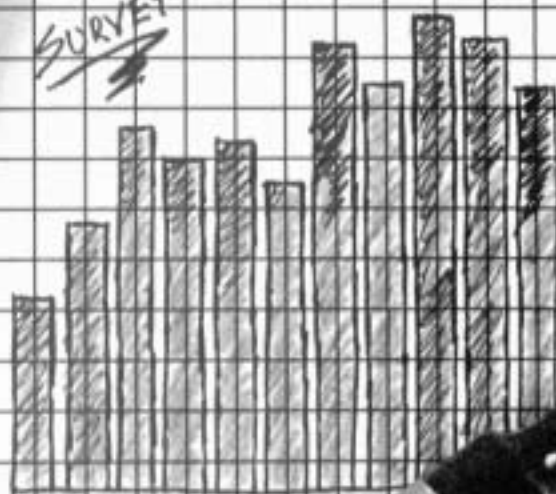




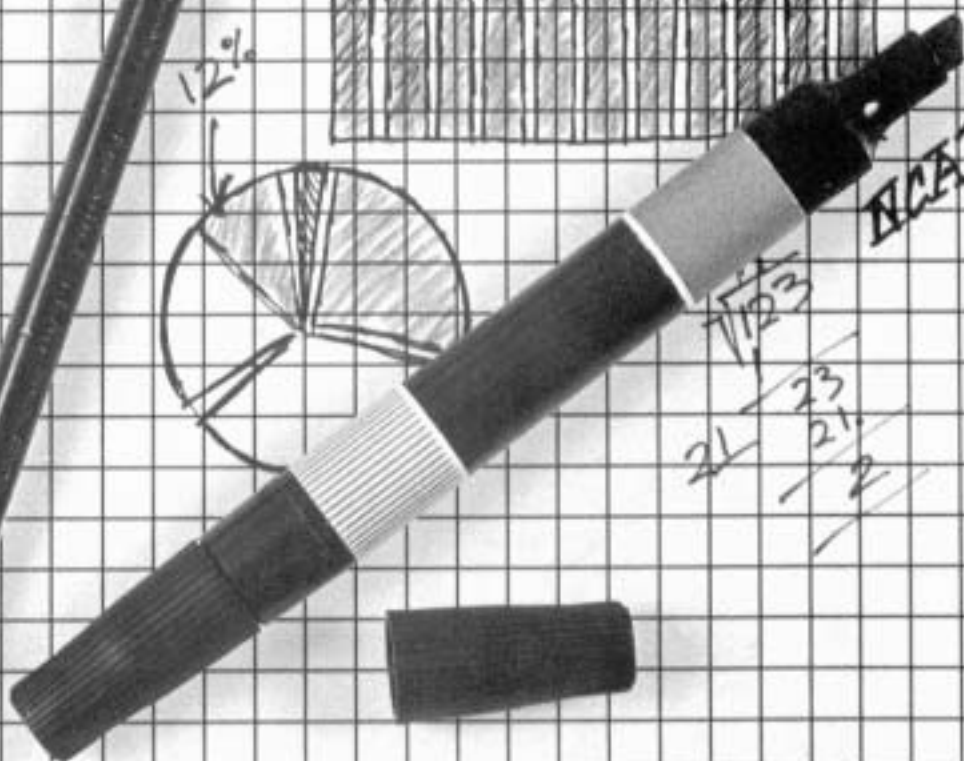
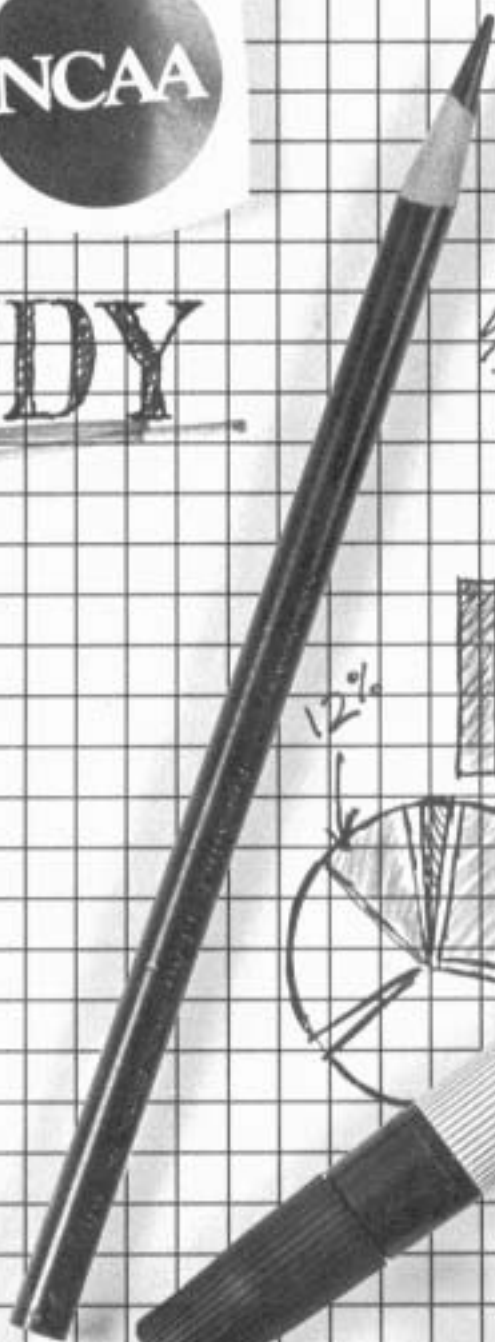
STUDY

SURVEY



NCAA

21 $\overline{) 23}$
23
21
2



NCAA Women's Study
Student-Athlete Report

Female student-athletes of NCAA member institutions are not looking at the field of intercollegiate athletics as a viable career option. Of the 1,577 women who responded to the NCAA Survey of Female Student-Athletes, only 5.3 percent will be seeking a position in intercollegiate athletics immediately following graduation. Although 88.9 percent would compete in intercollegiate athletics if they had to do it over again, being student-athletes seems to be the only role they want to play in intercollegiate athletics.

This mass exodus of women from the world of intercollegiate athletics following graduation is mainly attributable to a desire for more money. Although there are several secondary factors influencing these women to look outside the realm of intercollegiate athletics for employment, 75.1 percent of the athletes said that a career offering a higher average salary influenced their decision. Of those women, 48.3 percent indicated they were "greatly influenced" by the desire for a higher salary. Some of the secondary factors driving female student-athletes away from the collegiate athletics environment include: other interests, politics, unfavorable stereotyping of women in athletics and burn-out. (See Table 1.)

In addition to wanting more money, female student-athletes are attracted to "business-like" careers that offer them more stability and a consistent work schedule, giving them nights and weekends for family and other personal interests. These are typical comments:

Table 1

Factors Influencing Student-Athletes' Decisions
NOT to Choose a Career in Intercollegiate Athletics
(In Percentages)

Factors	Great Influence	Some Influence	No Influence
Poor high school athlete/coach relationship	3.3	7.9	88.8
Poor collegiate athlete/coach relationship	3.6	8.6	87.8
Lack of interest in athletics beyond playing	7.9	20.3	71.8
Burn-out caused by heavy demands placed on student-athletes	5.8	21.7	72.6
Seeking more traditional "9 to 5" job	28.6	36.6	34.8
Seeking career that offers higher average salary	48.3	26.8	24.9
Amount of travel involved	6.2	16.8	77.0
Unfavorable stereotyping of women in athletics	5.4	14.3	80.3
Desire to work in athletics at a different level	9.3	13.7	77.0
Lack of role models	2.2	9.6	88.3
Know coach who is unhappy with career	1.7	6.9	91.3

1. "I want a job where I can have a social life."
2. "I do not want a job that requires me to work on almost all weekends and also requires a lot of traveling beyond home."
3. "I am excited about having a normal schedule and having a nine-to-five job."

Of all the athletes who responded that a career in intercollegiate athletics was not likely in their future, 65.2 percent said they were influenced by the search for a more traditional "9 to 5" job, with 28.6 percent being "greatly influenced." This trend toward business-oriented careers is supported by data that show that 17.5 percent of the athletes who participated in the study were declared business majors. Student-athletes who had not declared a major at the time of the survey represented the second largest group of majors (or non-majors) with 12 percent. Physical education was the third most popular curriculum category, with 8.7 percent representation.

There appear to be some women, unlike those interested in the business world, who would be interested in remaining in the intercollegiate athletics scene, but who are also discouraged by the dim financial future they feel a career in sports would offer:

1. "There isn't much money in [intercollegiate athletics]. I would love to do something like this."
2. "I would like a career in intercollegiate athletics, but the pay is not what I'm looking for."
3. "I love sports, but I'm looking for more money."
4. "Athletics helped balance my life, but to make it the center of my life as a career simply is not practical. I just wouldn't be getting paid enough."

Many of these women have expressed an interest in keeping sports a part of their lives by coaching on a volunteer or part-time basis, both for collegiate and younger teams. The data show that 23 percent of the student-athletes who do not foresee a career in intercollegiate athle-

tics were, nevertheless, desirous of maintaining contact with the world of athletics, perhaps on a volunteer level:

1. "I enjoy athletics as an extracurricular activity and not the base of my daily life (although I am dedicated to them). I plan to continue athletics while working 9 to 5."
2. "I have the desire to be a swim coach, but not full-time. I would like to coach in addition to a full-time job outside athletics."
3. "I plan to find a conventional job, and should the opportunity arise, coach on the high school level."

The subjective portion of the questionnaire also reveals that, combined with the drive for a lucrative career, many female student-athletes are looking forward to shedding their athletic garb, except for personal fitness purposes, in exchange for a more "professional" image:

1. "I don't care to make poor money and receive little recognition. I prefer the business world."
2. "I want a high-paying white collar job which would put to use my college education."
3. "I'm looking for a more traditional job. I want a stable career -- am not interested in athletics outside of participating."
4. "I want a business job. I want to dress appropriately, not in sweatsuit."

In this popular trend toward professionalism, positions in inter-collegiate athletics are not even an option for many student-athletes who view sports as a hobby, an extra-curricular activity, and not a "real" job:

1. "I've had enough. I want a job. This to me sounds more like a hobby."
2. "I've played competitive sports all my life as a hobby and a way to keep in shape, not as a career."
3. "Sports have always been extra-curricular for me and I've never taken them seriously enough to consider them as career options."
4. "I'd rather work at a "regular" job and keep athletics as recreational."
5. "I do not feel that I would be making a very valuable contribution to society."

6. "I've played competitive sports all my life as a hobby, fun, relaxation, and enjoyment. Why make it more than that?"
7. "I am going to college to be a market researcher and have higher goals to strive for rather than extracurricular activities."

Still others are planning to marry and raise a family and don't find a career in intercollegiate athletics conducive for good family relations:

1. "[I want] a real life: family, career in T.V. broadcasting, travel and a large salary."
2. "I feel that it would be very difficult to start a family (which is hopefully part of my future plans) because of the time demanded as a coach, AD, etc."
3. "My father is a coach, and I grew up more or less without him, and without a lot of things!"
4. "I love athletics, but it takes too much time, and I wish to have a family and also a more office-type business job."
5. "I feel as though I want a family and a steady job. And any job in sports will pull me away from my family."

It also is clear from their comments that many female student-athletes automatically equate a career in intercollegiate athletics with coaching, and coaching alone. In fact, 50 percent of the women who plan a career in intercollegiate athletics said coaching best described their long-term goals. When we therefore make general conclusions that female student-athletes are not going into intercollegiate athletics, we have to realize that their perceptions are limited to coaching. These, and previously stated comments, suggest a strong identity with coaching and intercollegiate athletics careers:

1. "I don't think coaching could be your only job because you wouldn't be able to make enough money to survive, but coaching is a full-time job."
2. "Coaching has never been one of my goals."
3. "Salary, status of coaches in community."

An unfavorable reputation associated with women in athletics careers also is an influence that may be keeping female student-athletes away from this profession. When asked whether they were aware of any stereo-

typing or misconceptions that might be perceived as a barrier to attracting/retaining women in athletics careers, 46.7 percent of the women said "yes." Of those who felt there was an image problem, 45.8 percent specifically referred to the homosexuality/lesbian stereotype associated with women's sports. However, only 19.7 percent agreed that unfavorable stereotyping of women in athletics was an influencing factor in their decision to look away from intercollegiate athletics for their careers. It is clear from reading the candid remarks that the lesbian issue in athletics is a common concern for many of these women.

1. "The negative image of women in an intercollegiate career scares me. I've met too many lesbians in my college career. I don't want to have that image!"
2. "I actually would like to [have a career in intercollegiate athletics], but one of the main reasons is because of what people think of the 'stereotypical' woman coach."
3. "Women are seen as being "over-masculine" if they are too heavily involved in athletics."
4. "Problems? Dikes. Dike coaches recruit dike players; it seems to be true, not a misconception."
5. "It seems to me that most women's sports are highly stereotyped. It is very discouraging, but I don't have any honest solutions. I am not gay and I don't appreciate being perceived as being gay because I participate in lady softball."

Female student-athletes also reported that they were aware that women in athletics careers are stereotyped as too masculine, too weak, not competent enough and too emotional, to name a few. While nearly half of the women are aware, or have experienced this type of stereotyping, they seem to be comfortable with the image that coaches and student-athletes project to others. As you can see by the table below, female student-athletes appear to be considerably more comfortable with their own image than they are with their perception of the image of women coaches. (See Table 2.)

In similar comparisons with men and women, these women perceive themselves as generally having the same favorability in image as male

Table 2

Level of Comfort with the Image
That Male and Female Student-Athletes
and Coaches Convey to Peer Groups
(In Percentages)

How comfortable are you with the image that:	Very comfortable			Very uncomfortable	
	5	4	3	2	1
Women as student-athletes convey to others in your home community?	62.9	21.4	9.5	4.6	1.7
Men as student-athletes convey to others in your home community?	63.5	21.3	9.9	4.1	1.2
Women as student-athletes convey to others in the college/ university setting?	54.4	25.8	10.4	6.1	3.3
Men as student-athletes convey to others in the college/ university setting?	61.8	23.8	9.6	3.2	2.4
Women as coaches convey to others in your home community?	40.8	28.6	21.9	5.8	2.9
Men as coaches convey to others in your home community?	52.3	30.8	13.2	2.7	1.1
Women as coaches convey to others in the college/ university setting?	40.0	29.2	19.8	7.7	3.4
Men as coaches convey to others in the college/ university setting?	52.0	30.7	14.1	2.3	0.9

student-athletes, but female coaches were consistently rated lower than male coaches. The data suggest that female student-athletes see it as more socially acceptable to participate in intercollegiate athletics than to make it their profession. (See Table 3.)

While women may feel more comfortable with the image of female student-athlete over that of an athletics administrator or coach, most are more concerned with having a coach who they feel is qualified and/or someone with whom they feel comfortable. When asked to state a preference for their coach, 61.3 percent of the female student-athletes said it did not matter who coached them as long as he or she was qualified. Similarly, 41.2 percent said it did not matter what sex their coach was as long as they were comfortable with him or her. (Three hundred sixty respondents selected both.) A woman coach was preferred by 7.5 percent of the respondents, and a man coach by 13.8 percent. The majority of women who said they were more concerned with ability and good relations than the sex of their coach, listed other coaching characteristics important to them. Overall, their idea of an ideal coach would be someone who provides good training, "believes" in the athletes and their abilities, and who treats them as individuals. They want a coach who is trustworthy, and someone who doesn't pick favorites. This ideal coach also should be optimistic, respectable, confident, knowledgeable, encouraging, and someone with whom they can share a positive rapport and work toward team goals.

For those female athletes who stated a preference for a man or woman coach, many commented that it was because they were accustomed to that particular sex as their coach in past and present situations. Others seemed to reinforce the sexual stereotyping discussed earlier. Here are some examples:

Table 3

Perceived Level of Favorability (Family and Friends)
Toward Female and Male Coaches and Student-Athletes
(In Percentages)

How favorably are:	Very favorably			Very unfavorably	
	5	4	3	2	1
Female coaches looked upon in your family and among your friends?	45.1	25.0	21.9	5.9	2.2
Male coaches looked upon in your family and among your friends?	58.7	25.5	14.5	0.6	0.6
Female student-athletes looked upon in your family and among your friends?	77.1	14.9	6.1	1.5	0.4
Male student-athletes looked upon in your family and among your friends?	79.3	14.0	5.7	0.6	0.4

1. "[A male coach] is more forceful--doesn't put up with pretty girl stuff."
2. "A woman coaching a women's sport can fully understand the needs, wants, and expectations of the other women."
3. From an athlete preferring a male coach: "They won't get too emotional."
4. "Male coaches are more sensitive to female problems."
5. "Too many homosexual woman coaches -- it gives women's athletics a bad reputation."
6. "I feel that some women have a real feminist attitude that turns into a chip on the shoulder type thing."
7. "Women hold grudges and tend to be petty, and very moody."
8. "She understands our feelings and gains more respect and discipline."
9. "Men seem to have better discipline of teams, and they also retain a better professional distance from the players."
10. "[Women coaches] believe women should participate. Most men feel we should not."
11. "I resent being told to work hard by a woman. A man has more control over me."
12. "Women are too fickle and weak!"

Despite the negative perceptions and barriers with which these women associate careers in intercollegiate athletics, there is a slim minority of women (5.3 percent) who plan to seek positions in this area immediately following graduation. In addition, 33 percent of the women surveyed reported plans for graduate school. The data do not show what percentage of women will pursue a career in intercollegiate athletics upon receiving an advanced degree. Salary appears to be a major concern for women seeking positions in college departments of athletics also, as 96.2 said salary was an important factor in accepting a position. Other important factors cited by at least 90 percent of the women who plan on collegiate athletic careers include:

1. Type of work expected (96.2 percent);
2. Athletics administrative support for women's athletics programs (95.3 percent);

3. University administrative support of women's athletics programs (94.7 percent);
4. General working conditions (94.4 percent);
5. Potential for advancement (94.2 percent);
6. Relationships with athletics administrators (93.7 percent);
7. Recruiting responsibilities (90.3 percent);
8. Location of institution (90 percent), and
9. Equality of sexes in athletics (90 percent).

Important factors in accepting a position in the field of intercollegiate athletics for at least 80 percent of the women include:

1. Extent of involvement in decision making (89.2 percent);
2. Challenge of assignment (89.1 percent);
3. Reputation of athletics program (88 percent);
4. Status of assignment (86.8 percent);
5. Quality of NCAA competition (85.5 percent);
6. Community, social and cultural opportunities (85 percent);
7. Academic reputation of school (84.7 percent), and
8. First impressions of people (81.6 percent).

The questionnaire concluded with an opportunity for the athletes to address these issues on a national level, as if they were appointed director of an NCAA program. Overall, there were four general areas of improvement for women in intercollegiate athletics as suggested by these women: equality of sexes in athletics, education/training, increased publicity/positive promotion, and improved working conditions. Following are some general ideas, wishes, and solutions suggested by female student-athletes:

1. Equality of sexes in athletics
 - a. Equal facilities;
 - b. Equal funding for equivalent sports;
 - c. Equal chance/opportunity for employment based on qualifications;
 - d. Same respect as male athletes get, and
 - e. More support from university and athletic administrations.
2. More publicity/positive promotion of women in sports
 - a. Increased television coverage locally and nationally;
 - b. More highlights of achievements by women in sport;

- c. Promote image that women can be feminine and athletic;
 - d. Recruit female student-athletes for coaching and administrative positions;
 - e. More balance of women's coverage in publications such as NCAA News, Sports Illustrated and other newspapers, and
 - f. Increased visibility of athletics career opportunities for women.
3. Improved working conditions in intercollegiate athletics
- a. Child care;
 - b. Maternity/paternity leave;
 - c. Higher wages;
 - d. Flexible working hours, and
 - e. More appealing job description/responsibilities in general.
4. Education/training
- a. National and regional seminars for women by women to discuss issues;
 - b. National and regional seminars for both women and men;
 - c. Increased training for women pursuing coaching and administrative careers;
 - d. Increased awareness of career possibilities for young women, and
 - e. Networking/communication by women in athletics to improve relations.

NCAA Women's Study

Administrators Report

If it were possible to derive a perfect prototype of the typical female intercollegiate athletics administrator, you might need only walk into a few NCAA member institutions of any division to find her. Pick any reasonable hour -- day, night, even weekends, and chances are good that you would find a woman, hard at work, who loves the dynamic realm of sports and who thrives on challenge. You probably would find a white woman, in her thirties, who would tell you that one of the most rewarding aspects of her job is the interaction and working relationships she has with student-athletes and her colleagues. More than likely, she would be unmarried with no children.

Bittersweet may accurately describe the mixed emotions about her career in intercollegiate athletics, an environment in which she sees women as second-class citizens. At the threshold of the 1990s, she is frustrated with the absence of welcome mats for women, and possibly exhausted from fighting for their acquisition. You also would find a woman well aware that her association with sports means an association with a lesbian and/or masculine image. Overall, you would find a woman who knows her career in intercollegiate athletics is short on extrinsic rewards, but long on intrinsic rewards and the challenge for equality and advancement for women.

While there is no such "perfect prototype" of the NCAA female administrator, this scenario may in fact be a very realistic portrait of the triumphs and tribulations experienced by a majority of the women who

responded to the NCAA Survey of Female Athletics Administrators. Of the 286 women who participated in the study, 87.6 percent said if they had to do it over again, they would become athletics administrators. The data also reinforce this overall career satisfaction, as 74.1 percent of the women said they plan to remain in the same administrative position next year. However, many commented that they would like to earn some type of promotion or advancement in salary if they stay where they are now. Student-athletes, a love of athletics, challenge, and an ever-changing environment are factors retaining women in the field of intercollegiate athletics. In their own words, here are 10 reasons why they would follow this path again:

1. "[Intercollegiate athletics] is a challenge and we need women to stay with athletics. Do not quit because the going gets tough."
2. "It is a position with many challenges. It allows you to get paid working in an area you love -- athletics."
3. "I enjoy working with athletes. I think they are usually determined individuals, attentive and willing to work hard."
4. "I enjoy the challenge and feel that I have an opportunity to: (1) advance the status of women in athletics, and (2) have a positive impact on young lives."
5. "When I began 11 years ago, I was instrumental in helping bring very positive changes for women athletes. Extremely rewarding. Since then, diversity and growth have kept me motivated."
6. "Intercollegiate athletics, at most any position, demands a lot of time and effort, and can be very frustrating at times with all the NCAA rules that must be dealt with, and special treatments that are given to some teams, but athletics is a part of my life that I want to build a career on and always be around."
7. "It is an interesting, ever-changing, vibrant career area. Working at a college is great -- it keeps you young!"
8. "It is challenging, diverse, creative and project oriented. Results are measurable, and the academic and athletic community environment are highly conducive to development."
9. "I think it is a much-needed job for which I am well suited."
10. "I love athletics."

The remaining 12.4 percent who indicated that once is enough (even more than enough for some) when it comes to an administrative career in intercollegiate athletics, seem to be frustrated with the politics and general working conditions.

1. "Too many hours for a married woman with kids. I love my job and all things dealing with athletics, but I have a hard time handling the difference in the way the women's sports are handled as opposed to men's. Also, too much outside pressure is now focused on athletics. Too many unnecessary problems from others -- always have to justify funds, etc...."
2. "I have never worked with more incompetent people in my life where the male directors have no use for and are threatened by female administrators."
3. "There is a limit to the level of advancement. I love athletics, but I am ambitious also."
4. "I would have remained in an outside business environment. Did not realize the male prejudice of this institution."
5. "Unequal opportunity for advancement -- fighting ol' boy networking. Lack of genuine interest in women's issues by athletic administration in university; blatant discrimination has only been satisfying to a point."

Although these data indicate that most women appear to be content with their careers, other recent studies suggest that career opportunities for women in intercollegiate coaching and athletics administration have been dwindling. In an 11-year longitudinal study (1977-1988), Linda Carpenter and Vivian Acosta revealed that the proportional representation of females in athletics leadership positions has declined significantly since 1972. The percentage of women coaching and administering women's teams and programs has decreased from 90 to 100 percent in 1972 to 48.3 percent in 1988. This phenomenon traces back to the enactment of Title IX in 1972 and the enlargement of the now defunct AIAW (Association of Intercollegiate Athletics for Women). The massive growth in the number of girls and women participating in sports was accompanied by an increased interest on the part of men in both administration and coaching. Carpenter and Acosta found these five perceived causes of this proportional decline as ranked by the respondents (in decreasing order of importance):

1. Success of 'old boys club' network;
2. Lack of support systems for females;
3. Failure of 'old girls club' network;
4. Female 'burnout'; and
5. Failure of females to apply for job openings.

In the NCAA study, women were asked if they agreed or disagreed with statements about women in intercollegiate athletics. The statements had been designed to examine the reasons for the satisfaction or lack of satisfaction of women in athletics administration (see Table No. 1). These are four statements that the majority of the administrators agreed with:

1. There is discrimination in the administration of athletics. (84.7 percent)
2. There are many qualified women who are not selected for job openings in athletics administration. (78.5 percent)
3. There are many qualified women who do not apply for job openings in athletics administration. (69.9 percent)
4. Coaching conflicts with family duties. (63.6 percent)

These data reinforce Carpenter and Acosta's findings that the existence of an 'old-boys' network in intercollegiate athletics is also a concern of their female counterparts; women agree that there is a large pool of qualified women who either are not being hired or are not trying to. In the open-ended portion of the NCAA Survey of Female Athletics Administrators, these women reinforce their perception that men are in control of the college athletics arena and are responsible for the decline of women in administrative and coaching positions. When asked their opinions for this decline, the most popular response either directly referred to the existence of an 'old boys network' or alluded to it:

1. "Women seem to be frustrated, in some cases, in dealing with the sexist views and 'old boy' syndrome among athletics. And men too often are hired to run women's programs because they think they can exercise more control."
2. "When I first became involved in women's athletics 12 years ago, there wasn't a lot of interest (and therefore, money) in the field. No men wanted low paying coaching jobs. When the money came into the situation, the men coaches came right behind since they often had more experience and reputation, they captured many of the jobs."

Table 1

Level of Agreement with Selected Commonly
Held Ideas Regarding Women in Athletics

Idea	Percentage indicating "strong" or "somewhat strong" agreement
There is discrimination in the administration of athletics.	84.7
Female coaches provide models and guidance for female athletes in ways that men cannot.	79.9
There are many qualified women who are not selected for job openings in athletics administration.	78.5
There are many qualified women who do not apply for job openings in athletics administration.	69.9
Coaching conflicts with family duties.	63.6
There is a lack of camaraderie among women in athletics administration.	35.0
Only a few female administrators in intercollegiate athletics are properly qualified.	11.4
Only a few female coaches in intercollegiate athletics are properly qualified.	9.6
Women do not support the philosophy of the NCAA.	7.6
Overall, women object unreasonably to recruiting and travel.	6.1
Most female coaches believe in winning even at the expense of educational principles.	3.9

3. "Many women coaches have been elevated to athletics administration because programs needed a token female. Very often this does not work out, and these women do not apply elsewhere; also, good old boy network has a hard time hiring women if a male is available for a similar position. Most women know this from the beginning. Many programs do not take women seriously; I've been very fortunate in not having this problem."
4. "Refer to Acosta/Carpenter study: good old boy network; more men coaches available for jobs; no mentor system available for women, but there is for men; after so many years, the frustration level for women in athletics finally causes one to say, 'take this job and shove it.'"
5. "As an associate athletics director, there is no further professional advancement if I intend to stay at Division I. The level of input sought from me by the AD is not the type of influence I would like to have. Perhaps that is a function of this staff. The NCAA is an "old boys" club, and always will be. I am not even sure that the positions within the NCAA held by women ultimately have much influence as the membership makes the decisions."
6. "Men tend, sometimes inadvertently, to seek out other men for these positions. Men tend sometimes inadvertently to seek out other men for these positions. Men tend sometimes inadvertently, to seek and value the opinion of other men over women's, generally."{sic}

The second most popular response pointed to by women as being accountable for their decline:

1. "Women don't have the "career" instinct that men do. Men see it as a profession, like being a doctor or a lawyer, women see it as a 'job.' There is a big difference in that."
2. "I believe many women are becoming lethargic in their attitude towards equality for women in athletics; the older women are leaving the field because they have 'had enough' while the younger group of women has taken a 'let someone else do it' attitude towards entering the field."
3. "Men tend to be more aggressive in 'pushing' themselves and [their] qualifications, and apply more than women do for positions they may not be qualified to fill."
4. "Our female (previous) coaches didn't get the job done -- win/loss records, recruiting, retention. We have been more productive with men coaching females."
5. "Qualified women get discouraged by 'old girl' networks and the stereotyping that occurs from this. If you aren't in a 'certain group' you receive no help from the women, and because you are female, you receive no help from the men either."

A substantial number of women also feel that the decline of women in intercollegiate leadership roles is linked to an interference with marriage and family duties as a result of time commitment demands. This may explain why the field is dominated by single women (66.4 percent). Of the women who responded to the survey, 33.5 percent were married, 55.5 percent have never been married, and 10.9 percent were either separated, divorced, or widowed. About one-third of the administrators said they had children (29.5 percent); 70.5 percent have none.

Although only 63.6 percent of the female administrators agreed that coaching conflicted with family duties (see above), 95 percent said infringement on family affairs was a factor affecting a woman's decision to be an athletics administrator at the intercollegiate level. When given a list of some perceived factors sometimes associated with their jobs, slightly more women selected family conflicts over the 'old-boy' network (93 percent) as an influencing factor (see Table No. 2). However, when asked to put a star beside the one factor that they believed to have the greatest effect in making intercollegiate athletics unattractive to women, more women (22.2 percent) selected the 'old-boy' networks over infringement on family affairs (15.5 percent).

These are typical comments from female administrators who associate family concerns with the decline of women in intercollegiate athletics careers:

1. "Time/travel demands of the job often force a choice between job and marriage, and family -- husband not willing to do household management."
2. "It's 1989 and women who are qualified and have the desire, still must 'do it all' if they 'want it all;' i.e. husband, friends. There is not the encouraging support for females, even support systems (i.e. day care for the hours of coaches) or release time for family." [sic]

Table 2

Factors Negatively Affecting Women in
Intercollegiate Athletics Administration

Factor	Percentage indicating "Greatly Affects" or "Somewhat Affects"	Percentage indicating "Greatest Effect"*
Infringement on family affairs	95.0	15.5
"Old Boy" networks	93.0	22.2
Lack of advancement opportunity	90.9	18.0
Inadequate salary	89.9	13.4
Sex discrimination	88.0	10.0
Interference with other significant relationships	83.9	5.9
Lack of university adminis- trative support	83.8	
Interference with marital relationship	83.8	
Lack of athletics adminis- trative support	82.0	
Lack of networking with other administrators	78.9	
Travel burdens	78.7	
Stereotypes of athletics administrators	71.1	
Racial discrimination	57.6	
"Old Girl" networks	57.2	
Unfair treatment by media	52.4	
Disrespect from athletes	28.3	

*Those factors indicated by less than five percent of the respondents are not listed.

3. "Many of your good female coaches are at the high school level where they've gained experience. Now married, it is hard to move these women with husbands to the college level. Also, women are often excluded from key meetings and decision-making tasks."
4. "I feel that most women do not choose intercollegiate coaching and administration due to conflicts of the great amount of time needed to perform these duties, and the ensuing conflicts between balancing this type of job and family life."

In addition to blaming men for the decline, a lack of initiative from women, family obligations, and general working conditions such as stress, time commitment, lack of advancement and opportunity, and low pay were mentioned as relating factors. Only a few women cited stereotyping of female athletics administrators as an influence keeping women out of the field. However, in a separate portion of the study, 71.1 percent said they believed that the stereotyping of women's athletics administrators affected a woman's decision to be an athletics administrator at the intercollegiate level (see Table No. 2 above). In yet another section of the questionnaire, 74.7 percent of these women said they were aware of existing stereotypes that might be perceived as a barrier to attracting/retaining women in athletics careers. Of these women, 54.4 percent specifically said that their involvement in sports often led others to assume that they prefer homosexual lifestyles. Other image problems that women administrators perceive as a barrier are "man-like" or masculine stereotypes (14.8 percent) and a perception that women athletics administrators are "incompetent" or "unqualified."

Typical comments on the image problem of female administrators in intercollegiate athletics include:

1. "Hostile, male-hating gay women -- sexual preference aside, they project an antagonistic, demanding image -- not only to administrators, but the fans, parents, recruits, etc."
2. "A woman's sexual preference is always questioned."

3. "Aggressive women in administration are viewed as less feminine, whereas men are seen as 'go getters' or achievers.
4. "Many people perceive women in athletics to be lesbians. I do not think this is true, and I think the trend is beginning to change, but it must be enhanced by an educational process."
5. "Jockettes" allow individual styles more openly and support differences of individuals so women may show all sides of themselves. Women 'not tough enough' or 'too tough' (for women) to administer or coach in athletics. If not or never been married -- good luck!!! -- whether homo or heterosexual, we are all trouble."
6. "One becomes stereotyped sexually if they are single. 'The Old boys' could use some education as to maintaining an open mind."
7. "Female administrator/coaches even athletes are 'queer'. When we were young we were 'tom boys.' What are they called today? Solution: Stronger image of one's self.
8. "As bad as it sounds, a definite stereotype of the female coaches and administrators is that they are lesbians and even 'dykes.' Whether they are or not, it makes people uncomfortable."
9. "A popular misconception is that only gay women become coaches or play sports. In actuality, the number of gay women is probably proportional to any other group of society. Some parents seem wary of the 'gay' influence."
10. "I think the public perceives female coaches as homosexual. I think part of that is true, but part isn't. I've been pondering solutions and I have no idea what the solution is."
11. "Women in athletics are perceived as being homosexual and masculine. We must impress upon our children that it doesn't matter what one's appearance or sexual preference is, but a person's personality and her/his overall person that matters."

Despite the fact that these stereotypes were openly discussed and identified as barriers for women seeking/retaining careers in intercollegiate athletics, the majority of female administrators appear to be comfortable with the overall image of women as athletics administrators in their home and university community, as well as among their family and friends. It also may be interesting to note that they rated themselves higher than men in conveying an image they are comfortable with (see Table No. 3).

Table 3

Level of Comfort with the Image
That Male and Female Athletics Administrators
Convey to Peer Groups
(In Percentages)

How comfortable are you with the image that:	Very comfortable		Very uncomfortable		
	5	4	3	2	1
Women as athletics administrators convey to others in your home community?	34.9	35.9	13.9	11.4	3.9
Men as athletics administrators convey to others in your home community?	28.5	38.8	16.4	12.5	3.9
Women as athletics administrators convey to others in the college/ university setting?	29.0	44.1	11.1	12.9	2.9
Men as athletics administrators convey to others in the college/ university setting?	28.1	42.0	12.1	14.6	3.2

We have examined some of the problems that women in intercollegiate athletics administration face today. Despite these problems, there is an overall positive level of satisfaction with their profession. It is evident that challenge is a priority for these women; this is reflected in three separate parts of the survey. Challenge tops the list of importance for 96.4 percent of the women who indicated that this factor weighed heavily in their decision to accept an administrative position in intercollegiate athletics (see Table No. 4). As mentioned earlier, challenge appears to be the underlying factor in their testimony that they would do it all again if given a choice. Female athletics administrators ideally would like to find employment in an academically and athletically reputable institution that is geographically desirable. In addition to wanting work that will allow them to exercise their abilities, these women are concerned with salary, and seek assignments with some degree of prestige. They would like to find a position in an NCAA division appropriate to the degree of competition they prefer, in an athletics department with people whom they like and who will support their programs. The 10 most important factors to female athletics administrators in accepting a current position are listed by percentages in Table No. 4. Less important to them are factors such as strength of affirmative action program (37.1 percent), an availability of women's support groups (20.2 percent), and spouse's job opportunity (17 percent).

In assessing their satisfaction with various aspects of their current positions as athletics administrators, these women appear to be most content with the interpersonal relationships involving student-athletes, coaches and other athletics administrators. Most seem to be satisfied with their job responsibilities as well as their level of performance in

Table No. 4

Ten Most Important Factors in
Accepting Current Position

=====	
Factor	Percentage indicating "Very Important" or "Somewhat Important"
Challenge of assignment	96.4
Type of work expected	93.9
Location of institution	79.9
Status of assignment	79.8
Academic reputation of school	76.2
People with whom I interviewed	74.4
Salary and perks	73.5
Reputation of athletics programs	71.5
Athletics administration's support of women's athletics programs	69.4
NCAA level of competition	66.3

executing them. Job benefits and general working conditions also are satisfactory to the majority of these women. However, it may be worth noting that a relatively low 67.4 percent of these women said they were satisfied with the extent to which their job challenges and provides professional growth. Overall, 69.2 percent said they were satisfied with athletics administration as a career. Fewer than half of the women are satisfied with equality of sexes, opportunities for advancement, level of stress involved with the job, and opportunity to participate in NCAA organizational affairs. (See Table No. 5 for the breakdown of percentages).

The majority of these women agreed on five solutions for correcting the decline of women in intercollegiate coaching and administrative positions. Here is what they agree should be done:

1. Market coaching and athletics administration to young women as a viable profession. (92.8 percent)
2. More networking/communication by administrators and coaches on a national intercollegiate basis. (85.1 percent)
3. Women need to get more practical experience in the field of coaching and athletics administration. (76.7 percent)
4. More regional coaching clinics for women are needed. (70.8 percent)
5. More inservice training is needed; women should become more educated in the field of coaching. (68.1 percent)

In conclusion, the female administrators were given an opportunity to provide their ideas for addressing these women's issues on a national level, as if they were appointed director of an NCAA program. Their ideas can be categorized as networking, public relations, training, increased opportunities, and family/child care concerns. Many of their ideas are as follows:

Table 5

Satisfaction with Selected Aspects
of Athletics Administration

Aspect	Percentage "Very Satisfied" or "Somewhat Satisfied"
Relationships with student-athletes	91.8
Relationships with coaches	90.4
Support given by family and friends	90.0
Level of job performance	88.2
Job responsibilities	82.8
Relationships with other athletic administrators	74.4
Job benefits	71.3
General working conditions	70.1
Athletics administration as a career	69.2
Extent to which job challenges and provides professional growth	67.4
Fringe benefits	61.1
Relationships with faculty	60.6
Salary	48.1
Involvement with off-campus supporters	47.7
Extent of involvement in departmental decision making	47.6
Amount of time spent on the job	46.8
Amount of travel involved	46.7
Regulation by NCAA	45.5
Other administrative support of women's athletics programs	38.9
Opportunities for advancement	34.8
Level of stress involved with the job	33.1
Opportunity to participate in NCAA organizational affairs	32.8
Equality of sexes within athletics	30.0

A. NETWORKING

1. Network to tear down "barriers" between men's and women's programs
2. Develop mentoring system for directors of athletics professional development
3. National network/referral service for women in intercollegiate athletics
4. Identify and solicit an "all star" advisory group of women
5. Develop a special newsletter for women
6. A broad-based networking system to support women's athletics
7. Organize a committee to discuss some of the stereotypes and misconceptions in women's athletics
8. Establish a clearinghouse for women to call with questions/problems
9. Establish seminars on career opportunities in athletics for college women
10. Work with college presidents

B. PUBLIC RELATIONS

1. Major campaign promoting positive role models
2. Increased visibility of successful women coaches and administrators
3. More television exposure for women's sports
4. More marketing programs
5. Informal and formal opportunities for staff interactions
6. Encourage communication among women and men
7. Women's speakers' bureaus
8. Promote athletics as a viable profession to younger females
9. Televising more women's championships so that the "revenue-producing argument eventually can die"
10. Advertising campaign to show successful coaches who are married
11. Encourage men and women coaches/administrators to take part in volunteer activities promoting athletics to girls and boys

C. TRAINING/EDUCATION

1. More in-service/educational programs for women student-athletes so that they can set career goals early

2. Educate male athletics directors on issues concerning women in athletics
3. Educate women on T.V./radio negotiations
4. Assertiveness training. Tactful public relations and problem-solving
5. Image workshops
6. Establish a national institute for training women administrators
7. Leadership/professional workshops
8. On-the-job training in athletic administrative fields
9. Women's support groups
10. Training on networking
11. Programs to dispel myths on stereotypes of women in athletics
12. Budget management training
13. Clinics, seminars for junior high, high school and college coaches
14. General business aspects of athletics
15. Panel discussions by prominent leaders at various campuses

D. OPPORTUNITY

1. NCAA task force to study, evaluate and recommend solutions to the NCAA on salary discrimination and job discrimination among its members
2. Fight for Title IX issue, legislation, and enforcement
3. Create a new NCAA position to work primarily on women's issues and problems
4. Establish proportional method of funding men's and women's programs
5. Fund raisers to help women's athletics financially
6. Hire qualified women over less-experienced men
7. More scholarships
8. Lobby for federal legislation to require federal mandates for the number of coaches/administrators and salaries.
9. More women athletic trainers for men's teams
10. Affirmative action

11. Initiate a reward system to benefit institutions that demonstrate action to remove racial and sexual discrimination -- could be financial or media attention
12. More internships
13. Give power and responsibility along with titles
14. Quotas
15. Equal funding for men's and women's programs
16. Start a professional development program at the junior high level and an educational program for high school counselors to know the job opportunities
17. More graduate programs
18. Recruit outstanding athletes into graduate/training programs
19. Hire women in male-dominated positions
20. Equal pay
21. Equal facilities -- gyms, offices, lockers...
22. More full-time positions for women
23. Collect data on problem areas, then appoint committee to attack problems
24. Appoint women to committees for male-dominated sports (football, hockey...)
25. High appointments to NCAA administrative positions
26. Make NCAA an innovative/idealistic environment with benefits for women in administration to work in
27. Require conference offices to use women and minorities in positions other than secretarial
28. Funding for positive promotion of women in athletics
29. Grant money to institutions to assist with promotion of women in athletics
30. Provide incentives to all NCAA divisions to hire women as assistant coaches
31. Sexual discrimination grievance policies

E. FAMILY/CHILD CARE

1. Investigate the problem of balancing family life

2. Establish day care
3. Family counseling seminars
4. Maternity leave policies
5. Split travel time with more than one person

Note: Respondents to the survey indicated the following NCAA divisional affiliation:

I-A	56.7 percent	153 individuals
I-AA	13.3 percent	36 individuals
I-AAA	8.1 percent	22 individuals
II	7.8 percent	21 individuals
III	14.1 percent	38 individuals
		<u>270</u>

NCAA Women's Study

Coaches Report

The female intercollegiate coaching profession: For many women, it may very well be the greatest job ever, but also one that leaves them banging their heads against the wall. The wall is a big one constructed by a society that may not be ready for prime-time women's athletics -- a society more accepting of female doctors and lawyers than coaches. These women see the wall as supported by sex discrimination from men in charge of athletics departments and the media, and by women who are either too indifferent and apathetic, too weary from fighting the "good old boys," or too intolerant of the "un-ladylike" mannerisms of other women who coach. If that's not enough, many women in athletics still feel the pangs of growing pains as they adjust to the transition from the Association of Intercollegiate Athletics for Women (AIAW) to the NCAA.

Picture this: Nancy plays the cello in her high school orchestra. She is an accomplished musician, first chair, and an admired leader in her school. The orchestra travels by bus to perform in state competitions. Nancy's participation in orchestra is challenging and exciting, and she is successful in this comfortable environment. One year later she is the recipient of a full-ride scholarship at a university with a nationally acclaimed orchestra. She is third chair now, and no longer is she in a position of control at the top. The opportunities are greater, but so is the struggle to be best again.

This analogy may describe the mourning that many female coaches in NCAA member institutions need to express for the death of the AIAW, their comfort zone, where women reigned supreme. Now they feel as if they are third chair, "second-class citizens" to NCAA men's athletics programs.

To add another brick to the wall, women's intercollegiate athletics are progressing at a tremendous pace, but must compete to share a glimmer of the limelight that is shining on men's athletics programs more advanced in evolution. There are many single women who are married to a coaching profession that demands nearly all their waking hours. Compared to their male counterparts, they receive only hand-me-down recognition and little financial reward. Under these circumstances, it is sometimes easy to forget that men were not always airborne and flamboyant in their attempts to play basketball. Slam dunking and other athletic feats that attract capacity crowds to men's athletics contests are relatively new attractions. Even former UCLA head men's basketball coach John Wooden had to sweep the gymnasium floor before practices in his early days. As a player, he knew of no "home-court" field houses or coliseums as we know them today.

Despite these drawbacks, female coaches of intercollegiate athletics teams are drawn to their careers for as many reasons as they are discontented. If they had to do it all over again, 94.8 percent of the women who participated in the NCAA survey on female coaches said they would choose coaching again. Here are some of their reasons:

1. "I love to teach the game of basketball. I love to work with female athletes of the college age. They seem to be the most responsive. For this period of time in my life, coaching is challenging, and has provided opportunity for growth and development and travel comprising a realm of experiences hard to achieve elsewhere."
2. "There is a special challenge that goes with the territory of coaching at the collegiate level."
3. "I love to recruit and have the opportunity to bring in the types of kids I want."
4. "I enjoy working with young adults who are learning to accept more and more responsibility for their lives."
5. "After competing for so long, it's enjoyable to view the sport from the coaching perspective. I also enjoy working with the athletes."
6. "I enjoy the atmosphere here at the collegiate level. The people I work with all join together as one big family. Everyone backs up everyone."

7. "Women's athletics has, and is continuing to progress. It is a great time for women's athletics at this point, and I enjoy being a part of it.
8. "At this point, it's a great learning experience; there is a great need for women role models, and I think it's important for qualified women to accept these jobs to make it a viable route for achieving."
9. "I enjoy giving something back to the sports I have participated in. I want college students of today to have it better than I had it when I played."
10. "This is just one more experience in my life which I will have to draw upon later in life. I would be foolish to not do this again."

Of those women who stated their plans for next year, 376 of the 531 respondents said they planned to remain in the same coaching position, and 50 women plan to seek a similar coaching position elsewhere. Nearly one-half (259) of the women agreed that intercollegiate coaching best describes their long-term future goals. This is an interesting prediction, as the demographics of the study indicate that 85.4 percent of the female coaches in this study are 39 or younger. The fact that 50.1 percent of these women are under 30 suggests that, in reality, coaching presently is not a viable long-term career for most women. This statistic may in part be explained by noting that intercollegiate coaching does not appear to be compatible with marriage and family for most women. A majority (76.7 percent) of these women are single, and 85 percent have no children. Coaching at the intercollegiate level is considered to be an infringement on family affairs by 93.9 percent of the female coaches who responded (see Table No. 1). Their comments support the notion that female coaches have little room for a traditional family life:

1. "I think the time commitment of coaching greatly affects family and relationships, but if women coaches were being compensated for their time, I don't feel this conflict would be as significant."
2. "It was hard as a single person to make ends meet -- hand to mouth. Now that I am married and starting a family, I find it hard to think how I could arrange for day care for such irregular hours, but I love my job, and it is hard to give it up."
3. "Most families won't put up with the amount of time involved. It bothers my husband more now that we have an 'empty nest'."

Table 1

Factors Negatively Affecting Women's
Decisions to Coach at the Intercollegiate Level

Factor	Percentage listing a factor as "somewhat affecting" or "greatly affecting" decision
<hr/>	
Inadequate salary relative to time commitment involved.	96.7
Inadequate salary in general.	96.2
Infringement on family affairs.	93.9
Travel burdens.	91.2
Lack of administrative support for women's athletics.	90.4
Interference with other signifi- cant relationships.	88.1
Responsibilities of recruiting.	87.4
Interference with marital relationship.	87.1
"Old-boy" networks.	83.4
Sex discrimination.	83.4
Stereotypes of coaches.	81.5
Lack of opportunity for professional advancement.	78.2
Public image of coaches.	69.8
Lack of networking with other coaches.	69.0
"Old-girl" networks.	65.4
Unfair treatment by media.	58.7
Racial discrimination.	54.3
Disrespect from athletes.	48.7
Quality of NCAA competition.	47.2
Harassment by fans.	31.5

4. "I love my job when I'm here. I love my family when I'm with them. Sometimes it seems my heart is in two places, and that can be difficult. However, at this point, I have a good system with child care, so it's not a heavy burden on me daily."
5. "It is very difficult to put in the time commitment necessary to be a successful coach, and also to raise a family where most of the burden of child care is still with the woman."
6. "Even in this day and age, women are still the base of the family structure, and even if she is working, she is required to do all the other so called 'womanly' duties. It is hard to be a female coach and have a family too."
7. "It is difficult to find good quality women willing to give up normalcy in family life, and accept such minimal pay."

There are many other negative factors that affect a woman's decision to coach at the intercollegiate level. Of the 20 possible factors we listed, 17 were selected by more than half of the respondents as being a negative influence in their decision to coach at this level. More than 80 percent of the women agreed that 11 of the 20 factors negatively influenced a woman's consideration to coach, with more than 90 percent agreeing with five of the possible responses (see Table No. 1). Their comments on the perceived negative factors associated with coaching at the intercollegiate level:

1. "Athletics used to be a 'service' to students who wanted to stretch and grow as a person. Egos, competing for talent, manipulating recruits, 'win, win, win,' 'what have you done for me lately...' How can a coach value her contribution as an educator? Teaching is now the smallest part of what I do. Sales is the largest. My major wasn't sales!"
2. "I work with male coaches only. It is sometimes difficult to feel a part of things. There are certain instances when I feel very separated at various camps; all of the coaches share rooms except myself. I am separated from all of the talk and action."
3. "Coaches of sports for men are paid at least 10 times more than their female counterparts. For the hours invested, women coaches on a stipend will make less than \$2 an hour."
4. "Many of my colleagues are not well-rounded individuals. Coaching doesn't provide a very stimulating atmosphere. People tend to compete more than cooperate."
5. "Sex discrimination: Falls along the same path as inadequate salary relative to the time commitment involved. Why do I have to do things the men's assistant doesn't have to, and he gets paid \$10,000 to \$16,000 more?"

6. "It also is frustrating to coach superb female athletes in a Division I school and have their meets practically unattended, and have the media (only newspaper in our state, and television) give us no coverage! Even the students and faculty (and alumni) virtually ignore all sports except basketball and football."
7. "I feel these [factors] affect both men and women. Also, we need to perhaps stress the old thought that good clean sports are good for the soul and good for developing character. I feel we've gotten away from that with a win at all cost attitude. We pressure ourselves too much."
8. "If you really care about being a good coach, it takes a lot of time (especially evenings and weekends), time generally spent with friends and family."
9. "If the administration does not support women's athletics, then there will be less attention and overall coverage of female athletes. Already, women athletes don't receive enough attention, so if the the administration doesn't help, it will be an even more difficult journey to show women playing sports."
10. "Frustration of hitting head against the wall."
11. "In my experience, I don't feel the old boy's network is intentional, but it exists. I have very good working relationships."
12. "Many female coaches are stereotyped as homosexuals which keeps many females out of coaching as a career."

Based on personal experiences, these women were asked to share their opinions on the declining number of women in intercollegiate coaching and athletics administration. Their reasons are diverse, with many fingers pointed at men for discriminating, and some at women for being bad examples:

1. "Lack of support in salary and from administration. Many women's sports are 'token' sports, and so are the coaches."
2. "If a woman has a family, then she usually puts their needs first. If she needs to help with the finances, she would look for a better, high-paying job with set hours. Coaching is really tough as far as hours go. One day you may need a baby sitter from 8-5; the next day, you may need someone overnight. The hours are really irregular for a female coach. It is very hard for women to carry on both jobs -- mother and coach."
3. "Today's world is one with a focus on money. The more money you make, the more successful you are. Coaching, for a woman, seems to be looked down upon in our society. Only those in the immediate athletic community know what it takes to be a coach. Unfortunately, success is measured in money and coaching does not provide this notion of success."

4. "Because now that salaries for coaches of women's teams have become respectable, more men are applying for those positions, and I truly believe that many programs do not make hiring women for those positions a top priority."
5. "Basically, I think young female athletes have greater faith in men coaches and pros. Few women go into the field which requires long hours and little pay."
6. "There is such a tremendous demand on time, and, women are not paid for their commitment and time. Their work is taken for granted. Also, fighting the 'good ol' boys' network is exhausting and women may eventually tire from fighting this."
7. "Merger with NCAA. Men in power positions. Men look upon women athletes as just 'playing,' not 'serious' like the men are!!!"
8. "Homosexual females in this profession definitely provide models and guidance in its worst for female athletes. There is too much of that in our profession. I'd rather see a straight male coach females than a gay female. Homosexual coaches are killing us! The other reason is the time factor."
9. "As a woman coach, I find it hard to be accepted as a coach; that word still carries a male connotation. Seldom am I treated as a colleague by men, especially by the old guard who are very powerful in my sport. As far as administration goes, most women administrators are lousy role models. They don't support women either. They have the position, knowledge, and experience to support women coaches, and instead worry about dominance over the men coaches under their supervision."
10. "I don't think they like what the intercollegiate athletics experience has become: 'big business'."
11. "The great time commitment is constantly increasing. The AIAW had a good philosophy -- auditions -- which decreased recruiting travel and time commitment, and also saves money. With AIAW philosophy, more positions were available to women, more championships, etc., as well."
12. "The increased importance attached to women's athletics has given way to sort of a 'panic buying' attitude -- lots of hungry men want to snatch up what are now perceived as acceptable; part of those doing the hiring at this point think that men are 'better equipped' to deal with the magnitude of the job. Men don't want to slug it out on the men's ranks, so they jump to the women."
13. "There are options open to women in other fields that are more rewarding and financially attractive."
14. "I feel a lack of potential growth for women professionals. I also feel women's sports have become more prestigious and accepted, therefore, more men are interested in those positions. I feel these men have more opportunity for professional development."
15. "Women seem to start younger and burn-out younger. This may be due to missing the stage of 'paying your dues'."

In the search for an intercollegiate coaching position, many factors are taken into consideration, but challenge of assignment seems to be the number one factor in accepting a position. Women also are very concerned with the type of work expected of them (90.1 percent), and the location of the institution to which they are applying (80.8 percent). It may be of interest to note that the academic reputation of the school (86.1 percent) was indicated as a factor of greater importance than athletic reputation (75 percent) in accepting the respondents' current coaching positions. (See Table No. 2.)

Other factors and comments concerning these women's decisions to accept their current coaching positions include:

1. "My familiarity with the university and the community were both very important factors. I am an alum, and my hometown is just 45 minutes away."
2. "I wanted and needed to gain experience at the Division I level, preferably at an academically oriented school."
3. "I happened to be in the right place at the right time and knew the right people."
4. "I took the position to pursue an MBA and coaching at the same time."

Although challenge of assignment was the most important aspect in accepting the current position, only 64.6 percent of these women said they are satisfied with the extent to which their job challenges and provides professional growth. What they are most satisfied with, however, are the relationships they share with their student-athletes (96.6 percent) and other coaches (90.3 percent). They also expressed a satisfaction with the support that is given to them by family and friends (88.3 percent), and with their own performance on the job (84.9 percent). Less than 50 percent of the female coaches are content with fringe benefits, university administrative support for women's athletics programs, and their opportunities for advancement. Less than 40 percent

Table 2
Factors Important in Accepting
Current Coaching Position

Factor	Percentage indicating "somewhat important" or "very important"
Challenge of assignment.	97.1
Type of work expected.	90.1
Academic reputation of school.	86.1
Location of institution.	80.8
Status of assignment.	78.6
Athletics administration's support of women's athletics programs.	78.1
Reputation of athletics program.	75.0
University administration's support of women's athletics programs.	74.3
People with whom I interviewed.	67.4
Size of organization.	59.4
Salary and perks.	56.2
Strength of affirmative action program.	38.5
Availability of women's support groups.	29.7
Community, cultural and social opportunities.	20.7
Spouse's job opportunity.	14.8

are satisfied with salary, regulation by NCAA, the stress-level involved with the job, involvement with off-campus supporters, relationships with the media, and opportunities to participate in NCAA organizational affairs (see Table No. 3).

In another part of the survey, the female coaches were asked to rate their level of comfort with the images that both male and female coaches convey to their friends, family, university environment, and community. In most cases, their perceived image of female coaches is slightly higher than that of male coaches (see Table No. 4).

These data somewhat contradict that of Table No. 1, which shows that 81.5 percent of these women cited stereotypes of coaches as a negative factor that associated with women in intercollegiate athletics careers. In yet another part of the survey, 77.2 percent of the women said that, from their experiences in athletics, they were aware of stereotyping or misconceptions that might be perceived as a barrier to attracting and/or retaining women in athletics careers. Their comments reveal that homosexuality is an issue of great concern; 50.9 of the respondents made direct references to this issue in their comments. They also are aware of existing stereotypes that portray women in athletics as masculine, and/or incompetent or unqualified. Here are their comments and some of their suggested solutions:

1. "I think that in many situations where women aspire to take on positions that involve decision-making power, some stereotyping takes place. However, it seems that women who actively pursue these types of positions are ready and able to resist the stereotyping or challenges that such a position presents."
2. "The most widely known stereotype is that women in this field are lesbians. Try to weed out masculine women to try and change the mentality of the women in athletics."

Table 3

Satisfaction with Various Aspects of Coaching

Factor	Percentage indicating "somewhat satisfying" or "very satisfying"
Relationships with student-athletes.	96.6
Relationships with other coaches.	90.3
Support given by family and friends.	88.3
Level of job performance (your own).	84.9
Job responsibilities.	77.7
General working conditions.	71.9
Coaching as a career.	70.6
Extent to which job challenges and provides professional growth.	64.6
Relationships with athletics administrators.	64.6
Emphasis on winning.	61.1
Amount of time spent on the job.	55.1
Relationships with faculty.	54.5
Responsibilities of recruiting.	53.4
Job benefits.	52.7
Athletics administrative support for women's athletics programs.	52.3
Amount of travel involved.	50.3
Fringe benefits.	44.4
University administrative support for women's athletics program.	41.3
Opportunities for advancement.	40.6
Regulation by NCAA.	36.2
Level of stress involved with job.	33.9
Salary.	32.9
Involvement with off-campus supporters.	30.6
Relationships with the media.	30.2
Opportunity to participate in NCAA organizational affairs.	30.0
Extent to which job challenges and provides professional growth.	29.7
Equality of the sexes within athletics.	23.3

Table 4

Level of Comfort with the Image
That Male and Female Coaches
Convey to Peer Groups

(In Percentages)

How comfortable are you with the image that:	Very comfortable		Very uncomfortable		
	5	4	3	2	1
Women as coaches convey to others to others in your home community?	28.6	36.6	14.1	16.2	4.4
Men as coaches convey to others in your community?	22.4	41.4	18.4	14.6	3.3
Women as coaches convey to others in the college/university setting?	29.6	37.3	16.6	12.8	3.6
Men as coaches convey to others in the college/university setting?	25.2	40.8	18.4	12.0	3.5

3. "There is a stereotype or misconception that female coaches are gay. Solutions: Make sure that people are completely professional about their sexual preferences. Stop discrimination; pay better; change the value structure of our society, and make coaching an attractive position for women so that competent women will become involved regardless of their sexual preference."
4. "Stereotype: Women can't control male athletes, or have the knowledge to coach top athletes. Why not televise women's sports? and their coaches? Spotlight successful female coaches! Karen (Moe) Thorton at Cal Berkeley was the NCAA coach of the year in swimming! Was that in the NCAA News???.....What page?"
5. "I think some women are very conscious about the stereotypes that say women in athletics are homosexual or masculine. I'm not sure how you could eliminate that, other than making the public aware that there are a lot of female coaches and athletes who are not homosexuals. Women can compete and maintain their femininity."
6. "People assume that female coaches are not bright and articulate. There are no 'God-like' female coaches, but many 'God-like' male coaches. The NCAA should work to promote a bunch of female coaches."
7. "Women are stereotyped as being masculine just because they are coaches. Women should take pride in being women and dress professionally."
8. "Female coaches, as well as athletes, are often stereotyped as being homosexual. Unfortunately, this is true in some cases, but one's personal life is her own business. I would like to see women athletes/coaches take on a more 'feminine' appearance. This might help to cure some of the negative attitudes the community has about female athletes/coaches."
9. "Well, the most obvious stereotype all female athletes must contend with is the perception that female athletes and coaches are too 'masculine' and/or threaten the male power structure. I think history has proven that women don't want to replace men's athletics; they/I/we simply want the opportunity to compete, reasonably, in athletics. Solution: Address issues of gender stratification and alter our society's indoctrination of our children. It all has to do with our society's perception of what is 'female/feminine'."
10. "I feel that people in general view woman coaches in one of four ways: If she lives with another woman, she's gay. If she lives with a man, she's a slut. If she lives alone, she's just weird. And, if she's married with two kids, she's trying to cover something up. I wish I had a solution!"
11. "Stereotype: That women are not informed, aggressive, or able enough to do the job."
12. "Very 'manly' looking coaches!!! Need to 'dress-up' the image. Class (show some)."

13. "Gay women coaches are causing major problems in our profession! Administrators are tired of fighting bad reputations in their athletics programs. I'm afraid that if the administrators were women, that they may not be taking a stand against this problem. Parents don't want their girls under such negative influences, and there are no existing athletes without parents."
14. "Women need to support each other and be positive role models -- be professional. I feel back-biting among female coaches and by male coaches. This is hurting ourselves."
15. "The presence of lesbian women is very evident in the world of athletics. This isn't a misconception, it is a fact. From my experience, many straight women flee from the field, leaving more positions for lesbian women. There are a great many straight women out there coaching, but we all must deal with the stereotype."

The survey questionnaire was designed to highlight the barriers that exist for female intercollegiate coaches. This may lead one to draw a more dismal picture of female coaching than actually exists. While female coaches show that they have given much thought to the flaws of their profession, they also have demonstrated that they think about solutions. Their comments suggest that they would like to strive for greater commercial success through increased promotion and visibility. They would like more funding and recognition for the work. Although they indicated that communication and networking are important avenues in correcting the many problems for women in intercollegiate athletics, these women agreed most with the idea of marketing coaching to young women as a viable profession (see Table No. 5). Conversely, there was little enthusiasm for alleviating problems with quotas, or by giving student-athletes more say in the hiring of coaches. There were two unique suggestions that may be worth noting:

1. "[The] NCAA can't do anything. Change occurs from within -- not 'without.' Examine your own beliefs and philosophies toward women; discuss your findings openly with your member schools."
2. "Discuss your own homophobia, sexism and racism and share it with the world. Until you can change as a 'governing' head, why should anyone else?"

Table 5

Corrections to the Decline in the Number
of Women in Intercollegiate Coaching
and Athletics Administration

Correction	Percentage indicating "somewhat agree" or "strongly agree"
We need to market coaching to young women as a viable profession.	94.0
More networking/communication is needed by coaches and administrators on a national intercollegiate basis.	87.0
More regional coaching clinics for women are needed.	78.8
Curricular offerings in coaching need to be developed.	72.7
Women need to get more practical experience in the field of coaching.	66.8
More inservice training is needed; women should become more educated in the field of coaching (i.e., recruiting; scheduling; budgeting; on-floor coaching).	65.3
Quotas need to be established requiring minimum proportions of female coaches for women's teams.	44.3
Student-athletes should be given more voice in the choice of coaches.	27.7

The coaches were given eight suggestions for improving the status of women in intercollegiate athletics. Their reactions are listed in Table 5.

All in all, the picture painted by the female coach reflects the ambivalence she feels. As with any positive change, there are bound to be struggles and an element of discomfort. To build, it is sometimes necessary to break down. While the female coach may feel the frustrations of having to prove herself as the new kid on the block, it is also an intrinsically rewarding challenge.

NCAA Women's Study

Officials Report

Imagine going to work each day in a fishbowl surrounded by colleagues and others who sit back and watch you. Although you are highly trained and experienced, it is hard to ignore the adults who leap from their seats and yell at you in disagreement for the way you are doing your job. It is reminiscent of the schoolyard teasings of critical children. A video camera hangs above you so that your mistakes can be replayed in slow motion several times for all to see. To make things worse, you must work evenings and weekends -- hours that could be spent with family and friends, for little financial compensation relative to the time spent and stressful working conditions. Each time you work you must commute by plane, bus or car to a different site where you will be hosted by a new firing squad. Despite the high pressure, low salary, and constant criticism by people who apparently do not subscribe to B.F. Skinner's theory on positive reinforcement, you love your work and persist.

The woman who chooses to wear black and white stripes, originally designed for a man's body, and a whistle around her neck is all too familiar with working conditions that seem to condone verbal abuse. The epitome of unpopularity, she can do no right. "Next time bring your seeing eye dog!" A well-respected college admissions officer in a light grey suit and tie shares his disdain for an official's call against his team. Unlike male officials who also have more than their fair share of tongue-lashing, the women seem to have to work harder to prove themselves as they compete in their own scrimmages with sex discrimination, both on and off the court.

While it may be tempting to conclude that women who purposely select the avocation of officiating are gluttons for punishment, the NCAA study on female officials indicates that these women must receive some type of intrinsic rewards for calling intercollegiate contests. An almost unanimous 99.2 percent of the 124 women who participated in the study said they plan to continue to officiate intercollegiate contests for eight years on the average.

Because the survey instrument was designed with the intent of assessing the problems and barriers associated with officiating, the data reveal more negative aspects of intercollegiate officiating for women than they do positive. It is important to note that there were no questions specifically tailored to finding out what attracts or retains women in officiating. However, there were a few statements that offer some general insight into the more positive side of being a female official:

1. "I am a national volleyball official, and feel very comfortable in the challenge and opportunities officiating provides."
2. "I love to officiate women's basketball."
3. "The job is always challenging -- you are always learning, and the excitement of mastering this aspect keeps you enthusiastic and involved. However, you cannot have professional growth when you are not treated professionally by partners, evaluators, or assigners. All I ask is to be treated as an official -- not a woman."
4. "We need to promote young women to get into officiating by educating coaches to present a more positive atmosphere. In my area we have a board of officials for women's sports only, and we really work hard to recruit women and to promote them to higher levels. It is working too. We have 30 women officiating out of 100 members doing basketball. We have a woman assigner and a woman chairperson who are great role models. I love officiating; it gets in your blood and becomes an addiction."
5. "Officiating has been good to me, but also frustrating and struggling. Starting out as one of three females in a high school membership of over 300 could be very overwhelming. Luckily, I had super people who encouraged and continually helped. I hope that I will be able to help others as I have been helped."

6. "Officiating to me is very rewarding. When I played sports, I appreciated good officials and respected them. I hope as an official I give the players the best game by giving them my best effort, and a completely neutral feeling. I am there to see that both teams have the exact same opportunities under the rules."

The data suggest that these women are satisfied with officiating because it is something they do well, and because they receive support from family, friends and other officials (see Table No. 1). They also are attracted because officiating challenges them; there is pressure to perform instantaneously, accurately, and fairly. This might explain their ability to persist in an environment where outright criticism is the norm. More than half of the women indicated a satisfaction with salary (60.3 percent), as well as their relationships with student-athletes (57.4 percent) and administrators (51.2 percent).

That sex discrimination appears to be an issue concerning female officials is reflected in more than one section of the survey. When asked to cite reasons for the decline of women in intercollegiate officiating, many women referred to discrimination and an "old boys network" as being prevalent in collegiate athletics:

1. "Women are not encouraged to participate in officiating, nor are they educated or exposed to the possibility. Discrimination -- major issue!"
2. "In basketball, [the decline] is because the men dominate the ranks and don't promote young women who start out, which makes them eventually get fed up and drop out. Women have to work 10 times harder than men to get a good evaluation."
3. "In the climb to collegiate officiating, the struggle that one has to go through at the high school level and below is burdensome. I still only call only one Division 3A-2A boys' ball because of the good ol' boys (both coaches) and older high school officials still think a women's place is cheering for her 'young-uns,' not officiating them!"
4. [The decline is a result of] "the pressure men put on the females for attempting to officiate."
5. "With the increasing pressure to win, there is a misconception that women cannot do the job, so many supervisors will 'bring along' the men, feeling there is a greater return on investment."

Table 1

Satisfaction Level for Various Aspects
of Intercollegiate Officiating

(In Percentages)

Factor	Those listing "some- what satisfied" or "very satisfied"	Those listing "neutral"	Those listing "somewhat dissatisfied" or "very dissatisfied"
Level of job perfor- mance (your own).	94.3	1.6	4.1
Support given by family and friends.	90.3	6.5	0.8
Relationships with other officials.	85.4	13.0	1.6
Job responsibilities.	81.9	13.1	4.1
Extent to which job challenges and pro- vides professional growth.	77.5	10.8	11.7
Pressure to perform instantaneously, accurately and fairly.	76.2	16.4	7.4
General working condi- tions.	73.9	12.2	13.8
Salary for officiating.	60.3	6.6	32.2
Relationships with student-athletes.	57.4	31.1	4.9
Relationships with athletics admini- strators.	51.2	36.6	41.5
Amount of travel involved. (51.6 percent would like more travel) (48.4 percent would like less travel)	38.5	43.1	16.5
Regulation by NCAA.	36.4	43.0	17.4
Opportunities for advancement.	30.6	28.9	38.0
Fringe benefits.	24.8	27.3	31.4
Job benefits.	23.8	32.8	27.0
Relationship with the media.	16.3	49.6	17.1
Harassment by fans.	15.6	41.0	41.8
Equality of sexes within athletics.	11.5	15.6	72.1
Relationship with pro- fessional sports.	10.7	41.8	16.4

6. "More male coaches want male officials."
7. "Locker room facilities are lacking for women officials; some partners are patronizing towards women!"
8. "When compared to men, generally our bodies appear less athletic. We appear to run less smoothly and quickly. Age is held against us and in favor of men. The uniform does not aid our appearance -- men's shirts, jackets, shoes, etc. look better on males. Culturally we are perceived to be less able under stress, not allowed the opportunity of males...."
9. "Women feel it is such a thankless and abusive type of avocation. Also there are too many male coaches."
10. "...How in the world do men's Division I officials profit \$10,000 to \$30,000 a year officiating, and women with the same extensive schedules can't make \$5,000? Make it beneficial. Why do you think men stay in officiating so long? It's not because they like to travel. It's prestigious and beneficial."

Given a list of 15 negative factors associated with intercollegiate athletics, these women were asked to rate the listed items as to how much they affect a woman's decision to officiate at this level. With the exception of racial discrimination (47.4 percent), more than half of the women who responded rated all of the listed factors as having a negative effect on attracting women to intercollegiate athletics (see Table No. 2). It is not surprising that there was not an overwhelming concern for racial discrimination, as 94.3 percent of the survey participants were white, non-Hispanic women. At the top of the list were travel burdens (94.3 percent), infringement on family affairs (92.7 percent), and disrespect from coaches (92.6 percent). (It may be worth noting that in Table No. 1, 38.5 percent of these women said they were satisfied with the amount of travel involved in their job, with only 41.8 percent being dissatisfied. In addition, 51.6 percent indicated that they would like more travel.) Discrimination again was a major concern, as 87.8 percent of the female officials perceive "old-boy" networks as being a negative factor in intercollegiate athletics, as well as sex discrimination (82.9 percent).

Table 2

Factors Negatively Associated with Women's
Decisions to Officiate at the Intercollegiate Level

Factor	Percentage listing a factor as "somewhat" or "greatly" affecting decision
Travel burdens.	94.3
Infringement on family affairs.	92.7
Disrespect from coaches.	92.6
'Old-boy' networks.	87.8
Interference with marital relationship.	83.7
Sex discrimination.	82.9
Lack of networking with other officials.	82.5
Harassment by fans.	79.6
Stereotypes of officials.	79.5
Emphasis on winning.	78.8
Inadequate salary.	75.4
Disrespect from athletes.	68.6
Unfair treatment by media.	59.8
'Old-girl' networks	58.9
Racial discrimination.	47.4

Although 79.5 percent of the female officials agreed that the stereotyping of officials was a negative factor, the data in Table No. 3 suggest that they are more comfortable with their own image than that of male officials.

Their comments suggest that there is a need to increase the pool of qualified women entering intercollegiate officiating:

1. "Quotas are nice -- if they can be filled with QUALIFIED women. If the standards are lowered just to fill quotas, then we cheat the student-athlete...What is the NCAA going to do with this survey? How is the NCAA going to promote, train, encourage women to join the officiating ranks?"
2. "The women should work women's contests, but they need to be qualified women, and not just officiating because they are women."
3. "Women have many opportunities in other fields, and women are more affected by the criticism which is mostly unfounded and sometimes harsher because it is a woman, unfortunately."
4. "Women do not know how to break into the 'old boys' network. We need to have a network of our own. This is now happening from some of the camps that are being conducted by top women in the field."
5. "We need to keep some of our top women athletes involved in the game via officiating. We should develop a program targeting this high potential group."
6. "I think we as women have a responsibility to network and bring other women into the officiating scene. We all too often eschew our women partners. We need to support and develop. I feel women bring a certain understanding and sensitivity to officiating that men lack. I do believe women athletes respect quality women officials more than men, because I feel quality women officials respect the women athletes more. We need programs to educate potential referees on the positives of officiating because society and the media mostly highlight the negatives. Officiating is extremely rewarding. We need to get this message to other women!"
7. "Female athletes are not being encouraged by their coaches and other officials to consider officiating when their collegiate careers are over. Moreover, I've seen young women who could be very good become discouraged when they find that the older officials (male and female) are, to a large degree, only interested in protecting themselves, and not giving the younger women a chance."
8. "In my Division III basketball conference, I have not seen any new women officials that keep up with the play and really understand how the game is being played now, and therefore officiated."

Table 3

Level of Comfort with the Image
That Male and Female Officials Convey to
Peer Groups

(In Percentages)

How comfortable are you with the image that:	Very comfortable			Very uncomfortable	
	5	4	3	2	1
Women as officials convey to others in your community?	40.5	34.7	12.4	10.7	1.7
Men as officials convey to others in your community?	26.0	38.2	20.3	14.6	0.8
Women as officials convey to others in the college/university setting?	36.9	44.3	12.3	4.9	1.6
Men as officials convey to others in the college/university setting?	30.9	39.8	22.0	7.3	0.0

9. "Many of the young ladies coming out of college are not becoming interested in officiating -- no new blood. I think possibly they have seen how coaches and fans treat officials and do not want any part of it."

As mentioned earlier, there is a great deal of harassment and criticism directed toward both men and women in the officiating field. These women shared their frustrations:

1. "Coaches set a bad example by questioning every little call. Female athletes do not want to be yelled at, and that is their image of an official. Women are so outnumbered in the officiating ranks, and therefore are categorized as a woman officiating and not as an official."
2. "It takes a certain attitude and understanding to be an official. Most harassment is done by people who just need an outlet for their problems or incapacities. The best way to understand fans and players is to attend a game as a spectator. When you see for yourself that 98 percent of the criticism is completely unfounded -- spoken by 'idiots' at times, it will allow that official to disregard what is said. If you know what you are doing, you can decide on the criticism."
3. "The commentators on TV are too busy second guessing an official that they miss the game. The official has to make a split-second call, and after they play it back three times in slow motion, they dispute the call. Ridiculous!!!"
4. "Women are becoming 'fed up' with the harassment and disrespect present primarily because of being female, and not their ability to officiate the game! Rather than fight the stereotype, they give in and retire."
5. "Fans are head hunting as well as coaches. Some feel that if you don't scream and yell at the official, something is wrong."
6. "I hate how officials are treated by fans and coaches in basketball. I quit basketball years ago because of that. Volleyball is better. If it ever gets as abusive, I will quit. I think NCAA rules for coach behavior are too lenient."
7. "In sports, teams make errors, officials make errors; they are all human. Instant replay and second guessing by TV commentators takes from the humaneness of sport. When the natural 'evening out' of fouls/calls is interfered with by replaying and changing calls, the official is automatically seen as less than adequate. Someone once said, 'the best an official can be is adequate' -- not very positive."
8. "Harassment by coaches is increasing. Pressure is increasing at all levels and compensation is not keeping pace."

When it comes to the NCAA, there seem to be mixed emotions held by these female officials:

1. "I've been officiating for 18 years. I have been a member of the Philadelphia Board of Officials all of the 18 years. The Philadelphia Board was affiliated with the NAGWS. As you know, NAGWS preceded the NCAA in governing women's basketball. Since the NCAA regulation began, we as a board have tried to affiliate ourselves with the NCAA. Constantly we have been ignored. Who does the NCAA think officiated before they and their assigners took over? Why could the NCAA just walk in, practically wipe out all the women who had been officiating collegiate ball and replace them with men? Many of these women are or were very dedicated to women's basketball. I realize the NCAA does not assign, but why weren't assigners asked to check into the organizations who serviced the colleges previous to regulation? Personally, I feel the NCAA is partially responsible for the lack of women officials in women's basketball. Basically, their lack of regulation has caused this shortage in the field of women officials. Bias towards married, working women with children is another factor. These women just can't up and go, as the man who has his wife at home to take care of the family can. However, it would be possible to work a local game, but that's not what is offered. If the NCAA is sincerely interested in keeping women officials in women's basketball, they really should take the blinders off and honestly look at the role of women officials in NCAA women's basketball."
2. "I am pleased to see administration of all athletics now under NCAA as NAGWS made women's sports somewhat of a joke. However, I am sorry to see fewer and fewer women coaching, and at least in my part of the country, few women are officiating while more and more young women play sports. Coaching and officiating role models are needed to keep young women interested, so that new ones will keep coming into the system. Thank you NCAA for your interest and encouragement."
3. "Recently the NCAA has made efforts in finding good women officials. This is great, and I feel this is the only reason I got a break; I just hung in there long enough. Most women do not like dealing with all the baloney and therefore quit. If the numbers starting were greater, the number succeeding would be greater, therefore education and recruiting needs to start from the bottom up."
4. "The NCAA is an 'old-boy' network -- lack of encouragement and opportunities for women."
5. "The NCAA is not promoting female officials."

Salary and time commitments are two other issues that surfaced in their comments:

1. "I have to pay others anywhere from \$25 to \$72 per hour for various professional services in running my household and personal life. I have selected officiating as a supplement to my income because I like it and am good at it. I am disappointed that I have to literally 'scratch' for every dollar I earn. The bus driver that drove the UW team to NW for a match earned more than I did as the official for the match."

2. "Officiating is a difficult skill to acquire -- one that takes years of practice and commitment. There are few rewards for accomplishing this level of expertise. Conferences are seldom willing to pay fees that you could consider a rewarding amount. Existing fees are minimal. Harassment and disagreements over calls do not allow for necessary intrinsic rewards."
3. "Women cannot do this full-time and make enough money to live. Then, if they do it part-time, they're not as free to travel (to get off work during the week)."
4. "For most, officiating is a second job and requires too much time away from family responsibilities or primary job responsibilities. Men seem more prone to accepting 'second job' opportunities."
5. "Women need to be given the opportunities and equal pay/fringe benefits for the same work the men officials do."
6. "Family ties and husbands are not understanding. They don't want [their wives] to put in the effort to be a good official; they don't like to be criticized constantly."

In order to improve the conditions of intercollegiate officiating and attract more women to the field, 92.7 percent of the women agreed that officiating needs to be marketed to young women as a viable profession (See Table No. 4). The majority of women also were in favor of suggestions such as increased education, training, experience and networking. Two solutions that were not as popular include establishing quotas (47.1 percent), and giving more voice to student-athletes in the selection of officials (15.4 percent).

The female officials who participated in the survey were primarily white (94.3 percent) women who were unmarried (68.3 percent) without children (69.4 percent). The largest percentage of women fell into the 30-39 age group, with 20.2 percent between the ages of 40 and 49, and 13.7 percent under 30 years of age. For the most part, these women (77.4 percent) have participated in varsity athletics in college with the majority being former basketball players. Basketball is the sport that most were qualified to officiate (85 out of 124). Volleyball was next in line with 48 of the 124 women qualified to officiate. Sports with no female officiating representatives were: fencing, golf, ice hockey, rifle,

Table 4

Corrections to the Decline in the Number
of Women in Intercollegiate Athletics Officiating

Correction	Percentage indicating "strongly agree" or "somewhat agree"
We need to market officiating to young women as a viable profession.	92.7
Women need to get more practical experience in the field of officiating.	90.2
Curricular offerings in officiating need to be developed.	86.7
More inservice training is needed; women should become more educated in the field of officiating.	85.1
More networking/communication is needed by officials on a national intercollegiate basis.	84.2
More regional officiating clinics are needed.	79.1
Quotas need to be established requiring minimum proportions of woman officials for women's contests.	47.1
Student-athletes should be given more voice in the choice of officials.	15.4

skiing, and wrestling. Officiating appears to be a supplemental avocation for these women; only 8.1 percent indicated that it was their primary employment. Receiving incidental income were 27.6 percent of the respondents. The majority of the women (67.5 percent) said they earned an average of \$41-\$100 per game. For 58.9 percent of these women, officiating yields them an annual income of \$2,000 to \$5,000. Many indicated that they also officiate for NJCAA, NAIA, AAU, and high school contests.

NCAA 6353-2/89