) of the respondents answered no, that their institution did not have the necessary resources to comply with Title IX.

Why or Why not?

Respondents who answered yes to Question 7, strongly believed their institution had the necessary resources to comply with Title IX. For example, the respondent stated "Every institution has the resources to comply with Title IX, if necessary reallocate." Another respondent added that they have been able to comply with Title IX "through cost cutting unnecessary practices in men's athletics and reallocation. One respondent indicated that their institution was already in compliance with Title IX because they: (a) have already added two women's teams, (b) have built a softball facility and (c) were in the processes of constructing a soccer facility.

Respondents who answered no to Question 7, all seemed to have the same reason as to why their institution would not have the necessary re-

sources to comply with Title IX. Their institution simply lacked the additional financial funds to comply with Title IX.

Discussion

As stated earlier, there are many things an institution can do to generate additional resources so that their institution can comply with Title IX. In retrospect, Parker (1993) reported (in the review of literature) that Congress has passed a law with increased financial repercussions without providing institutions with the additional funds. The results in this study supports Parker's claim. However since women athletes do make up more than 50 percent of the student body, they should receive the same athletic opportunities as do men.

Goal 9: EXAMINE WHETHER OR NOT ATHLETIC DIRECTORS FEEL THEIR CONFERENCE IS GIVING THEM ENOUGH TIME TO COMPLY WITH TITLE IX.

This goal was evaluated by responses to question 9 (Appendix B).

Question 9

Results

Almost 89 percent (88.9) of the respondents answered yes, to this question. They thought their conference was giving them enough time to comply with Title IX. Only 6 percent (5.6%) of the respondents answered no, they did not think their conference was giving them enough time to comply with Title IX. 5.6 percent of the respondents were unsure.

Discussion

The results suggest that conferences nationwide are taking Title IX compliance seriously, and many have already started to design a plan to help their member institutions comply with Title IX quickly and effectively. The review of literature revealed that the Big Ten Conference passed a Gender-Equity Plan to have a 60-40 percent male-female participation level in its member institutions by June 30, 1997. The Gender-Equity Task Force is also in the process of publishing further recommendations and guidelines to assist member institutions in achieving gender-equity.

Of the small percentage of respondents who answered no to question 9, many did so because their conferences has not yet stated any timelines for their institution to be in compliance with Title IX.

As conferences become more serious about Title IX compliance, so will member institutions, because disparities between men's and women's programs will become more evident and less tolerant.

Goal 10: EXAMINE ATHLETIC DIRECTORS PERCEPTIONS TOWARDS GENDER EQUITY.

This goal was evaluated by responses to question 9 (Appendix B).

Question 9

Question 9 in Appendix B was designed to give Athletic Directors of NCAA Division I institutions the freedom to express their feelings about the issue of gender-equity.

Results

It is important to remember that Assistant Athletic Directors and Senior Women Administrators as well as Athletic Directors answered question 9. Question 9 indicated that most of the respondents viewed the issue of gender-equity as fair and necessary in today's athletic departments. For example, one Associate Athletic Director stated "just as the world is made up of men and women, our programs should reflect that in participation and staff. We are working hard to achieve that while maintaining our program integrity". Respondents also felt that Title IX compliance is simply long overdue by stating that they felt their

conference was allowing too much time for compliance and that it was twenty years overdue.

There also were respondents who viewed the issue of gender-equity in a positive way but felt aggravated due to the new financial repercussions of Title IX. For example, one Athletic Director stated

the university and the Division of Intercollegiate Athletics both believe in the validity of Title IX and are committed to its defense. The Division of Athletics fully believes in equal opportunities for both women and men and is continually monitoring our program in an effort to better comply. Our only limitation for full and perfect compliance is availability of financial support. However, we fully believe in the philosophy and importance of Title IX and are continually working under its full implications.

Question 9 also indicated that some of the respondents viewed the issue of gender-equity as simply unfair because as one Athletic director stated "it takes away sport opportunities from men and gives them to the women".

Discussion

The results suggests that institutions want to comply with Title IX. However, some institutions are facing problems achieving gender-equity within their men's and women's programs due to added financial stipulations. Nonetheless, institutions have had twenty years to achieve gender-equity within their men's and women's programs therefore, failure to comply with Title IX is simply unacceptable at this stage.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine what measures Athletic Directors of NCAA Division I intercollegiate institutions with an undergraduate enrollment of 20,000 or more nationwide were taking to meet the compliance standards of Title IX of the 1972 Education Amendment Act. Respondents included 37 of 72 Athletic Directors of NCAA Division I intercollegiate institutions for a response of 51.4 percent.

A questionnaire, designed to obtain a response to a series of questions concerning the institution's level of compliance with Title IX, was completed by each subject. The statistical methods used to analyze the data consisted of descriptive statistics, frequency distributions, subsequent univariate ANOVAs Neuman-Keuls post hoc test and one-way MANOVA. Analysis of the results indicated that institutions are slowly starting to decrease the disparities between men's and women's athletic programs.

Based on the survey, even though opportunities are opening up for women athletes, men's sports coaching still appears to be a wholly male-dominated bastion. Women's sports coaching, on the other hand, appears to be reaching the balance of men and women representative of the population at large.

Conclusions

1. Data Analysis revealed that since the enactment of Title IX, women's athletic budgets in the institutions surveyed have increased over the three selected years; however, women's program budgets still lags far behind that of the men's programs.

2. There was a significant increase in the number of male head coaches of women's programs after Title IX, while the number of female head coaches of women's programs has remained steady.

3. Title IX, has appeared to have had an effect on the number of sport offerings for women because in the past twenty years there has been an increase in sport offerings for women.

4. Title IX has not increased the number of female head and assistant coaches of men's programs over the past twenty years.

5. There has been a significant increase in the number of female assistant coaches of women's programs after Title IX, while the number of male assistant coaches of women's programs have remained about the same.

Recommendations

As previously mentioned in Chapter 2, there is an abundance of information regarding the topic of gender-equity, in which the same issues within gender-equity always seem to arise. With the hope that further research will be undertaken in this area, the following recommendations are suggested for future investigators.

1. Develop a questionnaire that asks more probing questions in the area of gender-equity, e.g., coaching salaries, number of female athletes v. male athletes.

2. Expand the study to include all Athletic Directors on the NCAA Division I level nationwide.

3. Include Athletic Directors from both the NCAA Division I and II level to compare and contrast the effect Title IX is having on these two levels.

4. Attempt to gain a higher response rate from Athletic Directors themselves.

5. Develop a study with a sociological approach regarding the issue of gender-equity, i.e., what messages are intercollegiate programs sending society that refuse to comply with Title IX.

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APPENDIXES

APPENDIX A

LETTERS OF CONSENT AND INSTRUCTIONS:

STUDY

April 20, 1994

Dear Athletic Director:

The purpose of this letter is to request your cooperation in a thesis study examining what athletic directors of Division I institutions are doing to comply with Title IX.

I am currently a graduate student pursuing a degree in Sport Administration. By responding to the following questionnaire you will greatly assist me in completing my master's thesis requirements. Results from this study will benefit all of us in college/university Sport Administration by (a) determining the trends over time, before and after the emphasis of compliance, in: procedures and techniques for managing equality of opportunities; and (b) gaining possible additional insight into solution of problems from the diversity of responses. Completion of the questionnaire indicates agreement to participate in the study. Confidentiality of the college/university and individual will be maintained since I will be the only one to see the results and no identifying addresses or names will be attached to any of the responses. Only group data will be used in presenting the results of the study.

Please return the completed questionnaire within one week, in the postage paid envelope provided. Thank you for your cooperation. I look forward to receiving your survey responses.

If you are interested in a summary of the results, please send a self addressed postage paid envelope to:

Sincerely,

Natalie B. Acosta
M.S. Candidate

Joy T. DeSensi, Ed. D.
Advisor

APPENDIX B

ATHLETIC DIRECTOR QUESTIONNAIRE

ATHLETIC DIRECTOR QUESTIONNAIRE

1. What is the number of female and male undergraduate students attending your institution in the 1993-94 academic year?
 Females _____ Males _____

2. Approximately what was your budget allocation for the men's and women's athletic programs for 1973, 1983, and 1993?

	1973	1983	1993
Men's program budget	_____	_____	_____
Women's program budget	_____	_____	_____

3. What were the numbers of men's and women's sports offered in each year?

	1973	1983	1993
Number of men's sports	_____	_____	_____
Number of women's sports	_____	_____	_____

4. What were the numbers of male and female coaches in each category?

	Men's sports			Women's sports		
	1973	1983	1993	1973	1983	1993
Male head coaches	_____	_____	_____	_____	_____	_____
Female head coaches	_____	_____	_____	_____	_____	_____
Male asst. coaches	_____	_____	_____	_____	_____	_____
Female asst. coaches	_____	_____	_____	_____	_____	_____

5. Will men's teams have to be cut in order for your institution to comply with Title IX? 1. No 2. Yes
 If men's teams have to be cut, which sports will they most likely be?

7. If you plan to add women's sports to your program to comply with Title IX, how many will you probably add, and what will the new sports be?
 Number of likely additions Sports most likely to be added

 What is your anticipated date for these additions? _____

8. Do you feel your institution has the resources to meet the compliance standards of Title IX? 1. No 2. Yes
 Why or why not?

9. Do you feel your conference is allowing enough time for compliance with Title IX? 1. No 2. Yes
 If no, please explain.

10. As an athletic director, how do you personally feel about gender equity? (Please use the back of this page for your response)

Title of person completing questionnaire _____
 (e.g., A.D., Assoc. A.D., Compliance officer)
PLEASE DO NOT IDENTIFY THE NAME OF YOUR INSTITUTION OR PERSON(S)

APPENDIX C

NCAA GENDER-EQUITY TASK FORCE FINAL REPORT

APPENDIX C

NCAA Gender-Equity Task Force Final Report

The following principles are those the Association and its member institutions should follow concerning gender-equity. Legislation should be conferred to the Association and have included in the "Principles for Conduct in Intercollegiate Athletics" section of the NCAA Manual" (NCAA Manual, 1993 p.3-5).

A. It is the responsibility of the Association's members to comply with Federal and state laws regarding gender-equity.

B. The Association should not adopt legislation that would prevent member institutions from complying with applicable gender-equity laws.

C. The Association should adopt legislation to enhance member institutions compliance with applicable gender-equity laws.

D. The activities of the Association should be conducted in a manner free of gender bias (NCAA News, p14, 1993).

The task force has also produced the following guidelines to be used to promote and obtain gender-equity.

A. Institutions should support intercollegiate athletics participation opportunities for males and females in an equitable manner. The ultimate goal for each institution should be that the numbers of male and female athletes are substantially proportionate to their numbers in the institution's undergraduate student population. Addressing the interests of women athletes, including development of efforts to increase opportunities are appropriate pathways for realizing the ultimate goal of substantial proportionality of participation. Thus, the (a) participation, (b) efforts and (c) interests tests of the Title IX regulation are the appropriate tests for equitable participation.

B. An important concern in promoting and achieving gender-equity is generating and sustaining the financial resources necessary to support and enhance participation opportunities for women. The history of some institutions is that those resources have been primarily and dis-

proportionately generated by men's sports, usually football and men's basketball. While this fact cannot be used to set those programs outside of gender-equity considerations, it should be understood that, at some institutions, maintaining the revenue-generating capacity of sports, as well as increasing the revenue-generating capacity of women's sports, is essential to enhancing opportunities for women athletes. Maintaining current revenue-producing programs as one aspect of long-range planning for increasing women's opportunities is preferable to decreasing the currently provided participation opportunities for men-especially when such maintenance may result in revenues available for both women's and men's programs. Evidence that available resources from revenue-generating activities are equitably distributed to men's and women's programs should be apparent in the evaluation of an institution's planning for gender-equity.

C. Proportionally offered opportunities may not yield identically proportionate participation. For example, there may be a difference between men and women in the yield and persistence of participants whether they be recruited scholarship athletes or non recruited walk-on athletes. However, institutions should provide equitable encouragement, benefits and opportunities to both groups of student-athletes.

D. Proportionality does not require fixed quotas. Changes over time in interests and abilities and in overall enrollment patterns may yield different patterns of sports sponsorship for both women and men. An institution that is making the appropriate efforts need not be required to make annual changes in the varsity status or support of specific teams simply to achieve numerical precision. Participation interests and abilities of males and females in intercollegiate sport may be different on an individual campus, and each sex should be accommodated in light of these differences. Sports offered for one sex do not have to be identical to sports offered for the other, but participation in all sports must be included in determining the appropriate participation levels for men and women.

E. Currently, more than 3.4 million male and 1.9 million female student-athletes participate at the high-school level, compared with 186,045 male and 96,467 female student-athletes in NCAA sports. It should be noted that these numbers may not reflect interest accurately, but may instead reflect historic inequalities in opportunities for girls and women in sports.

F. Geographic differences in the patterns of high-school and open amateur sports for both females and males may affect a particular insti-

tution's ability to recruit athletes. These differences do not relieve an institution from its obligation to provide equitable recruiting and scholarship resources and efforts for women's and men's teams, whether in-state or out-of-state, or from making the same effort and commitment to attract and retain participants once they are on campus.

G. Major gender differences in recruitment pools that create real recruitment pools that create real obstacles to the equitable recruitment and/or participation of women athletes may be addressed in various ways, including (a) offering additional participation opportunities in different sports for women athletes, and (b) offering activities to encourage and support the accelerated development of women athletes.

H. Enhancing participation opportunities for men and women requires cooperative efforts at the institutional, conference and national governance levels to (a) revenues, (b) reduce costs, (c) redistribute resources, and/or (d) expand women's sports and championships participation opportunities, as in the recent expansion of the NCAA championships programs.

I. Conferences can facilitate additional opportunities for women by encouraging their members to add sports on a conference-wide basis in order to reduce overall costs and provide good competition and championship opportunities.

J. In addition, institutions and/or conferences may consider conducting camps, clinics and workshops for elementary and middle school participants, perhaps in conjunction with conference championships, as is now being done by the Youth Education through Sports (YES) program, the Discover Women's Sports program sponsored by Sara Lee and similar programs. The task force believes these opportunities could be offered at relatively low cost and could be used as a positive public service to enhance the visibility of the institution in the community.

K. In support of participation opportunities, institutions should afford equitable treatment for male and female student-athlete in related areas, including, but not limited to:

- (1) Provision of equipment and supplies;
- (2) Scheduling of games and practice times;
- (3) Travel and per diem allowances;
- (4) Coaching and academic support services;
- (5) Assignment and compensation of coaches and tutors;

- (6) Provision of locker rooms, and practice and competitive facilities;
- (7) Provision of medical and training facilities and services;
- (8) Provision of housing and dining facilities and services;
- (9) Publicity, promotions and marketing;
- (10) Recruiting;
- (11) Support services, and;
- (12) Admissions and grants-in-aid.

L. Institutions should recruit and employ quality coaches and athletics personnel on a gender-equitable basis. The enthusiasm, time and commitment for personnel recruitment in the men's programs also should be reflected in the women's programs. Aggressive efforts are needed to recruit and hire more female coaches, administrators and staff members for employment in intercollegiate athletics. Institutions should also continue to encourage and develop increased educational experiences for women in intercollegiate athletics through internships, graduate assistantships and other mentors learning opportunities to increase the pool of women candidates for coaching, administrative and staff employment.

M. Institutions should conduct gender-equity self-studies and, if inequities exist in participation opportunities or in the quality of the experience for student-athletes, should formulate and implement strategies to address these inequalities in a timely manner. Institutions should have a plan to be in full compliance with Title IX by the earliest possible date (NCAA News, p14-15, 1993).

5. Recommendation for Legislation

The task force seeks the proposal of the following legislation to promote gender-equity:

A. Regarding Emerging Sports for Women:

(1) Any two emerging sports identified below should be acceptable toward meeting the minimum sports sponsorship requirements.

(2) There should be minimum numbers of contests and participants and maximum financial aid limitations in the following emerging sports: (team): crew, ice hockey, team handball, water polo and synchronized swimming; (individual): archery, badminton, bowling and squash.

(3) The emerging sports identified above should be countable for purposes of revenue distribution (i.e., for sports sponsorship and grants-in-aid).

(4) The NCAA Council should create a mechanism to identify future emerging sports that would be countable for revenue distribution and sports sponsorship and to determine minimum contests and maximum grants for them.

B. Regarding Financial Aid.

(1) The maximum financial aid limitations should be increased for some Divisions I and II women's sports. (The task force recommended no changes in existing financial aid limitations for Divisions I and II men's sports.)

(2) The council should request the NCAA Committee on Financial Aid and Amateurism and the NCAA Special Committee to Review Financial Conditions in Intercollegiate Athletics to develop a new financial aid model to decrease the amount of available athletics aid to student-athletes that is not based on need. Legislation should be proposed no later than the 1995 NCAA Convention and should exempt student-athletes already enrolled in collegiate institutions and receiving athletics aid (NCAA News, p15, 1993).

6. Other Recommendations to NCAA committees

The task force forwards the following recommendations and observations to the appropriate committees for consideration and action:

A. To the Council

(1) Development of methods to enhance hiring opportunities for women and minorities at all levels in intercollegiate athletics.

(2) Establishment of a relationship between the Association and the National Federation of State High School Associations (NFSHSA) to address issues related to gender-equity, including the quality of coaching instruction available to female student-athletes at the high-school level.

(3) Repetition of the gender-equity survey of the membership at five-year intervals.

B. To the Executive Committee:

(1) The requirement of a minimum of 50 institutions sponsoring a sport for two consecutive years as an appropriate number for establishing a new division of National Collegiate Championship for men or women, except in emerging women's sports for a five-year period, and as neces-

sary, a minimum of 40 institutions sponsoring the sport for two consecutive years. (Note: The exception relates to emerging sports for which the Association does not currently sponsor championships and not to existing championships where sponsorship has fallen below minimum requirements.)

If the number of sponsoring institutions falls below an average of 40 for the most current three-year period, a championship should be discontinued in the next academic year and a minimum of 50 sponsoring institutions should be required to reestablish a championship. In sports for which there is a combined men's and women's championship, for a five-year period, if the men's sport meets the minimum number of sponsoring institutions necessary to continue a championship, a women's would continue in that sport. If after five years the women's sport does not have the minimum number of sponsoring institutions necessary to continue a championship, the championship in the women's sport should be discontinued.

(2) Endorsement of the Executive Committee's report related to proposed changes in the conduct and format of NCAA championships with the following recommendations:

(a) The number of participation opportunities for male and female student-athletes in NCAA championships should be equitable.

(b) In team sports, the size of each championship field should be based on the number of institutions sponsoring the sport.

(c) In comparable individual sports, the size of each field should be equal for men's and women's championships.

(d) All individual sports should be treated comparably and all team sports should be treated comparable except for Division I basketball, which should be treated differently from other Division I team sports, but identically for each gender.

(e) In determining seeding for championships, the effects upon opportunities for women as well as the developmental level of the sport should be considered.

(f) Guidelines related to the hosting of NCAA championships should be reviewed to ensure that no policies exist that might hinder the growth of women's championships.

(g) The NCAA should pay expenses for all tournament teams including all play-in-teams.

(h) The number and types of awards provided to male and female student-athletes participating in all championships should be consistent.

(3) Continued focus on the affirmative action component of the conference grant program, including officiating.

(4) Use of affirmative action funds to inaugurate additional conference championships for women and for the establishment of conference gender-equity committees.

C. To the NCAA Committee on Athletics Certification:

Support for the committee's recommendation of 1993-94 legislation that includes gender-equity as an element of certification.

D. To the Committee on Financial Aid and Amateurism:

Endorsement of the following as critical components of a new financial aid model as identified in 5-b-(2) above:

- (1) Protection of needy student-athletes.
- (2) Applicability to all sports and all student-athletes.
- (3) Consistency and integrity in analyzing each student-athlete's need.
- (4) Sensitivity to differences in cost of attendance among member institutions.
- (5) Potential for direction of any savings toward achieving gender-equity.

E. To the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports:

Modification of the guidelines related to pregnant student-athletes to make such guidelines consistent with legal requirements set forth in Title IX. (Under Title IX, an institution may require medical certification from a pregnant female to participate in intercollegiate athletics only to the same extent that it is required of other student-athletes with conditions requiring medical attention.)

F. To the Olympic Sports Liaison Committee:

Development of greater collaborative efforts with and examine the possibility of obtaining grants (and other assistance) from the U.S. Olympic Committee to support NCAA women's championships in Olympic sports.

G. To the Committee on Women's Athletics:

(1) Exploration of the addition of one volunteer coach, who must be a female, to the numbers of allowable coaches in men's and women's sports, not including football and basketball.

(2) Affirmation that at the institutional, conference and NCAA level, women should be involved in meaningful ways in the decision-making process pertaining to intercollegiate athletics, including the following:

(a) Eligible women should be identified and appointed to committees. Appointing bodies (i.e., Council, Administrative Committee) should increase the ratio of female representation on committees. The goal of the Association

should be to achieve significant and steady annual progress in female participation. Such progress should be monitored by the Committee on Women's Athletics and reported to the membership. This recommendation should be included in Association publications (e.g., Council Handbook).

(b) Because female role models in leadership positions are important, every institution should have a senior woman administrator and should assure the inclusion of women in administrative positions. Toward that end, the NCAA should publish annually, by name of each member institution, the total number of administrative positions and their specific jobs. This should included data on female and minority promotions and new employees.

(c) Number of female faculty athletics representatives and females on athletics councils/boards should be increased.

H. To the Special Committee to Review Student-Athlete Welfare, Access and Equity:

Consideration of legislation allowing coaches to be involve in the coaching of female student-athletes outside the playing season to increase the opportunity for female student-athletes to develop sport-specific skills. Such involvement would be limited to two sessions per week with a limit of three student-athletes at any sessions may last no longer than two hours, must be included in the eight-hour limitation and may not exceed a period of five weeks (NCAA News, p16, 1993).

7. Source Book

The task force will publish further recommendations and guidelines to assist member institutions in achieving gender-equity.

8. Conclusion

While this report, commissioned by our Association, attempts to provide a definition of and steps to the achievement of gender-equity in

intercollegiate athletics, it is the responsibility of individual colleges and universities to pursue that goal earnestly. In the task force's deliberations, two questions persisted: How can increased opportunities for women be funded, and how can provision of increased opportunities be assured?

The responsibility for providing necessary financial resources falls to individual institutions, just as does funding for all aspects of higher education. And, as in other programs, that responsibility must reside with the institutions' governing bodies, not just athletics departments. The facts that these are difficult economic times or that difficult decisions must be made are true, but they do not alter that responsibility. chief executive officers and governing boards, and legislatures, must identify the resources necessary to provide the resources necessary to provide equal opportunity to all students.

Assurance of equitable treatment and opportunity for women must come from each institution. Enforcement of fairness may not be easy, but it is clearly necessary. The task force heard testimony about what is likely to happen if institutions cannot find a way to assure equity: The courts are currently enforcing adherence to the law, and Congress, as well as the Office for Civil Rights, appears prepared to monitor compliance as well. (NCAA News, p.16, 1993)

VITA

Natalie Bernadette Acosta was born in Queens, New York, on October 21, 1970. She is the only daughter of Theresa Putz, and is the youngest of three children.

She attended The State University of New York at Buffalo on a full basketball scholarship and received a Bachelor of Arts degree in Health and Human Services with a concentration in Community Mental Health, in May 1992.

She began graduate work at The University of Tennessee in the Fall of 1993 and served as a graduate intern for The Lady Volunteers Sports Information and promotions department. In August, 1994, she received a Master's of Science degree from the Human Performance and Sport Studies department majoring in Sport Administration.

The author is currently pursuing a job in the promotions of women's athletics.