

7-1-59



3 1293 20054 2318



For the file



~~L-141~~
~~CELL 8457~~

354

MAY 28 2000

ABSTRACT

THE DEVELOPMENT, APPLICATION, AND APPRAISAL OF A TECHNIQUE
FOR THE SELF-EVALUATION OF AN INTERCOLLEGIATE
ATHLETIC PROGRAM AS REQUIRED BY TITLE IX

By

Walter Raymond Schneider

In September, 1975, the Department of Health, Education and Welfare's Office for Civil Rights issued a memorandum pertaining to athletic programs at educational institutions. The memorandum, sent to college and university presidents and leaders of other educational institutions, was entitled "Elimination of Sex Discrimination in Athletic Programs." Its purpose was to provide guidance with respect to the immediate responsibilities of an educational institution to guarantee equal opportunity in the operation of both its athletic activities and its athletic scholarship programs. Each educational institution was required to complete a self-evaluation of its athletic policies and practices no later than July 21, 1976. The memorandum listed three immediate requirements: (1) determine if equal opportunity existed in the policies and practices of the athletic program, (2) determine which sports should be offered by the institution based upon the interests of both sexes, and (3) determine the relative abilities of the sexes to decide whether to offer single-sex teams or teams composed of both sexes.

This study was the development, application, and appraisal of a technique for the self-evaluation of the athletic program of Central Michigan University as mandated by the Department of Health, Education, and Welfare's memorandum of September, 1975.

The degree to which the Central Michigan University Athletic Department was in compliance with the Title IX regulations was determined by administering a self-evaluation questionnaire to the head coaches and athletic area specialists. The self-evaluation questionnaire contained the eleven specific areas, as required by the HEW memorandum, for a university's self-evaluation. Each of the eleven areas was divided into sub-areas to fully explore the various facets of each area. A three-member self-evaluation rating team, chosen from outside the athletic department, then examined each sub-area as it applied to each sport and assigned a discrimination rating to it. Each sport's area discrimination ratings resulted from averaging the respective sub-area discrimination ratings. The university's athletic department sub-area discrimination ratings were obtained by thoroughly examining the total program as applied to the respective sub-areas, and where applicable, by averaging the sub-area discrimination ratings assigned to the individual sports. The athletic department's area discrimination ratings were obtained by averaging its sub-area discrimination ratings. The university's athletic department discrimination rating was the average of its area discrimination ratings.

The interests and abilities, as judged by the undergraduate students and faculty, were obtained from a simple random sampling of the undergraduate students, faculty members, and the entire physical education faculty. The questionnaire listed each of the present men's and women's sports offerings plus several additional sports which were of interest to them. The respondents were asked to indicate their interest for the sports to be offered at the intercollegiate, club sport, and intramural levels. Each respondent was asked to check whether a men's team, a women's team, and/or a co-ed team should be offered for each sport and/or level checked.

The Central Michigan Athletic Department was judged to be not in compliance in the execution of the following policies and practices: (1) the number of varsity sports offered, (2) the total number of athletes served, (3) the awards program, (4) practice uniforms and equipment, (5) game uniforms and equipment, (6) prime-time practice opportunities, (7) the ratio of coaches to athletes, (8) extra compensation for duties performed outside the academic calendar, (9) the amount of released time allocated to coaches, (10) practice facilities, (11) sport brochures, (12) schedule cards, (13) programs, (14) media entertainment, and (15) the provision of athletic scholarships.

In the interests survey, each of the present men's sport offerings were rated higher than any others, by the

respondents. Each of the present women's sport offerings were rated higher than any others, except softball, which received slightly more undergraduate student interest than field hockey.

The relative abilities of the sexes, as judged by the undergraduate students and faculty members, favored single-sex teams by a wide margin.

In addition, recommendations leading to equal opportunity in the Central Michigan University Athletic Department and an appraisal of the techniques developed for the study were presented.

THE DEVELOPMENT, APPLICATION, AND APPRAISAL OF A TECHNIQUE
FOR THE SELF-EVALUATION OF AN INTERCOLLEGIATE
ATHLETIC PROGRAM AS REQUIRED BY TITLE IX

By

Walter Raymond Schneider

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1976

ACKNOWLEDGMENTS

The writer wishes to thank the members of his dissertation committee, Dr. William Sweetland, Dr. John Fuzak, Dr. Nell Jackson, Dr. Joseph Kearney, and Dr. James Nelson, for their direction and support.

Additional appreciation is given to Theodore Kjolhede, Dr. Fran Koenig, Dr. Raymond Kieft, and the many members of the Central Michigan University's faculty-staff for their assistance and cooperation in the development and application of the instruments used in this study.

TABLE OF CONTENTS

Chapter	Page
1. STATEMENT OF THE PROBLEM	1
Need for the Study	1
Purposes of the Study	2
Hypotheses	3
Definition of Terms	3
Limitations of the Study	4
Overview	6
2. BACKGROUND OF THE STUDY	8
The Turning Point	8
Examples of Sexism in Athletics During the Early Seventies	9
Women's athletic budgets compared to men's	9
The adequacy and accessibility of facilities and equipment	10
Competitive opportunities for women athletes	10
Lack of qualified coaches for women athletes	11
Athletic scholarship opportunities	11
Physiological Implications	12
Anatomy	12
Menstruation and pregnancy	12
Effects of strenuous activity	14

Chapter	Page
Athletics and social acceptance	15
Inferiority of women athletes	16
A Historical Review of Women's Athletics . .	18
1833-1890	18
1890-1900	20
1900-1910	21
1910-1930	21
1930-1960	23
1960-1968	25
1968-1972	30
1972-1974	32
The Implications of the First Draft of the Title IX Guidelines	36
1974-1976	36
Required First-Year Actions	46
Summary	49
3. THE DESIGN OF THE STUDY	54
Sampling Procedures	54
Measures	55
Design of the Study	56
Analysis of the Data of the Study	57
Summary	59
4. ANALYSIS OF RESULTS	61
The Self-Evaluation	61
Hypothesis 1	61
Discussion	76

Chapter	Page
Hypothesis 2	79
Discussion	83
Hypothesis 3	87
Discussion	91
Summary	91
5. RECOMMENDATIONS LEADING TO EQUAL OPPORTUNITY .	93
BASIC ASSUMPTIONS	93
RECOMMENDATIONS	96
Area I, The Nature and Extent of Sports Programs Offered	96
Area II, The Provision of Equipment and Supplies	97
Area III, The Scheduling of Games and Practice Times	98
Area V, The Nature and Extent of the Opportunities to Receive Coaching and Academic Tutoring	99
Area VI, The Assignment and Compensation of Coaches and Tutors	100
Area VII, The Provision of Locker Rooms, Practice, and Competitive Facilities . .	101
Area X, The Nature and Extent of Publicity	102
Area XI, The Provision of Athletic Scholarships	104
Additional Recommendations	105
Summary	105
6. APPRAISAL OF THE TECHNIQUES DEVELOPED FOR THE STUDY	107
The Self-Evaluation Questionnaire	108

Chapter	Page
Discussion	110
The Interests Questionnaire	110
Discussion	111
The Abilities Questionnaire	111
Discussion	111
Summary	112
7. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	114
Purposes	115
Hypotheses	115
Limitations	116
Design	117
Results	119
Recommendations Leading to Compliance . . .	120
Appraisal of the Techniques	121
Implications for Further Research	122
BIBLIOGRAPHY	124
APPENDICES	
A. MEMORANDUM	A1
B. INSTITUTIONAL SELF-EVALUATION QUESTIONNAIRE	B1
C. THE INTERESTS AND ABILITIES QUESTIONNAIRE	C1
D. DIRECTIONS FOR THE INSTITUTIONAL SELF-EVALUATION RATING TEAM	D1
E. THE SELF-EVALUATION RATING TEAM	E1
F. INSTITUTIONAL SELF-EVALUATION COMMITTEE REPORT	F1

LIST OF TABLES

Table	Page
1. Discrimination Ratings in Terms of the Nature and Extent of the Sports Programs Offered . .	62
2. Discrimination Ratings in Terms of the Provision of Equipment and Supplies	64
3. Discrimination Ratings in Terms of the Scheduling of Games and Practice Time	65
4. Discrimination Ratings in Terms of the Provision of Travel and Per Diem Allowances .	66
5. Discrimination Ratings in Terms of the Nature and Extent of the Opportunities to Receive Coaching and Academic Tutoring	68
6. Discrimination Ratings in Terms of the Assignment and Compensation of Coaches and Tutors	69
7. Discrimination Ratings in Terms of the Provision of Locker Rooms, Practice, and Competitive Facilities	71
8. Discrimination Ratings in Terms of the Provision of Medical and Training Facilities and Services	72
9. Discrimination Ratings in Terms of the Provision of Housing and Dining Facilities and Services	73
10. Discrimination Ratings in Terms of the Nature and Extent of Publicity	74
11. Discrimination Ratings in Terms of the Provision of Athletic Scholarships	77
12. Area Discrimination Ratings	78
13. Varsity Sport Offerings for Men According to the Interests of the Undergraduate Students .	80
14. Varsity Sport Offerings for Men According to the Interests of the Faculty	81

Table	Page
15. Varsity Sport Offerings for Men According to the Interests of the Physical Education Faculty	82
16. Varsity Sport Offerings for Women According to the Interests of the Undergraduate Students .	84
17. Varsity Sport Offerings for Women According to the Interests of the Faculty	85
18. Varsity Sport Offerings for Women According to the Interests of the Physical Education Faculty	86
19. Varsity Sports Which Should be Offered on a Co-ed Basis as Judged by the Undergraduate Students	88
20. Varsity Sports Which Should be Offered on a Co-ed Basis as Judged by the Faculty	89
21. Varsity Sports Which Should be Offered on a Co-ed Basis as Judged by the Physical Education Faculty	90

Chapter 1

STATEMENT OF THE PROBLEM

Need for the Study

On July 21, 1975, Title IX of the Education Amendments Act of 1972 went into effect. The Act mandated that sex discrimination be eliminated in federally assisted education programs. While Title IX has significance for other less publicized, but important, issues including admissions, financial aids, housing rules, student rules and regulations, health care and insurance benefits, student employment, textbooks and curriculum, single-sex courses, and women's studies programs; the provisions of Title IX which apply to competitive athletics were the ones which caused extensive interest and controversy throughout the nation. (40 Fed. Reg., 1975)

In September, 1975, at the direction of President Ford; Peter Holmes, Director of the Health, Education, and Welfare's Office for Civil Rights, issued a memorandum pertaining to athletic programs at educational institutions. This memorandum, sent to chief state school officers, superintendents of local educational agencies, and college and university presidents, was entitled "Elimination of Sex Discrimination in Athletic Programs." The purpose of the memorandum was to provide guidance with respect to the immediate responsibilities of an educational institution to guarantee equal opportunity

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

in the operation of both its athletic activities and its athletic scholarship programs. Each educational institution was required to complete a self-evaluation of its athletic policies and practices no later than July 21, 1976. The memorandum addressed such key areas as the scope of the required institutional self-evaluation, the adjustment period for compliance with the provisions in the regulation concerning athletics, self-evaluation steps that must be taken, co-ed versus single-sex teams, sources of athletic funds, athletic expenditures, athletic scholarships, and the administrative structures of athletic departments (Appendix A).

This study was the development, application, and appraisal of a technique for the self-evaluation of the athletic program of Central Michigan University as mandated by the Department of Health, Education, and Welfare's memorandum of September, 1975.

Purposes of the Study

The purposes this study attempted to achieve were to:

1. Develop an instrument to evaluate the current policies and practices of the Central Michigan University Athletic Department to determine whether equal opportunity existed in terms of the Title IX regulations.

2. Develop an instrument to determine the interests of both sexes as to which sports undergraduate students and faculty members of Central Michigan University preferred their athletic department to offer.

3. Develop an instrument to determine whether the relative abilities of the sexes, as judged by the undergraduate students and faculty members of Central Michigan University, required single-sex teams or teams composed of both sexes.

4. Develop a plan, using the information gathered above, for the Central Michigan University Athletic Department, which complies with the Title IX regulations.

5. Appraise the techniques developed for the self-evaluation of this intercollegiate athletic program as required by Title IX.

Hypotheses

The hypotheses tested in this study were:

1. The Central Michigan University Athletic Department is in compliance with the Title IX regulations.

2. The interests of the undergraduate students and faculty members of Central Michigan University indicate more support for the present sport offerings of the athletic department than any other sport.

3. The relative abilities of the sexes, as judged by a majority of the undergraduate students and faculty members of Central Michigan University, favor single-sex teams.

Definition of Terms

1. Single-sex teams--athletic teams consisting of students of the same sex.

2. Co-ed teams--athletic teams consisting of both men and women students.

3. Intramural sports--competition between students and/or teams from the same institution.

4. Club sports--competition between students and/or teams from one institution and those from another institution. Typically, club sports receive very little institutional funding, and have only minimal eligibility requirements. At Central Michigan University, the intramural department oversees this program.

5. Varsity sports--competition involving students and/or teams from one institution and those from another institution. Athletes are coached by university faculty members and/or employees and strict eligibility rules must be followed. The athletic director and associates supervise this program at Central Michigan University.

6. Men's present varsity sport offerings--the sports now sponsored by Central Michigan University: baseball, basketball, cross country, football, golf, gymnastics, swimming, tennis, track and field, and wrestling.

7. Women's present varsity sport offerings--the sports now sponsored by Central Michigan University: basketball, cross country, field hockey, golf, gymnastics, swimming, tennis, track and field, and volleyball.

Limitations of the Study

The following limitations must be considered when interpreting the results of the study:

1. The study applied only to the Central Michigan University Athletic Department as it existed during the 1975-76 academic year.

2. The varsity head coaches, athletic director, associate athletic director, athletic business manager and facilities coordinator, sports information director, head trainer, and head equipment manager employed by Central Michigan University participated in the self-evaluation of the Central Michigan University athletic program.

3. In the self-evaluation of the Central Michigan University athletic program, men's indoor track was included in the sport of men's track. When comparing the men's and women's programs, men's cross country and track were rated together against women's cross country and track. Men's baseball was rated against women's field hockey, and men's wrestling was rated against women's volleyball. Football was included in the over-all ratings but because the men had one more offering, was not compared with a women's offering.

4. In the self-evaluation of the Central Michigan University athletic program, no attempt was made to determine the degree of discrimination against the men which may have existed in some areas.

5. As required by the Department of Health, Education, and Welfare's memorandum, the student and faculty respondents to the interest and abilities questionnaires

were expressing their personal interests and judgments in the selection of which sports to offer and whether to offer each sport as single-sex or co-ed.

6. To determine the interests and abilities of the sexes, a simple random sampling of the undergraduate students and faculty members (with the physical education faculty deleted), and the entire physical education faculty were asked to participate.

Overview

To place Title IX of the Education Amendments Act of 1972 in the proper perspective, these questions are asked in Chapter 2.

1. To what degree did sex discrimination exist in athletic programs at that time?

2. Was there a physiological basis which warranted sexual discrimination and/or separation in athletic programs?

3. What historical and social patterns have occurred in the United States to cause the Department of Health, Education, and Welfare to adopt regulations which apply Title IX to athletic programs?

In Chapter 3, the design for the study is presented. Population and sampling procedures of the study, construction and content of the instruments used in the study, and the methods of analyzing the data of the study are explained.

In Chapter 4, the findings of the study are presented.

In Chapter 5, recommendations leading to equal opportunity in the Central Michigan University athletic department are suggested.

In Chapter 6, an appraisal of the techniques developed for the study is given.

Chapter 2

BACKGROUND OF THE STUDY

The Turning Point

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 educational program or activity receiving federal assistance. . . . (United States Code, 1972)

The preceding paragraph from Title IX of the Education Amendments Act of 1972, signaled the start of a revolution in intercollegiate athletics. Initially, few people in athletics were aware of the far reaching implications of Title IX. However, in the fall of 1973, a draft of the Guidelines of Title IX of the Higher Education Amendments Act of 1972 was published. The section that startled the athletic community read thus:

Except as provided in this section, no person shall on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program or activity operated by a recipient (one who receives federal aid), and no recipient shall provide any such program or activity separately on such basis. (38 Fed. Reg., 1973)

Thus, the first draft specifically mentioned athletics as an area in which individuals may not be discriminated against because of sex. Several questions come to mind upon reading the preceding paragraph:

1. To what degree did sex discrimination exist in athletic programs at that time?

2. Was there a physiological basis upon which to warrant sexual discrimination and/or separation in athletic programs?

3. What historical and social patterns have occurred in the United States to cause the Department of Health, Education, and Welfare to adopt regulations which apply Title IX to athletic programs?

Examples of Sexism in Athletics During the Early Seventies

Margaret C. Dunkle (1974:15-19), a Research Associate for the Association of American Colleges' Project on the Status of Education of Women, reported that women's athletics during the early 1970's were suffering due to very little funding, limited access to facilities and equipment, a scarcity of competitive opportunities, lack of qualified coaches, and the absence of athletic scholarship opportunities.

Women's athletic budgets compared to men's. The literature of the early 1970's is full of comparisons of the size of women's and men's athletic budgets. The comparisons tend toward the sensational and are not always accurate, since often the men's figures included salaries, building maintenance, major equipment replacement and repair, in addition to general operations such as food, travel, game expenses, and uniforms; while the women's figures might represent only general operations.

At Central Michigan University, during the 1972-73 year, the women's athletic program received \$8,600 compared to \$152,000 for the men's athletic program. In 1973-74, the women's athletic program received \$14,000 compared to \$161,000 for the men's athletic program. (The 1972-73 and 1973-74 figures are for general operations only). While these figures show a great disparity between Central Michigan University's men's and women's budgets, the situation was far worse at the other Mid-American Conference universities. While the women's figure of \$14,000 placed them fourth among the conference schools, the men's figure of \$161,000 placed them last, by a sizeable margin, in the ten-member conference. (Theunissen, 1974)

The adequacy and accessibility of facilities and equipment. Dunkle (1974:16) noted that generally women used facilities which were second rate. Often women were required to schedule facilities at odd hours such as early morning, late evening, or during mealtime. Equipment was often borrowed or left over from the men's athletic program. Invariably, says Dunkle, the men practiced in the newest facilities while women were "lucky" to have use of the old structures.

Competitive opportunities for women athletes. Although growing in number during the early seventies, opportunities for women were much more limited than for men. In 1971-72

11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

only forty-eight thousand (less than one and one-half percent) of the three and one-quarter million college women took part in intercollegiate and club sports programs. (Kazmaier, 1973:3)

Lack of qualified coaches for women athletes. Dunkle, (1974:18) found that coaches of women athletes often were less qualified, lower paid, received a heavier teaching load, and often worked with a greater number of athletes than the men coaches.

Athletic scholarship opportunities. In 1973, the Association for Intercollegiate Athletics for Women (AIAW) and the Division for Girls' and Women's Sport (DGWS) repealed their rules prohibiting athletic scholarships for women. They had previously contended that athletic scholarships or other financial assistance specifically designated for athletes might lead to a potential for abuses such as have plagued the men's programs for many years. (AIAW Handbook, 1973-74:24)

Probably the most sensational indictment of sexism in sport was by Sports Illustrated magazine. In a three part series beginning on May 28, 1973, with an article entitled "Sport is Unfair to Women," and followed on June 4, 1973, with a cover banner, "Women are Getting a Raw Deal," and on June 11, 1973, "Women in Sport;" Bill Gilbert and Nancy Williamson exposed the problem of sexism to the general public.

Physiological Implications

Anatomy. Klafs and Lyon explained the differences in physical structure of the male and female athlete and the extent to which these differences affect the athlete's performance. Their findings indicated the anatomical differences among the sexes generally favor the male over the female. The female matures at a faster rate than the male, and is frequently larger and stronger than her male counterpart until puberty is reached. Since the male experiences a longer, slower growing period, his body tends to become heavier, larger, and more rugged in structure. Not only do the longer and heavier bones add to the body weight, but the longer levers provide a decided mechanical advantage in throwing, hitting, and explosive types of events. However, because of her smaller body proportions, the female enjoys advantages in balance, stability, and flexibility. Klafs and Lyon concluded that when the activity requires strength and power as the principle factors, the female athlete should compete only against those of her own sex. If the activity requires balance and dexterity, she can compete favorably with the opposite sex. (Klafs and Lyon, 1973:36)

Menstruation and pregnancy. Whether or not a female should participate in athletics during menstruation has received considerable attention for many years. Until recently medical opinion held that it was not only unwise,

but also could be physiologically harmful. Recent research has shown that when the participant is healthy, training and competition do not materially affect the menarche (onset of menstruation) or the menstrual function itself. (Klafs and Lyon, 1973:53)

William Heusner, a professor in the Human Energy Research Laboratory, the Department of Health, Physical Education, and Recreation at Michigan State University, discussed the effects of menstruation upon a woman's athletic performance. He feels that in general most female athletes are able to achieve their average performances at any time during their menstrual cycle. If any differences were noted, the poorest performances were found during the premenstrum and the first two days of the menstrual period. At that, only one female in three or four was affected. The question of poor performance during menstruation may have been settled by the champions themselves. Six gold medalists at the 1956 Olympics in Melbourne were women who were menstruating. (Heusner, 1965:6)

According to Heusner, fewer complications during pregnancy were found among athletes than among non-athletes. Female athletes tended to have shorter and easier labors than did non-athletes. Caesarean sections needed to be performed fifty percent less frequently in athletic women than in non-athletic women. These facts seem to justify maintaining physical activity during pregnancy, although it

would seem "obvious that competitive sports participation during known pregnancy is contraindicated." The athletes, however, do not always agree. In the 1956 Olympics in Melbourne, three of the female participants were pregnant, and a double gold medal winner in the Helsinki Olympics was nearly five months into her pregnancy. (Heusner, 1965:6)

Dr. Evalyn S. Gendel (1967a:751), Assistant Director, Maternal and Child Health Division, State Department of Health, Topeka, Kansas, stated similar results based upon her experience and research. She studied groups of young women eighteen to twenty-three years old during a period of $1\frac{1}{2}$ to five years. Each member of the group had a history of chronic, severe low back ache following pregnancy. During the case study a common fact emerged: each of the women had participated in little or no physical exercise in elementary school and did not take any physical education classes in junior or senior high school. Another significant feature of the study was the modification or relief of symptoms as the result of a slow, gradual conditioning program. Depending upon the efforts expended and the original condition of the subject, noticeable improvement took place in a three-to ten-month period.

Effects of strenuous activity. Gendel (1967b:427) pointed out that physical exertion has been considered "unladylike" because of mistaken historical and cultural influences. She suggests that since women suffer fewer illnesses

and disabilities, and live longer than men, their aptitudes for endurance may well be much higher than anyone previously thought.

Concerning the effects of strenuous activity upon a girl's physique, Heusner stated that vigorous exercise is avoided by many girls and women who fear the development of unsightly, bulging muscles. This premise can be completely refuted by observing some outstanding girl and women athletes. Physical activity does, indeed, develop femininity and grace. Masculinity in a female is due to inherent endocrinological and morphological factors of the individual female, not to physical activity. (Heusner, 1965:6)

Clayton L. Thomas, Vice President of Medical Affairs, Tampax Incorporated, said no sport is too strenuous for the healthy woman. The female athlete need only be restricted according to her training and experience, just as is true of the men. While she may be injured in an athletic event, her organs are rather well protected. When her body receives a blow, the force transmitted to the internal organs is minor compared to that experienced by the surface of the body. (Thomas, 1971:39)

Athletics and social acceptance. Klafs and Lyon claimed that there is now substantial evidence available supporting the contention that "a positive relationship exists between the mastery of motor performance skill and desirable personal and social adjustment." This implies that

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

persons making better than average social adjustments and enjoying much social acceptance are those individuals who have developed superior motor abilities. (Klaafs and Lyon, 1973:80)

Inferiority of women athletes. Dr. Jack H. Wilmore, associate professor of physical education at the University of California at Davis and a member of the Board of Trustees of the American College of Sports Medicine, has been involved in a series of studies concerning women athletes during the last ten years. He listed several 1974 world records which show that women have not performed on a par with men. The men's 100-yard dash time was 9.1 seconds; for women it was 10.0 seconds. The men's high jump record was 7'6"; the women's record was 6'3½". The lowest eighteen hole golf score for men was 55; the women's record was 62. (Wilmore, 1974:40)

No one can argue that these records show that the best women athletes were, in 1974, inferior to the best men athletes. However, the closeness of the women's records must come as a surprise to many people. There are thousands and thousands of men in the world today who consider themselves to be in excellent physical condition and to be accomplished athletes in their own rights who have never and will never be able to match the above records for women.

Wilmore suggests that women have been inferior because they have learned that they should not be athletic--NOT the

reverse. The cultural restrictions against athletics for women has forced women to lead less active lives than most men. Women get neither the opportunity nor the encouragement to participate in athletics, especially after their early teens. Thus, lacking the training and experience of her male counterpart, the average female will naturally perform at a lower level than the average male. (Wilmore, 1974:41)

Wilmore states that during the 1924 Olympics the men's 400-meter freestyle swimming winning time was sixteen percent faster than the women's. At the 1972 Olympics, the winning men's time was only 7.3 percent faster than the women's. Today's women are swimming faster than Johnny Weissmuller did in the 1924 Olympic games. "The source of the inferiority of the female athlete lies more in the realm of available opportunities than in any physiological limitations." (Wilmore, 1974:83)

Dr. Tenley E. Albright, a Boston, Massachusetts surgeon and former Olympic figure skating gold medalist, researched the status of sports medicine to determine progress in finding physio-medical answers to the many questions concerning athletics for girls. She finds amusing the unfairness of worrying about a woman getting too much physical activity by participating in athletics, yet not worrying how hard a woman works keeping house, helping to run a farm, washing laundry in a cold stream, carrying water, protecting and caring for her children, and pioneering across the country.

As long as the physical activity is connected to her "role" in the family, there is no need for worry. Why then, should there be such a stigma against those women who participate in sports? If a woman enjoys sport and in some way finds it fulfilling, participation in athletics is wonderful and healthful for her. (Albright, 1971:56)

A Historical Review of Women's Athletics

1833-1890. Betty Spears from Wellesley College and the University of Massachusetts, a noted historian, indicated that physical education and athletics played a special role in the founding of women's colleges during the period from 1833 to 1890. Women had been denied the opportunity to attend college for two basic reasons, she said. First, women were considered to be mentally inferior to men. Second, it was felt that women were not physically strong enough to withstand the rigors of college level study and daily classes. The accepted life style of women was one of delicacy. This image was not an isolated one, as clergymen, physicians, journalists, and fashion designers all fostered the image. (Spears, 1974:27)

The women of this Victorian period were thought of as delicate by design rather than by nature. They wore tightly laced corsets, bustles, hoops, and yards of trailing skirts which prevented most, if not all, physical activity. Ladies were expected to remain indoors and embroider or paint on

glass. According to Spears' research, women accepted ill health and every month were indisposed by 'the vapors'. Sources showed that sixty-five percent of the women suffered from menstrual cramps, and assorted ills. Thus, for physiological reasons, over half of the women required an adjustment in the college program. Spears found reports that "over-study would give the girls brain fever"; they would become weak and unable to have children. (Spears, 1974:27)

Spears indicated that when women began to desire an education equal to that of men, their mental and physical capabilities had to be demonstrated. Courses in anatomy, physiology, and hygiene were taught to women by women, exercises were conducted regularly, and participation in outdoor activity was required. (Spears, 1974:27) In 1865, Matthew Vassar planned a special school for the instruction of physical activities suitable for women. In 1875, Wellesley college was founded by Henry Durant who believed that women could perform mentally only if study were balanced with vigorous physical activity. (Spears, 1974:28)

In their book, A Brief History of Physical Education, Rice, Hutchinson, and Lee (1958:227) point out that women's athletics in the United States, exclusive of gymnastics, which dates back to 1859, began when tennis was accepted as a sport at Mount Holyoke Female Seminary in 1875. Wellesley instituted crew (rowing) for women in 1880.

1890-1900. Prior to the 1880's, the accepted mode of dress, long full skirts and numerous petticoats, dictated a leisurely fashion of playing sports. In the middle and late 1880's, women began to wear divided skirts or bloomers and middy blouses, thus allowing for a much greater freedom of movement. (Van Dalen and Bennett, 1971:422)

The invention of the safety bicycle with its two lower wheels and the addition of the drop frame also enabled and encouraged women to partake in healthful outdoor physical activity. Women now enjoyed increased mobility. By 1880, women cyclists were wearing dresses without corsets, as well as blouse and skirt outfits. (Swanson, 1974:44-46)

Basketball was enjoyed by women in the early 1890's, while track and field for women was introduced in 1896. In 1899, a Conference of Physical Training was held at Springfield, Massachusetts, and a committee was appointed to investigate the various rules modifications being used by institutions of higher education. Even then, as more and more girls and women flocked to sport, the desirability of organized competition was questioned. As participation, press coverage, and attendance increased, complaints were being heard that there existed a lack of 'wholesome leadership.' (Swanson, 1974:48)

Margaret Coffey (1965:39) suggests at that time, "the first seed was planted for the ever-present controversy regarding the extent of sports competition for women."

1900-1910. According to Gerber (1974:144), American women first participated in the Olympic Games in the sport of golf during the year 1900. Women from other countries competed in tennis also at this time.

During the period from 1900 to 1910 girls and women as well as boys and men became sport oriented. By 1910, sport had become a central focus in many college curriculums. Besides health, attributes such as bodily beauty and grace, social and professional success, pure enjoyment, and courage were goals to be derived from athletic endeavors. (Spears, 1974:36-38)

1910-1930. The women's athletic programs grew rapidly both in number of participants and in scope. However, an increasingly large body of physical educators and laymen sought to gain control of women's competition in the United States. By 1917, the move to halt what were seen as abuses in women's athletics was in full swing. In 1917 the president of the American Physical Education Association (the forerunner of the present American Alliance for Health, Physical Education, and Recreation; AAHPER) appointed a Committee on Women's Athletics to set standards for activities for girls and women. The Athletic Conference of American College Women (ACACW), originating in 1917, opposed intercollegiate competition for women. The Women's Division of the National Amateur Athletic Federation, headed by Mrs. Herbert Hoover, started in 1923. Its purpose, too, was regulating athletic activities for women. (Swanson, 1974:48-49)

The three above groups favored play days and sport days as a substitute for women's intercollegiate athletics. Play days and sport days started on the west coast in 1926 and became very popular. (Lee, 1931:108) The concept of the play day was to divide the girls from each school into several groups. The groups representing athletes from various schools then competed against each other. The object was to "play for play's sake" without rewards or desire for competition. (Lockhart and Spears, 1972:438)

The American Physical Education Association with its Committee on Women's Athletics, the ACACW, and the Women's Division of the National Amateur Athletic Federation, were extremely successful in their quest to eliminate and/or control intercollegiate athletics for women. Mabel Lee (1931:122) reported that in 1930 only twelve percent of the colleges still sponsored varsity competition, as compared to twenty-two percent in 1923.

In the 1928 Olympics, women were allowed to participate in the track and field competition for the first time. The fact that all eleven of the women entered in the 800-meter run competition collapsed (five during the race, five at the end of the race, and one in the dressing room) added credence to the idea that women were not capable of withstanding the rigors of athletic competition. (Coffey, 1965:41)

In 1928, Ethel Perrin, Chairman of the Executive Committee of the Women's Division of the National Amateur

Athletic Federation, and for ten years head of the Department of Physical Education of the Detroit Public Schools, discussed the inadvisability of women participating in the Olympics:

Girls are not suited for the same athletic programs as boys. The biological difference between them cannot be ignored unless we are willing to sacrifice our school girls on the altar of an Olympic spectacle. Under prolonged and intense physical strain, a girl goes to pieces nervously. She is 'through' mentally before she is depleted physically. With boys, doctors experienced in this problem of athletics maintain, the reverse is true. A boy may be physically so weak that he has not strength to 'smash a cream puff,' but he still has the 'will' to play. The fact that a girl's nervous resistance cannot hold out under intensive physical strain is nature's warning. A little more strain and she will be in danger both physically and nervously. (Perrin, 1928:10)

In 1933, Agnes Wayman, President of the American Physical Education Association, echoed Miss Perrin:

External stimuli such as cheering audiences, bands, lights, etc. cause a great response in girls and are apt to upset the endocrine balance. Under emotional stress a girl may easily overdo. There is widespread agreement that girls should not be exposed to extremes of fatigue or strain either emotional or physical. . . . In addition, custom and good taste should always influence in questions of public display, costumes, publicity. (Loggia, 1973:64)

1930-1960. The National Section on Women's Athletics (NSWA) took over the promotion of women's athletics in 1932. The Women's Division of the National Amateur Athletic Federation had previously become affiliated with the American Physical Education Association in 1931 and eventually merged with the NSWA in 1940. The Athletic Conference of American College Women continued its activities under a new name adopted in 1933--Athletic Federation of College Women.

(Van Dalen and Bennett, 1971:492) "In 1943, about sixteen percent of the colleges, mainly in the east, had varsity teams. Eighty-one percent had some form of extramural activity, largely as play days or by telegraph. The latter were especially popular in the West." (Scott, 1945:70-71)

"World War II reopened industry to women and emphasized the need for every girl and woman to be physically fit. Physical educators accepted this need as their responsibility, but an indoctrinated generation of professional leaders refused to accept inter-school sports as a logical vehicle for the task. Intramural sports developed and flourished, but there still was no avenue open for the highly skilled girl to realize her potential within the educational framework." (Heusner, 1965:1)

During the fifties, several changes occurred in the ruling bodies for women's athletics. "The National Section on Women's Athletics became the National Section for Girls' and Women's Sports (NSGWS) in 1953. This was changed to the Division for Girls and Women's Sports (DGWS) four years later." (Van Dalen and Bennett, 1971:553)

The DGWS policy statement of 1958 reaffirmed the principles of sport days, play days, and telegraphic meets. DGWS recommended that participation in sports competition be provided for all women regardless of skill level. A well conducted sports program will provide for athletes of every skill level to benefit from the many desirable experiences

inherent in athletic activities. The most beneficial types of extramural competition are sports days, play days, telegraphic meets, and events such as symposiums, jamborees, games, or matches. While intercollegiate or interscholastic levels of competitive activities may be included, they should be offered only if they do not conflict with intramural and extramural programs. The DGWS statement also pointed out that women could take advantage of opportunities to compete in sports sponsored by non-school agencies. (DGWS, 1958:46-51)

"The Athletic Federation of College Women broadened its title to the Athletic and Recreation Federation of College Women (ARFCW) in 1959. It made a major move three years later when it affiliated with the DGWS and opened a permanent office at AAHPER headquarters with a consultant in charge." (Van Dalen and Bennett, 1971:553)

1960-1968. In the 1960 Olympics in Rome an American woman won three gold medals in track and field. When Wilma Rudolph won three gold medals, Americans were shocked, to say the least. As a very attractive woman, she definitely did not fit the image Americans had of the Russian Amazons. Everyone knew that the training necessary to produce an Olympic gold medal winner would create unsightly muscles. Wilma Rudolph was living proof to dispel this long-held stereotype. During the sixties, television discovered women's athletics and the number of televised women's events began to grow slowly. (Swanson, 1974:51-52)

The amazing performance of Wilma Rudolph, the outstanding accomplishments of the entire women's track and swimming teams, coupled with the increased media coverage--especially television--stimulated tremendous growth in women's athletics. The 1964 Olympics saw a forty-two percent increase from 1960 in the number of American women participating. (Gerber, 1974:45)

This period saw other positive developments which were to lead to greater female participation as athletes and marked the beginning of female participation as representatives in the Olympic structure. A Women's Board under the auspices of the United States Olympic Development Committee (USODC) was formed in 1961. At this time the AAHPER, which held one seat on the United States Olympic Committee (USOC), recommended, and received approval, that representatives of DGWS be included on the Sports Committees concerned with women's activities. (Gerber, 1974:165)

Attitudes toward women competing in athletic contests were changing rapidly. In an effort to get in tune with the times, the 1963 DGWS "Statement of Policies. . ." pointed out that it is desirable for colleges and universities to provide opportunities for highly skilled women athletes beyond the level of the intramural program. (AIAW, 1973:24)

The decade of the sixties ushered in changes and increased awareness concerning women on the political front as well. In 1961, in answer to official concern about the

condition of women, President John F. Kennedy established a Commission on the Status of Women. The commission members were asked to evaluate women's roles in private and federal employment, in addition to their status in politics, education, law, and the need for expanded child-care facilities. (Komisar, 1971:112)

In 1963, Kennedy set up an Interdepartmental Committee on the Status of Women made up of cabinet chiefs and heads of major departments. In addition, a Citizen's Advisory Council on the Status of Women was begun with members coming from business, professional, and voluntary groups. The Committee's charge was to investigate the government's own progress in advancing the status of women, while the Council was to promote action through private institutions. Catherine East, a champion of women's rights, was named the executive director of both groups. By 1967, all fifty states had their own commissions to study the needs of women. (Komisar, 1971:112)

In 1963, a "veritable bombshell" arrived upon the social and political scene in the presence of Betty Friedan and her best selling book, The Feminine Mystique. Friedan pointed out that women had been victimized by a set of ideals which she called the "feminine mystique." She pointed out that society was ingrained with the idea that feminine happiness was to be achieved through total involvement in the role of wife and mother. Friedan pointed out that the social and cultural conditioning that existed in our society denied

women an opportunity to develop a sense of herself as a person. To be fulfilled, a woman just might have to say, "I want something more than my husband and my children and my home." (Friedan, 1974:32)

During the summer of 1965, Friedan (1974:382), noting that women were not gaining recognition as rapidly as she wished, decided, "What we need is a political movement, a social movement like that of the blacks." Shortly thereafter, many prominent women's groups were gathered in Washington as a result of the passage of Title VII of the Civil Rights Act of 1964 which banned sex discrimination along with race discrimination in employment. The sex discrimination section was added to the act without earnestness as a delaying measure by Howard Smith, Congressman from Virginia. To the surprise of many, the tactic failed and miraculously the bill passed. However, it soon became obvious to the women gathered in Washington that many of the men had no intentions of enforcing the sex discrimination section of Title VII. The women's leaders were part of a "seething underground of women in the government, the press, and the labor unions who felt powerless to stop the sabotage of this law that was supposed to break through the sex discrimination that pervaded every industry and profession, every factory, school, and office. (Friedan, 1974:383)

The women's leaders met and founded the National Organization for Women (NOW) with Betty Friedan as the first

president. The first sentence of the NOW statement of purpose committed the membership to "take action to bring women into full participation in the mainstream of society now, exercising all the privileges and responsibilities thereof, in truly equal partnership with men." (Friedan, 1974:384)

The National Organization for Women soon gained considerable strength as NOW chapters were organized all across the nation. One hundred chapters were established or being organized by the end of 1970. Women thus gained a powerful force in their attempt to counteract discrimination and raise the public's awareness concerning women's problems. (Komisar, 1971:114)

Not only were women making progress on the political and social fronts, but also they were demanding increased opportunities in intercollegiate athletics. At this time there existed no collegiate organizational structure to give direction and/or control to women's intercollegiate athletics. (Magnusson, 1974:56)

Thus, in the mid-1960's to fill the need for leadership in intercollegiate athletics for women, the DGWS established the Commission for Intercollegiate Athletics for Women (CIAW) as a structure within DGWS. The AAHPER Board of Directors approved the structure in the spring of 1966 and it became operational in September, 1967. The initial purposes of the Commission were, "(1) to encourage the organization

of colleges and universities or organizations of women physical educators to govern intercollegiate competition for women at the local, state, or regional levels, (2) to hold DGWS national championships as the need for them became apparent, and (3) to sanction closed intercollegiate events in which at least five colleges or universities were participating. A major concern was to foster the establishment of policy-making bodies at the local or regional levels which would 'adopt' the DGWS Guidelines and 'enforce' them as policy and, in addition, add other necessary policies." (Magnusson, 1974:57)

In December, 1967, the CIAW announced that the Commission would sponsor national championships for college women. Beginning with golf, and adding gymnastics and track and field in 1969, badminton, swimming and diving, and volleyball in 1970, and basketball in 1972, the number of CIAW-sponsored national championships for women grew to seven in 1972. The need for a more structured governing body to provide leadership and to initiate and maintain standards of excellence in intercollegiate competition for all college women became apparent. The Association for Intercollegiate Athletics for Women (AIAW), an institutional membership organization, was originated to fill this need. AIAW operation began in July of 1972. (Magnusson, 1974:57)

1968-1972. A very significant event for women--of being totally accepted as athletes in their own rights--

occurred when a woman, Janice Lee York Romary, was chosen to carry the United States flag in the opening ceremonies of the 1968 Olympics. (Gerber, 1974:146)

The late sixties and early seventies gave birth to greater opportunities for women in intercollegiate athletics. Due to the rapid increase in women demanding intercollegiate athletic programs, increasing numbers of colleges and universities began sponsoring such programs. In the five year period from 1966-67 when 15,727 women took part, to 1971-72 when 31,825 women participated, the number of women participating in intercollegiate athletics doubled. (Daniel, 1974b:1)

Women's rights groups were growing in number. In 1968, the Women's Equity Action League (WEAL) and Human Rights for Women (HRW) split with NOW and became effective groups in their own rights. Also in 1968, the Organization of Federally Employed Women (FEW) originated. President Nixon appointed a Task Force on Women's Rights and Responsibilities in 1969. Outside the federal government, the formation of the National Women's Political Caucus (NWPC) would soon exert a powerful hand politically. (Rossi and Calderwood, 1973:25-26)

The women's rights groups were active in the sports world as well. One of the first women to gain national attention was Bernice Gera. Beginning in the early sixties, Bernice Gera sought to become employed in baseball in any capacity. In 1967, in an attempt to become an umpire, she

filed an application to an umpire's school and was accepted, only to be rejected when it was discovered she was a woman. As a result of lawsuits, she did receive a contract with a minor league in 1969. The president of the National Association of Professional Baseball Leagues refused to sign the contract, however. Finally, as a result of the State Court of Appeals upholding a 1970 Human Rights Commission ruling, Bernice Gera was allowed to umpire in the New York-Pennsylvania League. Gera umpired only one game. The harrassment she received during her approximately ten-year fight, especially during this game, caused her to give up her fight to continue as an umpire. Even though Bernice Gera would appear to have failed in the eyes of many, her accomplishment was to have a colossal impact on the future of women's rights in athletics. Bernice Gera was living proof that legal actions could be used to change women's roles in sport. As the result of court battles, women began winning the right to be jockeys--Tuesdee Testa, to be in the press-box--Elinor Kaine, and to be professional motorcycle riders--Kerry Kleid. (Felshin, 1974:215-218)

1972-1974. The Citizens Advisory Council on the Status of Women, in its 1973 report, labeled 1972 a "historic year for women" due to the unprecedented political, legal, and economic advances made in their behalf. Examples were the passage of the Equal Rights Amendment in the Senate on March 22, 1972, and the ratification process of this amendment;

added political power; election to public office; and federal and state legislation improving the legal and economic status of women. (Felshin, 1974:212)

However, the federal legislation which would eventually be most beneficial to the woman athlete was Title IX of the Education Amendments Act of 1972. This Act made no mention of athletics or athletic programs per se, but referred to sex discrimination in educational programs and activities.

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 educational program or activity receiving federal assistance. . . (20 United States Code, 1972).

If anyone had doubts as to how the leaders of the women's rights groups felt about women in sports, their doubts were removed quickly as both WEAL and NOW issued strong statements concerning women's participation and opportunity in sports. The Women's Equity Action League pointed out that:

In terms of athletic programs. . . the thrust of the efforts to bring about equal opportunity for women must be two-fold: While outstanding female athletes should not be excluded from competition because their schools provide teams only for males, separate but equal programs should be provided for average female students, who cannot compete equally in athletics with male students. (Dunkle, 1974:17)

At its sixth annual conference in February, 1973, the National Organization for Women passed a resolution concerning equality for college women in sport. Briefly it stated:

Whereas: Women represent more than half of the population of American college students.

Whereas: Women pay the same tuition fees and athletic fees as men.

Whereas: Women have traditionally been required to meet higher standards for admission to many colleges.

Whereas: Women students and academic personnel receive less grant, fellowships, scholarships, and other forms of financial aid.

Whereas: Women have the same right and desire to maintain their physical health, experience the joy of movement, and the challenge of competition.

Whereas: There now exist federal and state laws which prohibit discrimination on the basis of sex.

Resolved: That women in collegiate sport demand equality and freedom from discrimination, as granted them by the attached Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions.

Resolved: That women in collegiate sport, both students and staff, insist upon correcting inequities in the following areas.

The areas mentioned in the NOW resolution were admissions and appointments, financial aid and scholarships, personnel, organization and administration, finances, facilities and services, and sports programming. NOW also created a task force to implement sports policies. (National Organization for Women, 1973)

The Citizen's Advisory Council on the Status of Women; in its May, 1973, report, Women in 1972, identified the areas in which discrimination was most likely to exist:

Physical education, sports, and other extracurricular activities. This is an area where discrimination is most pervasive and most readily apparent. Per capita expenditures on these activities by sex are an objective measure in discrimination. Principals and teachers sometimes

discourage an interest in participation in sports by girls. Facilities as swimming pools, tennis and basketball courts are generally far less available, measured on a dollar per capita basis of interested participants, to girls than boys. In addition, coaches of girls' sports are rarely supplied and if available are often not included in policy-making committees. . . . The opportunity for achievement in sports, scholarships and other recognition for ability in sports and for developing a competitive spirit within a framework of team cooperation should be available to girls. (Felshin, 1974:222)

Faced with legal challenges as well as the changing social climate, the AIAW and DGWS repealed their rules prohibiting athletic scholarships for women on April 2, 1973. The DGWS had previously contended that scholarships or other financial assistance specifically designated for athletes might lead to a potential for abuses, such as have plagued the men's programs for many years. These abuses could prove detrimental to the development of quality programs for women athletes. (Memorandum, 1973)

Against this background of social and political concern The Guidelines for Title IX of the Higher Education Amendments Act of 1972 were being prepared. The first draft of the Guidelines was published in the fall of 1973. The section that startled the hierarchy of the athletic community read:

Except as provided in this section, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program or activity operated by a recipient (one who receives federal aid), and no recipient shall provide any such program or activity separately on such basis. (38 Fed. Reg., 1973)

The first draft specifically mentioned athletics! The mention of athletics in the preceding paragraph was a surprise to nearly everyone, especially the male administrators.

The Implications of the First Draft of the Title IX Guidelines

Interpreting the Guidelines became a difficult task for those people interested in athletics. Some felt that each institution would be required to have co-ed teams in each sport. Others interpreted the Guidelines to provide for separate, but equal, teams for the sexes. If an institution provided for a men's basketball team, it must also provide for a women's basketball team. In all cases, women would receive equal use of facilities, equipment, travel, coaching, and financial aid.

In any case, whatever interpretations are arrived at, men's intercollegiate athletics would suffer financially. On November 15, 1973, Dr. John A. Fuzak, Michigan State University's faculty representative to the Big Ten Conference, noted that other major conferences were cutting back (due to the financial squeeze) to the Big Ten's scholarship limits. He added that "The immediate problem facing most athletic departments these days is financial." (Staudt, 1973:1)

1974-1976. The athletic administrators did not see co-ed athletics as the solution to sexual bias in athletics. Due to inherent physical differences (discussed earlier in this chapter), the majority of the women would not qualify

for any co-ed team, thus giving women fewer athletic opportunities than they had previously had.

In the March 1, 1974, issue of the NCAA News, Robert C. James, chairman of the NCAA Joint Legislative Committee, stated that neither the language nor history of Title IX contain evidence that Congress intended athletics to be included in the law. However, if athletics must be covered, then a reasonable, practical method should be arrived at, instead of regulations which would severely damage the revenue-producing sports programs and add greatly to the \$49.5 million annual deficit that members of the NCAA are presently incurring while conducting their intercollegiate athletic programs. The draft regulations fail to recognize an institution's right to assign revenue produced by a sport to that sport. (Daniel, 1974a:2)

The threat to the predominantly male intercollegiate sports empire can be seen immediately. From James's statement concerning the present deficit in intercollegiate athletics, one can easily determine that it is impossible, under the present funding system, to fully implement a women's athletic program equal to the men's program. Another possibility would be to equally divide existing revenues between men's and women's athletic programs. However, if this were done it would mean replacing one quality program and one emerging program with two mediocre programs.

In the March 15, 1974, issue of the NCAA News, the NCAA asked that the Title IX regulations be withdrawn. The

NCAA charged that neither prior to nor during the drafting of the Title IX Guidelines was contact made with any of the athletic administrative bodies. The regulations demand more stringent compliance from competitive athletics than non-competitive athletics. While physical education classes may merely be offered without sexual restriction, competitive athletic programs for women must be offered separately, if women fail on a skill basis to make an open team. The NCAA questions the legal basis for the striking variance in requirements. (Daniel, 1974b:1)

In a letter to Caspar W. Weinberger, Secretary of the Department of Health, Education, and Welfare; Don Canham, Athletic Director at the University of Michigan, wrote that he was sure that HEW was aware of the great concern many athletic administrators felt about the proposed regulations implementing Title IX of the Education Amendments Act of 1972. He stated that the hundreds of people in intercollegiate athletics he had talked to concerning the regulations were "to the man" upset with them, and he requested opportunities for more input.

Canham pointed out that his greatest concern was with the provision for equal equipment, facilities, scholarships, and financing of women's athletic programs. He said that at present the interest in women's athletics do not warrant such rules. He asked why athletic programs have been singled out and required to spend equal dollars on women as on men. Are

other areas such as the School of Nursing where males definitely have not shown much interest, and the engineering schools where men far outnumber the women, going to be required to spend equal dollars for men and women? What about areas where women have more money spent on them, such as home economics and dormitories?

Canham further suggested that for a school to poll the student body annually to determine which sports to offer meant someone was "out of touch with reality." Concerning the point of integrating all teams by sex, he asked how in the world could a football team, a wrestling team, a soccer team, a basketball team, or a track team be integrated?

Canham said that many other points must be changed or the "absolute ruination of intercollegiate athletics" would occur for women as well as for men. He pointed out that since women's athletics were, in most instances, financed out of the gate receipts of the men's programs, any reduction in the men's program would adversely affect the women as well.

Canham stated that every athletic director he knew believed in equal opportunity for women in intercollegiate athletics. However, due to the present lack of interest on the part of women, equal funding should not be considered. He concluded by saying, "This proposal, Title IX, would be an absolute disaster for both men's and women's intercollegiate athletics." (Canham, 1974:6)

In May, 1974, in an effort to at least save the revenue-producing sports (i.e., football, basketball, and hockey), the United States Senate approved an amendment to an elementary and secondary school-aid bill which would exclude revenue-producing intercollegiate sports from the Title IX regulations. This amendment, later rejected by Congress, was sponsored by Senator John G. Tower, Republican from Texas.

University of Toledo Athletic Director, Vern Smith, summed up the attitude of most athletic administrators: "The big problem is money. I don't think there would be any hassle at any school if men's intercollegiate athletics weren't already in deep financial trouble." (Loomis, 1974:3)

On June 18, 1974, the United States Department of Health, Education, and Welfare (HEW) issued a second draft of the Guidelines to Title IX. HEW claimed the rules would allow 'leeway' and be non-disruptive to existing intercollegiate athletic programs. As they apply to sports, the rules were designed to provide more opportunities for women to participate in athletics. Athletics would receive more leeway than most educational programs, and institutions would be asked to comply voluntarily. Educational institutions would be allowed to offer separate teams for males and females or single-sex teams provided the members were selected on the basis of skill.

Equal aggregate expenditures would not be required, however, if separate teams were offered in a sport, the

provision of equipment, supplies, facilities, and locker room and shower facilities must be equitable. If schools provided both a varsity and a junior varsity team for males, the women would be entitled to both teams also. If male basketball players received athletic scholarships, women basketball players must receive athletic scholarships.

HEW suggested that educational institutions undertake "affirmative efforts" to equalize opportunity, to publicize the availability of opportunity for women, and to provide training so that the skills needed for participation could be developed.

Other proposed rules covered unbiased hiring, equal pay for equal work in addition to the requirement that once each year the students must be surveyed to determine in what sports they wanted to take part.

In dealing with each institution, HEW would not judge the "comparable opportunities" on a sport-by-sport basis, but rather would weigh the totality of an institution's efforts. HEW has the ultimate weapon, that of cutting off all federal funds, to help enforce the proposed rules.
(Wentworth, 1974:1)

Throughout the nation, people interested in men's athletics heaved a sigh of relief with the publication of the second draft of the Title IX Guidelines. They did not pause too long, however. They knew how close they had come to a catastrophic situation in intercollegiate athletics,

and were anxious to learn what the final Guidelines would actually mandate for their athletic programs.

Twelve public hearings were scheduled between June 24, 1974, and August 2, 1974. The deadline for changes was set for October 15, 1974.

The situation did not improve, however. The discussions at the various hearings were often heated. Everyone seemed to have an opinion on how to interpret the Guidelines and/or what the Guidelines should finally say. In an eight-month period following the June, 1974, publishing of the Guidelines, over ninety-seven hundred responses were received at the HEW offices. (Gwaltney, 1975a:10)

Representative Edith Green, an original leader in the development of Title IX, was disappointed concerning the latest HEW interpretation. She pointed out that the Congress had not intended for boys' and girls' physical education classes, the Boy Scouts and Girl Scouts, the Campfire Girls, nor the YWCA and the YMCA to be integrated. She pointed out that the Congress never intended that colleges would be required to submit an unreasonable amount of paperwork to HEW each year, and they did not intend to end intercollegiate sports. The office of HEW, in drawing up the Guidelines, tended to follow the language of Title VI of the Civil Rights Act where the concept of "separate, but equal" was disallowed. Essentially, the concept of "separate, but equal" is what the originators of Title IX had in mind, due to the "basic

biological differences" of the sexes, when they drew up the law. Representative Green further pointed out that she did not feel women should "be given preferential treatment to supposedly redress the grievances of the past." She stated further, "During my life-time, I would only have liked equal treatment. I do not believe that it is just, nor fair, nor indeed wise for this generation to try to design a social system based on mistakes and the injustices practiced by our forefathers." (Green, 1974)

A point of view which was expressed often was that physical education and athletic programs should be exempt from the Title IX regulations since they do not receive direct federal aid. Some congressmen felt that co-ed locker room and toilet facilities may be required by the present Title IX guidelines. Thus, while some leaders felt that the Guidelines were inconsistent with the original law and sought to change them, the leading women's groups felt the need to fight changes in the Guidelines for fear that athletics might be entirely exempted from Title IX. (Gwaltney, 1975c:7)

On April 7, 1975, The Chronicle of Higher Education published the memorandum sent to the President by Caspar W. Weinberger, Secretary of Health, Education and Welfare (HEW). This memorandum accompanied Weinberger's recommended guidelines for federal enforcement of Title IX of the Education Amendments Act of 1972. Weinberger had been at the center of all the controversy and he took this opportunity to place

a portion of the blame on the legislature. He said, concerning the law, "With little legislative history, debate, or, I'm afraid, thought about difficult problems of application, the Congress enacted a broad prohibition against sex discrimination in any educational program or activity receiving federal financial assistance with a few specific exceptions." Weinberger pointed out that the more than ninety-seven hundred comments he received raised seven major issues: physical education classes and sex education, domestic scholarships and financial assistance, foreign scholarships, exemption of private undergraduate schools, pension benefits, discrimination in curricula, and athletics. He said that while athletics was certainly not the most important subject under Title IX, it involves some troublesome policy and legal problems, thus creating the most public controversy. (Gwaltney, 1975b:11-12)

Substantial comment was received by HEW concerning the issue of single-sex or co-ed teams. The comments generally followed the thinking of one of the three large interest groups: The National Organization for Women (NOW), The Association for Intercollegiate Athletics for Women (AIAW), and the National Collegiate Athletic Association (NCAA). NOW suggested that all athletic teams should be open to members of both sexes, except for those sports such as tackle football where women would be effectively excluded, in which case a separate women's team must be offered. The AIAW suggested that separate teams for men and women be offered in all cases,

and that the women's athletic program should receive proportionate funding. AIAW was opposed to recruiting and the "commercialism" of men's athletics and requested that their share of money not be used for those purposes, but be used to provide opportunities for more women to participate in athletics. The NCAA suggested that since athletic programs do not receive federal aid, athletics should be exempt from Title IX. If it is ruled that athletics must be covered, they argued, then the revenue producing sports should be exempt since they, in many cases, support the other sports. (Gwaltney, 1975b:12)

John A. Fuzak (1975:8), President of the NCAA, voiced the NCAA's position concerning revenue-producing sports during his June 20, 1975, testimony before a congressional subcommittee.

What we have advocated--if Congress ever acts to apply Title IX principles to intercollegiate sports--is that the gross revenues from a revenue-producing sport (whether it be a men's team, a women's team, or a combined team) be permitted to apply, first, to covering the expenses of maintaining that sport. If there is then an excess of gross revenue over expense in a particular sport, as there very often is in football and basketball, that excess--that net profit if you will--should be used on whatever equal opportunity basis then represents the law of the land.

I repeat: We have never asked HEW or the Congress to exempt revenue-producing sports from Title IX.

We have asked only that NCAA members be permitted, if they individually wish, to maintain intercollegiate programs which have proven popular and therefore productive of revenue. Without a doubt, HEW's Title IX program is calculated--and I think by some even intentionally so--to destroy those popular and successful college sports.

More than three years had passed since Congress banned sex bias in federally assisted educational programs when President Ford signed Title IX into Law. Title IX of the Educational Amendments Act of 1972 went into effect July 21, 1975.

In its September, 1975, memorandum to school and college administrators, the United States Department of Health, Education, and Welfare/Office for Civil Rights spelled out government regulations barring sex discrimination in athletics. Educational institutions were to conduct a self-evaluation of the current policies and practices of its athletic program by July 21, 1976, and where such policies and practices failed to conform to the regulations they were to develop a plan to achieve compliance to the requirements of the regulations by July 21, 1978. This was not to be construed as a waiting period. Institutions were required to make corrections as rapidly as possible, but no later than July 21, 1978, (Appendix A).

Required First-Year Actions

In order to comply with the various requirements of the regulation addressed to nondiscrimination in athletic programs, educational institutions operating athletic programs above the elementary level should:

- (1) Compare the requirements of the regulation addressed to nondiscrimination in athletic programs and equal opportunity in the provision of athletic scholarships with current policies and practices;
- (2) Determine the interests of both sexes in the sports to be offered by the institution and,

where the sport is a contact sport or where participants are selected on the basis of competition, also determine the relative abilities (sic) of members of each sex for each such sport offered, in order to decide whether to have single sex teams or teams composed of both sexes. (Abilities might be determined through try-outs or by relying upon the knowledge of athletic teaching staff, administrators and athletic conference and league representatives.)

- (3) Develop a plan to accommodate effectively the interests and abilities of both sexes, which plan must be fully implemented as expeditiously as possible and in no event later than July 21, 1978. Although the plan need not be submitted to the Office for Civil Rights, institutions should consider publicizing such plans so as to gain the assistance of students, faculty, etc. in complying with them.

Clearly, the double standard has been prevalent in athletics. While women athletes have often been regarded as "biological misfits", the male athletes were regarded as "real men." The woman's function in athletics has repeatedly been mere decoration for the gymnasium. The men athletes were hailed as the leaders of tomorrow. Myths die hard, but the women's situation in athletics has been improving. Women have found exercise to be enjoyable and beneficial, and "women have found out that rocking the boat is much better exercise than rocking the cradle." (Dunkle, 1974:19)

The government has recognized the problems occurring in women's athletics and has made Title IX mandatory for all educational institutions. The women's intercollegiate athletic programs must be upgraded rapidly, not only because the government says so, but also because increasingly large

10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205
206
207
208
209
210
211
212
213
214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257
258
259
260
261
262
263
264
265
266
267
268
269
270
271
272
273
274
275
276
277
278
279
280
281
282
283
284
285
286
287
288
289
290
291
292
293
294
295
296
297
298
299
300
301
302
303
304
305
306
307
308
309
310
311
312
313
314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353
354
355
356
357
358
359
360
361
362
363
364
365
366
367
368
369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400
401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427
428
429
430
431
432
433
434
435
436
437
438
439
440
441
442
443
444
445
446
447
448
449
450
451
452
453
454
455
456
457
458
459
460
461
462
463
464
465
466
467
468
469
470
471
472
473
474
475
476
477
478
479
480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
500
501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
565
566
567
568
569
570
571
572
573
574
575
576
577
578
579
580
581
582
583
584
585
586
587
588
589
590
591
592
593
594
595
596
597
598
599
600
601
602
603
604
605
606
607
608
609
610
611
612
613
614
615
616
617
618
619
620
621
622
623
624
625
626
627
628
629
630
631
632
633
634
635
636
637
638
639
640
641
642
643
644
645
646
647
648
649
650
651
652
653
654
655
656
657
658
659
660
661
662
663
664
665
666
667
668
669
670
671
672
673
674
675
676
677
678
679
680
681
682
683
684
685
686
687
688
689
690
691
692
693
694
695
696
697
698
699
700
701
702
703
704
705
706
707
708
709
710
711
712
713
714
715
716
717
718
719
720
721
722
723
724
725
726
727
728
729
730
731
732
733
734
735
736
737
738
739
740
741
742
743
744
745
746
747
748
749
750
751
752
753
754
755
756
757
758
759
760
761
762
763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785
786
787
788
789
790
791
792
793
794
795
796
797
798
799
800
801
802
803
804
805
806
807
808
809
810
811
812
813
814
815
816
817
818
819
820
821
822
823
824
825
826
827
828
829
830
831
832
833
834
835
836
837
838
839
840
841
842
843
844
845
846
847
848
849
850
851
852
853
854
855
856
857
858
859
860
861
862
863
864
865
866
867
868
869
870
871
872
873
874
875
876
877
878
879
880
881
882
883
884
885
886
887
888
889
890
891
892
893
894
895
896
897
898
899
900
901
902
903
904
905
906
907
908
909
910
911
912
913
914
915
916
917
918
919
920
921
922
923
924
925
926
927
928
929
930
931
932
933
934
935
936
937
938
939
940
941
942
943
944
945
946
947
948
949
950
951
952
953
954
955
956
957
958
959
960
961
962
963
964
965
966
967
968
969
970
971
972
973
974
975
976
977
978
979
980
981
982
983
984
985
986
987
988
989
990
991
992
993
994
995
996
997
998
999
1000

numbers of athletically inspired young women are coming out of the high schools seeking colleges which support high quality women's athletic programs.

An example of the rapid growth in numbers of young women interested in sports at the high school level is seen in the growth of girl's athletics in the state of Michigan from 1972-73 (MHSAA Bulletin, 1974:427) to 1975-76 (MHSAA Bulletin, 1976:488). The number of high schools sponsoring girls' basketball teams increased from 509 to 684, track from 258 to 536, softball from 265 to 464, volleyball from 201 to 456, tennis from 164 to 284, swimming from 115 to 190, gymnastics from 80 to 133, and golf from 50 to 128, while the total number of high schools increased just four schools from 712 to 716 during the same four-year period.

The future looks promising for the development of women's athletics. Much planning and cooperation will be needed from all persons involved.

Richard W. Kazmaier (1973:3) put the situation in the proper perspective when he wrote, "No one reasonably can expect a totally balanced athletic program to happen overnight. The schools' costs and resulting bond issues would be prohibitive.

"But no one reasonably can deny the female students' claim to equal accessibility to athletic department facilities and services.

"The need has been recognized, and progress has been made; but current enrollment vs. participation statistics show that we've still a long way to go before a balance is reached."

Summary

Title IX of the Education Amendments Act of 1972 signaled the start of a revolution in intercollegiate athletics. The first draft of the Guidelines specifically prohibited discrimination in athletic programs or activities operated by federally funded educational institutions under the threat of losing federal aid.

Examples of sexism. The literature shows that women's athletics, during the early 1970's were suffering due to little or no budget dollars, limited access to facilities and equipment, a scarcity of competitive opportunities, lack of qualified coaches, and the absence of athletic scholarship opportunities.

Physiological implications. The anatomical differences among the sexes generally favor the male over the female in those activities where strength and power are principle factors. His longer slower growing period accounts in part for his heavier, larger, and more rugged structure. When the activity requires balance, stability, dexterity, and flexibility, the female can compete favorably.

Recent research has shown that when the participant is healthy, training and/or competition do not materially affect the menarche or the menstrual function itself. Women athletes tend to have fewer complications during pregnancy and require Caesarean sections fifty percent less frequently than non-athletic women. Masculine physical appearance in a female is due to inherent endocrinological and morphological factors of the individual female, not to physical activity.

Women's athletics in the United States. Prior to the 1830's women had been denied the opportunity to attend college because they were considered to be mentally inferior to men, and because they were considered not strong enough to withstand the rigors of college level study and daily classes. The accepted life style of women was one of delicacy and ill health. In the second half of the nineteenth century, gymnastics, tennis, and crew were added to the college curriculums as a means of improving women's physical and mental health.

In the middle and late 1880's women's clothing became less cumbersome, allowing greater freedom of movement for bicycling and participation in sports. In the early 1890's, women enjoyed basketball, and in 1896 track and field was introduced. Athletic endeavors were accepted as contributing to bodily grace and beauty, social and professional success, and to pure enjoyment. As more and more women flocked to sport, the desirability of organized competition was questioned.

In 1899, a Conference of Physical Training appointed a committee to investigate the various rules being used in institutions of higher education.

Shortly after the turn of the century, a large body of physical educators and laymen sought to gain control of women's competition. The president of the American Physical Education Association appointed a committee, in 1917, to set standards for girls' and women's activities. The Athletic Conference of American College Women, originated in 1917, opposed intercollegiate competition for women. The Women's Division of the National Amateur Athletic Federation was formed in 1923 for the purpose of regulating athletic activities for women.

The concept of play days and sport days was fostered by the three organizations mentioned above. The object was to play for play's sake without rewards or desire for competition. Girls, it was felt, should not be subjected to extremes of emotional or physical fatigue. These groups were successful in their quest to eliminate and/or control intercollegiate athletics for women.

During World War II, women were called to work and the need to be physically fit was re-emphasized. Physical education and intramurals flourished, but due to an indoctrinated generation of leaders, inter-school athletics were forbidden. The policy of the Division for Girls and Women's Sports, in 1957, reaffirmed the principles of sport days, play days, and telegraphic meets.

When Wilma Rudolph won three gold medals in the 1960 Olympics, the long-held stereotype of women athletes with unsightly muscles was dispelled. The amazing performances of the entire women's track and swimming teams, and the increased media coverage of women's sports, stimulated tremendous growth in women's athletics. The 1963 DGWS "Statement of Policies. . ." pointed out the desirability of colleges and universities providing opportunities for highly skilled women athletes beyond the level of the intramural program.

To fill the need for leadership in intercollegiate athletics for women, the DGWS established the Commission for Intercollegiate Athletics in 1967. The Association for Intercollegiate Athletics for Women (AIAW) began operations in 1972 to provide leadership and to initiate and maintain standards of excellence in intercollegiate competition.

The National Organization for Women and the Women's Equity Action League saw Title IX of the Education Amendments Act of 1972 as a means for women to gain an equal share of athletic budget dollars and of the use of equipment and facilities; these groups were quick to lend their support to Title IX. Spokesmen for the National Collegiate Athletic Association, pointed out that men's athletic programs were already operating at a considerable loss, and would be caused great harm if required to share their funds with women.

The second draft of the Guidelines to implement Title IX, issued in June, 1974, would be non-disruptive to

existing intercollegiate athletic programs, according to the Department of Health, Education, and Welfare. However, "affirmative efforts" to equalize opportunity and make equitable provisions for equipment, supplies, facilities, and locker rooms had to be undertaken.

Title IX of the Educational Amendments Act of 1972 went into effect July 21, 1975. In its September, 1975, memorandum to school and college administrators, the United States Department of Health, Education, and Welfare's Office for Civil Rights spelled out government regulations barring sex discrimination in athletics. Educational institutions were directed to conduct a self-evaluation of the current policies and practices of their athletic programs by July 21, 1976, and where such policies and practices failed to conform to the regulations, they were charged with developing a plan to achieve compliance with the requirements of the regulations by July 21, 1978.

The government has recognized the problems existing in women's athletics and has made Title IX mandatory for all educational institutions. The women's intercollegiate athletic programs must be upgraded rapidly, not only because the government says they must, but also because increasingly large numbers of athletically inspired young women are coming out of the high schools seeking colleges which support high quality women's athletic programs.

Chapter 3

THE DESIGN OF THE STUDY

Sampling Procedures

To aid in determining whether or not Central Michigan University Athletic Department was in compliance with the Title IX regulations, the male and female head coaches, the athletic director, associate athletic director, athletic business manager and facilities coordinator, sports information director, head trainer, and head equipment manager were surveyed.

To determine the interests of both sexes as to which sports undergraduate students and faculty members of Central Michigan University preferred their athletic department to offer, a simple random sampling was used. The sample included 800 undergraduate students, 143 faculty members (with the physical education faculty deleted), and all 46 members of the physical education faculty.

To determine whether the relative abilities of the sexes required single-sex teams or teams composed of both sexes, a simple random sampling was used. Once again, the sampling included 800 undergraduate students, 143 faculty members (with the physical education faculty deleted), and all 46 members of the physical education faculty.

Measures

1. A questionnaire was developed to measure the degree of compliance with the Title IX regulations for each intercollegiate sport offered by the Central Michigan University Athletic Department (Appendix B). The eleven specific areas suggested by the Department of Health, Education, and Welfare which were used in developing the questionnaire to determine whether equal opportunity existed in the Central Michigan University athletic program were these:

- (a) the nature and extent of the sports programs to be offered (including the levels of competition, such as varsity, club, etc.);
- (b) the provision of equipment and supplies;
- (c) the scheduling of games and practice time;
- (d) the provision of travel and per diem allowances;
- (e) the nature and extent of the opportunity to receive coaching and academic tutoring;
- (f) the assignment and compensation of coaches and tutors;
- (g) the provision of locker rooms, practice and competitive facilities;
- (h) the provision of medical and training facilities and services;
- (i) the provision of housing and dining facilities and services;
- (j) the nature and extent of publicity;
- (k) the provision of athletic scholarships (Appendix B).

2. A questionnaire was developed to determine the interests of the undergraduate students and faculty as to

which sports they preferred the Central Michigan Athletic Department to offer (Appendix C).

3. A questionnaire was developed to determine whether, as judged by the undergraduate students and faculty members, the relative abilities of the sexes required single-sex teams or teams composed of both sexes (Appendix C).

4. The above questionnaires were administered, as a trial run, to a neighboring state supported university to eliminate possible defects in the questionnaires.

5. Based upon the information obtained from the above questionnaires, and in light of the knowledge obtained from related literature, the researcher developed a plan for the Central Michigan University Athletic Department to accommodate effectively the interests and abilities of the undergraduate students and to comply with the Title IX regulations.

6. The appraisal of the techniques developed for the self-evaluation of an intercollegiate athletic program, as required by the Title IX regulations was a continuous process throughout the study. A list of improvements, changes, and clarifications which would improve the techniques developed for and applied to this study was compiled.

Design of the Study

The descriptive method of research was followed in this study.

Analysis of the Data of the Study

1. The questionnaire to measure the degree of compliance with the Title IX regulations contained the eleven specific areas as required for a university's self-evaluation by the memorandum. Each of the eleven areas was divided into sub-areas to fully explore the various facets of each area. This questionnaire was constructed to enable different weights to be assigned, depending upon the degree of compliance observed, to each sub-area (Appendix B). Each sub-area was rated according to the scale 5 = full compliance, 4 = substantial compliance, 3 = moderate compliance, 2 = minimal compliance, and 1 = non-compliance. Fractions such as 4.3, 2.8, and 3.5 were allowed to be used to rate items more precisely (Appendix D).

The data supplied by the athletic personnel were checked for clarity and accuracy. Where needed, personal interviews were conducted allowing clarification and corrections to be processed. The data was then presented to a three-member self-evaluation rating team (Appendix E).

The self-evaluation rating team examined the data concerning each sub-area, as it applied to each paired sport, in terms of compliance with Title IX, and affixed a sub-area discrimination rating to it (Appendix F). The Central Michigan University Athletic Department sponsored the sports of basketball, golf, gymnastics, swimming, tennis, and track and cross country for both men and women, thus allowing

natural comparisons in those sports. The researcher chose to compare men's baseball with women's field hockey and men's wrestling with women's volleyball. Football was rated alone due to the unequal number of men's and women's sport offerings. The eleven area discrimination ratings for each sport were obtained by averaging the respective sub-area discrimination ratings. Each sport's discrimination rating was obtained by averaging the eleven respective sub-area discrimination ratings. The athletic department's sub-area discrimination ratings were obtained by thoroughly examining the total program as applied to the respective sub-areas, and where applicable, by averaging the sub-area discrimination ratings assigned to the individual sports. The athletic department's area discrimination ratings were obtained by averaging its sub-area discrimination ratings. The athletic department's discrimination rating was obtained by averaging its area discrimination ratings.

2. The questionnaire to determine which sports the undergraduate students and faculty members preferred the Central Michigan University Athletic Department to offer contained a list of the present sport offerings at Central Michigan University plus several additional sports and spaces to add other sports if the respondents wished. The respondents were given the opportunity to indicate their preferences for the sports to be offered at the intercollegiate, club sport, and intramural levels (Appendix C).

3. The questionnaire to determine whether the abilities of the sexes, as judged by the undergraduate students and faculty members, required single-sex teams or teams composed of both sexes was included in the above questionnaire. Each respondent was asked to check whether a men's team, a women's team, and/or a co-ed team should be offered for each sport and/or level checked (Appendix C).

Summary

The degree to which the Central Michigan University Athletic Department was in compliance with the Title IX regulations was determined by administering the self-evaluation questionnaire to the head coaches and athletic area specialists. The self-evaluation questionnaire contained the eleven specific areas, as required by the HEW memorandum (1975:7-8), for a university's self-evaluation. Each of the eleven areas was divided into sub-areas to fully explore the various facets of each area. A three-member self-evaluation rating team chosen from outside the athletic department then examined each sub-area as it applied to each sport and assigned a discrimination rating to it. Each sports area discrimination rating resulted from averaging the respective sub-area discrimination ratings. The university's athletic department sub-area discrimination ratings were obtained by thoroughly examining the total program as applied to the respective sub-area discrimination ratings assigned to the individual sports. The university's area discrimination

ratings were obtained by averaging its sub-area discrimination ratings. The university's athletic department discrimination rating was the average of its area discrimination ratings.

The interests and abilities, as judged by the undergraduate students and faculty, were obtained from a simple random sampling of the undergraduate students, faculty members, and the entire physical education faculty. The questionnaire listed each of the present men's and women's sports offerings plus several additional sports and provided spaces for the respondents to add additional sports which were of interest to them. The respondents were asked to indicate their interest for the sports to be offered at the intercollegiate, club sport, and intramural levels. Finally each respondent was asked to check whether a men's team, a women's team, and/or a co-ed team should be offered for each sport and/or level checked.

Chapter 4

ANALYSIS OF RESULTS

In this chapter each of the three hypotheses of the study will be reviewed. The data relating to each hypothesis shall be presented and the decision to accept or reject each hypothesis will follow.

The Self-Evaluation

Hypothesis 1. The Central Michigan University Athletic Department is in compliance with the Title IX regulations.

The data pertaining to Hypothesis 1 was obtained through the application of the Institutional Self-Evaluation Questionnaire (Appendix B). Area I, The nature and extent of the sports programs offered, received a 3.77¹ rating (Table 1).

Three of the six sub-areas evaluated were rated 5.00, or full compliance. Sub-area A, The number of varsity sports offered, was rated 4.60. The men's program encompassed ten different sports compared to the women's nine. Sub-area E, The total number of athletes on eligibility lists, was rated 1.00. The men's list contained 360 athletes compared to the women's list of 188. Sub-area F, Prevalance of an

¹Discrimination Rating Key: 5 = Full Compliance, 4 = Substantial Compliance, 3 = Moderate Compliance, 2 = Minimal Compliance, 1 = Non-Compliance.

Table 1

Discrimination Ratings in Terms of the Nature
and Extent of the Sports Programs Offered

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. The number of varsity sports offered	4.60
B. Are Regional or Conference post-season opportunities for competition available?	5.00
C. Are post-season opportunities for National competition available?	5.00
D. Number of junior varsity teams sponsored	5.00
E. Total number of athletes on eligibility lists	1.00
F. Prevalance of an awards program	2.00
AREA DISCRIMINATION RATING	3.77

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

awards program, was rated 2.00. Men receive a letterman's jacket the first year they win a letter and \$40.00 toward a "C" ring as a senior award. The women receive an eight by ten inch colored team photograph each sport season they compete (Appendix F).

Area II, The provision of equipment and supplies, received a 4.31 discrimination rating (Table 2). Sub-area A, Is practice equipment normally provided? was rated 3.25. The women athletes do not receive shoes in any sport; the men receive shoes in all sports. Other equipment and/or practice uniform discriminatory procedures were noted in golf, gymnastics, tennis, and track and cross country.

Sub-area B, Are game uniforms provided? was rated 4.50. Women athletes do not receive game shoes in any sport, while the men athletes receive game shoes in all sports. Women golfers receive no game uniforms while men golfers receive shirts and caps.

Sub-area C, Are warm-ups provided? was rated 4.50. Women golfers do not receive warm-ups, but men do.

Area III, The scheduling of games and practice time, received a 4.92 discrimination rating. Sub-area B, Do teams have access to prime-time practice opportunities? was rated 4.75. Women swimmers practice from 2:00 to 4:00 P.M., while men swimmers practice 4:00 to 6:00 P.M. (Table 3).

Area IV, The provision of travel and per diem allowances, received a 5.00 discrimination rating (Table 4).

Table 2

Discrimination Ratings in Terms of the
Provision of Equipment and Supplies

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Is practice equipment normally provided?	3.25
B. Are game uniforms provided?	4.50
C. Are warm-ups provided?	4.50
D. Are coaching aids provided?	5.00
AREA DISCRIMINATION RATING	4.31

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

Table 3

Discrimination Ratings in Terms of the Scheduling
of Games and Practice Time

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Are there institutional restrictions with regard to scheduling times of practice or competition, dates of practice or competition, number of contests, and length of season?	5.00
B. Do teams have access to prime-time practice opportunities?	4.75
C. Are there institutional restrictions on vacation competition and/or practice?	5.00
AREA DISCRIMINATION RATING	4.92

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205
206
207
208
209
210
211
212
213
214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257
258
259
260
261
262
263
264
265
266
267
268
269
270
271
272
273
274
275
276
277
278
279
280
281
282
283
284
285
286
287
288
289
290
291
292
293
294
295
296
297
298
299
300
301
302
303
304
305
306
307
308
309
310
311
312
313
314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353
354
355
356
357
358
359
360
361
362
363
364
365
366
367
368
369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400
401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427
428
429
430
431
432
433
434
435
436
437
438
439
440
441
442
443
444
445
446
447
448
449
450
451
452
453
454
455
456
457
458
459
460
461
462
463
464
465
466
467
468
469
470
471
472
473
474
475
476
477
478
479
480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
500
501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
565
566
567
568
569
570
571
572
573
574
575
576
577
578
579
580
581
582
583
584
585
586
587
588
589
590
591
592
593
594
595
596
597
598
599
600
601
602
603
604
605
606
607
608
609
610
611
612
613
614
615
616
617
618
619
620
621
622
623
624
625
626
627
628
629
630
631
632
633
634
635
636
637
638
639
640
641
642
643
644
645
646
647
648
649
650
651
652
653
654
655
656
657
658
659
660
661
662
663
664
665
666
667
668
669
670
671
672
673
674
675
676
677
678
679
680
681
682
683
684
685
686
687
688
689
690
691
692
693
694
695
696
697
698
699
700
701
702
703
704
705
706
707
708
709
710
711
712
713
714
715
716
717
718
719
720
721
722
723
724
725
726
727
728
729
730
731
732
733
734
735
736
737
738
739
740
741
742
743
744
745
746
747
748
749
750
751
752
753
754
755
756
757
758
759
760
761
762
763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785
786
787
788
789
790
791
792
793
794
795
796
797
798
799
800
801
802
803
804
805
806
807
808
809
810
811
812
813
814
815
816
817
818
819
820
821
822
823
824
825
826
827
828
829
830
831
832
833
834
835
836
837
838
839
840
841
842
843
844
845
846
847
848
849
850
851
852
853
854
855
856
857
858
859
860
861
862
863
864
865
866
867
868
869
870
871
872
873
874
875
876
877
878
879
880
881
882
883
884
885
886
887
888
889
890
891
892
893
894
895
896
897
898
899
900
901
902
903
904
905
906
907
908
909
910
911
912
913
914
915
916
917
918
919
920
921
922
923
924
925
926
927
928
929
930
931
932
933
934
935
936
937
938
939
940
941
942
943
944
945
946
947
948
949
950
951
952
953
954
955
956
957
958
959
960
961
962
963
964
965
966
967
968
969
970
971
972
973
974
975
976
977
978
979
980
981
982
983
984
985
986
987
988
989
990
991
992
993
994
995
996
997
998
999
1000

Table 4

Discrimination Ratings in Terms of the Provision
of Travel and Per Diem Allowances

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Are sports budgeted with a fixed athletic department meal per diem allowance?	5.00
B. Are sports budgeted with a fixed athletic department room per diem allowance?	5.00
C. Are University buses available and generally used for large squads?	5.00
D. Are University sedans, wagons, and/or suburbans available and generally used for small squads?	5.00
E. Do some squads commonly travel via aircraft to away contests?	5.00
AREA DISCRIMINATION RATING	5.00

^aDiscrimination Rating Key: 5 = Full Compliance, 4 = Substantial Compliance, 3 = Moderate Compliance, 2 = Minimal Compliance, 1 = Non-Compliance.

Area V, The nature and extent of the opportunities to receive coaching and academic tutoring, received a 4.78 discrimination rating (Table 5). Sub-area B, What is the ratio of coaches with degrees and fully employed by the institution, to the total number of athletes on athletic squads? was rated 4.33. This rating results from the sport of basketball where the women's ratio is one coach per twenty-two athletes compared to the men's ratio of one coach per eight athletes, and the sport of women's field hockey which has a one to twenty-six coach to athlete ratio compared to the sport of men's baseball which has a two to twenty-seven coach to athlete ratio.

Area VI, The assignment and compensation of coaches and tutors, received a 4.26 discrimination rating (Table 6).

Sub-area C, What is the ratio of the total number of coaches to those coaches who receive extra compensation for duties performed outside the limits of the academic calendar? was rated 3.14. Women coaches have performed limited duties outside the limits of the academic calendar with no compensation. All men coaches receive such compensation and are expected to perform extensive duties during this time.

Sub-area D, Do coaches have reduced teaching loads to permit the recruitment of student athletes? was ruled non-applicable by the rating team. The Association for Intercollegiate Athletics for Women rules prohibit recruiting.

Sub-area E, Do coaches have reduced teaching loads to coach student athletes? was rated 3.89. The rating committee

Table 5

Discrimination Ratings in Terms of the Nature
and Extent of the Opportunities to Receive
Coaching and Academic Tutoring

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Is funding provided for the student-athlete?	5.00
B. What is the ratio of coaches with degrees and fully employed by the institution, to the total number of athletes on athletic squads?	4.33
C. What is the ratio of graduate assistants and/or part-time institutionally employed coaches to the total number of athletes on athletic squads?	5.00
AREA DISCRIMINATION RATING	4.78

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

Table 6

Discrimination Ratings in Terms of the Assignment and
Compensation of Coaches and Tutors

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. What is the ratio of the total number of coaches to coaches who are hired via a standard academic departmental policy?	5.00
B. What is the ratio of the total number of coaches to those coaches whose salaries are directly tied to their faculty rank and seniority?	5.00
C. What is the ratio of the total number of coaches to those coaches who receive extra compensation for duties performed outside the limits of the academic calendar?	3.14
D. Do coaches have reduced teaching loads to permit the recruitment of student athletes?	N.A. ^b
E. Do coaches have reduced teaching loads to coach student athletes?	3.89
AREA DISCRIMINATION RATING	4.26

^aDiscrimination Rating Key: 5 = Full Compliance, 4 = Substantial Compliance, 3 = Moderate Compliance, 2 = Minimal Compliance, 1 = Non-Compliance.

^bRuled non-applicable by the rating team. The Association for Intercollegiate Athletics for Women prohibits recruiting.

compared the women's ratio of one hour of released time for every three athletes to the men's ratio of one hour for every 2.5 athletes (Appendix F).

Area VII, The provision of locker rooms, practice, and competitive facilities, received a 4.96 discrimination rating (Table 7). Sub-area B, Rate practice facilities, was rated 4.88. Comparison of women's volleyball with men's wrestling indicated "noisy" conditions caused by other sports sharing the field house during volleyball practice, while wrestling practice is held in a self-contained wrestling room.

Area VIII, The provision of medical and training facilities and services, received a 5.00 discrimination rating (Table 8).

Area IX, The provision of housing and dining facilities and services, received a 5.00 discrimination rating (Table 9).

Area X, The nature and extent of publicity, received a 4.55 discrimination rating (Table 10). Sub-area E, Rate the frequency of arranging interviews between the out-of-town media, was rated 4.56. This rating is primarily the result of the pre-season publicity days for the sports of men's basketball and football.

Sub-area H, Rate the frequency of producing and distributing schedule cards and/or schedule posters, was rated 4.00. Composite schedule cards for the winter and spring seasons contain schedules of both men's and women's

Table 7

Discrimination Ratings in Terms of the Provision of
Locker Rooms, Practice, and Competitive Facilities

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Rate locker rooms made available to squad (1. Excellent 2. Satisfactory 3. Poor)	5.00
B. Rate practice facilities (1. Excellent 2. Satisfactory 3. Poor)	4.88
C. Rate facilities used for home competition (1. Excellent 2. Satisfactory 3. Poor)	5.00
AREA DISCRIMINATION RATING	4.96

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

Table 8

Discrimination Ratings in Terms of the Provision of
Medical and Training Facilities and Services

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Are physical examinations provided for squad members?	5.00
B. Are measures taken leading to injury prevention on squads?	5.00
C. Are sound and protective practice uniforms and auxiliary practice aids provided?	5.00
D. Do injured athletes normally have access to a Certified Athletic Trainer (CAT)?	5.00
E. Are injured athletes normally referred to the team physician?	5.00
F. Do teams and individuals normally have access to prime sports medicine facilities?	5.00
G. Are teams in contact sports normally covered by a CAT at athletic events?	5.00
H. Are teams in non-contact sports normally covered by a CAT at athletic events?	5.00
I. Are practices in contact sports normally covered by a CAT?	5.00
J. Are practices in non-contact sports normally covered by a CAT?	5.00
K. Is a medical history file kept for athletes in intercollegiate sports?	5.00

^aDiscrimination Rating Key: 5 = Full Compliance, 4 = Substantial Compliance, 3 = Moderate Compliance, 2 = Minimal Compliance, 1 = Non-Compliance.

Table 8 (continued)

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
L. Are athletes covered by a comprehensive medical insurance plan?	5.00
M. Do injured athletes normally have access to and are they normally supervised in a sound rehabilitation program?	5.00
AREA DISCRIMINATION RATING	5.00

Table 9

Discrimination Ratings in Terms of the Provision of
Housing and Dining Facilities and Services

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. What is the percentage of intercollegiate sport athletes who are housed in an athletic dorm?	5.00
B. What is the percentage of intercollegiate sport athletes who are fed at an athletic training table?	5.00
AREA DISCRIMINATION RATING	5.00

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

Table 10

Discrimination Ratings in Terms of the
Nature and Extent of Publicity

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. Rate the frequency of written pre-season releases and the provision of black and white photos.	5.00
B. Rate the frequency of the use of colored slides and films for publicity purposes.	5.00
C. Rate the frequency of the use of telephonic and taped contact with the media for publicity purposes.	5.00
D. Rate the frequency of arranging interviews between the local media and coaches and/or athletes.	5.00
E. Rate the frequency of arranging interviews between the out-of-town media and coaches and/or athletes.	4.56
F. Rate the frequency of producing sport brochures and/or facts books.	1.89
G. Rate the frequency of collecting and recording event and season statistics.	5.00
H. Rate the frequency of producing and distributing schedule cards and/or schedule posters.	4.00
I. Rate the frequency of pre-event releases.	5.00
J. Rate the frequency of post-event releases.	5.00

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

Table 10 (continued)

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
K. Rate the frequency of providing programs (with advertising) for events.	4.11
L. Rate the frequency with which home events are covered by sport publicity personnel.	5.00
M. Rate the frequency with which away events are covered by sports publicity personnel.	5.00
N. Rate the frequency with which funds are used for the entertainment of the media.	4.11
AREA DISCRIMINATION RATING	4.55

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

teams. The men's sports of baseball, basketball, and football are provided with individual schedule cards yearly.

Sub-area K, Rate the frequency of providing programs (with advertising) for events, was rated 4.11. Men's basketball and football are provided with programs, other men's and women's sports are not.

Sub-area N, Rate the frequency with which funds are used for the entertainment of the media, was rated 4.11. Men's basketball and football expend funds to entertain the media; others do not.

Area XI, The provision of athletic scholarships, received a 1.00 discrimination rating (Table 11). No women athletes receive athletic scholarship aid, while 178 men receive athletic scholarship aid.

The Central Michigan University Athletic Department, based on the average of the eleven area discrimination ratings, received a 4.32 discrimination rating.

Discussion. The Central Michigan University Athletic Department was judged to be in full compliance with the Title IX regulations in three areas, in nearly full compliance in three areas, in more than substantial compliance in three areas, in nearly substantial compliance in one area, and in non-compliance in just one of the eleven areas studied (Table 12).

The data indicated that Central Michigan University's Athletic Department was not in compliance with the Title IX

Table 11

Discrimination Ratings in Terms of the
Provision of Athletic Scholarships

Sub-areas to be evaluated (as per HEW Memorandum)	Sub-area Discrimination Rating ^a
A. What is the ratio of varsity athletes receiving athletic scholarships to the total number of varsity athletes?	1.00
B. What is the total dollar value funded for athletic scholarships?	1.00
AREA DISCRIMINATION RATING	1.00

^aDiscrimination Rating Key: 5 = Full Compliance,
4 = Substantial Compliance, 3 = Moderate Compliance,
2 = Minimal Compliance, 1 = Non-Compliance.

Table 12

Area Discrimination Ratings

Areas to be evaluated (as per HEW Memorandum)	Area Discrimination Rating ^a
I. The nature and extent of the sports programs offered	3.77
II. The provision of equipment and supplies	4.31
III. The scheduling of games and practice time	4.92
IV. The provision of travel and per diem allowances	5.00
V. The nature and extent of the opportunities to receive coaching and academic tutoring	4.78
VI. The assignment and compensation of coaches and tutors	4.26
VII. The provision of locker rooms, practice, and competitive facilities	4.96
VIII. The provision of medical and training facilities and services	5.00
IX. The provision of housing and dining facilities and services	5.00
X. The nature and extent of publicity	4.55
XI. The provision of athletic scholarships	1.00

^aDiscrimination Rating Key: 5 = Full Compliance, 4 = Substantial Compliance, 3 = Moderate Compliance, 2 = Minimal Compliance, 1 = Non-Compliance.

regulations in all areas. Therefore, the researcher rejected Hypothesis 1.

Hypothesis 2. The interests of the undergraduate students and faculty members of Central Michigan University indicate more support for the present sport offerings of the athletic department than any other sport.

The data pertaining to Hypothesis 2 was obtained through the application of the Interests Questionnaire (Appendix C).

Eighty to 92 percent of the 336 undergraduate student respondents were interested in each of the present men's varsity sport offerings. Ice hockey with 78 percent interest, soccer with 74 percent interest, and volleyball with 58 percent interest were other sports receiving strong support from the undergraduate student respondents (Table 13).

Sixty-four to 77 percent of the 53 faculty respondents were interested in each of the present men's varsity sport offerings. Soccer with 53 percent interest and ice hockey with 45 percent interest were other sports receiving support from the faculty respondents (Table 14).

Ninety to 100 percent of the 31 physical education faculty respondents were interested in each of the present men's varsity sport offerings. Ice hockey with 74 percent interest, volleyball with 65 percent interest, and soccer with 55 percent interest were other sports receiving support from the physical education faculty respondents (Table 15).

Table 13

Varsity Sport Offerings for Men According to the
Interests of the Undergraduate Students

Sport	Number Indicating Interest	Percentage of Respondents
1. Football	310	92%
2. Basketball	308	92
3. Baseball	300	89
4. Track & Field	298	89
5. Swimming	295	88
6. Cross Country	291	87
7. Wrestling	285	85
8. Tennis	280	83
9. Gymnastics	277	82
10. Golf	269	80
11. Ice Hockey	262	78
12. Soccer	248	74
13. Volleyball	194	58
14. Field Hockey	138	41
15. Softball	118	35

Table 14

Varsity Sport Offerings for Men According to the
Interests of the Faculty

Sport	Number Indicating Interest	Percentage of Respondents
1. Football	41	77%
2. Basketball	40	75
3. Baseball	39	74
4. Track & Field	37	70
5. Swimming	36	70
Wrestling	36	70
7. Cross Country	35	66
Gymnastics	35	66
Tennis	35	66
10. Golf	34	64
11. Soccer	28	53
12. Ice Hockey	24	45
13. Volleyball	16	30
14. Softball	11	21
15. Field Hockey	10	19

Table 15

Varsity Sport Offerings for Men According to the Interests
of the Physical Education Faculty

Sport	Number Indicating Interest	Percentage of Respondents
1. Baseball	31	100%
Basketball	31	100
3. Football	30	97
Tennis	30	97
Track & Field	30	97
6. Cross Country	29	94
Golf	29	94
Swimming	29	94
Wrestling	29	94
10. Gymnastics	28	90
11. Ice Hockey	23	74
12. Volleyball	20	65
13. Soccer	17	55
14. Field Hockey	2	6
15. Softball	1	3

Fifty-six to 85 percent of the 336 undergraduate student respondents were interested in each of the present sport offerings. Fifty-nine percent of the undergraduate student respondents supported softball (Table 16).

Thirty-six to 64 percent of the 53 faculty respondents were interested in each of the present women's varsity sport offerings. Gymnastics and tennis received the most faculty support with 64 percent interest (Table 17).

Eighty-four to 100 percent of the physical education faculty respondents were interested in each of the present women's varsity sport offerings. Sixty-eight percent of the physical education faculty respondents supported softball (Table 18).

Discussion. The undergraduate students, faculty, and physical education faculty respondents expressed more interest in each of the present men's sport offerings than in any others. A majority of the undergraduate student and physical education faculty respondents expressed interest in ice hockey, soccer, and volleyball. A majority of the faculty respondents expressed interest in soccer.

The undergraduate students, faculty, and physical education faculty respondents expressed more interest in each of the present women's sport offerings than any other sports, except softball, which received slightly more undergraduate student interest than field hockey.

Table 16

Varsity Sport Offerings for Women According to
the Interests of the Undergraduate Students

Sport	Number Indicating Interest	Percentage of Respondents
1. Swimming	287	85%
2. Gymnastics	279	83
3. Tennis	277	82
4. Track & Field	276	82
5. Basketball	273	81
6. Golf	247	74
7. Cross Country	224	67
8. Volleyball	213	63
9. Softball	198	59
10. Field Hockey	187	56
11. Soccer	123	37
12. Baseball	88	26
13. Ice Hockey	53	16
14. Football	52	15
15. Wrestling	25	7

Table 17

Varsity Sport Offerings for Women According to
the Interests of the Faculty

Sport	Number Indicating Interest	Percentage of Respondents
1. Gymnastics	34	64%
Tennis	34	64
3. Basketball	33	62
Golf	33	62
Swimming	33	62
Track & Field	33	62
7. Field Hockey	27	51
8. Cross Country	24	45
9. Volleyball	19	36
10. Softball	16	30
11. Soccer	14	26
12. Wrestling	9	17
Ice Hockey	9	17
14. Baseball	6	11
15. Football	4	8

Table 18

Varsity Sport Offerings for Women According to the
Interests of the Physical Education Faculty

Sport	Number Indicating Interest	Percentage of Respondents
1. Basketball	31	100%
2. Tennis	29	94
3. Swimming	28	90
Track & Field	28	90
5. Field Hockey	27	87
Golf	27	87
7. Cross Country	26	84
Gymnastics	26	84
Volleyball	26	84
10. Softball	21	68
11. Ice Hockey	4	13
12. Soccer	3	10
13. Baseball	2	6
Football	2	6
Wrestling	2	6

The data showing the interests of the undergraduate students and faculty members of Central Michigan University did not indicate more support for the present sport offerings of the athletic department than any other sports. Therefore, the researcher rejected Hypothesis 2.

Hypothesis 3. The relative abilities of the sexes, as judged by a majority of the undergraduate students and faculty members of Central Michigan University, favor single-sex teams.

The data pertaining to Hypothesis 3 was obtained through the application of the Abilities Questionnaire (Appendix C).

The 336 undergraduate student respondents favored each varsity sport offering to be on a single-sex basis. Tennis received the most support as a co-ed offering, 45 percent, from the undergraduate student respondents (Table 19).

The 53 faculty respondents favored each varsity sport offering to be on a single-sex basis. Gymnastics and tennis received the most support as co-ed offerings, 42 percent, from the faculty respondents (Table 20).

The 31 physical education faculty respondents favored each varsity sport offering to be on a single-sex basis. Gymnastics, swimming, and tennis received the most support as a co-ed offering, 16 percent, from the physical education faculty respondents (Table 21).

Table 19

Varsity Sports Which Should be Offered on a Co-ed Basis
as Judged by the Undergraduate Students

Sport	Number Indicating Support	Percentage of Respondents
1. Tennis	146	43%
2. Gymnastics	114	34
3. Swimming	106	32
4. Volleyball	105	31
5. Golf	101	30
6. Track & Field	75	23
7. Cross Country	58	17
8. Softball	48	14
9. Basketball	39	12
10. Baseball	24	7
11. Field Hockey	22	7
12. Soccer	21	6
13. Football	18	5
14. Ice Hockey	10	3
15. Wrestling	6	2

Table 20

Varsity Sports Which Should be Offered on a Co-ed Basis
as Judged by the Faculty

Sport	Number Indicating Support	Percentage of Respondents
1. Gymnastics	22	42
Tennis	22	42
3. Swimming	20	38
4. Track & Field	16	30
5. Golf	14	26
6. Volleyball	12	23
7. Cross Country	11	21
8. Basketball	7	13
9. Softball	6	11
10. Baseball	5	9
11. Soccer	4	8
12. Field Hockey	3	6
13. Football	0	0
Ice Hockey	0	0
Wrestling	0	0

Table 21

Varsity Sports Which Should be Offered on a Co-ed Basis
as Judged by the Physical Education Faculty

Sport	Number Indicating Support	Percentage of Respondents
1. Gymnastics	5	16%
Swimming	5	16
Tennis	5	16
4. Golf	4	13
Volleyball	4	13
6. Track & Field	3	10
7. Cross Country	1	3
8. Baseball	0	0
Basketball	0	0
Field Hockey	0	0
Football	0	0
Ice Hockey	0	0
Soccer	0	0
Softball	0	0
Wrestling	0	0

Discussion. The data show that a majority of the undergraduate students, faculty, and physical education faculty respondents favor single-sex teams. Therefore, the researcher accepts Hypothesis 3.

Summary

Hypothesis 1 was rejected because the data indicated that Central Michigan University's athletic department was judged to be not in compliance with the Title IX regulations. The athletic department was in full compliance in three areas, in nearly full compliance in three areas, in more than substantial compliance in three areas, in nearly substantial compliance in one area, and in non-compliance in just one of the eleven areas studied. The areas which the athletic department needs to study carefully and to take steps to conform current policies and practices to the requirements of the Title IX regulations are these:

1. The number of varsity sports offered
2. The total number of athletes served
3. The awards program
4. Practice uniforms and equipment
5. Game uniforms and equipment
6. Prime-time practice opportunities
7. The ratio of coaches to athletes
8. Extra compensation for duties performed outside the academic calendar
9. The amount of released time allocated to coaches

10. Practice facilities
11. Sport brochures
12. Schedule cards
13. Programs
14. Media entertainment
15. The provision of athletic scholarships

Hypothesis 2 was rejected because the data revealed that the undergraduate students, faculty, and physical education faculty did not indicate more support for the present sport offerings of the athletic department than any other sports. The respondents expressed some interest in the sports of ice hockey, soccer, and volleyball for men and softball for women.

Hypothesis 3 was accepted because the data indicated a majority of the undergraduate students, faculty, and physical education faculty favored, by a large margin, single-sex teams.

Chapter 5

RECOMMENDATIONS LEADING TO EQUAL OPPORTUNITY

In this chapter, the recommendations leading to equal opportunity in the Central Michigan University athletic program are presented. This plan, submitted as required by Title IX of the Education Amendments Act of 1972 and the final regulations which took effect July 21, 1975, was developed following the guidelines presented in the September, 1975, memorandum issued by the Department of Health, Education, and Welfare's Office for Civil Rights. The memorandum, "Elimination of Sex Discrimination in Athletic Programs," listed the steps an educational institution must take to assure equal opportunity and presented specific criteria that should be evaluated to determine in which areas, if any, sexual discrimination existed (Appendix A).

BASIC ASSUMPTIONS

The recommendations presented for this plan leading to compliance with the Title IX regulations were based upon several basic assumptions.

First, the recommendations were presented for immediate implementation. The memorandum clearly stated that while the deadline for achieving compliance with the

Title IX regulations is July 21, 1978, "institutions must begin now to take whatever steps are necessary to ensure full compliance as quickly as possible."

Second, it was assumed that all areas of the men's athletic program would continue to be supported at a level commensurate with the other universities comprising the Mid-American Conference, in which Central Michigan University teams compete. The researcher believes that maintaining competitive men's teams aids in providing increased gate receipts, stimulating alumni giving, promoting student, faculty, and community spirit, and maintaining a large student enrollment. Once the women's athletic program is provided with equal opportunity, these same values may be increased two-fold.

Third, this plan was based upon providing equal opportunities in the eleven specific areas as required by the memorandum. Equal aggregate expenditures were not required by the memorandum. The men's programs and women's programs need not be identical; however, in some cases it would be easier to provide equal opportunity by duplicating programs than by any other method.

Fourth, equal opportunity cannot be achieved unless the number of opportunities to participate in the women's athletic program approximates the number of opportunities to participate in the men's athletic program; this assumes that the present man to woman ratio is maintained.

Fifth, the effect of promotion and publicity on attendance at athletic contests and vice versa was difficult to assess. Some athletic contests interest spectators more than others. Within the men's program itself, great disparity existed; football games were attended by up to 20,000 spectators, while many golf matches attracted only a few of the athletes' friends and relatives. No amount of promotion would cause 20,000 people to watch Central Michigan University's golf team next year. The researcher believes that outstanding individuals and/or teams attract media and spectator interest. The recommendations for this area were made based upon the spectator attendance reasonably expected for each athletic event or sport involved.

Sixth, the recommendations presented herein leading to compliance with the Title IX regulations will require a large amount of increased funding for the women's athletic program. Providing an equal number of full athletic scholarships for women as men during the 1975-76 year would have required an additional \$228,069.50. While this study did not involve figuring the anticipated costs leading to compliance, recommendations were made concerning the source of such funds.

Seventh, the self-evaluation and the resulting recommendations leading to compliance with the Title IX regulations were based on the 1975-76 academic year. It was assumed that changes in the men's athletic program in

succeeding years will be matched by respective changes in the women's athletic program.

RECOMMENDATIONS

Area I, The Nature and Extent of Sports Programs Offered

Discrimination was indicated in Sub-areas A, E, and F (Table 1, p. 62).

Recommendation for Sub-area A. For Sub-area A, The number of varsity sports offered, it is recommended that women's softball be offered at both the varsity and junior varsity levels for the 1976-77 year.

Discussion. The results of the interests survey indicated softball as the most popular sport for women not presently being offered (Table 16, p. 84, Table 17, p. 85, and Table 18, p. 86). During the 1975-76 year, softball was the third most popular intramural sport for women (Jones, 1976). The number of Michigan high schools sponsoring softball for women ranks third behind basketball and track. The number of high schools sponsoring women's softball during 1975-76 was 464 (MHSAA Bulletin, 1976:488) compared to only 265 in 1972-73 (MHSAA Bulletin, 1974:427). More Michigan high schools presently sponsor girls' softball than sponsor the sports of boy's wrestling, tennis, and swimming (MHSAA Bulletin, 1976:488). Based upon this dramatic increase in participation at the high school level, it is reasonable

to assume that the interest in women's softball at the collegiate level will continue to grow.

Recommendation for Sub-area E. For Sub-area E, Total number of athletes on eligibility lists, it is recommended that the advisability of adding junior varsity teams to those women's sports presently lacking them be studied. It is recommended that the advisability of increasing present sizes of the women's teams be studied.

Discussion. The addition of women's softball will result in considerable improvement in increasing the number of athletes on the women's eligibility list. If either or both of the studies mentioned above prove positive, equal opportunity could be realized in this sub-area.

Recommendation for Sub-area F. For Sub-area F, Prevalence of awards program, it is recommended that a jacket as the first award and forty dollars toward a "C" ring as the senior award be given to both men and women athletes.

Discussion. In terms of school and team spirit, publicity value to the university derived from the athletes' wearing of the letter jackets and "C" rings far outweighs the monetary cost of the items.

Area II, The Provision of Equipment and Supplies

Discrimination was indicated in Sub-areas A, B, and C (Table 2, p. 64).

Recommendation for Sub-areas A, B, and C. For Sub-area A, Is practice equipment normally provided? Sub-area B, Are game uniforms provided? and Sub-area C, Are warm-ups provided? it is recommended that the athletic office, in consultation with the head coaches, be required to compile and distribute annually a list of necessary equipment and uniforms to be provided the athletes of each sport for practice and games leading to equal opportunity in these sub-areas.

Discussion. Presently the men and women coaches are not aware of what equipment and uniforms are provided for the opposite sex in their own sports or in comparable sports.

Area III, The Scheduling of Games and Practice Times

Discrimination was indicated in Sub-area B (Table 3, p. 65).

Recommendations for Sub-area B. For Sub-area B, Do teams have access to prime-time practice opportunities? it is recommended that the men's and women's swimming teams be required to alternate practice times each semester, or, if both coaches agree, to leave the practice time as it is.

Discussion. Presently the women's swim team practices from 2:00 to 4:00 p.m. while the men's swim team practices from 4:00 to 6:00 p.m. The women's coach stated that 2:00

to 4:00 is not prime time for practice because the athletes are not able to schedule 2:00 to 4:00 classes. The men's coach stated that 4:00 to 6:00 is not prime time for practice because athletes have problems getting to dinner by 6:15 p.m. He added that there was the added problem of athletes eating immediately after working out.

Area V, The Nature and Extent of the Opportunities to Receive Coaching and Academic Tutoring

Discrimination was indicated in Sub-area B (Table 5, p. 68).

Recommendation for Sub-area B. For Sub-area B, What is the ratio of coaches with degrees and fully employed by the institution, to the total number of athletes on athletic squads? it is recommended that a fully employed assistant coach be hired for women's basketball, and the graduate assistant position now available for women's basketball be assigned to women's field hockey.

Discussion. The present ratio of women coaches to women athletes is one coach per twenty-one athletes compared to the men's coach to athlete ratio of one coach per twenty athletes. The above recommendation would improve the women's coach to athlete ratio to one coach per nineteen athletes and would increase equal opportunity in both basketball and field hockey.

Area VI, The Assignment and Compensation of Coaches and Tutors

Discrimination was indicated in Sub-areas C and E, and Sub-area D was ruled non-applicable by the rating team (Table 6, p. 69).

Recommendation for Sub-area C. For Sub-area C, What is the ratio of the total number of coaches who receive extra compensation for duties performed outside the limits of the academic calendar? it is recommended that the athletic office, in consultation with each head coach, should study each year's schedule and determine whether practice outside the academic calendar is warranted. If the season's schedule justifies a team's practicing outside the academic calendar, the coach(es) of that team should be required to conduct such practices and be compensated for the extra time demanded.

Recommendation for Sub-area D. For Sub-area D, Do coaches have reduced teaching loads to permit the recruitment of student athletes? it is recommended that a portion of the dollars saved by the women not recruiting, be applied to hiring assistant coaches for women's teams, to adding additional junior varsity teams, and to increasing the size of present squads.

Discussion. The women's athletic program follows AIAW guidelines which prohibit recruitment of athletes. The

argument that the amount of dollars saved in this area should be applied to some other area deserves consideration.

Recommendation for Sub-area E. For Sub-area E, Do coaches have reduced teaching loads to coach student athletes? it is recommended that the Dean of the School of Health, Physical Education, and Recreation appoint a committee, representative of the athletic administration, the coaching staff, and the physical education staff; to study the present system of released time.

Discussion. At present the men receive released time for coaching and recruiting combined. The percentages for coaching and for recruiting have not been separated. The first task of the committee would be to arrive at a fair allocation of released time to each men's coach for coaching purposes. It is quite possible that if recruiting time were subtracted, the men's released time would be less than the women's in some cases.

Area VII, The Provision of Locker Rooms, Practice, and Competitive Facilities

Discrimination was indicated in Sub-area B (Table 7, p. 71).

Recommendation for Sub-area B. For Sub-area B, Rating of practice facilities, no recommendation is made.

Discussion. The discrimination rating resulted from the comparison of women's volleyball with men's wrestling.

Wrestling practices are held in a self-contained room, while volleyball practices are held in Finch Field House. The many teams using Finch Field House and Rose Arena will always be plagued with certain amounts of noise and distraction as is common in large areas shared by several groups. In general, the coaches have been cooperative in working under such conditions.

Area X, The Nature and Extent of Publicity

Discrimination was indicated in Sub-areas E, F, H, K, and N (Table 10, p. 74).

Recommendation for Sub-area E. For Sub-area E, Interviews with out-of-town media and coaches and/or athletes, it is recommended that the sports information director, the athletic administration, and the women's athletic staff make increased efforts to improve this Sub-area.

Discussion. While it is certain that media personnel cannot be forced to come to campus and interview coaches and/or athletes, increased efforts to cooperate with, to provide information for, and to be available for interviews with the media are called for. The present advantage held by the men's program in this area has, in part, resulted from the many years of promoting men's athletics. The media show the most interest in the so-called spectator sports. The media's interest in women's athletics will increase if outstanding individuals and/or teams are produced as was the case during

the 1975-76 school year with the interest generated by the women's field hockey team's participation in the national championships.

Recommendation for Sub-area F. For Sub-area F, Sport brochures and/or fact books, it is recommended that approximately the same quality book be produced in each sport for women as for men. Where interest necessitates, the quantities should be adjusted accordingly.

Discussion. If the women continue to avoid recruiting, they may find that brochures and/or facts books are a valuable method of publicising the women's athletic program.

Recommendation for Sub-area H. For Sub-area H, Provision of schedule cards and/or posters, it is recommended that fall, winter, and spring composite schedule cards be provided. The athletic department in consultation with the sports information office should adopt general rules for providing individual team sport schedules and/or posters based upon the average spectator attendance per year.

Discussion. The teams with high spectator interest will have a greater demand for individual schedule cards and/or posters than sports with low spectator interest.

Recommendation for Sub-area N. For Sub-area N, The use of funds for entertainment of the media, it is recommended that the athletic department, in consultation with the

sports information office adopt general rules relating to the entertainment of the media at athletic events based upon expected spectator attendance and/or the degree of media interest generated by the event.

Discussion. Media personnel attend sporting events with high spectator interest and/or those events in which an outstanding individual or team is participating.

Area XI, The Provision of Athletic Scholarships

Discrimination was indicated in Sub-areas A and B (Table 11, p. 77).

Recommendation for Sub-areas A and B. For Sub-area A, The ratio of varsity athletes receiving athletic scholarships to the total number of varsity athletes, and Sub-area B, The total dollar value funded for athletic scholarships, it is recommended that the women's athletic program receive athletic scholarship dollars at approximately the same rate per athlete as the men's athletic program.

Discussion. It is assumed that the women's opportunities for participation, Area I, and the interests as indicated by the interests survey have been accommodated. An athlete, for this purpose, is one who practices regularly with the team and whose name appears on the eligibility list.

Additional Recommendations

The implementation of the many recommendations suggested leading to equal opportunity in the Central Michigan University athletic program, will require the university to increase funding for the athletic department. The costs to the university will be considerable, but the university should not hesitate to provide this funding for women's athletics. The fact that women have not enjoyed equal opportunity in athletics, means that they have been helping to subsidize the entire university program for many years. Therefore, the budget dollars to support the increased women's athletic program should come from the general fund of the university, not from the men's athletic budget. If the costs of equal opportunity in athletics require budget cuts, the cuts should be university wide, that is, shared by every area of the university.

SUMMARY

The recommendations leading to equal opportunity in the Central Michigan University athletic program were:

- (1) add the sport of women's softball at the varsity and junior varsity levels, (2) study the advisability of adding junior varsity teams in other women's sports and increasing the number of athletes on the present women's teams,
- (3) award the letter jacket as a first award and contribute toward the "C" ring as a senior award for all men and women

athletes, (4) compile and distribute annually, a list of necessary equipment and uniforms to be provided for both men and women in each sport, (5) require the men's and women's swimming teams to switch practice times at the end of each semester unless both coaches agree to retain the present practice times, (6) hire an assistant basketball coach and assign the present women's basketball graduate assistant to field hockey, (7) require coaches to conduct practice and be compensated for the extra time expended, if the schedule justifies practice outside the academic calendar, (8) determine what percentage of the released time presently assigned the men coaches should be allocated for coaching purposes, (9) increase efforts to promote women's athletics, (10) adopt general rules for the provision of brochures, schedules, and entertainment of media personnel, based upon the expected attendance and/or degree of media interest generated by each individual team, (11) give the women's athletic program athletic scholarship dollars at approximately the same rate per athlete as the men's athletic program, and (12) provide equal opportunity in the athletic program by dividing the costs equally between all areas of the university.

.

Chapter 6

APPRAISAL OF THE TECHNIQUES DEVELOPED FOR THE STUDY

In this chapter an appraisal is made of the techniques which were developed and applied to the study.

The techniques developed for this study were designed to determine if equal opportunity existed in the Central Michigan University athletic programs. No attempt was made to determine if equal expenditures were made for both sexes, because the HEW memorandum clearly stated that equal aggregate expenditures were not required, and because differences in equipment requirements, number of athletes on a team, and level of spectator interest necessitate certain team budgets to be larger than others. Thus, the self-evaluation questionnaire was designed not to compare the amount of dollars spent for men and women in each area, but to compare the opportunities available each female athlete with those of each male athlete.

The self-evaluation questionnaires were administered to all the head coaches and athletic area specialists to prevent the study from being subject to the bias of the researcher. This also gave the coaches and athletic area specialists an opportunity to provide input to the study, increasing the likelihood that the recommendations would be accepted by them.

The technique of selecting the three-member rating team from university personnel outside the athletic department added to the credibility of the study.

The administration of the interests and abilities questionnaire to a random sampling of the undergraduate students, faculty, and physical education faculty, provided a broad base of information, in addition to allowing the entire academic community to participate in the study.

The Self-Evaluation Questionnaire

The self-evaluation questionnaire encompassed the eleven specific areas as required by the HEW memorandum. The major problem concerning the construction of the self-evaluation questionnaire was to construct sub-areas which would precisely delineate each area. The attempt to make each sub-area of equal importance within each area was sound. However, at times, two simple questions may have been more appropriate than one complex question.

The questionnaire was written to evaluate the entire athletic program, yet it was administered to persons concerned with only one area and only one sport, as well as persons in charge of the total program. At first, minor confusion did exist among the head coaches concerning how they were to answer some of the questions. The explanation that each coach answer each question in terms of his or her own sport quickly cleared up the confusion.

To improve the effectiveness of the self-evaluation questionnaire, the researcher recommends changes in the wording of several sub-areas.

Area I, sub-area E, Total number of athletes on eligibility lists should be changed to read: Total number of athletes who practice with the team the entire season. Some athletes who are on the eligibility lists quit or are cut, therefore should not be counted.

Area I, sub-area F, Prevalance of an awards program, should be replaced by: Briefly describe your awards program.

Area II, sub-area A, Is practice equipment normally provided? should be changed to: Are practice uniforms and equipment normally provided?

Area II, sub-area B, Are game uniforms provided? should be changed to: Are game uniforms and equipment normally provided? Each sub-area in Area II should require a brief listing of what is actually provided.

To improve the application of the self-evaluation questionnaire, the researcher recommends that all questionnaires be administered in one place at one time. Many minor problems, especially those of communication between the researcher and respondents and between respondents could be more easily solved. If all respondents cannot be assembled at one time, an alternative is to require the head coaches of the sports being directly compared to complete their questionnaires at the same location and time.

The technique of assigning discrimination ratings to the sub-areas, and in turn to the areas, provided for easy recognition of the degree of compliance present in the various aspects of the athletic program.

The technique of selecting a three-member discrimination rating team from outside the athletic department was a sound, beneficial procedure. In addition to being highly respected members of the academic community outside the athletic department, the rating team members were extremely knowledgeable concerning athletics, thus providing considerable credibility to the study.

Discussion. The self-evaluation questionnaire was an effective instrument. The minor problems of wording and communication did not detract from the over-all value of the instrument. The success of the self-evaluation instrument was enhanced by the cooperation and enthusiasm exhibited by the respondents and rating team members.

The Interests Questionnaire

The interests questionnaire was designed to determine the interests of the undergraduate students, faculty, and physical education faculty concerning the athletic department's present sport offerings. The questionnaires were color-coded for easy identification: undergraduate students, white; faculty, pink; and physical education faculty, green.

The interests questionnaire would be improved by including additional sport offerings on the questionnaire.

A tendency for respondents to avoid adding sports on their own in the spaces provided was observed. Appropriate additions to the list, based on the results of this study, are badminton, bowling, skiing, and paddle ball-racquet ball.

Discussion. The interests questionnaire was an effective instrument. The respondents did not express any problems with the instrument. The data was collected and recorded with no difficulty.

The Abilities Questionnaire

The abilities questionnaire was designed to determine whether the relative abilities of the sexes, as judged by the undergraduate students, faculty, and physical education faculty, require single-sex teams or teams composed of both sexes. The questionnaires were color-coded for easy identification: undergraduate students, white; faculty, pink; and physical education faculty, green.

The abilities questionnaire would be improved by including additional sport offerings on the questionnaire. A tendency for respondents to avoid adding sports on their own in the spaces provided was observed. Appropriate additions to the list, based on this study, are badminton, bowling, skiing, and paddle ball-racquet ball.

Discussion. The abilities questionnaire was an effective instrument. The respondents did not express any

problems with the instrument. The data was collected and recorded with no difficulty.

Summary

The self-evaluation questionnaire encompassed the eleven specific areas as required by the HEW memorandum. The major problem concerning the construction of the self-evaluation questionnaire was to construct sub-areas which would precisely delineate each area. The attempt to make each sub-area of equal importance within each area was sound. However, at times, two simple questions may have been more appropriate than one complex question. Minor problems in communication could be avoided, in the future, by administering the instrument to all respondents at the same place at the same time. The technique of selecting a three-member discrimination rating team from outside the athletic department was a sound, beneficial procedure. The success of the self-evaluation instrument was enhanced by the cooperation and enthusiasm exhibited by the respondents and the rating team members.

The interests questionnaire was designed to determine the interests of the undergraduate students, faculty, and physical education faculty concerning the athletic department's present sport offerings. The questionnaires were color-coded for easy identification. A tendency for respondents to avoid adding sports on their own in the spaces

provided, indicated the need for an expanded list in future applications of the instrument.

The abilities questionnaire was designed to determine whether the relative abilities of the sexes, as judged by the undergraduate students, faculty, and physical education faculty, require single-sex teams or teams composed of both sexes. The questionnaires were color-coded for easy identification. A tendency for respondents to avoid adding sports on their own in the spaces provided, indicated the need for an expanded list in future applications of the instrument.

Chapter 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In September, 1975, the Department of Health, Education, and Welfare's Office for Civil Rights issued a memorandum pertaining to athletic programs at educational institutions. Its purpose was to provide guidance with respect to the immediate responsibilities of an educational institution to guarantee equal opportunity in the operation of both its athletic activities and its athletic scholarship programs. Each educational institution was required to complete a self-evaluation of its athletic policies and practices no later than July 21, 1976. The memorandum listed three immediate requirements: (1) determine if equal opportunity existed in the policies and practices of the athletic program, (2) determine which sports should be offered by the institution, based upon the interests of both sexes, and (3) determine the relative abilities of the sexes to decide whether to offer single-sex teams or teams composed of both sexes.

This study was the development, application, and appraisal of a technique for the self-evaluation of the athletic program of Central Michigan University as mandated by the Department of Health, Education, and Welfare's memorandum of September, 1975.

Purposes

The purposes of this study were to:

1. Develop an instrument to evaluate the current policies and practices of the Central Michigan University Athletic Department to determine whether equal opportunity existed in terms of the Title IX regulations.

2. Develop an instrument to determine the interests of both sexes as to which sports undergraduate students and faculty members of Central Michigan University preferred their athletic department to offer.

3. Develop an instrument to determine whether the relative abilities of the sexes, as judged by the undergraduate students and faculty members of Central Michigan University, required single-sex teams or teams composed of both sexes.

4. Develop a plan, using the information gathered above, for the Central Michigan University Athletic Department leading to compliance with the Title IX regulations.

5. Appraise the techniques developed for the self-evaluation of an intercollegiate athletic program as required by Title IX.

Hypotheses

The hypotheses of this study were:

1. The Central Michigan University Athletic Department is in compliance with the Title IX regulations.

2. The interests of the undergraduate students and faculty members of Central Michigan University indicate more support for the present sport offerings of the athletic department than any other sport.

3. The relative abilities of the sexes, as judged by a majority of the undergraduate students and faculty members of Central Michigan University, favor single-sex teams.

Limitations

The limitations which must be considered when interpreting the results of the study were:

1. The study applies only to the Central Michigan University Athletic Department as it existed during the 1975-76 academic year.

2. In the self-evaluation of the Central Michigan University athletic program, the varsity head coaches, athletic director, associate athletic director, athletic business manager and facilities coordinator, sports information director, head trainer, and head equipment manager employed by Central Michigan University participated.

3. In the self-evaluation of the Central Michigan University athletic program, men's indoor track was included in the sport of men's track. When comparing the men's and women's programs, men's cross country and track were rated together against women's cross country and track. Men's baseball was rated against women's field hockey, and men's wrestling was rated against women's volleyball. Football

was included in the over-all ratings, but because the men had one more offering, was not compared with a women's offering.

4. In the self-evaluation of the Central Michigan University athletic program, no attempt was made to determine the degree of discrimination against the men which may have existed in some areas.

5. As required by the Department of Health, Education, and Welfare's memorandum, the student and faculty respondents to the interest and abilities questionnaires expressed their personal interests in which sports to offer, as well as their personal judgment concerning the relative abilities of the sexes in choosing a sport to be offered as single-sex or co-ed.

6. To determine the interests and abilities of the sexes, a simple random sampling of the undergraduate students and faculty members, with the physical education faculty deleted, and the entire physical education faculty were asked to participate.

Design

The degree to which the Central Michigan University Athletic Department was in compliance with the Title IX regulations was determined by administering the self-evaluation questionnaire to the head coaches and athletic area specialists. The self-evaluation questionnaire contained the eleven specific areas, as required by the HEW memorandum (1975:7-8), for a university's self-evaluation. Each of the

eleven areas was divided into sub-areas to fully explore the various facets of each area. A three-member self-evaluation rating team chosen from outside the athletic department then examined each sub-area as it applied to each sport and assigned a discrimination rating to it. Each sport's area discrimination ratings resulted from averaging the respective sub-area discrimination ratings. The athletic department's sub-area discrimination ratings were obtained by thoroughly examining the total program as applied to the respective sub-area discrimination ratings assigned to the individual sports. The athletic department's area discrimination ratings were obtained by averaging its sub-area discrimination ratings. The athletic department's discrimination rating was the average of its area discrimination ratings.

The interests and abilities, as judged by the undergraduate students and faculty, were obtained from a simple random sampling of the undergraduate students, faculty members, and the entire physical education faculty. The questionnaire listed each of the present men's and women's sport offerings plus several additional sports and spaces for the respondents to add additional sports which were of interest to them. The respondents were asked to indicate their interest for the sports to be offered at the inter-collegiate, club sport, and intramural levels. Each respondent was asked to check whether a men's team, a women's team, and/or a co-ed team should be offered for each sport and/or level checked.

Results

Hypothesis 1, the Central Michigan University Athletic Department is in compliance with the Title IX regulations, was rejected because the data indicated that Central Michigan University's athletic department was judged to be not in compliance with the Title IX regulations. The areas which the athletic department needs to study carefully and take steps to conform current policies and practices to the requirements of the Title IX regulations are: (1) the number of varsity sports offered, (2) the total number of athletes served, (3) the awards program, (4) practice uniforms and equipment, (5) game uniforms and equipment, (6) prime-time practice opportunities, (7) the ratio of coaches to athletes, (8) extra compensation for duties performed outside the academic calendar, (9) the amount of released time allocated to coaches, (10) practice facilities, (11) sport brochures, (12) schedule cards, (13) programs, (14) media entertainment, and (15) the provision of athletic scholarships.

Hypothesis 2, the interests of the undergraduate students and faculty members of Central Michigan University indicate more support for the present sport offerings of the athletic department than any other sport, was rejected because the data revealed the undergraduate students, faculty, and physical education faculty did not indicate more support for the present sport offerings than any other sport. Each of the present men's sport offerings were rated higher

than any others, by the respondents. Each of the present women's sport offerings were rated higher than any others, except softball, which received slightly more undergraduate student interest than field hockey.

Hypothesis 3, the relative abilities of the sexes, as judged by the undergraduate students and faculty members of Central Michigan University, favor single-sex teams, was accepted because the data indicated that a majority of the undergraduate students, faculty, and physical education faculty favor single-sex teams.

Recommendations Leading to Compliance

The recommendations leading to equal opportunity in the Central Michigan University athletic program were:

- (1) add the sport of women's softball at the varsity and junior varsity levels, (2) study the advisability of adding junior varsity teams in other women's sports and increasing the number of athletes on the present women's teams,
- (3) award the letter jacket as a first award and contribute toward the "C" ring as a senior award for all men and women athletes, (4) compile and distribute annually, a list of necessary equipment and uniforms to be provided for both men and women in each sport, (5) require the men's and women's swimming teams to switch practice times at the end of each semester unless both coaches agree to retain the present practice times, (6) hire an assistant basketball coach and assign the present women's basketball graduate assistant to

field hockey, (7) require coaches to conduct practice and be compensated for the extra time expended, if the schedule justifies practice outside the academic calendar, (8) determine what percentage of the released time presently assigned the men coaches should be allocated for coaching purposes, (9) increase efforts to promote women's athletics, (10) adopt general rules for the provision of brochures, schedules, and entertainment of media personnel, based upon the expected attendance and/or degree of media interest generated by each individual team, (11) give the women's athletic program athletic scholarship dollars at approximately the same rate per athlete as the men's athletic program, and (12) provide equal opportunity in the athletic program by dividing the costs equally between all areas of the university.

Appraisal of the Techniques

The self-evaluation questionnaire encompassed the eleven specific areas as required by the HEW memorandum. The major problem concerning the construction of the self-evaluation questionnaire was to construct sub-areas which would precisely delineate each area. The attempt to make each sub-area of equal importance within each area was sound. However, at times, two simple questions may have been more appropriate than one complex question. Minor problems in communication could be avoided, in the future, by administering the instrument to all respondents at the same place at the same time. The technique of selecting a

three-member discrimination rating team from outside the athletic department was a sound, beneficial procedure. The success of the self-evaluation instrument was enhanced by the cooperation and enthusiasm exhibited by the respondents and the rating team members.

The interests questionnaire was designed to determine the interests of the undergraduate students, faculty, and physical education faculty concerning the athletic department's present sport offerings. The questionnaires were color-coded for easy identification. A tendency for respondents to avoid adding sports on their own in the spaces provided, indicated the need for an expanded list in future applications of the instrument.

The abilities questionnaire was designed to determine whether the relative abilities of the sexes, as judged by the undergraduate students, faculty, and physical education faculty, require single-sex teams or teams composed of both sexes. The questionnaires were color-coded for easy identification. A tendency for respondents to avoid adding sports on their own in the spaces provided, indicated the need for an expanded list in future applications of the instrument.

Implications for Further Research

The researcher recommends that future studies be made concerning (1) the total dollars required for a university to bring its athletic department into compliance with the Title IX regulations, (2) the comparison of the athletic

department self-evaluations of two or more universities, and
(3) the amount of discrimination against men athletes in a
university's athletic program.

BIBLIOGRAPHY

- Albright, Tenley E. "Which Sports for Girls?" DGWS Research Reports: Women in Sports. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.
- Barnes, Mildred (ed.). AIAW Handbook. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1973.
- Canham, D. "Opposition Forwarded to Title IX Regulations," NCAA News. ed. Dave Daniel, Vol. 11, No. 6, May 15, 1974.
- Coffey, Margaret A. "The Sportswoman: Then and Now," Journal of Health, Physical Education, and Recreation. Vol. 36, No. 2, February, 1965.
- Daniel, Dave (ed.). "HEW Regulations Threaten College Athletics," NCAA News. 11:3, March 1, 1974.
- _____. "Colleges Seek Input to Title IX," NCAA News. 11:4, March 15, 1974.
- DGWS. Standards in Sports for Girls and Women. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1958.
- Dunkle, Margaret C. "Equal Opportunity for Women in Sports," Women's Athletics: Coping with Controversy, ed. Barbara J. Hoepner, Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1974.
- 38 Federal Register. Washington, D.C.: Office of the Federal Register, September 20, 1973, p. 26384-89.
- 40 Federal Register. Washington, D.C.: Office of the Federal Register, June 4, 1975, p. 24128-45.
- Felshin, Jan. "The Social View," The American Woman in Sport. eds. Gerber and others, Reading, Massachusetts: Addison-Wesley Publishing Company, 1974.
- Friedan, Betty. The Feminine Mystique. New York: W. W. Norton and Company, 1974.
- Fuzak, John A. "Fuzak Questions Title IX's Consistency with the Law," NCAA News. ed. Dave Daniel, 12:9, August 1, 1975.

Gerber, Ellen W. and others. The American Woman in Sport. Reading, Massachusetts: Addison-Wesley Publishing Co., 1974.

Gendel, Evalyn. "Pregnancy, Fitness, and Sports," Journal of the American Medical Association. 201:10, September 4, 1967.

_____. "Women and the Medical Aspects of Sports," Journal of School Health and Physical Education. 37:9, November, 1967.

Gilbert, B. and N. Williamson, "Sport is Unfair to Women," Sports Illustrated. 38:21, May 28, 1973.

_____. "Women are Getting a Raw Deal," Sports Illustrated. 38:22, June 4, 1973.

_____. "Women in Sport," Sports Illustrated. 38:23, June 11, 1973.

Green, Edith. "The Future is Now," an address by Representative Edith Green, given at the 48th PACRAO Conference, Portland, Oregon, November 3, 1974.

Gwaltney, Corbin. "Anti-Sex-Bias Rules," The Chronicle of Higher Education. 10:3, March 10, 1975.

_____. "With Little History, Debate, or Thought. . .," The Chronicle of Higher Education. 10:7, April 7, 1975.

_____. "Mood in Congress Alarms Women," The Chronicle of Higher Education. 10:10, April 28, 1975.

Heusner, W. W. "Basic Physiological Concepts as They Relate to Girls' Sports," National Institute on Girls' Sports. September 28, 1965. (Mimeographed)

Jones, Tommy R., Personal interview. June 11, 1976.

Kazmaier, R. W. Kendall Sports Trail, Letter from the Publisher. 28:1, September-October, 1973.

Klaafs, C. E. and M. Joan Lyon. The Female Athlete. St. Louis: the C. V. Mosby Co., 1973.

Komisar, Lucy. The New Feminism. New York: Franklin Watts, 1971.

Lee, Mabel. "The Case For and Against Intercollegiate Athletics for Women and the Situation Since 1923," Research Quarterly. No. 2, May, 1931.

- Lockhart, Aileene S. and Betty Spears. Chronicle of American Physical Education. Dubuque: William C. Brown Co., 1972.
- Loggia, Marjorie Sloan. "On the Playing Fields of History," MS. Vol. II, No. 1, July, 1973.
- Loomis, T. "Women College Athletes Making Strides in Equality Quest," The Blade (Toledo). February 3, 1974, Sec. D, p. 3, Col. 1-8.
- Magnusson, Lucille. "The Development of Programs," Women's Athletics: Coping with Controversy. ed. B. J. Hoepner, American Association for Health, Physical Education, and Recreation, 1974.
- Memorandum. Report of Committee Action, Association for Intercollegiate Athletics for Women, Division for Girls' and Women's Sports, the American Association for Health, Physical Education, and Recreation, April 2, 1973.
- Memorandum. "Elimination of Sex Discrimination in Athletic Programs." United States Department of Health, Education, and Welfare Office for Civil Rights, September, 1975.
- MHSAA BULLETIN. "Interscholastic Sports Sponsored by Michigan High Schools." L:8, March, 1976.
- MHSAA BULLETIN. "Interscholastic Sports Sponsored by Michigan High Schools." LII:8, March, 1976.
- National Organization for Women. "Towards Equality in Sport--Recommendations." Resolution passed by NOW at the National Conference, held in Washington, D.C., February, 1973.
- Perrin, Ethel. "A Crises In Girls' Athletics," Sportsmanship. Vol. 1, No. 3, December, 1928.
- Rice, Emmett A., John L. Hutchinson, and Mable Lee. A Brief History of Physical Education. New York: The Ronald Press Co., 1958.
- Rossi, Alice S. and Ann Calderwood. Academic Women on the Move. New York: Russell Sage Foundation, 1973.
- Scott, M. Gladys. "Competition for Women in American Colleges and Universities," Research Quarterly. No. 16, March, 1945.
- Spears, Betty. "The Emergence of Women in Sport," Women's Athletics: Coping with Controversy. ed. B. J. Hoepner, American Association for Health, Physical Education, and Recreation, Washington, D.C.: 1974.

- Staudt, Tim. "'Must Keep Athletics in Proper Educational Perspective--Fuzak'," NCAA News. 10:15, November 15, 1974.
- Swanson, Richard A. "From Glide to Stride: Significant Events in a Century of American Women's Sport," Women's Athletics: Coping with Controversy. ed. B. J. Hoepner, American Association for Health, Physical Education, and Recreation, Washington, D.C., 1974.
- Theunissen, William. "Surveys of Mid-American Conference Men's and Women's Athletic Budgets," Central Michigan University, Mount Pleasant: February, 1974.
- Thomas, Clayton L. "The Female Sports Participant: Some Physiological Questions," DGWS Research Reports: Women in Sports. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.
- 20 United States Code. Education Amendments of 1972, Section 1681(a), Washington, D.C.: United States Printing Office, 1972.
- Van Dalen, Deobold B. and Bruce L. Bennett. A World History of Physical Education. Englewood, N. J.: Prentice Hall, Inc., 1971.
- Wentworth, E. "HEW Offers 'Nondisruptive' Bans on Sex Bias," The Washington Post. June 19, 1974, Sec. A, Col. 8, p. 1.
- Wilmore, Jack H. "They Told You You Couldn't Compete with Men and You, Like a Fool, Believed Them. Here's Hope," WomenSports. 1:1, June, 1974.

APPENDIX A

MEMORANDUM
TO

Chief State School Officers, Superintendents of
Local Educational Agencies and
College and University
Presidents

SUBJECT:

ELIMINATION OF SEX DISCRIMINATION
IN ATHLETIC PROGRAMS

September, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/
Office for Civil Rights

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY

WASHINGTON, D.C. 20201

September 1975

TO: Chief State School Officers, Superintendents of
Local Educational Agencies and College and
University Presidents

FROM: Director, Office for Civil Rights

SUBJECT: Elimination of Sex Discrimination in Athletic
Programs

Title IX of the Education Amendments of 1972 and the Departmental Regulation (45 CFR Part 86) promulgated thereunder prohibit discrimination on the basis of sex in the operation of most federally-assisted education programs. The regulation became effective on July 21, 1975.

During the forty-five day period immediately following approval by the President and publication of the regulation on June 4, 1975, concerns were raised about the immediate obligations of educational institutions to comply with certain sections of the Departmental Regulation as they relate to athletic programs. These concerns, in part, focus on the application of the adjustment period provision (86.41(d)) to the various non-discrimination requirements, and additionally, on how educational institutions can carry out the self-evaluation requirement (86.3(c)).

This memorandum provides guidance with respect to the major first year responsibilities of an educational institution to ensure equal opportunity in the operation of both its athletic activities and its athletic scholarship programs. Practical experience derived from actual on-site compliance reviews and the concomitant development of greater governmental expertise on the application of the Regulation to athletic activities may, of course, result in further or revised guidance being issued in the future. Thus, as affected institutions proceed to conform their programs with the Department's regulation, they and other interested persons are encouraged to review carefully the operation of these guidelines and to provide the Department with the benefit of their views.

Basic Requirements

There are two major substantive provisions of the regulation which define the basic responsibility of educational institutions to provide equal opportunity to members of both sexes interested in participating in the athletics programs institutions offer.

Section 86.41 prohibits discrimination on the basis of sex in the operation of any interscholastic, intercollegiate, club or intramural athletic program offered by an educational institution. Section 86.37(c) sets forth requirements for ensuring equal opportunity in the provision of athletic scholarships.

These sections apply to each segment of the athletic program of a federally assisted educational institution whether or not that segment is the subject of direct financial support through the Department. Thus, the fact that a particular segment of an athletic program is supported by funds received from various other sources (such as student fees, general revenues, gate receipts, alumni donations, booster clubs, and non-profit foundations) does not remove it from the reach of the statute and hence of the regulatory requirements. However, drill teams, cheerleaders and the like, which are covered more generally as extracurricular activities under section 86.31, and instructional offerings such as physical education and health classes, which are covered under section 86.34, are not a part of the institution's "athletic program" within the meaning of the regulation.

Section 86.41 does not address the administrative structure(s) which are used by educational institutions for athletic programs. Accordingly, institutions are not precluded from employing separate administrative structures for men's and women's sports (if separate teams exist) or a unitary structure. However, when educational institutions evaluate whether they are in compliance with the provisions of the regulation relating to non-discrimination in employment, they must carefully assess the effects on employees of both sexes of current and any proposed administrative structure and related coaching assignments. Changes in current administrative structure(s) or coaching assignments which have a disproportionately adverse effect on the employment opportunities of employees of one sex are prohibited by the regulation.

Self-Evaluation and Adjustment Periods

Section 86.3(c) generally requires that by July 21, 1976, educational institutions (1) carefully evaluate current policies and practices (including those related to the operation of athletic programs) in terms of compliance with those

provisions and (2) where such policies or practices are inconsistent with the regulation, conform current policies and practices to the requirements of the regulation.

An institution's evaluation of its athletic program must include every area of the program covered by the regulation. All sports are to be included in this overall assessment, whether they are contact or non-contact sports.

With respect to athletic programs, section 86.41(d) sets specific time limitations on the attainment of total conformity of institutional policies and practices with the requirements of the regulation--up to one year for elementary schools and up to three years for all other educational institutions.

Because of the integral relationship of the provision relating to athletic scholarships and the provision relating to the operation of athletic programs, the adjustment periods for both are the same.

The adjustment period is not a waiting period. Institutions must begin now to take whatever steps are necessary to ensure full compliance as quickly as possible. Schools may design an approach for achieving full compliance tailored to their own circumstances; however, self-evaluation, as required by section 86.3(c) is a very important step for every institution to assure compliance with the entire Title IX regulation, as well as with the athletics provisions.

Required First Year Actions

School districts, as well as colleges and universities, are obligated to perform a self-evaluation of their entire education program, including the athletics program, prior to July 21, 1976. School districts which offer interscholastic or intramural athletics at the elementary school level must immediately take significant steps to accommodate the interests and abilities of elementary school pupils of both sexes, including steps to eliminate obstacles to compliance such as inequities in the provision of equipment, scheduling and the assignment of coaches and other supervisory personnel. As indicated earlier, school districts must conform their total athletic program at the elementary level to the requirements of section 86.41 no later than July 21, 1976.

In order to comply with the various requirements of the regulation addressed to nondiscrimination in athletic programs, educational institutions operating athletic programs above the elementary level should:

- (1) Compare the requirements of the regulation addressed to nondiscrimination in athletic programs and equal opportunity in the provision of athletic scholarships with current policies and practices;
- (2) Determine the interests of both sexes in the sports to be offered by the institution and, where the sport is a contact sport or where participants are selected on the basis of competition, also determine the relative abilities of members of each sex for each such sport offered, in order to decide whether to have single sex teams or teams composed of both sexes. (Abilities might be determined through try-outs or by relying upon the knowledge of athletic teaching staff, administrators and athletic conference and league representatives.)
- (3) Develop a plan to accommodate effectively the interests and abilities of both sexes, which plan must be fully implemented as expeditiously as possible and in no event later than July 21, 1978. Although the plan need not be submitted to the Office for Civil Rights, institutions should consider publicizing such plans so as to gain the assistance of students, faculty, etc. in complying with them.

Assessment of Interests and Abilities

In determining student interests and abilities as described in (2) above, educational institutions as part of the self-evaluation process should draw the broadest possible base of information. An effort should be made to obtain the participation of all segments of the educational community affected by the athletics program, and any reasonable method adopted by an institution to obtain such participation will be acceptable.

Separate Teams

The second type of determination discussed in (2) above relates to the manner in which a given sports activity is to be offered. Contact sports and sports for which teams

are chosen by competition may be offered either separately or on a unitary basis.

Contact sports are defined as football, basketball, boxing, wrestling, rugby, ice hockey and any other sport the purpose or major activity of which involves bodily contact. Such sports may be offered separately.

If by opening a team to both sexes in a contact sport an educational institution does not effectively accommodate the abilities of members of both sexes (see 86.41(c) (i)), separate teams in that sport will be required if both men and women express interest in the sport and the interests of both sexes are not otherwise accommodated. For example, an institution would not be effectively accommodating the interests and abilities of women if it abolished all its women's teams and opened up its men's teams to women, but only a few women were able to qualify for the men's team.

Equal Opportunity

In the development of the total athletic program referred to in (3) above, educational institutions, in order to accommodate effectively the interests and abilities of both sexes, must ensure that equal opportunity exists in both the conduct of athletic programs and the provision of athletic scholarships.

Section 86.41(c) requires equal opportunity in athletic programs for men and women. Specific factors which should be used by an educational institution during its self-evaluative planning to determine whether equal opportunity exists in its plan for its total athletic program are:

- the nature and extent of the sports programs to be offered (including the levels of competition, such as varsity, club, etc.);
- the provision of equipment and supplies;
- the scheduling of games and practice time;
- the provision of travel and per diem allowances;
- the nature and extent of the opportunity to receive coaching and academic tutoring;
- the assignment and compensation of coaches and tutors;
- the provision of locker rooms, practice and competitive facilities;

- the provision of medical and training facilities and services;
- the provision of housing and dining facilities and services;
- the nature and extent of publicity.

Overall Objective

The point of the regulation is not to be so inflexible as to require identical treatment in each of the matters listed under section 86.41(c). During the process of self-evaluation, institutions should examine all of the athletic opportunities for men and women and make a determination as to whether each has an equal opportunity to compete in athletics in a meaningful way. The equal opportunity emphasis in the regulation addresses the totality of the athletic program of the institution rather than each sport offered.

Educational institutions are not required to duplicate their men's program for women. The thrust of the effort should be on the contribution of each of the categories to the overall goal of equal opportunity in athletics rather than on the details related to each of the categories.

While the impact of expenditures for sex identifiable sports programs should be carefully considered in determining whether equal opportunity in athletics exists for both sexes, equal aggregate expenditures for male and female teams are not required. Rather, the pattern of expenditures should not result in a disparate effect on opportunity. Recipients must not discriminate on the basis of sex in the provision of necessary equipment, supplies, facilities, and publicity for sports programs. The fact that differences in expenditures may occur because of varying costs attributable to differences in equipment requirements and levels of spectator interest does not obviate in any way the responsibility of educational institutions to provide equal opportunity.

Athletic Scholarships

As part of the self-evaluation and planning process discussed above, educational institutions must also ensure that equal opportunity exists in the provision of athletic scholarships. Section 86.37(c) provides that "reasonable opportunities" for athletic scholarships should be "in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics."

Following the approach of permitting separate teams, section 86.37(c) of the regulation permits the overall allocation of athletic scholarships on the basis of sex. No such separate treatment is permitted for non-athletic scholarships.

The thrust of the athletic scholarship section is the concept of reasonableness, not strict proportionality in the allocation of scholarships. The degree of interest and participation of male and female students in athletics is the critical factor in determining whether the allocation of athletic scholarships conforms to the requirements of the regulation.

Neither quotas nor fixed percentages of any type are required under the regulation. Rather, the institution is required to take a reasonable approach in its award of athletic scholarships, considering the participation and relative interests and athletic proficiency of its students of both sexes.

Institutions should assess whether male and female athletes in sports at comparable levels of competition are afforded approximately the same opportunities to obtain scholarships. Where the sports offered or the levels of competition differ for male and female students, the institution should assess its athletic scholarship program to determine whether overall opportunities to receive athletic scholarships are roughly proportionate to the number of students of each sex participating in intercollegiate athletics.

If an educational institution decides not to make an overall proportionate allocation of athletic scholarships on the basis of sex, and thus, decides to award such scholarships by other means such as applying general standards to applicants of both sexes, institutions should determine whether the standards used to award scholarships are neutral, i.e. based on criteria which do not inherently disadvantage members of either sex. There are a number of "neutral" standards which might be used including financial need, athletic proficiency or a combination of both. For example, an institution may wish to award its athletic scholarships to all applicants on the basis of need after a determination of a certain level of athletic proficiency. This would be permissible even if it results in a pattern of award which differs from the relative levels of interests or participation of men and women students so long as the initial determination of athletic proficiency is based on neutral standards. However, if such standards are not neutral in substance or in application then different standards would have to be developed and the use of the discriminatory standard discontinued. For example, when "ability" is used as a basis for scholarship award and the range of ability in a particular sport, at the time, differs widely between the sexes, separate norms must be developed for each sex.

Availability of Assistance

We in the Office for Civil Rights will be pleased to do everything possible to assist school officials to meet their Title IX responsibilities.

Peter E. Holmes, Director
Office for Civil Rights

APPENDIX B

INSTITUTIONAL SELF-EVALUATION QUESTIONNAIRE

Dear Athletic Staff Member:

Central Michigan University, as required by the United States Department of Health, Education, and Welfare (HEW) memorandum of September, 1975, is conducting a self-evaluation of its athletic and sports programs. The attached questionnaire is a most significant part of your University's self-evaluation program. The HEW memorandum requires that we:

"Compare the requirements of the regulation addressed to non-discrimination in athletic programs and equal opportunity in the provision of athletic scholarships with current policies and practices," and further that "during the process of self-evaluation, institutions should examine all of the athletic opportunities for men and women and make a determination as to whether each has an equal opportunity to compete in athletics in a meaningful way."

The HEW memorandum lists eleven "specific factors" (hereafter referred to as areas) which an educational institution should examine during its self-evaluation process to determine whether equal opportunity exists in its athletic program.

Directions:

Each of the eleven areas suggested in the HEW memorandum has been divided into sub-areas on the attached questionnaire. You are requested to answer only those questions which pertain to your Position/Sport. Women place their answers in the column indicated by a capital W: (W_____). Men place their answers in the column indicated by a capital M: (M_____). You are encouraged to make comments on the back of the sheet if you feel further elaboration is needed to properly answer any item. Please number all such comments for easy identification.

A three member committee (chosen from persons outside the athletic department) will be responsible for computing the sub-area discrimination ratings based upon the combined answers of the respondents.

Each of the area discrimination rating will be computed by averaging the sub-area discrimination ratings which pertain to it.

INSTITUTIONAL SELF-EVALUATION OF PRESENT
INTERCOLLEGIATE ATHLETIC PROGRAM

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED (AS PER HEW MEMORANDUM)

I. The nature and extent of the sports programs offered.

A. The number of varsity sports offered.

W___M___A___

B. Are Regional or Conference post-season opportunities for competition available?

W___M___B___

C. Are post-season opportunities for National competition available?

W___M___C___

D. Number of junior varsity teams sponsored.

W___M___D___

E. Total number of athletes on eligibility lists.

W___M___E___

F. Prevalance of an awards program.

W___M___F___

II. The provision of equipment and supplies.

A. Is practice equipment normally provided?

W___M___A___

B. Are game uniforms provided?

W___M___B___

C. Are warm-ups provided?

W___M___C___

D. Are coaching aids provided?

W___M___D___

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED

III. The scheduling of games and practice time.

A. Are there institutional restrictions with regard to scheduling times of practice or competition, dates of practice or competition, number of contests, and length of season?

W___ M___ A___

B. Do teams have access to prime-time practice opportunities?

W___ M___ B___

C. Are there institutional restrictions on vacation competition and/or practice?

W___ M___ C___

IV. The provision of travel and per diem allowances.

A. Are sports budgeted with a fixed athletic department meal per diem allowance?
(If yes -- list amount)

W___ M___ A___

B. Are sports budgeted with a fixed athletic department room per diem allowance?
(If yes -- list amount)

W___ M___ B___

C. Are University buses available and generally used for large squads?

W___ M___ C___

D. Are University sedans, wagons, and/or suburbans available and generally used for small squads?

W___ M___ D___

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED

E. Do some squads commonly travel via
aircraft to away contests?

W___ M___ E___

V. The nature and extent of the opportunities
to receive coaching and academic tutoring.

A. Is funding provided for the tutoring of
student-athletes? (If yes -- list amount)

W___ M___ A___

B. What is the ratio of coaches with degrees
and fully employed by the institution, to
the total number of athletes on athletic
squads?

W___ M___ B___

C. What is the ratio of graduate assistants
and/or part-time institutionally employed
coaches to the total number of athletes
on athletic squads.

W___ M___ C___

VI. The assignment and compensation of coaches
and tutors.

A. What is the ratio of the total number of
coaches to coaches who are hired via a
standard academic departmental policy?

W___ M___ A___

B. What is the ratio of the total number
of coaches to those coaches whose salaries
are directly tied to their faculty rank
and seniority?

W___ M___ B___

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED

- C. What is the ratio of the total number of coaches to those coaches who receive extra compensation for duties performed outside the limits of the academic calendar? W__ M__ C__
- D. Do coaches have reduced teaching loads to permit the recruitment of student athletes? (If yes -- list average amount) W__ M__ D__
- E. Do coaches have reduced teaching loads to coach student athletes. (If yes -- list average amount) W__ M__ E__
- VII. The provision of locker rooms, practice, and competitive facilities.
- A. Rate locker rooms made available to squads. W__ M__ A__
(1. Excellent 2. Satisfactory 3. Poor)
- B. Rate practice facilities. (1. Excellent 2. Satisfactory 3. Poor) W__ M__ B__
- C. Rate facilities used for home athletic competition. (1. Excellent 2. Satisfactory 3. Poor) W__ M__ C__
- VIII. The provision of medical and training facilities and services.
- A. Are physical examinations provided for squad members? W__ M__ A__

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED

- B. Are measures taken leading to injury prevention on squads? W__ M__ B__
- C. Are sound and protective practice uniforms and auxiliary practice aids provided? W__ M__ C__
- D. Do injured athletes normally have access to a Certified Athletic Trainer (CAT?) W__ M__ D__
- E. Are injured athletes normally referred to the team physician? W__ M__ E__
- F. Do teams and individuals normally have access to prime sports medicine facilities? W__ M__ F__
- G. Are teams in contact sports normally covered by a CAT at athletic events? W__ M__ G__
- H. Are teams in non-contact sports normally covered by a CAT at athletic events? W__ M__ H__
- I. Are practices in contact sports normally covered by a CAT? W__ M__ I__
- J. Are practices in non-contact sports normally covered by a CAT? W__ M__ J__
- K. Is a medical history file kept for athletes in intercollegiate sports? W__ M__ K__
- L. Are athletes covered by a comprehensive medical insurance plan? W__ M__ L__

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED

W___ M___ M___

M. Do injured athletes normally have access to and are they normally supervised in a sound rehabilitation program?

IX. The provision of housing and dining facilities and services.

W___ M___ A___

A. What is the percentage of intercollegiate sport athletes who are housed in an athletic dorm?

W___ M___ B___

B. What is the percentage of intercollegiate sport athletes who are fed at an athletic training table?

X. The nature and extent of publicity. (Rate as follows: 1. Never 2. Rarely 3. Occasionally 4. Frequently 5. Regularly)

W___ M___ A___

A. Rate the frequency of written pre-season releases and the provision of black and white photos.

W___ M___ B___

B. Rate the frequency of the use of colored slides and films for publicity purposes.

W___ M___ C___

C. Rate the frequency of the use of telephonic and taped contact with media for publicity purposes.

Area Discrimi-
nation Rating
(For Office
Use Only)

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only)

AREAS TO BE EVALUATED

- D. Rate the frequency of arranging interviews between the local media and coaches and/or athletes. W__ M__ D__
- E. Rate the frequency of arranging interviews between the out-of-town media and coaches and/or athletes. W__ M__ E__
- F. Rate the frequency of producing sport brochures and/or facts books. W__ M__ F__
- G. Rate the frequency of collecting and recording event and season statistics. W__ M__ G__
- H. Rate the frequency of producing and distributing schedule cards and/or schedule posters. W__ M__ H__
- I. Rate the frequency of pre-event releases. W__ M__ I__
- J. Rate the frequency of post-event releases. W__ M__ J__
- K. Rate the frequency of providing programs (with advertising) for events. W__ M__ K__
- L. Rate the frequency with which home events are covered by sport publicity personnel. W__ M__ L__
- M. Rate the frequency with which away events are covered by sports publicity personnel. W__ M__ M__

Sub-Area
Discrimi-
nation Rating
(For Office
Use Only) _____

Area Discrimi-
nation Rating
(For Office
Use Only) _____

AREAS TO BE EVALUATED

N. Rate the frequency with which funds are used for the entertainment of the media.

W _____ M _____ N _____

XI. The provision of athletic scholarships

A. What is the ratio of Varsity Athletes receiving athletic scholarships to the total number of varsity athletes?

W _____ M _____ A _____

B. What is the total dollar value funded for athletic scholarships?

W _____ M _____ B _____

Name _____

Position/Sport _____

APPENDIX C

THE INTERESTS AND ABILITIES QUESTIONNAIRE

Dear Student:

Central Michigan University, in conjunction with the requirements of the United States Department of Health, Education and Welfare, is conducting a self-evaluation of its athletic and sports programs. The attached questionnaire is a most significant part of your University's self-evaluation process.

The purposes of the questionnaire are to determine:

- (1) Which sports programs you feel the University should offer, and
- (2) Whether, based upon your judgement regarding the relative athletic abilities of men and women students, the University should sponsor single sex teams or teams composed of both sexes in the identified sports programs.

This questionnaire is a significant part of your University's self-evaluation process. You have been selected in a random sampling of the Central Michigan student body to participate in this self-evaluation process by completing this questionnaire. Your responses to the questionnaire will be completely anonymous and will be combined with other responses received from the sample.

Please complete the attached questionnaire and return it in the envelope provided.

Thank you for your willingness to participate.

ATHLETIC AND SPORTS PROGRAM EVALUATION
CENTRAL MICHIGAN UNIVERSITY

TO THE RESPONDENT:

Before completing the questionnaire, please familiarize yourself with the questionnaire by reading the definitions and directions, and by studying the example. Remember, your responses are anonymous and so you are asked to be honest and candid. Thank you.

DEFINITIONS:

Intramural Sports - Competition between students and/or teams from Central Michigan University. This program is supervised by the Intramural Department.

Club Sports - Competition between students and/or teams from Central Michigan University and students and/or teams from another institution. There is very little funding and minimal eligibility requirements. The Intramural Department oversees this program.

Varsity Sports - Varsity competition involving students and/or teams from Central Michigan University and another institution. Athletes are coached by a University faculty member(s) and/or employee(s) and strict eligibility rules must be followed. The Athletic Director and associates supervise this program.

DIRECTIONS:

1. Please indicate which sports you feel Central Michigan University should offer. For those sports you identify, please check (x) the appropriate level(s) at which you desire the sport to be offered. (Please see above definitions)
2. Please indicate, based upon your judgement regarding the relative athletic abilities of the men and women students at Central Michigan University, whether CMU should offer a women's team, a men's team and/or a co-ed team at each level you identified.

3. EXAMPLE

Sport	Level(s) of Competition	Men's Women's Co-ed		
		Team	Team	Team
Softball	x Intercollegiate		x	
	Club			
	x Intramural	x	x	x

This example shows that the respondent wishes to have the sport of softball offered at both the intercollegiate and intramural levels. A women's team is desired on the intercollegiate level, while a men's team, a women's team and a co-ed team are all desired at the intramural level.

PLEASE CHECK (x) AS
MANY LEVELS AS YOU
DESIRE TO HAVE OFFERED
BY CMU

PLEASE USE YOUR
JUDGEMENT REGARDING
RELATIVE ABILITIES
OF THE SEXES TO
DETERMINE THE COM-
POSITION OF TEAMS
FOR EACH SPORT LEVEL
THAT YOU CHECKED

SPORTS	LEVEL(S) OF COMPETITION	MEN'S TEAM	WOMEN'S TEAM	CO-ED TEAM
/ / / / /				
BASEBALL	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
BASKETBALL	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
CROSS COUNTRY	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
FIELD HOCKEY	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
FOOTBALL	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
GOLF	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
GYMNASTICS	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
ICE HOCKEY	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
SOCCER	Intercollegiate			
	Club			
	Intramural			
/ / / / /				
SOFTBALL	Intercollegiate			
	Club			
	Intramural			
/ / / / /				

SPORTS	LEVEL(S) OF COMPETITION	MEN'S WOMEN'S CO-ED		
		TEAM	TEAM	TEAM
SWIMMING	Intercollegiate			
	Club			
	Intramural			
TENNIS	Intercollegiate			
	Club			
	Intramural			
TRACK & FIELD	Intercollegiate			
	Club			
	Intramural			
VOLLEYBALL	Intercollegiate			
	Club			
	Intramural			
WRESTLING	Intercollegiate			
	Club			
	Intramural			

SPACE LEFT FOR ADDITIONAL SPORTS YOU WOULD LIKE TO SEE REPRESENTED.

	Intercollegiate			
	Club			
	Intramural			
	Intercollegiate			
	Club			
	Intramural			
	Intercollegiate			
	Club			
	Intramural			

APPENDIX D

DIRECTIONS FOR THE INSTITUTIONAL SELF-EVALUATION RATING TEAM:

Central Michigan University, as required by the United States Department of Health, Education and Welfare (HEW) memorandum of September, 1975, (see copy enclosed), is conducting a self-evaluation of its athletic and sports programs. The enclosed questionnaires are a most significant part of the university's self-evaluation program. The HEW memorandum lists eleven "specific factors" (hereafter referred to as areas) which an educational institution should examine during its self-evaluation process to determine whether equal opportunity exists in its athletic programs. Each of the eleven areas was divided into sub-areas as shown on the enclosed questionnaires.

The enclosed questionnaires have been filled out by the men and women head coaches, the men and women athletic directors, and area specialists such as athletic business managers, the sports information director, head trainer, equipment manager, and facilities coordinator.

Directions:

Please study the accumulated responses and comments for each sub-area listed and decide upon a rating for that item. In the provision of equal opportunities as required by HEW, rate each sub-area according to the following scale:

- 5 = Full Compliance
- 4 = Substantial Compliance
- 3 = Moderate Compliance
- 2 = Minimal Compliance
- 1 = Non-Compliance

In the determination of rating for a sub-area, fractions (i.e. 4.4, 2.8, 3.5, etc.) may be used.

The eleven area discrimination ratings will be computed by averaging the sub-area discrimination ratings which pertain to it.

APPENDIX E

THE SELF-EVALUATION RATING TEAM

The selected members of the self-evaluation rating team were persons from outside the athletic department who possessed considerable stature in the academic community, who possessed a degree of familiarity with the Central Michigan University Athletic Department, and who possessed an understanding and appreciation for the values of athletic participation.

Due to the prevailing feeling concerning women's rights and affirmative action, two women and one man were chosen for the committee. People throughout the academic community were asked to submit names of possible candidates from which three committee members would be selected. After compiling the list of possible committee members and studying each candidate's fulfillment of the above three requirements, the researcher, with the help of several persons throughout the academic community, selected the following committee:

1. Jean Mayhew, Professor and assistant chairperson in the Department of Speech. Ms. Mayhew is presently a member of the University Athletic Committee, and was formerly President of the University Academic Senate.

2. Pamela Kruse, Assistant Intramural Director in charge of club sports. Ms. Kruse was a silver medal winner in the 800 meter freestyle swimming event while a member of

the 1968 United States Olympic team in Mexico City. She has held several world records: the 440 yard freestyle (1966), 400 meter freestyle (June, 1967), 400 meter freestyle (July, 1967), and 200 meter freestyle (1967).

3. William Theunissen, Professor and Dean of the School of Health, Physical Education, and Recreation. Dr. Theunissen is a former varsity baseball coach and country club golf champion.

APPENDIX F

REVIEW COMMITTEE REPORT

of the

INSTITUTIONAL SELF-EVALUATION OF THE PRESENT

INTERCOLLEGIATE ATHLETIC PROGRAM

AT CENTRAL MICHIGAN UNIVERSITY,

JUNE 1976

Pam Kruse
Jean Mayhew
William Theunissen

GENERAL COMMENTS

The three-member committee, which reviewed the questionnaire and answers on equal opportunity in the athletic program at Central Michigan University, would like to share several observations that it feels are pertinent. These observations both describe and modify the committee ratings which follow later in this report. The observations are as follows:

1. The ratings describe only comparisons within the athletic program here at Central Michigan University.
2. Related to Number 1, the committee feels that Central Michigan University is far ahead of most other institutions in providing equal athletic opportunity for men and women. If such comparisons were made with other institutions, the items "red flagged" in this report would seem relatively minor. The committee wishes to commend the athletic office for its excellent progress towards this goal.
3. The committee assumes that there may be very rational answers for many of the seeming differences "red flagged" in this report. The committee, however, did not have access to these answers. They felt it was their duty to bring all of the discrepancies to the attention of the readers of this report.

4. The committee took the liberty of making notations on many questions. Hopefully, these notations will help explain the ratings and/or offer suggestions for improvement. There is a notation sheet accompanying the comparative evaluation sheets in each sport "make-up."
5. The committee felt that there was lack of understanding by many coaches on certain items contained in this report. They would suggest to the athletic director and associate athletic director that there may be a need for better communication with coaches. Perhaps too much understanding has been assumed. In particular, there seemed to be a misunderstanding or lack of understanding in the areas of released time (reasons for), coaching aids, what C.A.T. is, medical record keeping, and what the S.I.D. does for them.
6. Before accurate judgments can be made on relative released time for men and women coaches to coach their athletes, the amount credited for recruiting must be separated from the men's totals. At that point, a better comparison could be made. The committee made their judgment without this separation being available and recognizes that this is not the best way to do it.
7. It was felt that more specificity in the survey instrument might have given this evaluation more

credibility. Often the general question that could be answered with a simple "yes" or "no" did not give the opportunity to zero in on a specific phase; that might have proved valuable. Overall, the committee felt that the instrument was effective. Another observation is that some women coaches did not consider pictures as an award.

8. Awards (I,F)

At the present time, there is an inequality in the awards system. Men receive a jacket their first year and receive approximately \$40 towards a ring as a senior award. The women receive a large colored team picture in each year they compete. The committee has been informed that the ring award will not be in effect after this year, 1975-76. If that is true, and no other award is instigated, the men's jacket award and the women's annual picture award would have a nearly equal monetary value. It might be noted that in the past two years, both men and women teams gained national prominence. In each of these instances, the team members received rings. Another observation was that some women coaches did not consider pictures as an award.

9. Extra Compensation (VI,C)

There is a question on the exact interpretation of this question. It is understood that men

coaches have received extra compensation above their regular based ten-month contract. Is this extra compensation meant to cover specific time spent in coaching when other university students are not on campus (as the contract states)? Or, is this pay actually remuneration for recruiting requirements demanded of the men? Or, is it for both? If it is the second, there is no discrimination (women cannot recruit). If it is the first alternative, however, there is undoubtedly some discrimination at this time. If not, there will be shortly (women's teams will be practicing during normal vacation periods). Unless indicated in the coaches notations, the committee generally assumed that the women's coach was not coaching during vacation.

10. Women coaches are not allowed to recruit. Thus, questions indicating recruiting comparisons were not rated. They did not seem to be pertinent. There was no question but that an implication can be expected in the future, i.e., "if the men's program receives money for recruiting, does comparable money go to the women's program for some other service?"

11. Teaching Loads (VI,E)

The committee spent considerable time relating this question to V,B. It seemed important to

determine if the released time given to women coaches, when compared to the number of athletes served, was favorable with that given to men and the number of athletes they served. The women received 61 released hours and served 188 athletes, one hour for every three athletes. The figures for the men revealed 239 released hours for 360 athletes. Earlier comments in Number 6 iterated the difficulty of comparison when recruiting time is included in the men's figures. The committee reviewed the historical development of the released hours for the men coaches. After this review and a subjective subtraction of "likely" recruiting hours, the committee arrived at a ratio of about one hour to every 2.5 athletes. It based its evaluation on this strictly subjective estimation. Included in these figures are those for the men coaches in football and basketball. The committee recognizes that these two programs usually demand more support from universities than other men and women sports. If these programs were removed from the comparative data being used here, the results would be noticeably different. It could be noted that there would be precedence for this rationale. The proposed scholarship program for women is based upon a comparison of athletic programs, except for men's football and basketball. The committee

acknowledges this rationale but did not feel it could be used in the objective rating of this area.

12. Brochures and Schedule Cards (X,F & X,H)

In answering these two questions, it was the understanding of the committee that brochures for the media are provided for the men's programs in football and basketball, baseball and track. In addition, small flyers have been provided for men's wrestling, swimming and tennis. Individual schedule cards have been provided for football, basketball and baseball. The SID office prints composite cards for the winter and spring; these contain both the men's and women's programs.

13. Scholarships (XI,A,B)

At the present time, there isn't a scholarship program for women. A plan has been adopted that will be initiated over the next three-year period. It will not distribute scholarships equally between men and women. It is based on the rationale that these new scholarships should be comparable to those given to the men, excluding basketball and football.

SUMMARY OF COMMITTEE EVALUATING TECHNIQUE

The committee studied each question. After making observations of the notations of the coaches, noting any

relevant comments by other administrators, and seeking explanative information where it was needed, the committee would rate the question 5 if it felt that there was no discrimination favoring men over women. Sometimes the question related to a service not given to either sex; that also was given a 5 rating since no discrimination existed. In some instances, the question was not given a numerical rating and was indicated as N.A. (not applicable). Discrimination against the men was not noted.

In many instances, the ratings of the two coaches would differ. In these cases, the committee gave particular attention to that question and finally arrived at its judgment as to discrimination.

Generalized Differences A review of the different comparisons would seem to indicate several areas that need future attention where discrimination would seem to exist at this time. Often reasons are available for the differences. A purely objective examination, however, would identify the following areas:

1. The number of varsity sports offered.
2. The total number of athletes served.
3. Practice and game equipment (particularly shoes).
4. The awards program.
5. The amount of released time to serve the athletes.
6. Extra duty pay.
7. Brochures, schedule cards, and programs.
8. Scholarships.
9. Media entertainment.

BASKETBALL

<u>Areas Evaluated</u>	<u>Rating</u>	
1. I, F	2	Explained in Item 8.
2. II, A	2	Shoes would seem to be a key item in any practice gear; this item not furnished to women.
3. V, B	3	Ratio obviously in favor of the men when only that is considered.
4. VI, C	4	Evidence is a little cloudy; but it is believed that women did some practicing during Christmas vacation (if not, they will in the future). If this in error, it would deserve a rating of 5.
5. VI, E	3	Difficult to compare because of the emphasis given to men's basketball. A large share of the men's load relates to recruitment. After all was considered, including the number of coaches assigned to men, the committee gave this question this rating.
6. VII, B	5	Both coaches seemed satisfied and the question was given this rating. With a new women's coach coming in, this might change.
7. X, F	1	Relates to comments in number 12.
8. X, H	2	Relates to comments in number 12.
9. X, K	1	Men have these programs.
10. X, N	1	Media for men's basketball are entertained.
11. XI, A, B	1	Note comments in number 13.

GOLF

<u>Areas Evaluated</u>	<u>Rating</u>	
1. I, F	2	Based on comments in Item 8.
2. II, B	1	Indications are that women receive nothing here.
3. II, C	1	Indications are that men get rain jackets and women have nothing.
4. III, C	3	Due to lack of spring golf trip by women. Perhaps this is compensated by the fact that the women compete in the fall.
5. VI, C	3	Relates to III, C immediately above. If the women do not have practice in spring vacation, this rating might be unfair.
6. XI, A, B	1	New plan in comment 13.

GYMNASTICS

<u>Areas Evaluated</u>		<u>Rating</u>	
1.	I, F	2	Explained in Item 8 of comments.
2.	II, A	1	Apparently no practice equipment for women, while men have some.
3.	VI, C	3	Rating may not be required, but the women did practice during Christmas vacation period.
4.	XI, A, B	1	New scholarship proposal explained in comments under number 13.

SWIMMING

<u>Areas Evaluated</u>	<u>Rating</u>	
1. I, F	2	Explained in Item 8 of comments.
2. III, B	3	Interpretation of "prime time" obviously differs. If the opinion of the woman coach can be determined as having validity by the athletic office, the two squads may need to reverse practice times in the second semester (or a similar plan). The committee felt that some discrimination seems to exist.
3. VI, C	2	Compensation for extra duty. Although it may not be required, the committee understood that the women did some practice and/or competition during the five-week break at Christmas time.
4. X, F	1	Note number 12 for comments.
5. XI, A, B	1	Due to present practice. Explained in number 13 comments.

TENNIS

<u>Areas Evaluated</u>	<u>Rating</u>	
1. I, F	2	Based on comments in Item 8.
2. II, A	2	Although receiving some equipment, the women do not get rackets or shoes, as does the men.
3. III, C	5	Men take a spring trip. Women, however, have a more competitive fall program. This item may need investigation.
4. VI, C	3	Relates to III, C immediately above. Very similar to golf. Committee assumed that women probably did something during spring vacation.
5. X, F	1	Understanding that men have had a small brochure in past years. Explained in comment 13.
6. XI, A, B	1	New plan explained in comment 13.

TRACK AND CROSS COUNTRY

<u>Areas Evaluated</u>		<u>Rating</u>	
1.	I, F	2	Explained in Item 8 of comments.
2.	II, A	2	Ties in with question VIII, C. There are some items of equipment that the women are not receiving.
3.	VI, C	4	Difficult to rate because of the indoor season. Although the women may not have an official season, the team members still must run to get into shape for the spring season, particularly true in spring vacation. Not certain how much is done but the situation should be looked at carefully.
4.	VI, E	2	This sport drew the most attention of the committee. The total released time of the two men far exceeded that of the woman. There is more time for the indoor season for the men and they have recruiting. One answer given was that the assistant coach of the men also helped with the women. If so, then part of his hours should be reflected on the women's side of the ledger. With the increasing popularity of track for women, this particular item demands attention.
5.	VIII, C	5	Practice equipment was explained in II, A.
6.	X, F	1	
	X, H	5	Explained in comment number 13.
7.	XI, A, B	1	New plan explained in comment number 13.

BASEBALL (Men) - FIELD HOCKEY (Women)

<u>Areas Evaluated</u>		<u>Rating</u>	
1.	I, F	2	Explained in Item 8 of comments.
2.	II, A	5	Based on available information. Provision of shoes for women was questioned.
3.	V, B	2	Two coaches in baseball lowers the ratio considerably.
4.	VI, C		Rated as not appropriate. Woman coach does not have to coach during any vacation period.
5.	VI, E	3	Difficult to compare these two different sports. Despite the fact that recruitment is included and the men have eight weeks of practice in the fall, the question was given a rating of 3. (The combination of two coaches in baseball caused the rating).
6.	X, F	1	Note number 12 in comments.
7.	X, H	3	Note number 12 in comments.
8.	XI, A, B	1	New proposal explained in comment number 13.

VOLLEYBALL (Women) - WRESTLING (Men)

<u>Areas Evaluated</u>		<u>Rating</u>	
1.	I, F	2	Explained in Item 8 of comments.
2.	II, A	3	Some practice equipment furnished for women, but this does not include shoes.
3.	V, C V, B	5 5	Normally, a second coach exists for the wrestling program for men. Starting with the present year, a graduate assistant assists with volleyball.
4.	VI, C		Not appropriate because the volleyball season is finished before Christmas vacation.
5.	VI, E	4	Committee felt there might be slight discrimination here. Men had more hours but they also worked both semesters and had to do recruiting.
6.	VII, B	4	Difficult to compare these two very contrasting sports. This rating was given since the Finch Fieldhouse has several sports competing in it at the same practice time.
7.	X, F	1	Note Number 12 in comments.
8.	XI, A, B	1	New plan explained in comment number 13.

FOOTBALL

NO CAMPARISON WITH ANOTHER SPORT, MERELY IMPRESSIONS AS COMPARED WITH THE PROGRAM AS A WHOLE

<u>Areas Evaluated</u>		<u>Rating</u>	
1.	I, F	2	Based on comments in Item 8.
2.	V, B	4	The sport serves a large number of athletes, causing this rating.
3.	VI, C	3	Simply because of the large number of coaches who receive this compensation for so-called extra duty.
4.	VI, E	3	Similar to the answer under basketball. Emphasis on this sport, amount of recruitment required, etc. makes it difficult to evaluate.
5.	VIII, G, I	1	It is the only sport that automatically has CAT at all practices and games.
6.	X, E	1	Due to the pre-season publicity day that takes place in this sport.
7.	X, F, H	1	Relates to comments in Item 12.
8.	X, K	1	Because it does have such programs.
9.	X, N	1	Because the media are entertained.
10.	XI, A, B	1	New plan explained in comment 13.

MICHIGAN STATE UNIV. LIBRARIES



31293200542318