

Athletic Directors, Faculty Athletic Representatives, and Women's Basketball Coaches Perceptions of Title IX Compliance at NCAA Division III Institutions

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Intercollegiate athletic programs are provided for student athletes to supplement their education. These extracurricular opportunities are thought to be very important in developing a well-rounded individual. Athletics expose student athletes to competition, team work, goal setting, and other experiences that contribute to being successful in later life (NCAA, 1992). Logically, it seems apparent that these opportunities should be provided equally to men and women participating in intercollegiate athletics since the resulting benefits of athletic participation should be gender neutral. Despite the obvious need for equality, a great disparity still exists in intercollegiate athletics in regard to opportunities provided for men and women (NCAA, 1992).

In 1972, Congress took action in attempting to abolish the inequities that existed in educational programs in the United States. Title IX, part of the Education Amendments Act of 1972, states: "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 financial assistance (Education Amendment of 1972, 1990).

Prior to the passage of Title IX, gender discrimination practices could be openly practiced at schools and universities without any fear of recourse for employees or student-athletes (Gordon, 1982). Since the day Title IX became law, considerable debate has been associated with intent and implementation of the law (Jacob, 1993). Most of the problems have centered on the language used in the law and various interpretations made by various agencies. The Agency assigned to provide the standard interpretation for Title IX was the Department of Health, Education, and Welfare (HEW) (Jacob, 1993). The Office of Civil Rights (OCR), part of the HEW, was assigned the responsibility of providing interpretation and determining compliance (Hogan, 1979).

Title IX prohibits gender-based discrimination in educational institutions receiving federal financial assistance. Intercollegiate athletic requirements of Title IX are based on three aspects of college and university sports programs: the participation opportunities provided to male and female student athletes; the athletic financial aid allocated to male and female participants in intercollegiate athletics; and all other benefits, opportunities, and treatment afforded partici-

pants of each gender including: provision of equipment and supplies, scheduling of games and practice times, travel and per diem allowances, coaching and academic support services, assignment and compensation of coaches and tutors, provision of locker rooms and competitive facilities, provision of medical and training facilities, provision of housing and dining facilities, publicity and promotions, recruiting, support services, and admissions/grants in aid (American Council on Education, 1993; NCAA, 1992).

In summary, current interpretation of Title IX requires higher education institutions to establish opportunities for participation in intercollegiate athletics that effectively accommodate the interests and abilities of males and females. The total allocation of athletic financial aid (scholarships) to student-athletes of each gender must be proportionate to the numbers of male and female participants in a college's sports program. All other benefits, opportunities, and treatment provided student athletes of each gender must be equivalent. Compliance is established by satisfying these three tests (American Council of Education, 1993).

Currently, Title IX and gender equity is a major issue confronting the NCAA and all Division I institutions. Interestingly, limited attention has been paid to the NCAA Division III universities and colleges concerning Title IX. Most scrutiny has focused on big-time money-making Division I schools. It is possible that NCAA Division III colleges maintain more equitable athletic programs than any other universities or colleges in intercollegiate athletics.

The purpose of this study was to determine whether differences existed between NCAA Division III athletic directors, faculty athletic representatives, and women's basketball coaches in their perceptions of their institutions compliance with the third component of the three prong test utilized by the courts—the accommodation of men and women student-athletes' interests and abilities.

The hypothesis for this research study was the athletic director and faculty athletic representative will have similar perception, but their views will differ significantly from that of the

women's basketball coach.

Method

Subjects

Five hundred and ten NCAA Division III athletic directors, faculty athletic representatives, and women's basketball coaches were contacted and asked to participate in the study. They represented one hundred and seventy randomly selected schools from the three hundred and forty three NCAA Division III schools that exist in the United States (NCAA Directory, 1993-94). The subjects represented various size schools and athletic departments from a variety of geographical locations. NCAA Division III institutions were selected because the researcher felt they would provide a unique population in term of issues related to Title IX. NCAA Division III schools represent those institutions that do not offer athletic scholarships to student-athletes. Division III schools must adhere to regulations that fall under the categories of ethical conduct, conduct and employment of athletic personnel, amateurism, recruiting, eligibility, and playing and practice seasons. In the past, NCAA analysis of Title IX issues has focused on larger Division I schools, while Division III schools have received limited attention.

Instrument

In order to determine the athletic director, faculty athletic representative, and women's basketball coach's perceptions of Title IX, a survey instrument was designed by the researcher. The first section of the "Title IX Compliance Survey" included forty-six questions representing the twelve conceptual areas outlined by The Final Report of the NCAA Gender-Equity Task Force (NCAA, 1992). These areas include: equipment and supplies (N=4), scheduling of games and practice times (N=4), travel and per diem allowances (N=5), coaching and academic support services (N=3), assignment and compensation of coaches and tutors (N=3), provision of locker rooms and competitive facilities (N=4), provision of medical and training facilities (N=3), provision of housing and dining facilities (N=3), publicity and promotions (N=5), recruiting

(N=3), support services (N=4), and admissions/grants in aid (N=2). Each conceptual area was analyzed by subjects responses to the questions on a Likert Scale (1=Not At All, 9=Totally). Following the conceptual questions, three general questions were asked regarding subjects perceptions of their schools overall compliance with Title IX. It was anticipated that the survey would take ten to fifteen minutes to complete.

Individuals responded using a Likert Scale (1-9) indicating the extent to which they perceived their athletic program provided comparable opportunities for female and male athletes in the areas identified. A score of "1" indicated an individual perceived the athletic department at their institution to be "Not At All" in compliance with Title IX for that specific question, while a "9" indicated the individual perceived that the athletic program at their institution was "Totally" in compliance with the components of Title IX. Subjects were able to respond by circling "NA", if a particular question was not applicable, or if they didn't have the information available to answer a particular question.

The second section of the survey solicited information regarding the demographic characteristics of the sample (race, gender, age, position held, educational background, coaching status, and years of experience). In addition information was requested about the characteristics of the school (size) and athletic program (number of male and female varsity athletes, women and men's athletic department budgets, number of full and part-time coaches, and number of sports offered).

A Cronbach Alpha was used to determine the reliability of individuals responses to the Title IX items. The validity of the items was based on the previous work of Jacob (1993). In his study of college women athletes knowledge of Title IX, he developed true-false compliance items which he presented to a panel of nine experts. These experts agreed that the items were accurate representations of the rules outlining Title IX. In addition, the items reflect the review of literature and were derived from various Title IX law cases and settlements.

Procedure

In order to assess whether differences existed among NCAA Division III athletic directors, faculty athletic representatives, and women's basketball coaches perceptions of their institutions' compliance with Title IX, the Title IX Compliance Survey was distributed to a random sample of one hundred and seventy NCAA Division III institutions. The survey was mailed to each subject bearing the title of Athletic Director, NCAA Faculty Athletic Representative, and Head Women's Basketball Coach at each of the institutions identified.

Each of the one hundred NCAA Division III schools surveyed was selected from a published directory entitled 1992-93 NCAA Directory. The schools surveyed were randomly selected by using a computer program. The athletic director, faculty athletic representative, and women's basketball coach at each selected institution received a survey and letter explaining the purpose and instructions for completing the survey. The surveys were coded by placing a number on the back page of the survey that identified the school and type of subject. This enabled the researcher to know which individuals responded to the survey.

The letter accompanying the survey reviewed the researchers background and rationale for the study. Subjects were told that their responses to the questions and data collected would remain strictly confidential. A self-addressed postage paid envelope was provided. The surveys were mailed out in early September, 1994. Subjects were asked to return the surveys within three weeks. This mailing period, during the preseason of athletic competition and prior to the start of classes, was selected to generate a higher response rate. Rather than using a follow up letter the population was oversampled. A fifty per cent return rate was anticipated. In order to determine the reasons some individuals might fail to return the survey, a limited follow up phone survey was conducted. One athletic director, women's basketball coach, and faculty athletic representative was contacted and asked to provide information regarding their failure to return the survey. Once the data were collected, the information was coded and placed

on the computer. The surveys were then discarded and destroyed to ensure confidentiality of the results.

After waiting several weeks for the surveys to be returned, five non-respondents were contacted to ascertain their reasons for not returning the surveys. Two athletic directors, two women's basketball coaches, and one faculty athletic representative were contacted. One person attributed their lack of interest and limited involve-

ment with the athletic department as reasons why they failed to return the survey. The length of the survey and their limited time was mentioned by two contacts as the basis for their failure to return the survey. One person simply forgot about the study and failed to respond, while another stated that they just never got around to filling it out and returning it.

The Iowa State University Use of Human Subjects in Research Committee reviewed this study and determined that the rights and welfare of the subjects was adequately protected, that confidentiality of the data was assured, that minimal risks were assumed by the subjects, and that informed consent was obtained through appropriate procedures.

Statistical Analysis

Initially, the demographic data was analyzed and simple frequencies calculated to gain a greater understanding about the characteristics of the sample. This included examining race, gender, age, position, and educational background of the respondents.

Next, responses to the Title IX Compliance Survey were examined by computing the over-

Table 1.

Cronbach Alpha Coefficient Values by Conceptual Area

Conceptual Area	Cronbach Alpha Value
Provision of Equipment and Supplies	.47
Scheduling of Games and Practice Times	.39
Travel and Per Diem Allowances	.29
Coaching and Academic Support Services	.57
Assignment and Compensation of Coaches & Tutors	.41
Provision of Locker Rooms and Competitive Facilities	.42
Provision of Medical and Training Facilities	.42
Provision of Housing and Dining Facilities	.53
Publicity and Promotions	.40
Recruiting	.35
Support Services	.43
Admissions/Grants in Aid	.43
General	.42
Overall Average	.43

all sample means and standard deviation for each item. Means and standard deviations were also computed for the athletic directors, faculty athletic representatives, and women's basketball coaches in each of the conceptual areas and general section.

Internal consistency of the scale was assessed using Cronbach's reliability coefficient. Table 1 summarizes the Cronbach alpha values by conceptual area.

Finally, analysis of variance (ANOVA) was conducted to determine if any statistically significant differences existed on responses to the Title IX Compliance Survey between the athletic directors, faculty athletic representatives, and women's basketball coaches. This was done by conceptual area. Appropriate follow up tests were employed, if significant differences were obtained.

Results

Age, Gender, and Race Respondents

In order to better understand the data collected, first a review of the demographic characteristics of the sample will be presented. Five

hundred and ten surveys were mailed to 170 athletic directors, 170 faculty athletic representatives, and 170 women's basketball coaches representing 170 different institutions. Completed surveys were returned by 160 subjects for an overall return rate of 31.37%. Sixty nine athletic directors (40.59%), twenty two (12.94%) faculty athletic representatives, and sixty eight (40%) women's basketball coaches returned surveys. One of the respondents did not indicate their position held. Athletic directors and coaches were similarly the most represented in the sample and the faculty representatives the least. One hundred and seven different institutions or 62.94% of the original schools sampled were represented by the surveys returned. Fifteen additional surveys also were returned from schools, which enroll students of only one gender. Those surveys were not included in the statistical analysis.

The gender of respondents was similar with women (N=78) representing 50.64% of the sample and men (N=76) 49.35%. No gender data were available for 3.75% of the respondents (N=6).

Further analysis of the data revealed some interesting facts with regard to gender and position held as shown by Table 2. Women were highly under represented as athletic directors and faculty representatives, while they were over

4.38% Black (N=7), and .63% Native American (N=1). No data were available (N=11) for 5.88% of the respondents. The low representation of African Americans was not unexpected, but indicates the data represents white male and female perceptions.

The mean age of all subjects responding to the survey (N=149) was 42.28 years with the ages ranging from 24 to 65 years. The athletic directors had a mean age of 47.30 years compared to 34.71 years old for the women's basketball coaches. These age differences may have played a role in the varying perceptions of Title IX compliance. The faculty representatives were the oldest group in the study with a mean age of 51.45. No age data about the sample the following three profiles are suggested. In general athletic directors tended to be 47 year old white males with a masters degree level of education, former intercollegiate athletes, had 6.5 years of job experience and were all currently coaching.

Analysis of Conceptual Areas

The results of the study were categorized into twelve conceptual areas including: provision of equipment and supplies, scheduling of games and practice times, travel and per diem allowances, coaching and academic support services, assignment and compensation of coaches

and tutors, provision of locker rooms and competitive facilities, provision of medical and training facilities, provision of housing and dining facilities, publicity and promotions, recruiting, support services, admissions/grants in aid, and then a

section of general questions was included. Table 3 and 4 depict the results that were obtained from the study.

Table 2.

Gender of Athletic Directors, Faculty Representatives and Women's BB Coaches

Position	Female		Male		Row Total	
	N	%	N	%	N	%
Athletic Director	19	28	48	72	67	43.51
Faculty Representative	4	19	17	81	21	13.64
Women's BB Coaches	55	83	11	17	66	42.86
Column Total	78		76		154	
Percentage of Total	50.65		49.35		100	

N=6 Missing Cases

represented as women's basketball coaches.

A majority (N=141) of the respondents in the study were Caucasian (88.13%) with only

Table 3.**Significant Differences Between Athletic Directors (AD), Faculty Representatives (FAR), and Women's Basketball Coaches (WBB) by Conceptual Area**

Conceptual Area	AD—WBB	AD—FAR	WBB—FAR	F-Ratio
Equipment (Q1-Q4)	***	—	***	15.30
Games (Q5-Q8)	**	—	—	5.42
Travel (Q9-Q13)	***	—	***	12.69
Academics (Q14-Q16)	**	—	—	5.45
Salary (Q17-Q19)	***	—	***	13.09
Locker Rooms (Q20-Q23)	**	—	—	4.76
Training (Q24-26)	**	—	—	4.76
Housing (Q27-Q29)	*	—	—	3.99
Publicity (Q30-Q34)	**	—	—	6.33
Recruiting (Q35-Q37)	**	—	—	5.26
Support (Q38-Q41)	***	—	***	9.34
Scholarships (Q42-Q43)	—	—	—	1.11
General (Q44-Q46)	—	—	*	4.76

***=.001

**=.01

*=.05

—=No significant difference

Discussion

The results indicated that athletic directors, faculty athletic representatives, and women's basketball coaches differed significantly in their perceptions of their institutions compliance with Title IX. In twelve of the thirteen conceptual areas significant differences were obtained supporting the hypothesis that the athletic directors and faculty athletic representatives had similar perceptions of their programs compliance with Title IX, that differed significantly from women's basketball coaches. In order to enhance the discussion of differences by conceptual area, means by item and significant differences between athletic directors, faculty representatives and women's basketball coaches will be noted.

Provision of Equipment and Supplies

Items on the provision of equipment and supplies generated some of the larger statistically significant differences in mean scores. Four items addressed the issue of providing equipment and supplies. The women's basketball coaches had lower scores than the athletic directors and faculty representatives on all four items.

The coaches' scores were all below 7.65, whereas the athletic directors and faculty representatives had scores that were all higher than 8.13. The discrepancy was most notable for the item "similar equipment budget provided."

These differences may be attributed to the fact that equipment is one of the areas where historically and perhaps currently many of the inequities occur with regard to Title IX. Coaches who order and use equipment appear to believe inequities exist to a greater extent than those less involved with directing the teams. Coaches, predominantly women in this sample, appear to perceive less than athletic directors and faculty representatives that women's teams are not equitable in terms of amount, quality, budget, and replacement of equipment and supplies. Buying and replacing uniforms, providing practice clothes, and purchasing safety gear are all part of providing equipment for student-athletes. It may be that equipment budgets have not kept pace in the coaches eyes with equipment needs. Coaches who have the most direct contact with athletes and use of equipment may be more aware of disparities and more sensitive to inequities.

Table 4.**Comparison of Mean Scores by Position and Conceptual Area**

Conceptual Area	Athletic Director		Faculty Rep.		Women's BB Coach		F-Ratio
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Equipment	8.63	.80	8.48	.73	7.33	1.96	15.30
Games	8.93	.28	8.74	.57	8.52	1.04	5.42
Travel	8.73	.77	8.92	.16	7.78	1.67	12.69
Academics	8.86	.27	8.41	.72	7.65	1.63	5.45
Salary	7.90	1.49	7.67	1.58	6.10	2.45	13.09
Locker Rooms	8.35	1.06	8.44	.90	7.58	2.09	4.76
Training	8.58	.95	8.70	.63	8.05	1.35	4.76
Housing	9.00	0	9.00	0	8.81	.45	3.99
Publicity	7.91	1.80	7.98	1.48	6.76	2.20	6.33
Recruiting	8.56	1.24	8.25	1.45	7.61	1.64	5.26
Support	8.66	.80	8.77	.62	7.76	1.77	9.34
Scholarships	8.74	.86	8.22	1.33	8.06	2.13	1.11
General	7.08	1.57	7.68	1.07	6.23	2.46	4.76

Scheduling of Games and Practice Times

The scheduling of games and practice times historically included many instances of preferential treatment given to men's teams. Athletic directors and women's basketball coaches disagree to a significant extent on whether or not similar practice facilities and times are available today. Women's and men's teams often share practice and competition facility. Historically, men's team have held priority in terms of use of facilities. While this has changed, apparently coaches of women's teams don't see the treatment of women's teams as equitable as athletic directors or faculty representatives. Athletic directors consistently higher rating may be due to the substantial changes that have been made, while coaches ratings may indicate that such changes do not put women's teams on comparable footing with men's teams.

Travel and Per Diem Allowances

Women's basketball coaches scored items related to travel and per diem allowances significantly lower than athletic directors and faculty athletic representatives. The coaches scores were lower on all items, particularly hotel ac-

commodations. Athletic directors and faculty representatives seem to believe more strongly that men's and women's teams have similar quality hotels and modes of transportation. Coaches, on the other hand, who are traveling and staying at hotels do not endorse such comparability of women's and men's teams. Coaches are especially discrepant from the faculty representatives. This may be due to the fact that coaches of women's teams personally have more actual experience with transportation and housing than faculty representatives or it may be that coaches are comparing their sport to men's revenue sports, which often enjoy greater benefits.

Coaching and Academic Support Services

In the area of coaching and academic support services, the question which showed the greatest difference between coaches, athletic directors and faculty athletic representatives was amount of time allocated for coaching, recruiting, teaching, and other duties. Traditionally, coaches of men's teams have been allocated more time to be on the road recruiting. Coaches of women's teams suggest, even at Division III, that this may still be occurring. It appears that fac-

ulty representatives may be more aware of this than athletic directors. Perceptions of the availability and amount of time tutors spend working with men and women athletes does not significantly vary between coaches, athletic directors and faculty athletic representatives. All groups tend to assign these high scores suggesting such services are provided equitably. It should be noted that this is one of the conceptual areas where several of the respondents chose to answer the questions by selecting "NA" and so the data has limitations.

Assignment and Compensation of Coaches and Tutors

Discrepancies between coaches and athletic directors was most dramatic in the area of comparable salaries. Recently law suits have challenged differences in salaries of coaches of women's and men's teams. Coaches of women's teams have claimed that they have similar responsibility and therefore deserve more comparable salaries.

In Division I programs, coaches' salaries of men's basketball often are two to four times higher than coaches of women's teams. A 1994 study conducted by the Women's Basketball Association found that 88% of Division I men's basketball had coaches earned in excess of \$60,000, while only 32% of the women's basketball head coaches earned more than the \$60,000 (Des Moines Register, 1995). At Division III this also appears to be an issue, with coaches perceptions being more negative than administrators. Similarly, coaches tend to feel the number of coaches assigned to men's and women's teams is not as equitable as administrators and faculty representatives.

Varying perceptions may be due to how people equate salary. For example, if only the amount paid is considered then coaches perceptions may reflect the reality of Division III salaries. If on the other hand years experience, coaching record and athletic playing experience are considered then athletic directors may not see the salaries of coaches of men's teams as unfairly higher than coaches of women's teams.

Provision of Locker Rooms and Competitive Facilities

The significant differences between coaches, athletic directors and faculty representatives regarding locker rooms and competitive facilities may have a historical basis. Historically, facilities and competitive arenas were designed for men's teams. As women's involvement increased sometimes women inherited former men's facilities, but rarely had new facilities and competition sites built specifically for them. Often if a particular sport generated a larger portion of the athletic departments revenue then that particular sport received an upgraded facility. This is especially true if such a facility would increase revenues generated from that sport. Until Title IX, schools were not required to have similar facilities and competitive sites. While it was possible to share competitive sites, provisions for locker rooms and showers in many instances lagged because of funding. Former men's facilities or facilities designed for more limited women's programs in many instances may not be comparable to those for more established men's programs. The means indicate that the quality of women's locker rooms are not viewed by coaches as comparable. Athletic directors and faculty representatives higher scores indicate that they view such differences as minor.

Provision of Medical and Training Facilities

Again in the area of providing medical and training facilities coaches tend to see the training equipment provided favored men's teams. Some sports such as football due to the nature of the activity require a great deal more trainers than for example golf. In addition, revenue sports and athletes have historically enjoyed more services and training equipment such as a weight room facility, rehabilitative equipment, whirlpool, and personnel. These have often been provided on the basis of the status of the teams, with revenue sports possessing the highest status. The perception that this is still true to some extent is suggested by the mean scores.

Provision of Housing and Dining Facilities

The differing perceptions of housing and dining facilities appeared rather minimal. Coaches, athletic directors and faculty represen-

tatives most disagree was associated with "dormitory housing of similar quality". These minimal differences may be attributed to the fact that most Division III women athletes eat in the same cafeteria as the men and live in the same dormitories. The fact is that most Division III institutions don't have dormitories or dining facilities specifically for athletes, therefore, men and women athletes use the same facilities.

Publicity and Promotions

The obtained means for publicity and promotions indicate this area as problematic in terms of equal treatment of women's and men's teams. Various law suits Division I schools have reported that women's teams have lower promotion budgets, lower quality media guides, fewer reporters assigned and stories submitted (NCAA, 1992). The mean scores suggest this is true to some extent in Division III programs as well. Coaches again are significantly different from athletic directors in seeing such inequities.

Division III institutions, perhaps more than Division I schools, are limited by budgets for publicity and promotions. When money is scarce, limited funds are perceived to be spent on more visible sports such as football and men's basketball. The mean scores were the lowest for the item "SID spent comparable time promoting men's/women's sports". The obtained means showed that athletic directors, faculty representatives and coaches felt that their schools did not provide equitable treatment with regard to this item. Athletic directors and faculty representatives are somewhat removed from this process and may not realize the inequities that exist, whereas coaches are directly involved and take notice of such situations. Athletic directors and faculty representatives probably don't notice the publicity and promotion items simply because they have several other administrative duties and usually a sports information director is responsible for the publicity and promotional items.

Recruiting

The significant differences between athletic directors and coaches in the area of recruiting are most pronounced in the area of budgets and release time. Traditionally, coaches of men's

teams such as football and basketball have been given larger budgets and more time to recruit. Apparently in Division III, coaches still view this as more of an issue than athletic directors. Again this may be due to the fact that they are trying to find time to recruit and do it on the budget determined by the athletic director. If coaches of women's teams perceive they have less time for coaching and other duties then it's logical they don't believe they have similar release time to recruit. The lower the mean score for recruiting budgets also suggests coaches are feeling it is more difficult to recruit due to limited economic resources.

Support Services

In support services coaches and athletic directors differed from coaches in terms of secretarial assistance and computer access. It's not unusual for men's basketball and football coaches to have their own secretaries, whereas the rest of the athletic department usually has the services of one secretary. Likewise, computer access may be a function of resource allocation. Often revenue sports have their own computer systems, while other teams must use general computer services or share athletic department computers.

Admissions/Grants in Aid

Scholarships or admissions/grants in aid was the only conceptual area in the survey that did not generate significant differences between the subjects. This is not doubt due to the fact that NCAA Division III institutions can only provide non-athletic financial aid and academic scholarships. Many of the subjects felt that the questions were not applicable with 55.63% (n=89) not responding to these particular questions. Respondents also may have felt that since Division III student-athletes do not receive athletic scholarships, the questions were inappropriate.

General

The general compliance questions produced the lowest mean scores for the items dealing with proportionality of participation. All groups similarly scored athletic participation by gender as not reflecting well the undergraduate

enrollment. In the review of literature, it was noted that a common cause for finding schools guilty of being out of compliance with Title IX was failure to have athletic participation proportioned to the gender ratio of the undergraduate enrollment. The means suggest that this is an issue in Division III schools as well as Division I. The significant differences between coaches, athletic directors and faculty representatives also correlates with numerous earlier items which indicate that coaches who work with athletes and conduct programs are more critical of athletic departments compliance. It is interesting that the general scores are considerable lower than the scores in the conceptual areas. This may be attributed to the fact that other areas of Title IX compliance need to be addressed and examined.

The general questions had the lowest mean scores of any on the entire survey. These scores indicate that in certain areas compliance with Title IX has improved, but in Division III programs there is still need for improvement. Interestingly, faculty representatives may be somewhat removed from the athletic department so they don't see the whole picture, whereas the athletic directors may be more knowledgeable about existing situations. The faculty representatives may have a tendency to look more favorably upon existing programs due to lack of information or because they are seeking to give such programs a positive image.

In eleven of the thirteen conceptual areas athletic directors viewed their programs as significantly more in compliance with Title IX than did the women's basketball coaches. An item by item analysis showed significant differences on twenty eight of the forty six items on the survey. Faculty athletic representatives like athletic directors saw Division III programs as significantly more in compliance than women's basketball coaches in five of the thirteen conceptual areas. They differed significantly on eighteen of the forty six items. No significant differences by conceptual area or item was found between athletic directors and faculty representatives.

Inequities exist for a variety of reasons in intercollegiate athletics. Men often times oc-

cupy the administrative positions of power and don't address the inequities that are prevalent to provide women equal opportunity. Athletic directors and faculty representatives are abstracted from the programs and may not see the day to day activities and needs of the athletes to correct the inequities. Historically, women athletes have not been treated on an equal basis with men. Progress has been made, and it may be the progress rather than status of program upon which athletic directors and faculty representatives focus. They may think equality has been achieved, while the reality of the women's programs and coaches of women's teams experiences suggest a great deal of work toward equality has yet to be done.

Summary

The purpose of this study was to determine whether differences existed among NCAA Division III athletic directors, faculty representatives, and women's basketball coaches in their perceptions of their institutions compliance with the Title IX third component of the three prong test utilized by the courts—the accommodation of men and women student-athletes' interests and abilities.

In order to conduct the study, the "Title IX Compliance Survey" was developed. The survey included forty six questions representing twelve conceptual areas and three general questions to which subjects responded on a nine point scale (1=Not At All, 9=Totally) indicating their perceptions of their schools compliance with Title IX. Demographic information regarding gender, race, age, educational background and position held was also solicited.

A Cronbach Alpha was used to determine the reliability of individuals responses to these questions. The reliability scores ranged from .57 to .29 with the highest in the areas of providing equipment and supplies, academic support services, and provision of housing and dining facilities. Recruiting, travel and hotel accommodations, and scheduling of games had the lowest reliability scores. The obtained correlations suggest that respondents answered questions in a somewhat consistent manner. The validity of

these questions was based on the previous work of Jacob (1993), a review of literature and previous Title IX law cases and settlements.

Five hundred and ten NCAA Division III athletic directors and faculty representatives and women's basketball coaches were contacted and asked to participate in the study. They represented one hundred and seventy randomly selected schools from the three hundred and forty three NCAA Division III schools that exist in the United States (NCAA Directory, 1993-94).

Completed surveys were returned by 160 subjects (31.37%) from 107 different institutions (62.94%). Sixty nine athletic directors (40.59%), twenty two (12.94%) faculty representatives, and sixty eight (40%) women's basketball coaches returned surveys. The gender of the sample was comparable with 78 women (50.65%) and 75 men (49.35%).

Women were over represented as coaches (83%) and under represented as athletic directors (28%) and faculty representatives (19%). A large majority of the sample were white Caucasians (88.13%) and had completed master (60.63%) or doctoral degrees (25.63%). In terms of job experience the sample averaged 7.89 years with faculty representatives having the most (11.14), coaches the least (6.5) and athletic directors falling in between at 8.27 years. This pattern also appeared with the data on age and faculty representatives having the highest mean age (51.45), followed by athletic directors (47.30) and coaches (34.71). A large majority (90.79%) had participated in intercollegiate athletics. Sixty two women's basketball coaches (40.79%), sixty one athletic directors (40.13%) and fifteen faculty representatives (9.87%) indicated having participated in intercollegiate athletics while in college. A substantial percentage of athletic directors (46%) and smaller percentage of faculty representatives (14%) were currently coaching.

The items related to Title IX asked subjects using a scale to indicate to what extent they viewed the programs with which they were associated as in compliance with Title IX. All of the conceptual areas had mean scores that were 6.80 or higher which indicated that respondents tended to perceive their institutions to be more

in than out of compliance with Title IX. The items represented 13 different conceptual areas. Provision of housing and dining facilities (8.91), scheduling of games and practice times (8.73), and provision of medical and training facilities (8.36) had the highest mean scores. Areas of lowest perceived compliance were publicity and promotions (7.43), assignment and compensation of coaches and tutors (7.17), and general items (6.80).

Significant differences, however, were found by conceptual area in eleven of the thirteen conceptual areas and on 27 of the 46 items. Athletic directors and faculty representatives tended to view their programs as significantly more in compliance with Title IX than did women's basketball coaches. No significant differences by conceptual area or items were found between athletic directors and faculty representatives, although faculty representatives only differed significantly from coaches on five of the thirteen conceptual areas.

Athletic directors and women's basketball coaches failed to differ significantly only in terms of their perceptions regarding admissions/grants in aid and the general items. Women's basketball coaches failed to differ from faculty representatives only in the areas of scheduling games, academic support, locker rooms, training facilities, housing, publicity, recruiting, and admissions/grants in aid. Athletic directors and women's basketball coaches differed most significantly in the areas of provision of equipment, travel and hotel accommodations, salary, support services, and general items.

A variety of reasons may have eventuated in the obtained differences with regard to Title IX. Explanations for the differences in perceptions between the athletic directors, faculty representatives, and women's basketball coaches were attributed to contact with programs, age, gender and the historical trends of women's participation in sport. Coaches, who have the most direct contact with the athlete's day to day, appear to have a different view of issues related to equity than the athletic directors and faculty representatives. Women's basketball coaches or any coaches of women's teams obviously may be more sensitive to Title IX due to

their gender or concern with women athletes equitable treatment in sport. The positions of power within athletic administration are often held by men, who may believe in equity, but find it difficult to accommodate the interests of women and therefore see things as more ideal than they are. Historically, women have not been provided equivalence of opportunities and even though progress has been made coaches of women's teams appear more sensitive to the disparities that still exist.

Athletic directors and faculty representatives expressed similar views with regard to Title IX compliance. Athletic directors obtained the highest mean scores in the areas of housing, scheduling, academics, scholarships and travel. They scored lowest on publicity, and salary items. Faculty representatives perceived housing, travel, support services, scheduling, and training as the areas of highest compliance. Items on salary, and publicity were the areas they viewed their programs to be least in compliance with Title IX. Interestingly, no significant differences were observed between the athletic directors and faculty representatives in any of the conceptual areas.

Coaches on the other hand differed significantly from the athletic directors and faculty representatives in numerous areas. The most significant differences occurred in the areas of equipment, travel, salary, and support services. Women's basketball coaches viewed their programs as most compliant in the areas of housing, scheduling, scholarships, and training. Coaches assigned the lowest compliance scores to salary and publicity. This is consistent with what court law suits and settlements have found (NCAA, 1992).

Division III schools are unique thus far in that no litigation has taken place ordering these schools to change their programs to adequately comply with the components of Title IX. Some presumed this may be due to program differences since athletic scholarships are not given. In a study released by the NCAA in 1992, the participation rate of athletes compared to the student body male/female ratio was more equitable at the Division III level than at Division I. Like Division I, Division III athletic programs,

however may have similar problems since football and men's basketball generate the most revenue and interest and cost the most money to operate. This study suggests at least from the coaches perspective that inequities observed at Division I may exist to some extent in Division III.

Issues of male/female proportionality, overall compliance with Title IX, and Title IX compliance comparison with other schools were included in the general items section of the survey. Interestingly, these scores were significantly lower than the other conceptual areas. The lower mean scores suggest that the athletic directors, faculty representatives, and coaches realize inequities exist at their institutions in terms of complying with Title IX. The perceived inequities may exist because of the number of athletic scholarships awarded to men and women or by the failure of schools to have athletic participation numbers proportional to the gender ratio of the undergraduate enrollment. These two areas are part of the three prong test used in determining Title IX compliance, but were not included in the Title IX Compliance Survey for this study. This may explain why the mean scores for the general items were much lower than the other questions on the survey. The administrators and coaches may have felt that the general questions tapped into an area where more administrators and coaches may have felt that the general questions tapped into an area where more of the inequities existed rather than in the other conceptual areas included in the survey. Since athletic scholarships are not awarded by Division III schools, it may be anticipated that several of the perceived inequities that do exist pertain to student athlete male/female participation in numbers when compared to the gender ratio of the undergraduate enrollment. Many administrators and coaches may not have the education and experience to determine what compliance with Title IX entails. This may explain the different perceptions obtained in this study.

Since perceptions vary by individual, it can be expected that as more people are sampled and as those people hold different positions and job titles, a wide variety of perceptions will be

gathered. One of the most difficult obstacles to overcome concerning Title IX may be addressing the various perceptions that exist. In looking at compliance issues one person may feel that a particular department is out of compliance in the same department is excellent. Compliance obviously in this kind of research is in the eye of the beholder. The challenge appears to be to provide accurate information upon which to base these perceptions. More education and exposure to Title IX would assist in this process.

In reviewing the results of the study, limitations included sampling method, response rate, length of the survey, lack of interest, attitude of respondents, and timing of the study. The goal of this study was to have a return rate of 50-60% (N=255 to 306). Only 31.37% (N=160) was obtained. In telephone conversations with non-respondents, it was noted that a shorter survey might have improved subjects willingness to participate in the study (personal communication, 1994). Only 13.8% (N=22) of the faculty representatives returned completed surveys. This was attributed to their lack on interest and involvement with the athletic department (personal communication, 1994). The timing of the study may have been influenced by the current publicity surrounding Title IX in the media. Title IX continues to be a very hot topic that generates a lot of interest and attention and respondents may be tired of hearing about it and not interested in returning the survey. Institution representatives also may feel uncomfortable providing this information because they don't know if they comply with the guidelines of Title IX or are concerned about the negative image that may be created for their school. Perhaps sampling the senior woman athletics administrator (SWA) would have facilitated a better response rate, since these individuals are often times more in touch with the athletic department than the faculty athletic representatives.

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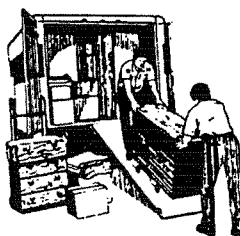
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