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The University of North Carolina at Greensboro,
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THE POSITION OF WOMEN IN THE ADMINISTRATION OF
PHYSICAL EDUCATION UNITS IN SELECTED
FOUR-YEAR, PUBLIC COLLEGES AND
UNIVERSITIES


by

Mary Eleanor Marshall

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the Faculty of the Graduate School at
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of the Requirements for the Degree
Doctor of Education

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1975

Approved by


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ABSTRACT

MARSHALL, MARY ELEANOR. The Position of Women in the Administration of Physical Education Units in Selected Four-Year, Public Colleges and Universities. (1975) Directed by: Dr. Celeste Ulrich. Pp. 271

The purpose of the study was to determine the position of women administrators of physical education units in large and very large universities throughout the United States having undergraduate and graduate professional preparation and general college programs in physical education.

A total of 199 institutions of higher education meeting the criteria for inclusion in the study were recipients of the survey instrument. Ninety-eight respondents provided usable returns.

The data collected for this investigation were of a descriptive nature. The quantitative segment of the data was analyzed utilizing appropriate numbers, percentages, tables, and graphs.

A Line Organization Pattern Model (LOPM) was developed to describe the most direct route in which formal authority and communication within the hierarchical configuration of the institutions flow. The prismatic construct was applied specifically to the identification of the position of women in the administration of physical education units in selected institutions of higher education.

This study showed that the number of male chief executives and line officers in singly administered physical education units exceeds consistently the number of females in analogous positions. Further, there is no veritable difference in the rank, title, or length and type of contracts reported by men and women chief executive and line officers of singly or dually administered physical education units.

Where differences exist, the male assumes full-time administrative responsibilities; whereas, the female is expected to perform full-time teaching duties and administer on the side.

The investigation indicated that the physical education unit is most often organized and administered as a single administrative entity. Women hold fewer chief administrative positions in singly administered, or merged, unit structures. Women are not found in approximately equal numbers of administrative parts until the very lowest line positions in the line organization of the unit. Further, it was not possible to identify specific major responsibilities for male and female chief executive and line officers of physical education units on the basis of specific titles or levels of administrative authority.

The data concerning the women faculty at various ranks tend to support the "higher-the-fewer" principle. Males exceed the number of females at the rank of instructor, in addition to all other ranks.

The respondents to the survey indicated that the majority of the physical education programs have functioned under their present administrative frameworks from one to five years; and, the undergraduate and graduate professional preparation and general college programs are most often structured and administered on a coeducational basis. Few institutions anticipate a reorganization of their present administrative structures. Those who are planning organizational modifications will involve the merger of single-sex units into singly administered physical education structures.

Physical education unit structures whether singly or dually governed, or functioning as separate entities, or in combination with

related fields of study, have provided opportunities for American women in large and very large, four-year, public colleges and universities for movement into administrative positions. The data collected for this study demonstrated clearly that women have been afforded, in greater numbers, more opportunities for administrative positions through single-sex physical education unit structures. Further, the data revealed additional opportunities to women for advancement into administrative positions through intercollegiate athletic structures; as, the majority of the women's athletic programs are administered by females.

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Chapter I

INTRODUCTION

Introductory Statements

The status of women has been a topic of concern for a great number of people in our modern society. The cry for equal opportunity in all facets of life--the home, school, job, and community--resounds with greater intensity as each decade passes. (Stanaland, 117:1)

The women's movement began during the first half of the nineteenth century in the United States when women began to move out of their homes to seek a formal education, to become members of the industrial society, and to participate in the political and cultural events of the day. (Stambler, 117:265) Many of these women became overtly responsive to the pressing socio-cultural struggles, but their success was averted by ". . . material conditions and a lack of social consciousness." (Stanaland, 117:273)

The progress toward the advancement of equal rights for American women has steadily gained impetus since the early days of the movement. The federal government has given credence to the voice of concern through creating such devices as a congress on women's rights (1848), the Women-In-Industry service (1920), the ratification of the Women's Suffrage Amendment (1920), and the establishment of the Women's Bureau of the United States Labor Department (1920). The inception of the

Women's Bureau ". . . marked the recognition by the federal government that the conditions under which women worked are a matter of lasting concern. . . ." (Mead, 89:3)

Eight and one-quarter million women were at work in the United States by 1920; and, since that time, the numbers in the labor force have tripled. It was not until 1961, with the establishment of a Commission on the Status of Women, however, that definite federal action on their behalf came into reality. (Mead, 89:3)

The Commission's significant report to the President of the United States and the rising level of social consciousness resulting from the Civil Rights Movement of the 1960s brought about federal legislation against sex discrimination in employment. The critical legal tools that the federal government has at its disposal to eliminate inequalities of present labor practices on the basis of sex include the following: the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, the Executive Order 11246 as amended by Executive Order 11375, and Title IX of the Higher Education Act of 1972. (Slevin, 115:4-9; Center of Adult Education, 24:3)

The changes that have been brought about by federal enactment have helped to alter radically the traditional roles assumed by women. What, then, is the role of women in the socio-economic strata of the present-day American society?

Current distinctions between the various roles of men and women have not been discerned clearly. Additionally, the intricacies involved in the changing roles of women have brought about a variety of attitudes

affecting the acceptance or rejection of those roles that have been assigned to the female through tradition. (Stanaland, 117:1)

Obviously, many of the recently published books and articles about the assumed female roles do reveal some insight into the multi-perplexing problems of the relevance of women's contributions. However, the many interpretations are as diverse and conflicting as the problems themselves. It may be said that they are, in essence, unanimous only in their search for answers.

Given the fact that women's roles in society are in a state of flux, what implications do these changes have for the position of women in the field of administration in higher education? More specifically, what effect have these changes had on the current number and assigned positions of women administrators of physical education units in colleges and universities throughout the United States?

STATEMENT OF THE PROBLEM

The problem of this study was to determine the position of women administrators of physical education units in large and very large, four-year, public colleges and universities throughout the United States having undergraduate and graduate professional preparation and non-major programs in physical education.

To investigate thoroughly the problem, it was necessary to study the following subproblems:

1. The location of each physical education unit within the total formal organizational framework of the respective college or university.

2. The formal organizational characteristics of each physical education unit.
3. The identification of the administrative nomenclature in the physical education unit.
4. The number, rank, and titles of women and men holding administrative positions in the physical education unit.
5. The identification of the major responsibilities associated with each administrative title within the physical education unit.

DEFINITION OF TERMS

The following definitions were formulated for use in this study:

1. Administration is that phenomenon which ". . . gives order to the specialized and interdependent activities which characterize an organization. . . ." (Hack, 60:5) It supplies the ". . . structure and . . . coordination of human and material resources (Kast and Rosenzweig, 78:6) . . . to facilitate goal determination and achievement. . . ." (Hack, 60:5)
2. Administrator of the physical education unit is that member of the professional physical education unit faculty who is formally employed, appointed, or elected to an administrative position for a period of nine or twelve months. He/she is granted the (written) authority to plan, organize, direct, coordinate, assemble resources, stimulate, and integrate the work activities of colleagues within the physical education structure toward the goals of the physical education unit and the respective four-year, public college or university.

3. Administrative position is that specific title and line location of the administrator within the four-year, public college or university structure. It includes such titles as president, vice president, dean, director, chairperson, head, and coordinator; but, is not restricted to these titles.

4. Four-year, public colleges and universities are the four-year institutions of higher learning whose programs, facilities, and staffs are financially supported primarily through monies provided by local, state, and federal public taxation; and, that provide instruction to persons above the high school level and advanced high school students.

5. Large, four-year colleges and universities are the four-year institutions of higher learning that have a student enrollment of 3,000 to 7,500. (Urdang, 140:1539)

6. Very large, four-year colleges and universities are the four-year institutions of higher learning that have a student enrollment in excess of 7,500. (Urdang, 140:1539)

7. Physical education unit is the all-inclusive term used to designate a division, department, school, college, or related titles which deals with physical education, kinesiology, and other synonymous subject matter areas within the formal organizational framework of the institution of higher learning.

8. Formal organization structure is the planned, formal framework for, or the arrangement of, the ". . . ways in which tasks are accomplished . . . within the organization." (Kast and Rosenzweig, 78:139) It is ". . . depicted by organization charts . . ."; (Kast and

Rosenzweig, 78:139) and, is ". . . a 'blueprint' of the way activities should be accomplished." (Kast and Rosenzweig, 78:241)

BASIC ASSUMPTIONS

For the purposes of this study, it was assumed that:

1. The definitions of large and very large, four-year public colleges and universities were discrete.
2. The respondents were sufficiently knowledgeable to supply accurate data.
3. The respondents were honest and unbiased in proffering the requested data.
4. The responses received were representative of the population under investigation as the information was elicited from the total population.
5. The survey instrument used in the investigation elicited the responses appropriate to the needs of the investigation.
6. The time period in which the survey was completed by the population did not affect adversely the completion of the requested data.

PURPOSE OF THE STUDY

This study was concerned with the investigation of the number and the position of women engaged in the administration of physical education in selected colleges and universities. Further, the investigation endeavored to describe the formal organizational characteristics of each physical education unit and to determine its location

within the general, formal organizational framework of the institution. Additionally, for comparative purposes, the inquiry ascertained the number, rank, and titles of men holding administrative positions in the physical education unit. Finally, the survey identified the major responsibilities associated with each administrative title within the physical education unit.

NEED FOR THE STUDY

Discussions about the status of women in higher education have become as contagious as cholera and just about as popular with predominantly male faculties and administrations. The scarcity of women in the upper echelons of academe has triggered heated arguments not only from women's activist groups but also from male faculty and administrations facing investigation from the Department of Health, Education, and Welfare. (Rossi and Calderwood, 110:163)

Professional journals, books, periodicals, and the popular media abound with information concerning the status and roles of women in various sectors of American life. Many of these discussions, however, are not based on factual data; and, may raise more questions than provide answers.

The discussions relating to women in academe have become increasingly prolific, particularly in view of the federal legislative enactments prohibiting sex discrimination in employment. (Slevin, 115:4)

Much of the material presented in the voluminous numbers of written works concentrate predominantly upon women as students and faculty in institutions of higher education. Few studies have examined specifically the women in administrative positions in academe. (Rossi and Calderwood, 110:199)

The studies that have provided data related to women administrators in higher education have shown consistently a dearth of women in such positions. As Sandler has point out, ". . . At the administrative level women are most conspicuous by their absence. . . ."

(121:573) Graham stated that one single factor predominates concerning women in the academic world. It is the fact that as the importance of the position increases, the number of women involved decreases drastically. (110:163)

The decline in the number of women in positions as presidents of colleges and universities is accelerating. This statement holds equally true in the case of women's colleges. (Commission on Human Rights, 121:573) Price illustrated the case in point by noting that ". . . were it not for the Catholic sisters, the number of women college presidents would be far less than the number of whooping cranes. . . ." These women have become an endangered species. (102)

The segments of the academic administrative population, considered traditionally to be the domain of women, are declining in number. Administrative positions in such fields as home economics, student personnel administration, library administration, and education are being assigned to the male in increasing numbers. (Commission on Human Rights, 121:573; Scott, 112)

The field of physical education may be one of the specializations in higher education considered less restrictive in providing administrative positions for women than other academic disciplines. The traditional structure of separate departmentalization for men and women may appear to supply equal numbers of administrators. (Blaufarb, 15:2)

Ashcraft indicated that the women assuming positions as administrators of physical education units are located in departments of physical education for women. These formal structures are most often located in universities. (5:61)

Evidence in disciplines and/or professions other than physical education indicates a probable reticence by women to choose the field of administration as a career. Further, those women qualified to fill such positions fail to apply because of factual and mythical beliefs concerning sex-role stereotypes, feelings of isolation, lack of support by men and women faculty and colleagues, and working conditions. (Rossi and Calderwood, 110:170-171)

The information reported by Fallon concerning recent doctoral graduates in physical education, however, described the desire of both men and women to seek administrative positions in their profession. (41:57) To Scott, physical education may be ". . . the last real bastion for the woman. . . ." (112) Therefore, the dual framework typically describing administrative units in physical education may provide the necessary positions for women, as well as men, seeking careers in administration.

Blaufarb has cited a possibility that the dual-administrative framework in physical education units may have ". . . merely masked discrimination in professional assignments." (15:2) Davies indicated that many former dual-departmental units are merging into single administrative units. (31:63) However, the nature and scope of the structural changes have not been supported by thorough analyses. Scott, in speaking to the concept of merging departmental units, confirmed Davies'

commentary; and, stated further, that men are appointed to deanships and directorships in these situations. The women are, therefore, relegated to the positions of assistant in charge of women's programs. (112)

Blaufarb, to the contrary, presented informal evidence indicating the appearance of women in the upper echelons of the administrative hierarchy in single administrative, or merged, physical education units. (15:2)

The contradictions concerning the number, positions, and professional desires of women presently involved in, or potential candidates for, administrative offices are apparent. Currently, the research in these areas with regard to the structure of physical education units is negligible. (Blaufarb, 15:2) Concrete data are critically needed to describe existing situations in physical education units throughout the United States.

The mandates issued by the Department of Health, Education, and Welfare relating to sex discrimination in all aspects of academe--administration, staff, and programs--have grave implications for the profession of physical education. (Blaufarb, 13:3)

The investigation of the number and the position of women in the administration of physical education in higher education is critical to meet the standards as established by federal enactment and the changing status of women.

LIMITATIONS

This study was limited to the examination of the number and the position of women in the administration of physical education units in

large and very large, four-year, public colleges and universities throughout the United States having undergraduate and graduate professional preparation and general college programs in physical education.

This study was limited additionally by the following:

1. The potential respondents that chose not to complete the survey. Each individual failing to respond diminished the total data available.
2. The requested information that the respondents were willing to impart.
3. The accuracy of the information concerning the selected population. The selected institutions were obtained from the Health, Physical Education, and Recreation Directory of Professional Preparation Institutions published by the American Alliance for Health, Physical Education, and Recreation. (103:37-48)
4. The potentiality of the respondents to have misinterpreted the questions constituting the survey instrument. Care was exercised to ensure the clarity of each item. However, the possibility of misconstruction is inherent in any questionnaire. (Fox, 51:548)

Chapter II

REVIEW OF LITERATURE

The purpose of the investigation was to determine the position of women in the administration of physical education units in large and very large, four-year, public colleges and universities. A review of the literature revealed copious publications written for women, to women, by women, in opposition to and support for women. A careful examination of the writings revealed an abundance of information relative to women in academic life; however, it was discouraging to discover the paucity of studies concerning women engaged in the pursuit of a career in the administration of higher education.

Through a perusal of the articles written on the subject of women employed as administrators of physical education units in institutions of higher learning, the quest for information terminated with inconsequential publications eliciting Lilliputian amounts of data.

The review of literature, for purposes of clarity and logical progression, was divided into three major categories: Women in Academe, Women in Academic Administration, and Women Administrators of Physical Education Units in Higher Education.

WOMEN IN ACADEME

The status of women in academe reflects society's expectations of women. When they are young, women are likely to have

status comparable to men their age. . . . When young, both women and men occupy positions subordinate to older, more experienced, more distinguished practitioners in their fields. . . . The social expectation . . . is that she remain in a relatively subordinate status. . . . In a highly competitive world, men are expected to move naturally into assertions of equality with older men. But when a woman adopts this behavior, everyone, including other women, puts down their papers and stares. (Rossi and Calderwood, 110:164)

Graham and others agree that the most ubiquitous observation about women in the world of academe is that as the importance of the position increases, the number of women involved decreases dramatically. (110:163, 66, 20)

Sandler stated that the demographic data provided by the Women's Equity Action League supported this observation. She reported that through a perusal of the college catalogs of all departments and in all institutions of higher learning across the United States figures may be supplied to confirm the higher-the-fewer rule. (20:569)

Sandler indicated further that the position of women in academe is deteriorating. Women are, in reality, being virtually ". . . pushed out of the university world." She cited the following statistics to support her hypothesis: (1) women faculty members in higher education have declined in number from one-third in 1870 to one-fourth in 1970; (2) women hold ten percent or less of the faculty positions in the more prominent universities; and, (3) women graduate students are proportionately less in number today than in 1930. (20:568) Sandler reviewed numerous additional studies to lend credence to her thesis.

Robinson, author of the Status of Women for ERIC Clearinghouse on Higher Education, described the existence of discriminatory

conditions for academic women in an extensive review of 125 reports representing 145 institutions of higher education. The studies encompassed numerous aspects of faculty women's status; however, only nine factors were deemed appropriate as "prime attributes" of status: institutional participation rate, departmental participation rate, rank, initial appointment level, marginal appointments, promotion, tenure, salary, and administrative activities. (110:199)

Robinson found that at the national level, approximately 20 percent of all college faculty are women. From the 65 institutions providing data, the range of participation for women was two to 35 percent. Eighty percent of these schools were coeducational; and all reported a participation rate lower than the 20 percent national average. Women constituted less than 16 percent in more than one-half of said institutions. She stated further that the percentage of women on a college or university faculty provides only a gross indication of the status of women in academia. (110:200)

All reports included further breakdowns of participation rate data into such categories as rank and hierarchically arranged structure and subsequent nomenclature within the organization of the university. Such categorization indicated the position of faculty women. No reports were limited to a mere analysis of number. (110:205)

Several of the reports investigated the status of female faculty members in every department. The majority, however, presented figures for selected departments. The percentage of women doctorates in the field, or fields, covered by a department was the most prevalent standard utilized for departmental comparisons.

Robinson selected thirteen fields representing 354 departments that appeared with most frequency and were more clearly differentiated from the 60 plus fields noted in the institutional reports for purposes of comparison. (110:206) She summarized the data by stating that the departments varied greatly, from 0 to 50 percent, in representation by women. Women were found to be employed by the departments in fewer numbers than were granted degrees in these respective fields. Of the departments reviewed, 77 percent employed women at a rate lower than the national average. Departments in the fields of education, music, and speech employed women in numbers above the national rate, as well as numbers equal to, or below, the nationwide rate. She indicated further that women appeared to be underemployed at both ends of the continuum: in fields in which women are scarce and those which have an overabundance of women. (110:207)

Analysis of rank in the institutional reports summarized by Robinson reported that approximately one-half of all male faculty were in the top two ranks: professor and associate professor. One-fourth, or less, of all female faculty were in these two ranks. Less than 10 percent of the full professorships and 20 percent, or less, of all associate professorships were held consistently by women. In most instances, women constituted ten percent, or less, of the assistant professor rank. Significant variability, 10 to 50 percent, existed only at the rank of instructor. (110:207-209)

Further, it was apparent that the initial appointment levels created some disparity between men and women holding higher academic

ranks. Because women were employed initially at lower academic ranks than men, their upward progression through the ranks was slower.

(110:210)

The careers of academic women may be restricted further by a second aspect of employment: the almost limitless number of marginal, or fringe, appointments. Fringe benefits, tenure, and other university resources are withheld from individuals in these positions. Reportedly, many women are ". . . virtually entrapped in marginal slots." (110:213) Many females holding the same job title as their male counterparts were relegated to inferior status because of a university-imposed double standard for these positions. The claim that women's positions exclude them from regular advancement in the academic community was supported by the large numbers of women holding marginal positions. This evidence gave further credence to the inferior status of academic women.

(110:214; Harris, 66:291)

Morlock, Loeb, Ferber, Robinson and others have conducted extensive research on patterns of promotion for women. (110:278-280, 311, 214-218, 226, 241-242) All studies investigating the length of time spent in each academic rank detailed the significantly slower rate of progression of women to full professor. Thus, the abundance of women in the lower academic ranks attests indirectly to the discriminatory promotional practices within institutions of higher learning.

Research concerning the attainment of tenure is negligible and inconclusive. The attempts to identify differences in attainment of tenure due to sex have been limited and uncomprehensive. However, Robinson reported no instance where the number of tenured women equaled,

or exceeded, the number of tenured men. In fact, the percentage of tenured males exceeded that of women by 8 to 40 percent. (110:219)

An accepted index of status in salary. This vital "pocketbook" issue has been investigated extensively at all levels of academe. (Rossi and Calderwood; 110:249-250, 334, 336, 342-346, 350-352, 286-292, 302-303, 311-312, 219-223, 239, 241) Robinson summarized Bayer and Scully's national studies by stating that college professors who are women ". . . generally earn less than men." (110:220) She noted further that the reports from her review of individual institutions supported this nationwide trend. Evidence of salary inequities between women and men in all ranks was shown in 51 out of 55 schools paying women less than men. The remaining four schools had inconclusive evidence to differentiate salaries on the basis of sex. (110:220)

Astin and Bayer stated that the variables which influence rewards in academe may vary among institutions. An analysis of these reward systems often indicated that women tend to possess fewer of the characteristics prerequisite to academic success; however, it was apparent that women were subordinate to men in rank and salary when matched statistically on the variables that influence academic rewards. (110:354-355)

WOMEN IN ACADEMIC ADMINISTRATION

The entry of women into administration in higher education is similarly inhibited by most of the problems which hinder their professorial channel of ascent. (110:169)

Former faculty members have assumed traditionally the top administrative positions in a majority of the institutions of higher learning. The ascent to this elevated position may have been accompanied by an attendant increase in status. The status of administrative personnel is dependent upon the position and the institution. (110:164)

Robinson reported that data on the status of women in administrative positions in institutions of higher learning were meager, irregular, and shallow. She cited two trends which seemed to prevail: (1) the higher-the-fewer rule; and (2) women typically staffing administrative units rather than heading them. (110:223)

Oltman's findings in a study of 454 corporate members of the American Association of University Women, as summarized by Robinson, described a dearth of women in top administrative positions. The top administrative echelons of academe were considered generally to be those positions above the level of department chairperson. (110:223) Ninety-three to 98 percent of the coeducational institutions surveyed employed only males during the prior three years in the positions of president, vice-president, director of development, and business manager. Eighty-two percent of the schools placed only men in the positions of dean of students, director of counseling, and college physician. Seventy-two to 79 percent employed only men in the positions of associate or assistant academic dean, academic dean, director of placement, and director of financial aid. Women trustees averaged approximately 12 percent among all schools sampled. (110:223)

Robinson's survey of 15 institutional reports reviewing 29 schools detailed participation figures for women in top administrative

positions. She found that the range for this category was zero to 14 percent: 14 of these institutions reported less than seven percent participation in administration by women. (110:223-224)

It should be noted that administrative positions represent a relatively small number of the total positions available within a given institution. Therefore, percentages may be misleading, especially when dealing with the extremely few women holding posts as administrators. The percentage of women reaches barely one-half the range found for their representation on total faculties. (110-224)

Graham found that many colleges and universities recently promoted junior women faculty members to junior administrative positions. She stressed that time alone may reveal their eventual promotion to senior administrative posts. (110:170)

The dean of women, often labeled as the associate dean of students, appeared to be the top administrative post held consistently by a woman. It is an administrative position assumed generally by a woman and considered to be a woman's task. The individual filling this position has pursued typically specialized graduate study in guidance and student personnel administration; and, has not followed the faculty to administration path. A background such as this is likely to restrict her advancement into a major power position. (110:170)

The fields of study known traditionally as "women's fields," have provided the opportunity for a few additional women to exercise administrative authority. However, Morlock illustrated the fact that women were underrepresented in the academic governance of these disciplines. Women comprised 67 percent of the academic librarians. While

men held the deanships of 79 percent of the library schools and 95 percent of the chief librarian positions in 74 large college and university libraries. (110:281)

Robinson quoted Oltman as reporting that most department chairmanships held by women were in the fields of home economics, physical education, education, English, languages, and nursing. However, in 34 coeducational institutions there were no female department chairpersons. All schools participating in the study had a mean of less than three female department heads per institution. (110:223)

It should be acknowledged that administrative titles are often misleading. Reportedly, women have rarely been given "real decision-making authority." They were most often found at the middle management level in positions which had relatively insignificant relationships to policy making. For example, at one major coeducational university, only the dean of women and the dean of the school of home economics held positions of authority. Two hundred fifteen women designated as administrators completely lacked administrative authority. Forty-three of these women served in residence hall kitchens; and, the remaining 172 women were administrative assistants. (110:224)

The rank of administrative assistant was found to be the culminating experience for many women administrators. This position is usually the initial step up the career ladder for men. ". . . Women tend to remain in administrative positions which are beginning posts for many men." (110:224)

Fecher surveyed 433 women in administrative positions not held typically by women in public, coeducational institutions of higher

education. Her findings give support to the premises described above. She concluded that women in these positions suffered the same sex discrimination apparent throughout society; however, they were strategically located to press for the elimination of discrimination. Additionally, these women must be more aggressive during the decision-making process to make their positions and views known to male colleagues. (43) Such behavior is acceptable when displayed by males, but classified as "tough and bitchy" when exhibited by the female gender. (110:170)

WOMEN ADMINISTRATORS OF PHYSICAL EDUCATION UNITS IN HIGHER EDUCATION

A thorough search of the literature revealed five publications relevant to this investigation. None of these studies investigated directly, or actively, the position of women as administrators of physical education units. The findings as published were generally inconclusive and contradictory.

Fallon surveyed 340 doctoral recipients in physical education who received degrees from 50 institutions in 1962-1963 and 1967-1968. He reported that women at the initial postdoctoral appointment levels received considerably higher ranks than men. He also indicated that during the five years after their initial postdoctoral employment, men and women received promotions in approximately equal proportions. (41:56)

Ashcraft, in her survey of 1221 physical educators from 131 colleges and universities in 1971, found that men held higher ranks than did women. She also reported that men had a faster rate of promotion

than did women. (5:60-61) The differences reported by Fallon and Ashcraft may be due in part to the samples investigated. Fallon was concerned only with the recent doctoral recipients in physical education; whereas, Ashcraft surveyed male and female physical educators in colleges and universities regardless of the degrees earned.

Davies surveyed 153 college and university single administrative physical education units in 1972. He indicated that regardless of sex both men and women had comparable rank and promotion rates. (31:62) The purpose of Davies' study was to determine the degree of equality experienced by men and women in the single administrative structure. Rank and promotion rates were considered minor factors in his total investigation.

Teaching schedules assigned to men and women were indicative of additional controversy. Fallon reported that women appeared to have heavier teaching schedules and little time for research and scholarly writing. (41:57) Davies stated that teaching loads had a sexless orientation with men and women teaching comparable hours. (31:62) Ashcraft indicated that faculty loads appeared to be a function of the sex of the administrator. Women with a male administrator taught heavier schedules than men with a male superior or women with a female in the superordinate position. (5:61)

Ashcraft studied respondents relative to the sex of their departmental chairpersons. She reported that women with a female department chairperson received more equitable treatment with respect to all areas examined than did women with a male administrator. The factors analyzed were: rank, course level taught, credit and contact

hour loads, summer school teaching, promotion rate, and salary increases. (5:61-62) Davies found fewer disparities between men and women concerning these and other factors. (31:63)

Ashcraft concluded that women experienced superior employment conditions under a female administrator. These women were situated primarily in departments of physical education for women. Such structures were located most often in universities. (5:61) Davies, to the contrary, supported the single administrative unit structure as offering the greatest equality of employment opportunity for women and men in physical education units. (31:63)

It should be noted that the emphases of the research on the equality of men and women employed as physical educators in institutions of higher learning by Fallon, Ashcraft, and Davies were divergent. Each investigator, however, included several aspects common to all three studies.

It was apparent that Ashcraft differed greatly with Fallon and Davies respectively concerning the specific factors investigated. Therefore, an attempt to evaluate each of these research studies was necessary to clarify the disparate conclusions drawn.

Ashcraft presented a detailed study of the employment status of men and women in four-year public institutions. The diligent manipulation of data elicited an erudite analysis of numerous factors influential to the areas under investigation. Her conclusions were well substantiated; and, were logical derivatives of the data. Fallon's study, conversely, did not present an in-depth analysis of the factors under consideration. In several instances, his conclusions derived

from the existent data seemed ambiguous and contradictory. Davies' investigation was devoid of arrant analyses. However, an astute analysis was difficult when the population and the problem of the study lacked sufficient definition. The conclusions delineated may not have been in concert with the promulgated data thereby depreciating the validity of the research.

Mehn reported, in his study of the organizational structure of 147 colleges and universities offering a major degree in one or more of the programs of health, physical education, or recreation, an apparent trend in combining men's and women's programs under a single administrative unit. He quoted Donnelly as also identifying this trend. (90:56) Davies found that 78 percent of the respondents to his survey indicated that a single department was never conducive to equality of opportunity for staff and students. (31:63)

On the basis of 101 usable replies, Mehn reported that the most frequent administrative structure for health, physical education, and recreation was the department, followed by school, division, and college respectively. These units were most often entitled health, physical education, and recreation (44 percent). Health and physical education (18 percent) ranked second in frequency. The single title, physical education, appeared less than 14 percent of the time. (90:56)

Daughtrey and Woods indicated that 23.2 percent of the 211 physical education units surveyed by Hall and Jantzen were titled department of physical education. An additional 23.2 percent were named department of health and physical education; and, 14.7 percent

were designated department of health, physical education, and recreation. (30:477)

Mehn stated that the head of the physical education program was most often responsible to the dean of education. A few respondents indicated direct responsibility to the dean of arts and sciences, the academic vice-president, the president or chancellor, or other deans. Women's physical education programs were most frequently located under the chairman of health, physical education and recreation. In all other instances, physical education for women was directly responsible to the dean of education, the dean of health, physical education, and recreation, or the chairman of health and physical education. The chief administrative officer to whom the head of women's physical education reported was outside of physical education in 29 institutions. (90:56)

Hall and Jantzen, as quoted by Daughtrey and Woods, found that the chief executive officer of physical education units was titled chairman in 54 percent of the institutions reporting; head in 18 percent; director in 13 percent; and, other nomenclature representing six percent. The authors noted that the number of institutions supporting a dean or director of a college or school of physical education was not revealed in the study. (30:477-478)

Although Blaufarb presented informal evidence indicating the appearance of women in the upper echelons of the administrative hierarchy in single, or merged, physical education units (15:2), only Mehn supplied hard evidence to document this hypothesis. He stated "at one institution the Chairman of the Department of Physical Education (men and women combined) is a woman." (90:56)

The review of literature pertinent to this study revealed the following general conclusions relative to the position of women in academe.

1. The status of women at all levels of academic life is deteriorating. Fewer women maintain faculty or administrative positions in institutions of higher education today than at any other period in the last 100 years. The proportion of women as compared to men pursuing careers in higher education has declined. The women who are employed tend to have a slower promotion rate; receive less financial remuneration; hold lower ranks; be nontenured; hold marginal positions; and, receive lower initial appointment levels than their male counterparts.

2. Three trends are apparent regarding women in higher educational administration. As the importance of the position increases, the number of women decreases. Women typically staff the units which are administered by men. Further, women tend to remain in those administrative positions considered to be beginning posts for men.

3. Data relevant to the position of women as administrators of physical education units in colleges and universities were found to be negligible. Therefore, conclusive statements extricated from the literature would be imprecise.

Chapter III

PROCEDURES

The purpose of this study was to investigate the position of women engaged in the administration of physical education units in selected colleges and universities in the United States.

SELECTION OF INSTITUTIONS

The population selected for the study was composed of institutions of higher education listed in the September 1974 Health, Physical Education, and Recreation Directory of Professional Preparation Institutions; and, designated as offering undergraduate and graduate programs in physical education. All fifty states and the District of Columbia were surveyed in the professional preparation directory.

(103:37-48)

The examination of the Blue Book of College Athletics for 1974-1975 (120), The 1974-1975 National Directory of Women's Athletics (52), the Comparative Guide to American Colleges (22), and Lovejoy's College Guide (85) served to decrease further the number of institutions selected for the investigation by eliminating those colleges and universities which were not described as being large and very large, four-year, and public. The District of Columbia and the States of Alaska, Hawaii, and Vermont were deleted from the study because they did not have institutions which met the aforementioned criteria.

A total of 199 four-year colleges and universities having undergraduate and graduate professional preparation and general college programs in physical education, student enrollments in excess of 3,000, and status as public institutions were recipients of the survey instrument.

The instrument was sent specifically to women designated as Director of Physical Education in the Blue Book of College Athletics for 1974-1975 (120) and The 1974-1975 National Directory of Women's Athletics (52), except in cases where this information was unascertained, or known to be in error. In most instances, the survey was mailed to the woman known to be presently employed as the administrator of a physical education unit. Thirty-nine questionnaires were sent to institutions which indicated the solitary existence of a male in the position of administrator of said unit; and, which did not provide information relative to a woman in an administrative capacity. Eight survey instruments were addressed to women designated as Women's Athletic Director. Four surveys were posted to women known to be employed as professors in the physical education unit. Seven institutions which were to be recipients of the questionnaire were not listed in the aforementioned athletic directories; therefore, the instrument was addressed to Chairperson, Department of Physical Education for Women. In all situations, those persons contacted who were not listed as administrators of the physical education unit were asked to forward the survey to the chief administrator for completion.

DEVELOPMENT OF THE INSTRUMENT

The procedures that were used to gather pertinent data for the study involved the development of a questionnaire. The questionnaire was designed to elicit specific data in the following six areas: (1) the institutional format, (2) the location of the physical education unit within the total institutional format, (3) the structure and composition of the physical education unit, (4) the number, rank, and titles of men and women in administrative positions within the physical education unit, (5) the identification of the major responsibilities associated with each administrative title within the physical education unit, and (6) the structural reorganization of the physical education unit.

The survey instrument was reviewed by a panel of ten professional physical educators and administrators to maximize clarity and the appropriateness of the questions. The suggested revisions were incorporated in the questionnaire prior to mailing.

COLLECTION OF DATA

The survey, accompanied by a cover letter and a stamped, self-addressed envelope was mailed to each selected institution in late October 1974. A follow-up letter to encourage a prompt response was dispatched three weeks after the first mailing. The terminal date was established as four weeks following the first mailing. Additional time was permitted for receipt of returns. The questionnaires were accepted until mid-December 1974.

ANALYSIS OF DATA

The data collected for this study were of a descriptive nature. The quantitative segment of the data was analyzed in terms of numbers, percentages, tables, and graphs.

The verbal portion of the data was presented in the form of discussion, tables, charts, and other suitable graphic methods.

The presentation was divided into two major categories, institutional data and physical education unit data, to clarify the information concerning the organization and administration of physical education units within each respective institutional structure. The physical education unit data were subdivided further into the following four sections to enhance intelligibility: (1) physical education units in combination with other disciplines, (2) physical education units as separate entities, (3) major administrative responsibilities, and (4) structural reorganization of physical education units.

INTERPRETATION OF DATA

The Interpretation of Data attempted to integrate the information gleaned from the discussion of the factual data into a comprehensive overview of the position of women in the administration of physical education units in large and very large, four-year, public colleges and universities.

Chapter IV

ANALYSIS OF DATA

The study was designed to investigate the position of women engaged in the administration of physical education units in large and very large, four-year, public colleges and universities throughout the United States having undergraduate and graduate professional preparation and general college programs in physical education.

A questionnaire was developed to ascertain the data necessary to the study; and, was sent to the 199 institutions of higher education representing the total population under investigation. Of the 199 surveys mailed, 109 (55 percent) were returned. Six of the questionnaires were discarded because of their nonconformance with the established criteria. Five surveys were received after the final termination date; therefore, were not considered usable. A total of 98 (49 percent) of the questionnaires were retained for the investigation.

Fox indicated that, because of the complexity of educational survey questions and the paucity of available information, a data-producing sample of 20 percent is an acceptable minimum level (51:427). He stated further that returns of 30 percent are common (51:348) but advises that any study in which the data-producing sample falls below 50 percent should be interpreted with caution. (51:346)

The data amassed for the study were divided into two major categories: Analysis of Institutional Data and Analysis of Physical

Education Unit Data. The Analysis of Physical Education Unit Data was subdivided further into four sections: (1) Physical Education Units in Combination with Other Disciplines, (2) Physical Education Units as Separate Entities, (3) Major Administrative Responsibilities, and (4) Structural Reorganization of Physical Education Units.

ANALYSIS OF INSTITUTIONAL DATA

Question 1: The state in which the institution is located.

The total number of usable responses came from 42 states. This represented 89 percent of the states surveyed. A complete list of the number of institutions responding from each state is located in Table 28, Appendix C.

Questions 2 and 3: The type of institution. The total student enrollment of the institution. The returns, categorized in terms of size and type of institution, resulted in the following breakdown: large college, N = 10 (10 percent); large university, N = 10 (10 percent); very large college, N = 4 (4 percent); and, very large university, N = 74 (76 percent). The data are presented summarily in Table 1.

Question 4: The type of governing board of the institution.

The data presented in Table 2 indicate the responses obtained from Question 4.

These data highlight some interesting points. Thirty-seven (38 percent) of the institutions reported governance by a Board of Regents responsible for a statewide system of higher education. Four very large universities operate within a statewide college and

TABLE 1

THE TOTAL NUMBER OF INSTITUTIONS BY SIZE AND TYPE*

Number of Institutions	Large College 3,000 - 7,500		Large University 3,000 - 7,500		Very Large College over 7,500		Very Large University over 7,500		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Total Number of Responses	11	(10)	14	(13)	6	(6)	78	(72)	109	(100)
Total Number of Usable Responses	10	(10)	10	(10)	4	(4)	74	(76)	98	(100)

* See Appendix C

TABLE 2

TYPE OF GOVERNING BOARD

Type of Governing Board	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Board of Trustees (Single Institution)	3	(30)	2	(20)	1	(25)	22	(30)	28	(29)
Board of Governors (Statewide Multi-campus Institutions)	-	-	-	-	-	-	3	(4)	3	(3)
Board of Regents (Statewide System)	5	(50)	7	(70)	1	(25)	24	(33)	37	(38)
Board of Trustees (Other than Single Institution)	1	(10)	-	-	-	-	7	(10)	8	(8)
Board of Regents (Other than Statewide System)	-	-	-	-	-	-	5	(7)	5	(5)

TABLE 2 (Continued)

Type of Governing Board	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Governance by two boards	-	-	1	(10)	1	(25)	9	(12)	11	(12)
Other Boards	1	(10)	-	-	1	(25)	3	(4)	5	(5)
Total	10	(10)	10	(10)	4	(4)	73	(76)	97	(100)
No Response	-	-	-	-	-	-	1	-	1	-

university system; however, the governing body is entitled Board of Trustees. A total of forty-one (42 percent) of the institutions function under a statewide system of higher education.

Twenty-eight (29 percent) of the institutions indicated governance by a Board of Trustees for a single institution. Three very large universities listed an identical type of governing board. It is titled a Board of Regents. One large college reported a Board of Visitors that governs a single institution. Thirty-two (33 percent) of the institutions are governed by their own boards.

Three (4 percent) of the very large universities have a Board of Governors for a statewide multicampus system. Two (2 percent) of the very large universities call their governing boards the Board of Trustees. Additionally one very large university reported a Board of Regents governing a statewide multicampus system. A total of six (6 percent) of the institutions, very large universities, have governing boards for statewide multicampus institutions.

Eleven of the 97 institutions reported governance by two boards. One large university, one very large college, and eight very large universities are governed by boards for statewide systems of higher education. One large university, one very large college, and six very large universities have an additional board for each single institution; and, one has an additional board for some of the state institutions. One very large university reported a board for a single institution in addition to a higher board governing some type of statewide multicampus system of higher education. One very large university has a statewide

board of higher education in conjunction with a board of governors for a statewide multicampus system.

Question 5: The scope of control of the governing board.

The data collected in Question 5 describe more accurately the governing boards of the 96 responding institutions discussed in Question 4; and, are presented summarily in Table 3.

Thirty-two (33 percent) of the institutions responding are governed by a board responsible for each institution. The institutions include four large colleges, two large universities, one very large college, and 25 very large universities.

Twenty-four (25 percent) of the institutions governed by a board responsible for some of the state institutions include one large college, two large universities, one very large college, and 20 very large universities.

A governing board for all state institutions was indicated by 29 (30 percent) of the respondents. Five of these are large colleges; five are large universities; one very large college; and 18 are very large universities.

Eleven institutions (12 percent), including one large university, one very large college, and nine very large universities, reported institutional governance by two boards with varying scope of control.

Question 6: The chief administrative officer of the institution by title and sex. The data presented in Table 4 describe the title and sex of the chief executive officer of each of the 97 responding institutions. These data are documented graphically in Figure 1.

TABLE 3

SCOPE OF CONTROL OF THE GOVERNING BOARD

Scope of Control of Governing Board	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Single Institutions	4	(40)	2	(20)	1	(25)	25	(35)	32	(33)
Some State Institutions	1	(10)	2	(20)	1	(25)	20	(28)	24	(25)
All State Institu- tions	5	(50)	5	(50)	1	(25)	18	(25)	29	(30)
Two Boards with Varying Scope of Control	<u>-</u>	<u>-</u>	<u>1</u>	<u>(10)</u>	<u>1</u>	<u>(25)</u>	<u>9</u>	<u>(12)</u>	<u>11</u>	<u>(12)</u>
TOTAL	10	(10)	10	(10)	4	(5)	72	(75)	96	(100)
No Response	-	-	-	-	-	-	2	-	2	

TABLE 4

CHIEF ADMINISTRATIVE OFFICER OF THE INSTITUTION

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)
President	10 (100)	-	10 (100)	-	4 (100)	-	57 (78)	1 (1)	81 (84)	1 (1)
Chancellor	-	-	-	-	-	-	12 (17)	-	12 (12)	-
President of Multicampus Universities and Chancellor for Single Institutions	-	-	-	-	-	-	3 (4)	-	3 (3)	-
Total	10 (10)	-	10 (10)	-	4 (5)	-	72 (73)	1 (1)	96 (99)	1 (1)
No Response	-	-	-	-	-	-	-	1	-	1

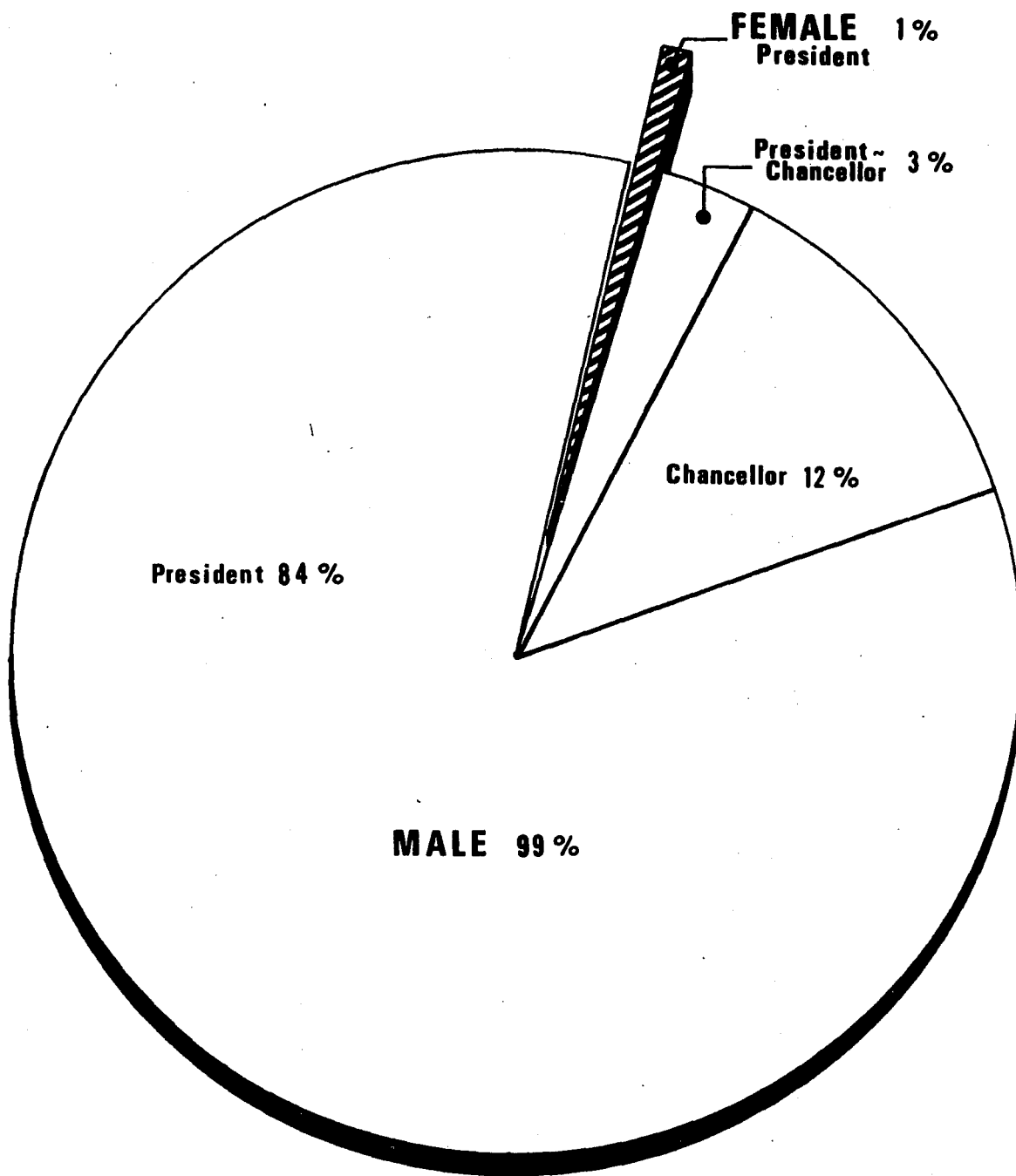


FIGURE 1
INSTITUTIONAL CHIEF ADMINISTRATIVE OFFICERS

All responding institutions (97), with one exception, reported that the chief administrative officers are males (99 percent). The one female (1 percent) in the chief executive position serves as the interim president of a very large university.

The chief executive officer of all responding large colleges (10), large universities (10), very large colleges (4) is titled president. Additionally, 58 (79 percent) of the very large universities have a president as their chief executive officer. Twelve (17 percent) of the very large universities reported a chancellor; and, three (4 percent) reported that their chief administrative officer is a chancellor, subordinate to the president of the multicampus university system. One institution did not respond.

Question 7: The full-time administrative cabinet officers of the institution by general title, number, and sex. The data depicted in Table 5 describe the full-time cabinet officers in the responding institutions. These upper echelon officers include predominately vice-presidents, vice-chancellors, and deans. Twelve percent of the total number of cabinet officers hold titles other than these three (see Table 29, Appendix C). The breakdown by sex is illustrated graphically in Figure 2.

The number of cabinet officers varied greatly among institutions. Therefore, the data are presented only as percentages.

Men hold 92 percent of the full-time administrative cabinet positions. Women assume eight percent of such posts. The cabinet officer reported most frequently is the dean (50 percent), followed by

TABLE 5

FULL-TIME ADMINISTRATIVE CABINET OFFICERS
BY GENERAL TITLE, NUMBER, AND SEX *

Title	Large College				Large University				Very Large College				Very Large University				Total			
	M		F		M		F		M		F		M		F		M		F	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Vice-President	24	(42)	-	-	25	(40)	2	(3)	13	(42)	-	-	247+	(32)	9	(1)	309+	(33)	11	(1)
Vice-Chancellor	-	-	-	-	-	-	-	-	-	-	-	-	34	(4)	1	(0) ^a	34	(4)	1	(0) ^a
Dean	21	(37)	3	(5)	28	(44)	5	(8)	9	(29)	1	(3)	361	(46)	35	(5)	419	(45)	44	(5)
Other	<u>6</u>	<u>(11)</u>	<u>3</u>	<u>(5)</u>	<u>2</u>	<u>(3)</u>	<u>1</u>	<u>(2)</u>	<u>8</u>	<u>(26)</u>	-	-	<u>77</u>	<u>(10)</u>	<u>16</u>	<u>(2)</u>	<u>93</u>	<u>(10)</u>	<u>20</u>	<u>(2)</u>
TOTAL	51	(5)	6	(1)	55	(6)	8	(1)	30	(3)	1	(0) ^a	719	(77)	61	(7)	855+	(92)	76	(8)
Grand Total Male & Female	57 (6)				63 (7)				31 (3)				780 (84)				931+ (100)			
No Response	-				1				-				2				3			

*See Appendix C

^a.1 percent

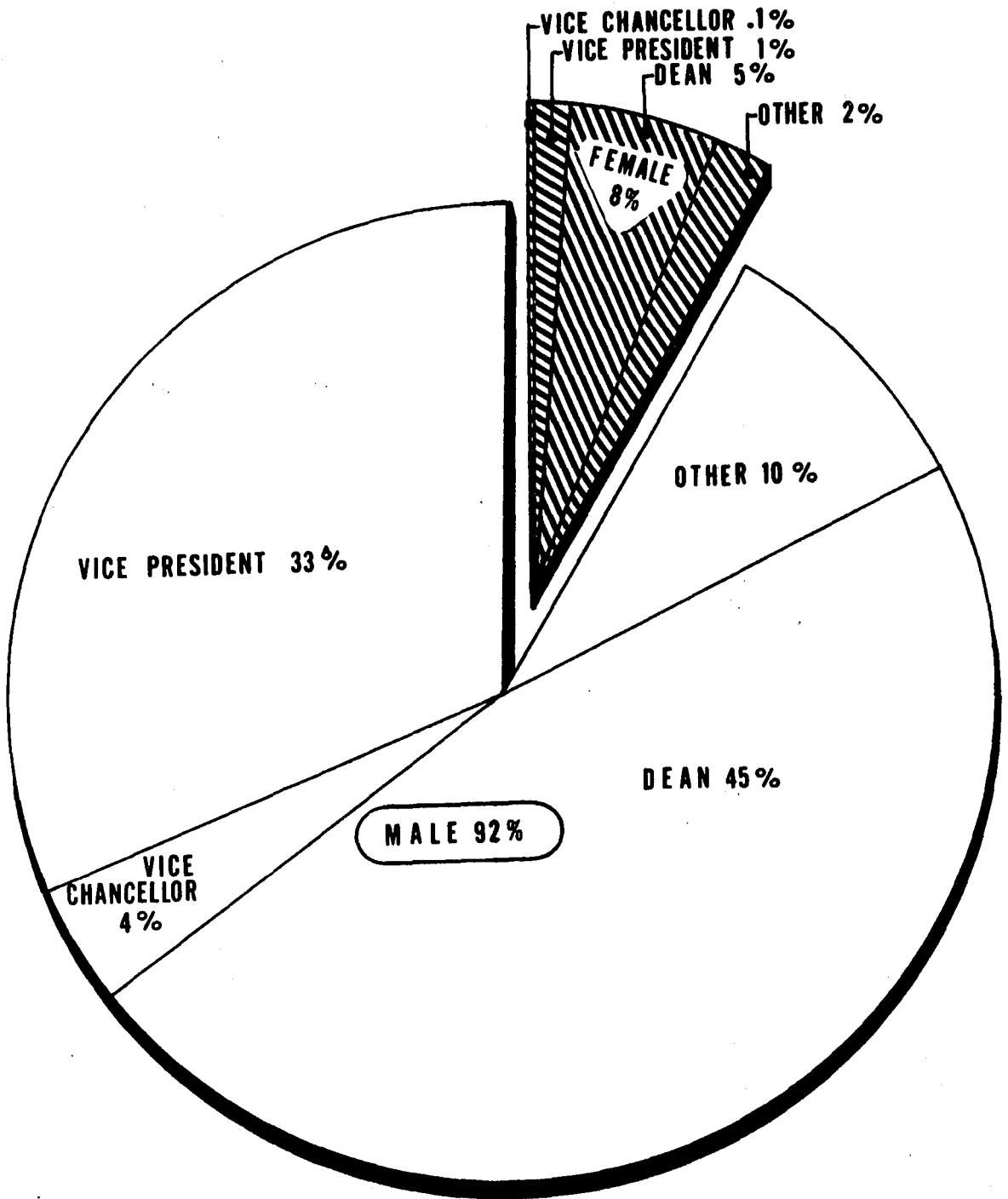


FIGURE 2
FULL-TIME ADMINISTRATIVE CABINET OFFICERS
OF THE INSTITUTIONS

the vice-president (34 percent) and the vice-chancellor (4 percent). Other titles were reported 12 percent of the time.

Full-time administrative cabinet officers found in large colleges include 42 percent deans, 42 percent vice-presidents, and 16 percent "other." In the large universities, deans are represented 52 percent of the time; vice-presidents 43 percent; and, "other," five percent. Very large colleges reported deans equalling 32 percent; vice-presidents, 42 percent; and, "other," 26 percent. The very large universities reported deans numbering 51 percent; vice-presidents, 33 percent; vice-chancellors, 4 percent; and, "other," 12 percent. It is interesting to note that in the very large universities approximately 38 percent of the "other" category is composed of provosts and directors of such nonacademic units as personnel, housing, and public relations.

Totally, women hold the cabinet-level deanships five percent of the time. In large colleges, women assume five percent of these posts. Large universities grant 8 percent of these positions to women. Very large colleges have three percent female deans; and, very large universities reported five percent of these positions being held presently by women.

It is interesting to note that neither large colleges nor very large colleges reported female vice-presidents. In large universities, women are reported as vice-presidents at a rate of three percent. Only one percent of this position is female in very large universities. Thus, women hold only one percent of the total number of the vice-presidencies reported. Additionally, one-tenth of one percent of the vice-chancellorships in very large universities are assumed by women.

Two percent of the total number of "other" cabinet positions are filled by women.

Question 8: The full-time administrative officers of professional, liberal arts, applied science, and other units, within the institution by general title, number, and sex. Table 6 presents the data collected from Question 8. The data are presented graphically in Figure 3 (see Table 30, Appendix C).

Ninety-five percent of the full-time administrative officers of professional, liberal arts, applied science, and other units hold the title of dean. The remaining five percent fall into "other" category and include provost, associate dean, director of library, division chairpersons, and department heads.

Ninety-two percent of these administrative positions are held by men. Eight percent of these posts are filled by women. The identical percentages are indicative of both deanships and other titles.

Five percent of the deanships in large colleges are assumed by women. Sixteen percent of these positions in large universities are designated to women. Four and eight percent of the deans respectively in the very large colleges and universities are women.

Women were represented in the "other" category only in the very large universities to the extent of eight percent.

Question 9: The administrative officers of academic units within the organizational structure of the colleges, schools, or like units in the institution by general title, number, and sex. Data collected from Question 8 are presented in Table 7 and, are depicted graphically in Figure 4 (see Table 31, Appendix C).

TABLE 6

FULL TIME ADMINISTRATIVE OFFICERS OF PROFESSIONAL, LIBERAL ARTS,
APPLIED SCIENCE AND OTHER UNITS BY
TITLE, NUMBER, AND SEX*

Title	Large College				Large University				Very Large College				Very Large University				Totals			
	M		F		M		F		M		F		M		F		M		F	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Deans	53	(84)	3	(5)	32	(73)	7	(16)	25	(96)	1	(4)	615	(88)	55	(8)	725	(87)	66	(8)
Other	<u>7</u>	<u>(11)</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>(11)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>24</u>	<u>(4)</u>	<u>3</u>	<u>(0)^a</u>	<u>36</u>	<u>(4)</u>	<u>3</u>	<u>(0)^a</u>
Total	60	(7)	3	(0) ^a	37	(4)	7	(1)	25	(3)	1	(0) ^b	639	(77)	58	(7)	761	(92)	69	(8)
Grand Total	63 (8)				44 (5)				26 (3)				697 (84)				830 (100)			

* See Appendix C

^a .4 percent

^b .1 percent

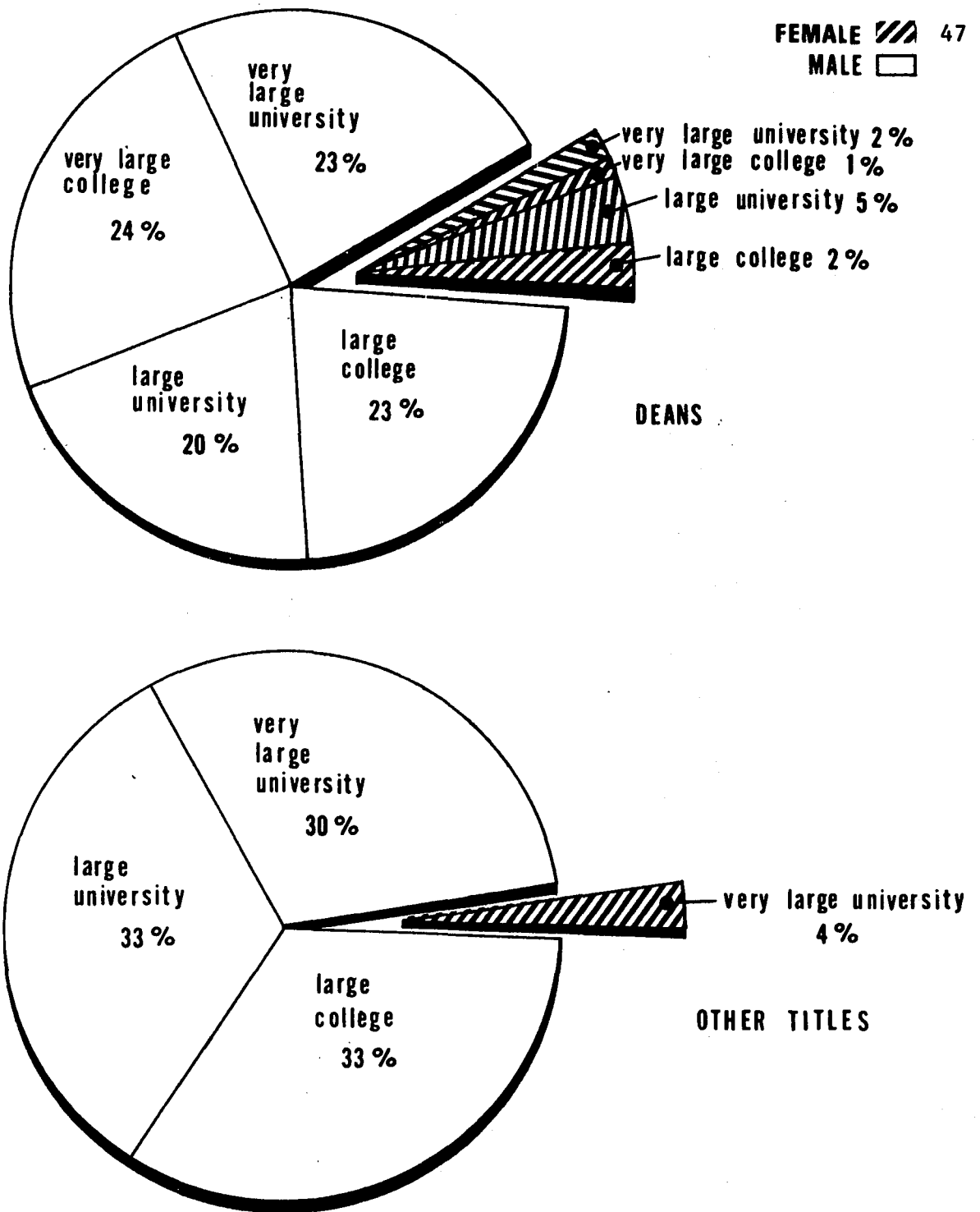


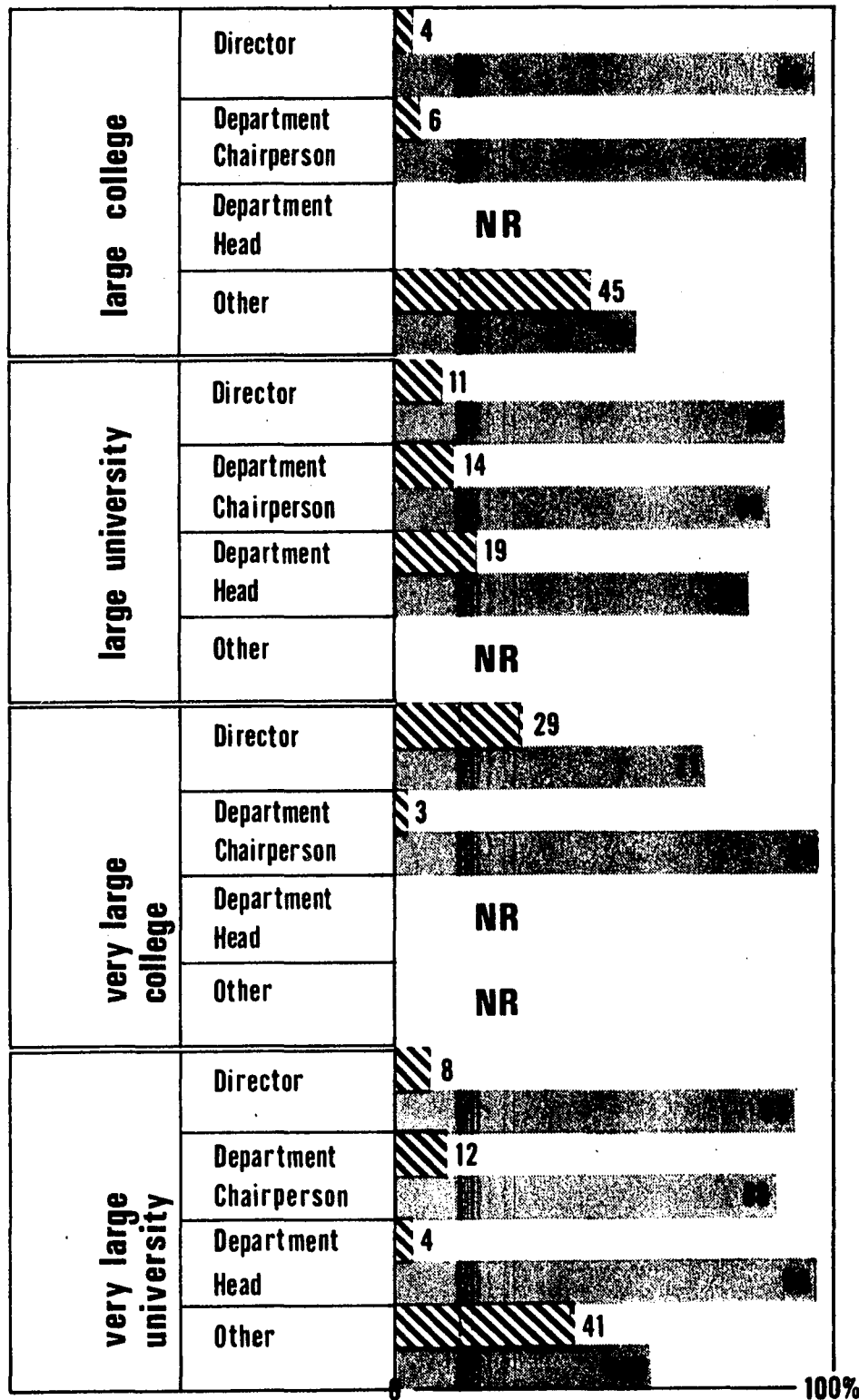
FIGURE 3
FULL-TIME ADMINISTRATIVE OFFICERS OF PROFESSIONAL,
LIBERAL ARTS, APPLIED SCIENCE, AND OTHER UNITS
BY TITLE, NUMBER, AND SEX

TABLE 7

ADMINISTRATIVE OFFICERS OF ACADEMIC UNITS WITHIN COLLEGES,
SCHOOLS, DEPARTMENTS, AND DIVISIONS
BY TITLE, NUMBER, AND SEX*

Title	Large College				Large University				Very Large College				Very Large University				Total			
	M		F		M		F		M		F		M		F		M		F	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	M	(%)	N	(%)
Director	133	(79)	6	(4)	48	(44)	6	(5)	24	(37)	10	(15)	299	(29)	26	(2)	504	(36)	48	(3)
Department Chairperson	16	(9)	1	(1)	30	(27)	5	(5)	30	(46)	1	(2)	468	(45)	61	(6)	544	(39)	68	(5)
Department Head	-	-	-	-	17+	(15)	4	(4)	-	-	-	-	148	(14)	6	(1)	165	(12)	10	(1)
Other	<u>6</u>	<u>(4)</u>	<u>5</u>	<u>(3)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>22</u>	<u>(2)</u>	<u>15</u>	<u>(1)</u>	<u>28</u>	<u>(2)</u>	<u>20</u>	<u>(2)</u>
Total	155	(11)	12	(1)	95+	(7)	15	(1)	54	(4)	11	(1)	937	(67)	108	(8)	1241	(89)	146	(11)
Grand Total	167 (12)				110 (8)				65 (5)				1045 (75)				1387 (100)			
Information Not Available	1				-				-				3				4			
None	1				-				-				1				2			
No Response	<u>2</u>				<u>3</u>				<u>2</u>				<u>33</u>				<u>40</u>			
Total	4				3				2				37				46			

See Appendix C



FEMALE
 MALE
 NONE REPORTED NR⁴⁹

FIGURE 4
 ADMINISTRATIVE OFFICERS OF ACADEMIC UNITS WITHIN
 COLLEGES, SCHOOLS, DEPARTMENTS, AND DIVISIONS
 BY TITLE AND SEX

Forty-six of the institutions contacted did not supply information relative to this question. Therefore, the following data are based on fifty-two usable responses. However, approximately 1400 individuals were identified as filling these positions. Therefore, the total response may be accepted as indicative of sufficient numbers.

The title most frequently reported was that of department chairperson (44 percent); followed by directors (39 percent), department heads (13 percent), and the "other" category (4 percent) respectively.

The composition of each of these categories by sex is as follows: department chairpersons, male, 89 percent and female, 11 percent; directors, male, 91 percent and female, 9 percent; department heads, male, 94 percent and female, 6 percent; "other," male, 58 percent and female, 42 percent. The total numbers of administrative officers of academic units are 89 percent male and 11 percent female.

Within the large colleges, department chairpersons are composed of one percent women. Women constitute four percent of the directors and three percent of the "others." There were no department heads identified in large colleges.

Women hold five percent of the departmental chairpersons positions, five percent of the directorships, and four percent of the department headships in large universities. There were no positions in the "other" category reported for men or women in large universities.

The very large colleges reported that two percent of the department chairpersons are women. Fifteen percent of the directors are women. Neither department heads nor "others" were identified in very large colleges.

Women constitute six percent of the departmental chairpersons, two percent of the directors, one percent of the department heads, and one percent of the "other" category in very large universities.

Question 10: The major academic areas within the institution by number, general title, and to whom the chief executive in each area reports directly. Complete data are provided in Table 32, Appendix C.

Seventy percent of the large colleges (7) reported 29 school structures within their institutions. Twenty-five of the schools are responsible directly to the vice-president for academic affairs; and, four report directly to the provost. Departmental structures were reported by 60 percent of the large colleges. One hundred-one departments were indicated. Seventy-nine of these report to their appropriate deans. Twenty-two of these departments are responsible to division chairpersons. Eleven divisions were reported by 50 percent of the large colleges. The president, vice-president, or provost is the chief executive officer to whom seven report directly. The other four divisions are responsible to appropriate deans.

Large colleges may have schools, departments, or divisions as their major academic units. If schools exist, they are invariably superordinate to departments and/or divisions. Departmental, or divisional, status may be either superordinate, or subordinate, depending upon the institution.

A college structure, reported by 63 percent (5) of the large universities, indicated 18 such units; all of which are responsible directly to an academic vice-president. Fifty percent of the large universities identify an indefinite number of school structures. Some

schools report to academic vice-presidents; and, others are responsible to deans of colleges. Thirty-nine plus departmental units are identified in 38 percent of the large universities. Twelve of these structures are accountable to an academic vice-president. Deans of colleges are the superiors to whom 27 plus departments report. Thirty-eight percent of the large universities reported an indeterminate number of divisions. Some of these divisions report to the dean of academic affairs; while others are responsible to deans of colleges. A structure titled area was reported by 13 percent of the large universities. Area administrators report to division heads. Two large universities failed to respond to this question.

Large universities have colleges, schools, divisions, departments, and areas as their major academic units. It appears that in some large institutions colleges, schools, divisions, or departments may be the highest academic units. Schools, departments, and divisions are subordinate to the college structure in some large universities. The title area, as indicated by the respondents, refers to subunits of divisions.

One very large college (25 percent) listed the college structure, responsible to the vice-president and provost, as its major academic unit. Seventy-five percent of the very large colleges indicated 11 plus schools as their major academic divisions. All of these structures report to the vice-president for academic affairs. A departmental structure was identified by all respondents (100 percent) in this category. The 62 plus departments thus identified report to school or

college deans. Fifty percent of the institutions gave the division as the major academic unit. All divisions, with one exception, are responsible to department chairpersons. In the one exception, the chief executive to whom the division reports is identified as a division head. One additional title was named in a very large college. This institution reported that all centers are directly responsible to the vice-president and provost.

Among the very large colleges, the school structure is given most consistently as the major academic unit. Schools are divided into departments; which, in most cases, are subdivided into divisions.

The major academic unit reported most frequently by the very large universities is the college structure (81 percent). Most of the colleges are responsible directly to a vice-president; however, they may report to the president, vice-chancellor, provost, or dean of academic programs. Seventy-three percent of these institutions identified the school structure as a major academic unit. The majority of the schools report to a vice-president. This structure may be accountable additionally, to such administrative officers as the president, provost, vice-chancellor, dean of the university, or dean of a professional school or college. Seventy-two percent of the very large universities identified the departmental structure as a major academic unit. The vast majority of these departments (1369+) are responsible to deans of schools or colleges. An additional 100 plus departments report to either the vice-president or provost. One institution reported that departmental structures are responsible to division directors. The division was identified as a major academic unit by

34 percent of the very large universities. Twelve divisions report to the president, chancellor, vice-president, or vice-chancellor. Some institutions place their divisions within colleges or schools; and, others locate divisions within departments. Ten percent of the institutions listed "other" titles that report to a president, vice-president, provost, or dean.

Question 11: The college, school, or department within the institution in which your physical education unit resides. The data collected from the 94 institutions in response to Question 11 are summarized in Table 8.

The physical education unit was identified as a separate autonomous structure within 25 (27 percent) of the institutions providing data for this study. These units include separate college structures in one large and six very large universities; separate schools in two large colleges, one very large college, and eight very large universities; separate divisions in one large college and four very large universities; and, separate departments in two very large universities.

Physical education was listed as a school within a college in five (6 percent) of the very large universities. Three of these schools are located in a college of education and two in other colleges, health sciences, and fine and applied arts.

The physical education unit is located in departments within colleges in 32 (34 percent) of the responding institutions. The college of education houses 17 of these units: one in a large college, two in large universities, and 14 in very large universities. Fifteen departments are listed in colleges other than education or physical

TABLE 8

LOCATION OF THE PHYSICAL EDUCATION UNIT IN
COMBINATION WITH OTHER DISCIPLINES *

Location	Large College	Large University	Very Large College	Very Large University	Total N (%)
Separate College	-	1	-	6	7 (7)
Separate School	2	-	1	8	11 (12)
Separate Division	1	-	-	4	5 (6)
Separate Department	-	-	-	2	2 (2)
School in College	-	-	-	5	5 (6)
Department in College	1	3	-	28	32 (34)
Department in School	3	2	3	13	21 (22)
Division in College	-	2	-	1	3 (3)

TABLE 8 (Continued)

Location	Large College	Large University	Very Large College	Very Large University	Total N (%)
Division in School	2	-	-	1	3 (3)
Department in Division	1	1	-	2	4 (4)
Area in College	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u> (1)
Total	10	9	4	71	94 (100)
No Response	-	1	-	3	4

*See Appendix C

education in combination with other disciplines: one in a large university, 14 in very large universities. See Appendix C for titles of these other colleges.

Twenty-two percent (21) of the responding institutions identified the physical education unit as a department within a school. Twelve of these departments are in a school of education: two large colleges, one very large college, and nine very large universities. Other schools, excluding physical education in combination with other disciplines, house nine departments of physical education: one large college, two large universities, two very large colleges, and four very large universities.

Three (3 percent) of the reporting institutions identified the physical education unit as a division within a college of education two large universities and one very large university. Three institutions (3 percent) reported the physical education division as being located in a school. One division resides in a school of education in a very large university. One is housed in the school of applied arts and sciences and one, in a school of education in two large colleges.

Four (4 percent) of the institutions identified the department of physical education as being within divisions. One department is housed in a division of education in one large college. In one large university, a dual department of physical education is located in a division of education and psychology. One very large university places the department of physical education in a division of life sciences; and, one, in the division of natural science and mathematics.

Physical education is identified as an area in the college of education in one very large university. Four of the 98 institutions did not respond to this question.

ANALYSIS OF PHYSICAL EDUCATION UNIT DATA

Physical Education Units in Combination With Other Disciplines

Question 12: The name of the organizational structure.

The data collected in response to this question were provided by 93 institutions. Five respondents did not answer. The results are summarized in Table 9.

Seven institutions (8 percent) reported that their physical education units are located within colleges in combination with the disciplines of health, recreation, and/or dance. One large university and one very large university gave the title, college of health, physical education, and recreation, as their official structure. Two very large universities have a college of health, physical education, recreation, and dance. A college of health and physical education is located in one very large university; and, one very large university identifies physical education with the college of health. Additionally, one very large university maintains a college of physical education.

Sixteen institutions (17 percent) indicated a school structure. The most frequent response (12) was the school of health, physical education, and recreation. These are located within large colleges (2), very large colleges (1), and very large universities (9). One very large university associates physical education with the school of health education. One very large university reported a school of

TABLE 9

NAME OF THE ORGANIZATIONAL STRUCTURE OF PHYSICAL EDUCATION UNITS
IN COMBINATION WITH OTHER DISCIPLINES*

Name	Large College	Large University	Very Large College	Very Large University	Total	
					N	(%)
<u>Colleges</u>						
-HPER	-	1	-	1	2	
<u>-OTHER</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>5</u>	<u> </u>
TOTAL	-	1	-	6	7	(8)
<u>Schools</u>						
-HPER	2	-	1	9	12	
<u>-OTHER</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u> </u>
TOTAL	2	-	1	13	16	(17)

TABLE 9 (Continued)

Name	Large College	Large University	Very Large College	Very Large University	Total	
					N	(%)
<u>Divisions</u>						
-HPER	2	2	-	3	7	
<u>-OTHER</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>3</u>	<u>4</u>	<u> </u>
TOTAL	3	2	-	6	11	(12)
<u>Departments</u>						
-HPER	3	2	1	19	25	
-PE for Women	-	-	-	3	3	
<u>-OTHER</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>23</u>	<u>30</u>	<u> </u>
TOTAL	5	6	2	45	58	(62)

TABLE 9 (Continued)

Name	Large College	Large University	Very Large College	Very Large University	Total	
					N	(%)
<u>Areas</u>						
<u>-HPER</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u> </u>
TOTAL	-	-	-	1	1	(1)
No Response	-	1	1	3	3	5

* See Appendix C

physical education, recreation, and athletics. A school of physical education is located in one very large university. Additionally, one institution identified a school structure, but did not list the title.

Eleven institutions (12 percent) identified divisions including various combinations of health, physical education, recreation, park administration, and athletics. Three of these are located in large colleges, two in large universities, and six in very large universities.

The organizational structures of physical education units in 58 institutions (62 percent) are designated as departments. They include a range of such titles as the more common department of health, physical education, and recreation to the more exotic department of movement, health, and leisure and the department of ergonomics. Five of these departments are located in large colleges; six are in large universities; two are in very large colleges; and, 45 are in very large universities (see Table 33, Appendix C).

One very large university has labeled the organizational structure of the physical education unit as an area of health, physical education, and recreation.

The most prevalent organizational structure found in the present study is the department (62 percent), followed by schools (17 percent), divisions (12 percent), colleges (8 percent), and areas (1 percent) respectively.

Question 13: The total student enrollment by sex. The data for this question are described in Table 10; and, are presented graphically in Figure 5.

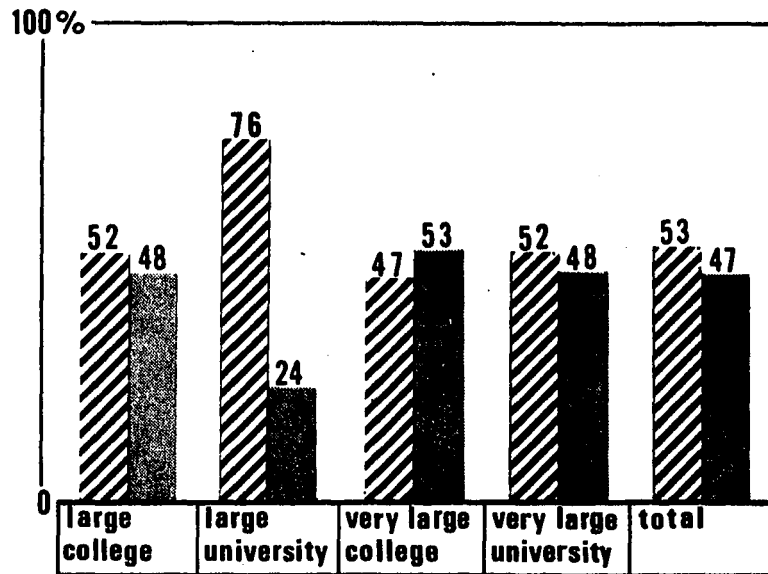
TABLE 10

PHYSICAL EDUCATION UNITS IN COMBINATION WITH OTHER DISCIPLINES:

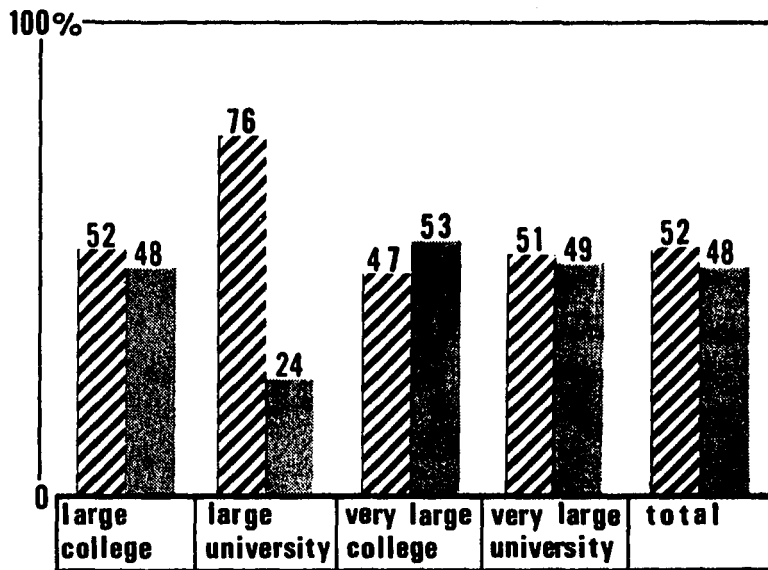
STUDENT ENROLLMENT BY SEX

Student Enrollment	Large College				Large University				Very Large College				Very Large University				Total			
	M	(%)	F	(%)	M	(%)	F	(%)	M	(%)	F	(%)	M	(%)	F	(%)	M	(%)	F	(%)
a. Data includes all responses																				
Number	2324	(48)	2562	(52)	920	(24)	2920	(76)	530	(53)	479	(47)	27,003	(48)	29,114	(52)	30,777	(47)	35,075	(53)
Unknown			-				2				-				-				2	
No Response			-				4				-				-				4	
b. Data excludes physical education units reporting women only																				
Number	2324	(48)	2562	(52)	920	(27)	2920	(76)	530	(53)	479	(47)	26,948	(49)	27,864	(51)	30,777	(48)	33,825	(52)

FEMALE 
MALE 



a. including all responses



b. excludes units reporting only female students

FIGURE 5
STUDENT ENROLLMENT OF PHYSICAL EDUCATION UNITS
IN COMBINATION WITH OTHER DISCIPLINES
BY SEX

The total number of responses indicated that approximately 53 percent of the students identified as majors in organizational units including health, physical education, recreation, park administration, and dance are females. Forty-seven percent of these majors are males. Several respondents provided enrollment figures only for women majors. The deletion of these numbers identified 52 percent of the aforementioned majors as female and 48 percent male. One respondent who did not supply enrollment data stated that the student majors are divided evenly by sex (50 percent). Nine respondents failed to answer Question 13.

Question 14: The total number of faculty in the structure by rank and sex. Table 11 presents the data collected from Question 14. The data are illustrated graphically in Figure 6.

Approximately two-thirds (66 percent) of the faculty in physical education units in combination with other disciplines are male. At the rank of instructor, 54 percent of the faculty are women. Women represent 15 percent, 6 percent, 11 percent, and 23 percent of the instructorships in large colleges, large universities, very large colleges, and very large universities respectively. Women hold the rank of assistant professor at a rate of 36 percent. In large colleges, only three percent are women. Two percent of the female assistant professors are situated in large universities; four percent in very large colleges; and, 25 percent in very large universities. Twenty-eight percent of the individuals assuming the rank of associate professor are women. In large colleges, large universities, very large colleges, and very large universities, women are represented in 4 percent, 1 percent, 4 percent,

TABLE 11

PHYSICAL EDUCATION UNITS IN COMBINATION WITH OTHER DISCIPLINES:
FACULTY BY RANK & SEX*

Rank	Large College		Large University		Very Large College		Very Large University		Total											
	Male N	Female (%)	Male N	Female (%)	Male N	Female (%)	Male N	Female (%)	Male N	Female (%)										
Instructor	30	(17)	28	(15)	18	(10)	10	(6)	8	(4)	19	(11)	26	(14)	41	(23)	82	(46)	98	(54)
Assistant Professor	72	(9)	26	(3)	21	(3)	17	(2)	146	(18)	33	(4)	298	(36)	220	(25)	537	(64)	296	(36)
Associate Professor	45	(8)	21	(4)	11	(2)	6	(1)	172	(29)	25	(4)	148	(33)	113	(19)	426	(72)	165	(23)
Professor	29	(6)	18	(4)	9	(2)	3	(1)	112	(24)	17	(4)	175	(38)	99	(21)	325	(70)	137	(30)
Other	4.5	(2)	12	(4)	3	(1)	3	(1)	-	-	-	-	171	(63)	78	(29)	178.5	(66)	93	(34)
Total	180.5	(8)	105	(5)	62	(3)	39	(2)	438	(19)	94	(4)	868	(37)	551	(24)	1548.5	(66)	789	(34)
Grand Total	285.5	(12)			101	(4)			532	(23)			1419	(61)			2337.5	(100)		
No Response	1				4				-				20				25			

* See Appendix C

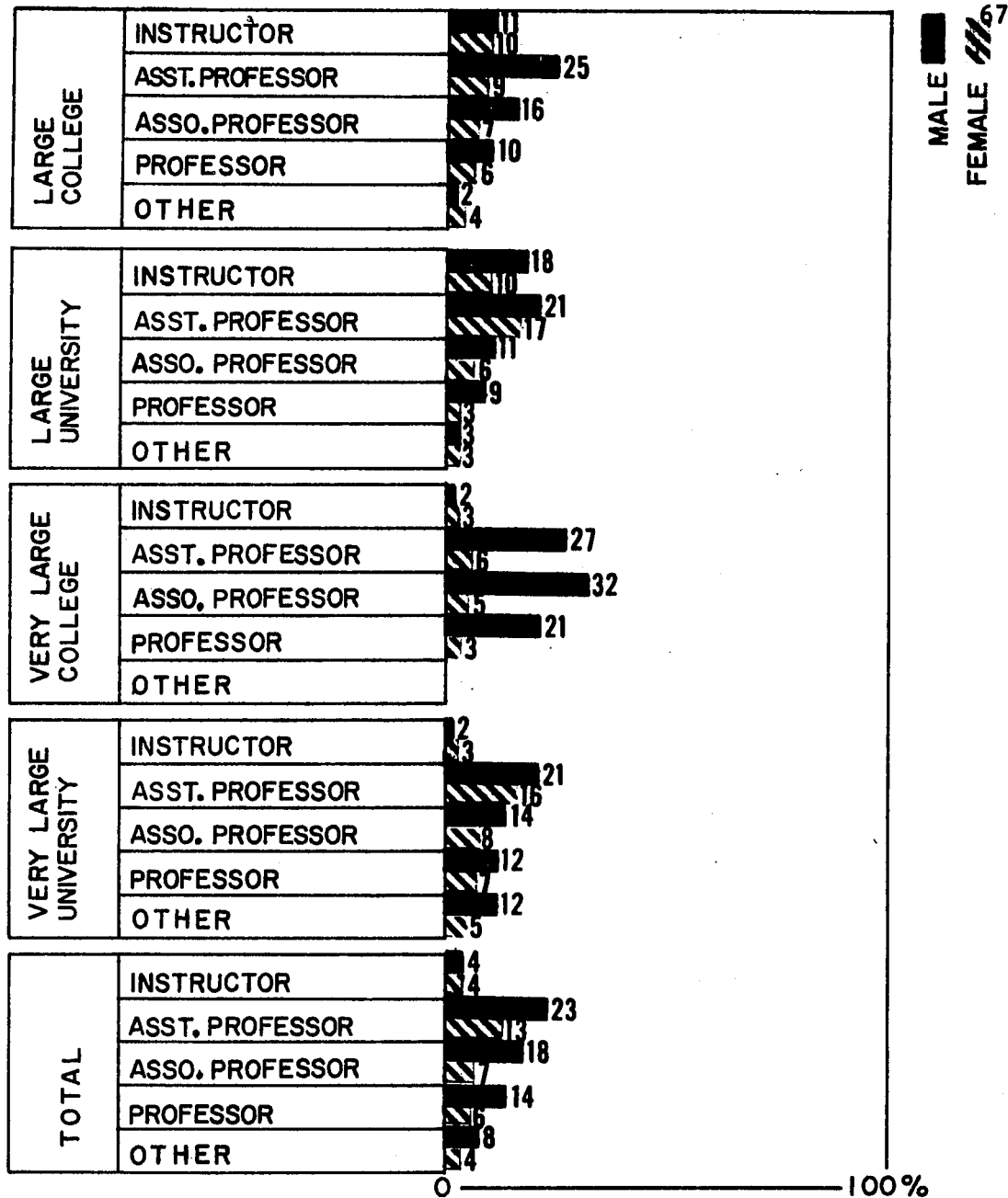


FIGURE 6
 TOTAL FACULTY OF PHYSICAL EDUCATION UNITS IN
 COMBINATION WITH OTHER DISCIPLINES
 BY RANK AND SEX

and 19 percent of these positions respectively. At the rank of professor, women are present in less than one-third (30 percent) of the positions. Women represent four percent of the professorships in the large colleges; one percent in the large universities; four percent in the very large colleges; and, 21 percent in the very large universities.

In the "other" category, 34 percent of the marginal positions are women. Titles such as part-time, lecturer, supervisor, artist-in-residence, visiting professor, professor emeritus, and adjunct professor are included in these marginal appointments.

Twenty-five institutions did not respond to Question 14. Therefore, the data are based upon the responses from 73 institutions. An excess of 2300 individuals were included in the data supplied; therefore, the total response may be accepted as indicative of sufficient numbers.

Question 15: The chief administrative officer of the structure by title, sex, rank, length of contract, and type of contract. The data presented in Table 12 and Figure 7 identify the information supplied by the respondents.

Seventy-eight of the 98 institutions responded to Question 15. Their responses indicated that the chief administrative officer of the units in which physical education is combined with other fields of study is a male in 82 percent (68) of the positions. Only 15 women (18 percent) hold like offices. Five of the 78 institutions reported dual administrative structures in which one male and one female share responsibilities for their respective departments.

TABLE 12

CHIEF ADMINISTRATIVE OFFICERS OF PHYSICAL EDUCATION UNITS IN COMBINATION WITH OTHER DISCIPLINES BY TITLE, SEX, RANK, LENGTH AND TYPE OF CONTRACT

Type of Institution	Number of Colleges and Universities	Title of Chief Administrator	Rank and Sex						Length of Contract (By Months)						Type of Contract ^a						No Length of Contract				No Response				
			Male			Female			Male			Female			Male			Female			No Rank		No Type of Contract						
			Asst. Prof.	Assoc. Prof.	Prof.	Asst. Prof.	Assoc. Prof.	Prof.	9	10	11	12	9	10	11	12	PTA	FIA	FTT	PTA	FIA	FTT	M	F		M	F	M	F
Large College	3	Dean			2				3							3								1					
	1	Director			1				1							1													
	5	Chairperson (Combined Unit) Head	1	4				1	3						2	3									1				
N	10			1	7		1	1	7	1				2	7		1					1	1						
T				11	78		11	11	78	11				20	90		10					100	100						
Large University	1	Dean				1											1										2		
	4	Chairperson (Combined Unit)		4			1	1	3					4			1												
	1	Dual Chairpersons Head	1	2		1	1	2	2	1				1			1								1				
N	8			1	6		1	1	2					6		2								1		2			
T				11	67		11	11	22	5	11		11	75		25										100			
Very Large College	1	Dean			1											1												1	
	1	Chairperson (Combined Unit)		1		1	1	1	1					1		1		1											
	3			2		1	1	1	1					1	1		1												
N				67		33	33	33	33				33	33		33												1	
Very Large University	13	Dean			14		1		14					1	1	13			1									17	
	5	Director			5			2	4	7				14	3	1	1		15	6		3	3	2	3	1	3		
	30	Chairperson (Combined Unit)	4	18																									
	2	Dual Chairpersons			1		1	1	1					1					1	1		1	1	1	1	1			
	3	Head			3				1	1	1								2									1	
	1	Dual Heads			1		1		1	1									1			1							
1	Coordinator and Head Head			1				1						1				1			1								
N	57			4	43		4	7	12	1	33	5	1	4	22	23		6	5		3	4	1	5			17		
T				7	74		7	12	21	2	59	9	2	7	39	41		11	9		100	80	20	100					
Total	78			6	58		5	10	16	1	46	6	2	1	5	31	31		10	5		4	5	1	6		20		
T				8	73		6	13	21	1	60	8	3	1	6	40	40		13	7		100	83	17	100				
Grand Total	78				79						77								77			4	6	6			20		

^a PTA: Part-Time Administrative Contract

FIA: Full-Time Administrative Contract

FTT: Full-Time Administrative Contract

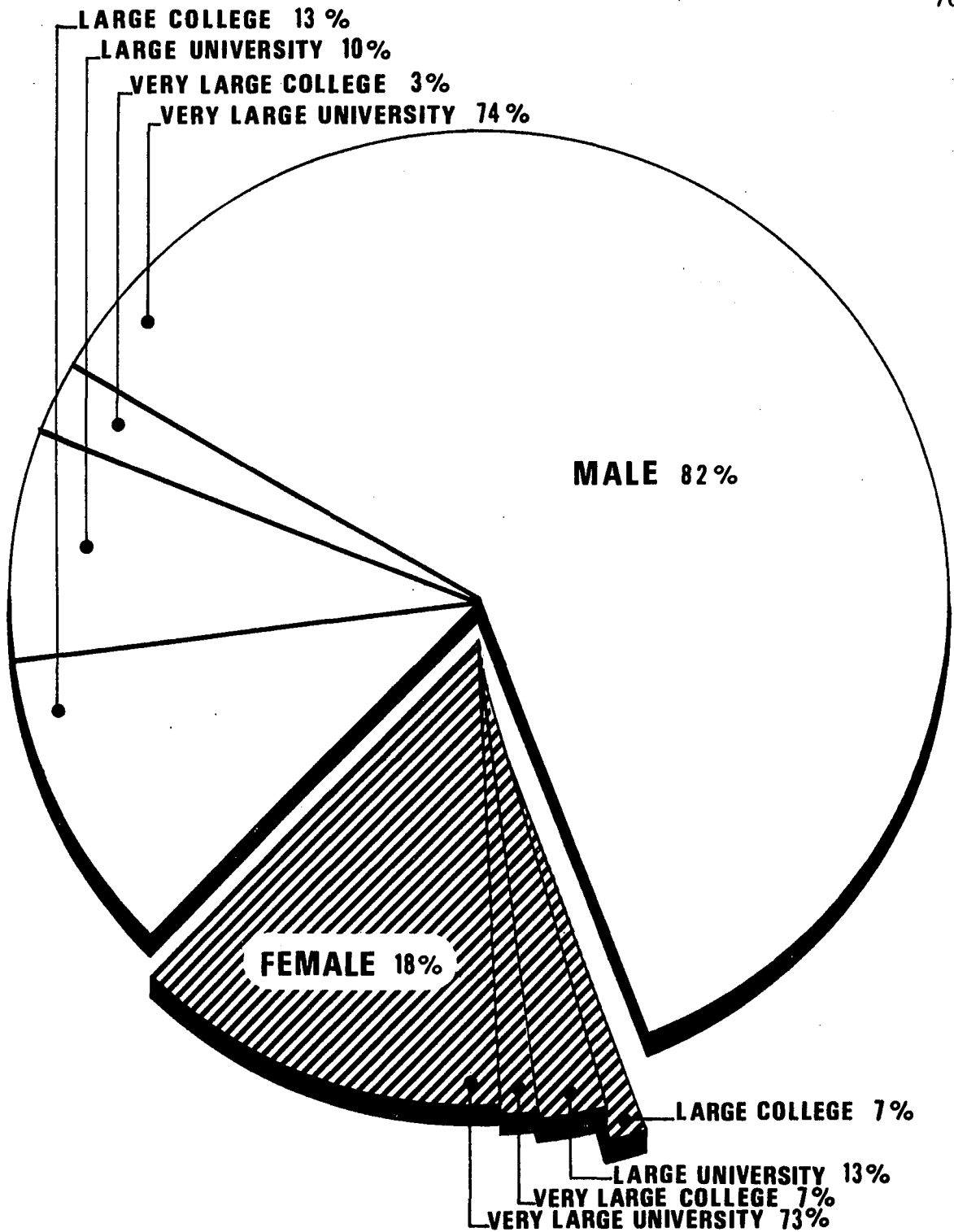


FIGURE 7
CHIEF ADMINISTRATIVE OFFICERS OF PHYSICAL EDUCATION
UNITS IN COMBINATION WITH OTHER DISCIPLINES
BY SEX AND TYPE OF INSTITUTION

In large colleges, nine males (90 percent) and one female (10 percent) are reported to be the chief administrative officers. In large universities, seven males (78 percent) and two females (22 percent) occupy these positions. Only three very large colleges responded indicating one female (33 percent) and two males (67 percent) in chief executive roles. Fifty-seven very large universities identified 61 chief administrators. Fifty (82 percent) were males; and, eleven (18 percent) were females.

The title most frequently reported for the chief executive officer in the organizational structure is chairperson of units combining both male and female faculty, staff, and students. Eighty-three percent (34) of these positions are held by males: 5 (12 percent) in large colleges, 4 (10 percent) in large universities, 1 (2 percent) in very large colleges, and 24 (59 percent) in very large universities. Only the very large colleges and very large universities identified females (17 percent) in these positions: one (2 percent) and six (15 percent) respectively.

The second title reported most often was that of dean. Ninety percent (18) of the deans are males; and, ten percent (2) are females. Three large colleges (15 percent); one very large college (5 percent); and 14 very large universities (70 percent) account for the males holding this position. One (5 percent) of the female deans is located in a large university; and, one (5 percent) is found in a very large university.

Five institutions (9 percent) indicated the presence of dual administrative structures. These male and female administrators chair

their respective units within each institution. One large university and four very large universities maintain these segregated units.

Five (83 percent) of the six institutions identifying the chief administrative officer as head have males in this position. The single female (17 percent) is located in a large college. Two male heads (40 percent) are found in large universities; and, three male heads (60 percent) are situated in very large universities.

One large college (17 percent) and five very large universities (83 percent) reported directors. All of these are men.

The rank held most often by the chief administrator of the unit is professor. Of the 68 professors (82 percent), 58 (85 percent) are males; and ten (15 percent) are females. Eleven (13 percent) of the chief executive officers are associate professors: six males (55 percent) and five females (45 percent). Rank was not indicated for the four remaining males (5 percent).

The length and type of contracts for the chief administrators within the various institutions when compared with title and rank provide interesting data. Of the eighteen male deans (90 percent), 17 hold 12-month contracts with full-time administrative responsibilities. One male dean holds a 12-month contract with only part-time administrative duties. The two female deans fulfill 12-month contracts: one, full-time administration; and, one, part-time administration.

The length and type of contracts for chairpersons of single administrative (combined) departmental units present more diversity. Twenty-seven male professors (84 percent) serve as departmental chairpersons. Ten fulfill nine-month contracts with part-time

administrative responsibilities. Seven have 12-month contracts with full-time administrative obligations. Ten hold 12-month contracts with part-time administrative responsibilities.

Male chairpersons holding the rank of associate professor represent 41 percent (5) of the sample. All of these men are under contract for nine months: one, full-time administration; and, three part-time administration. One male assistant professor holding the position of chairperson did not supply information relative to length or type of contract. One of the 41 chairpersons was identified only as a male.

Of the seven women (17 percent) serving as chairpersons of single administrative units, five (16 percent) hold the rank of professor. Three of the five women fulfill part-time administrative duties. The two remaining female professors assume full-time administrative functions. The length of the contracts include nine-, 11-, and 12-months. One female associate professor titled chairperson fulfills part-time administrative functions. The remaining female associate professor holds a ten-month contract with full-time administrative responsibilities.

Five institutions reported dual leadership. The large university with this structure identified a male and a female associate professor. Both hold nine-month contracts with part-time administrative responsibilities. In the four very large universities where dual administrative units exist, two reported male professors with nine-month contracts and part-time administrative duties. One of the two analogous

positions is filled by a female professor with a nine-month contract and part-time administrative functions; and one of the analogous positions is held by a female associate professor with a nine-month contract and part-time administrative obligations. One of the very large universities identified a male and a female with 12-month contracts and part-time administrative responsibilities. His female counterpart, a professor, with a 12-month contract is listed as a part-time administrator. One male did not supply information relative to rank, length, and type of contract. His female counterpart is an associate professor with a 12-month, full-time administrative contract.

All administrators holding the title of head have the rank of professor. Four have part-time administrative responsibilities. Two did not supply this information. Of the five males in this position, one has a nine-month contract; one has an 11-month contract; and, three have 12-month contracts. The one female holds a ten-month, part-time contract.

One large college and five very large universities reported directors as their chief executive officers. One female professor with a ten-month, part-time contract resides in a large college. One male professor, nine-month, part-time administration; one male professor, nine-month, full-time administration; and, three male professors, 12-month, full-time administration are located in very large universities.

Question 16: The chief administrative officer of the structure reports directly to the _____ . The data for Question 16 are presented in Table 13.

TABLE 13

THE OFFICIAL TO WHOM THE CHIEF ADMINISTRATIVE OFFICER OF THE PHYSICAL EDUCATION
UNIT IN COMBINATION WITH OTHER DISCIPLINES REPORTS

Title	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	M	(%)
President and Vice-President of Academic Affairs	-	-	1	(14)	-	-	-	-	1	(1)
Provost of Academic Affairs	1	(10)	-	-	-	-	6	(10)	7	(10)
Vice-President of Academic Affairs	2	(22)	-	-	1	(3)	5	(9)	8	(10)
Other Vice- Presidents	-	-	-	-	-	-	3	(4)	3	(4)
Dean of the University	-	-	-	-	-	-	1	(2)	1	(1)

TABLE 13 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Dean, College or School of Education	4	(50)	4	(57)	1	(33)	26	(45)	35	(45)
Other Deans	2	(20)	2	(29)	1	(33)	15	(26)	20	(26)
Director of Athletics	-	-	-	-	-	-	1	(2)	1	(1)
Dean of Instruction	-	-	-	-	-	-	1	(2)	1	(1)
Total	9	(100)	7	(100)	3	(99)	58	(100)	77	(100)
No Response	1		3		1		16		21	

The chief administrative officer of the unit reports most frequently to the dean of the school, college, or division of education (45 percent). This is true in 50 percent of the large colleges (4); 57 percent of the large universities (4); 33 percent of the very large colleges (1); and, 45 percent of the very large universities (26).

The officer to whom the chief executive of the structure reports second in frequency (26 percent) is the dean of schools, colleges, or divisions other than education; and, those structures exclusive of the health, physical education, and/or recreation units. These include: 20 percent of the large colleges (2); 29 percent of the large universities (2); 33 percent of the very large colleges (1); and, 26 percent of the very large universities (15). In 20 percent of the institutions responding, the physical education unit in combination with other fields of study is directly responsible to the provost for academic affairs (10 percent) or the vice-president for academic affairs (10 percent). The chief administrator of the structure reports to the president and vice-president (1 percent), the dean of the university (1 percent), the dean of instruction (1 percent), the director of athletics (1 percent), or a vice-president other than academic officers (4 percent) in eight percent of the institutions (6). Twenty-one institutions did not respond to this question.

Question 17: The other administrative (line) officers who report directly to the chief administrator of the structure by title, sex, length of contract, and type of contract. Data for this question are provided in Table 14 and Figure 8.

TABLE 14

 ADMINISTRATIVE LINE OFFICERS OF PHYSICAL EDUCATION UNITS IN COMBINATION WITH OTHER DISCIPLINES
 BY UNIT TITLES, SEX, LENGTH AND TYPE OF CONTRACTS

Physical Education Unit Programs	Sex		Length of Contract (By Months)						Type of Contract*						No Length of Contract		No Type of Contract		No Response	None
	M	F	9	10	12	9	10	12	PTA	FTA	FTT	PTA	FTA	FTT	M	F	M	F		
Physical Education (Combined)	8	5	4		4	4		1	6	1		3		2			1		2 large college	6
Physical Education for Men	19		12	2	5				15	1	3								6 large university	
Physical Education for Women		21				14	2	4				18		3		1			1 very large college	
Physical Education (Co-Chairperson)	1	1	1			1			1			1							35 very large university	
Physical Education and Recreation		1				1								1						
Health and Physical Education	1				1				1											
Health and Physical Education for Women		1				1						1								
Health	28	7	19	1	8	6			21	1	6	4		2		1		1		
Safety Education	2		1		1				2											
Health and Safety		1				1						1								
Recreation	29	3	20	1	8	1	1	1	22		5	3					2			
Leisure Activities	2		1		1				1	1										
Dance		7				6		1				3		4						
Graduate Professional Preparation Program	6	4	4	1	1	4			4		1	2		2			1			
Undergraduate Professional Preparation Program	1	3			1	2	1		1			3								
Graduate and Undergraduate Professional Preparation Program	3	1	3			1			3					1						
General College Program	4	2	2	1	1	1		1	3		1	1		1						

TABLE 14 (Continued)

Physical Education Unit Program	Sex		Length of Contract (By Month)						Type of Contract ^a					No Length of Contract		No Type of Contract		No Response	None	
	M	F	9	M		F		PTA	M		F		FIT	M	F	M	F			
				10	12	9	10		12	PTA	FTA	PTA								FTA
General College Program for Men	1		1					1												
General College for Women		1				1						1								
Adapted Physical Education		1				1								1						
Driver Education	1		1					1												
Physical Therapy	1		1					1												
Athletic Administration and Coaching	1					1		1												
Intramurals	2	2	1		1	2		1	1			2								
Athletics (Combined)	7		1		5			5	2					1						
Athletics for Men	4		3		1			4												
Athletics for Women		7				6	1					7								
Other Administrative Assistant	2					1		1				1	1							
Associate Dean	2				2					2										
Assistant Dean		1						1				1								
Associate Chairperson		1				1						1								
Assistant to Dean	1				1			1												
Total	124	72	75	6	42	55	5	10	95	9	16	53	1	17	1	2	4	1	44	6
Percent	63	37	39	3	22	28	3	5	50	5	8	28	.5^b	9	33	67	80	20		

^aPTA: Part-Time Administrative Contract

FTA: Full-Time Administrative Contract

FIT: Full-Time Teaching Contract

^b Less than 1 percent.

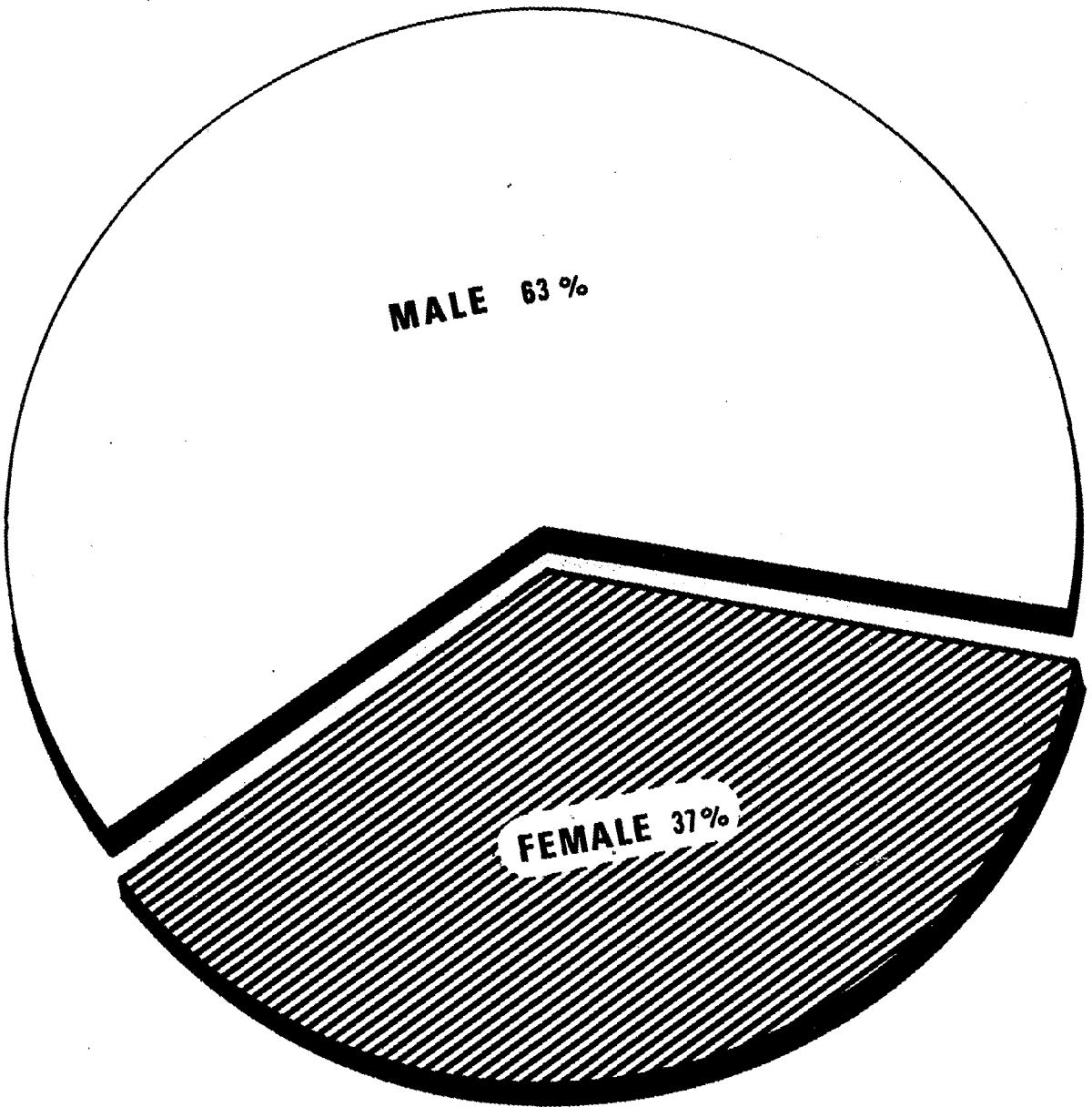


FIGURE 8
ADMINISTRATIVE LINE OFFICERS OF PHYSICAL EDUCATION
UNITS IN COMBINATION WITH OTHER DISCIPLINES
BY SEX

Fifty-four institutions responded to this question. Six (11 percent) of the colleges and universities indicated that they do not have line officers in units combining physical education with other disciplines. One hundred ninety-six individuals were listed as line officers in the remaining 48 institutions. Line officials of single administrative physical education structures within combined units were identified by 14 institutions (26 percent). Three institutions (6 percent) combined physical education with health or recreation. Additionally, 19 institutions (35 percent) have a separate unit for men's physical education; and 21 schools (39 percent) indicated a separate physical education unit for women. It is interesting to note that over one-third of these colleges and universities maintain some form of sexually segregated physical education unit structure.

Administrative line officers for health and allied health fields of study were reported in 36 (67 percent) of the institutions. Officers for recreation programs, including park administration and leisure studies, are represented by 34 (63 percent) of the respondents. A separate administrator for intramurals was identified by four (7 percent) contributors. Graduate and undergraduate professional preparation program officials, labeled by various nomenclature, were indicated by 10 (19 percent) and four (7 percent) of the responding schools respectively. Additionally, four institutions (7 percent) have a single professional preparation program. A separate line officer in charge of the general college, or non-major, programs was listed in two institutions (4 percent). Dance was identified as having a separate

administrator in seven (13 percent) of the institutions. Eighteen institutions (33 percent) incorporate athletics within this type of organizational structure: seven (39 percent) have an athletic administrator; seven (39 percent) have a line officer for women's athletics; and, four (22 percent) schools listed an administrator for the men's athletic program. Additionally, one institution (2 percent) reported a line officer responsible for athletic administration and coaching. Nine percent (5) of the institutions identified subunit heads for the related fields of adapted physical education, safety, driver education, and physical therapy. Other administrative line officers including associate chairpersons (1), associate deans (2), assistant deans (2), assistants to the dean (1), and administrative assistants (1) were reported by 13 percent (7) of the institutions.

One hundred twenty-four of the administrative line officers identified were males. This represents 63 percent of the individuals assuming some administrative responsibility within units combining physical education with other fields of study. Seventy-two females (37 percent) have similar authority within these structures. These administrative responsibilities are associated with the titles of chairperson, director, coordinator, head, and other nomenclature identified previously.

Seventy-five (38 percent) of the male line officers fulfill nine-month contracts. Fifty-seven of these (76 percent) are part-time administrators; and, 14 (19 percent) are full-time teachers. Four males (5 percent) with nine-month contracts did not indicate the type of contractual agreement.

Of the 55 females fulfilling nine-month contracts (28 percent), 69 percent (38) are part-time administrators; and, 16 (29 percent) are full-time teachers. One female (2 percent) gave neither the length nor type of contract.

Fifty-two line officers (27 percent) have 12-month contracts. Eighty-one percent (42) are male. Twenty-eight (67 percent) of these men are part-time administrators; ten (24 percent) are full-time administrators; and, four (9 percent) are full-time teachers. The ten females holding 12-month contracts constitute 19 percent. They include seven part-time administrators (no percent); one full-time administrator (10 percent); and, two full-time teachers (20 percent).

Fifty-four percent (6) of the line officers fulfilling ten-month contracts are males. Five (83 percent) of these men are part-time administrators; and, one (17 percent) is a full-time administrator. The five females (46 percent) with ten-month contractual obligations are part-time administrators.

Question 18: The designation of the administrative organization of the structure. Table 15 illustrates the data collected from 85 responding institutions.

The administrative structure of the physical education unit in combination with other disciplines was identified as a single administrative unit having one chief administrator in 80 institutions (94 percent). Five (6 percent) of these structures were dual administrative units.

Large colleges account for nine (11 percent) of the single administrative units; large universities provide seven (9 percent) of

TABLE 15

THE ADMINISTRATIVE ORGANIZATION STRUCTURE OF THE PHYSICAL EDUCATION
UNIT IN COMBINATION WITH OTHER DISCIPLINES

Organization Structure	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Single Administrative Physical Education Unit	9	(11)	7	(9)	3	(4)	61	(76)	80	(94)
Dual Administrative Physical Education Unit	-	-	1	(20)	-	-	4	(80)	5	(6)
Total	9	(11)	8	(9)	3	(4)	65	(76)	85	(100)
No Response	1		2		1		9		13	

these units; very large colleges include three (4 percent); and, very large universities, 61 (76 percent) of such administrative structures. Dual administrative units exist only in universities. One (20 percent) is in a large university; and, four (80 percent) are in very large universities.

Physical Education Units as Separate Entities

Question 19: The title (5) of the physical education unit(s) is(are) _____ and _____. The summary of the data from the 91 responding institutions for Question 19 appears in Appendix C.

The title listed most frequently for physical education units was department of physical education in 29 institutions (25 percent). Eighteen institutions (16 percent) reported a department of physical education for men and a department of physical education for women. Two additional institutions (2 percent) identified a department of physical education for women. It may be assumed that these institutions have an analogous unit for men. The department of health, physical education, and recreation was listed by 13 respondents (11 percent). The department of health and physical education appeared in six cases (5 percent). Twenty-three "other" titles were identified by 28 respondents (25 percent). These included such diverse names as: department of kinesiology, division of physical education activity, division of ergonomics, area of health, physical education, and recreation, and physical education program.

Departmental status was reported by 90 percent of the respondents. Ten percent (11) of the sample indicated divisional status for

physical education units. One college and one school were identified (9 percent each). Additionally, programs, units, and areas of physical education were listed (6 percent).

The physical education units in all large colleges and large universities were entitled department, with the exception of one division of physical education in one large college. In the very large colleges, the units were identified equally as departments or divisions. All levels and titles of organizational structures in physical education were reported in very large universities.

Question 20: The total number of students majoring in physical education by sex. The data is summarized in Table 16; and, illustrated in Figure 9.

Seventy institutions provided the requested information. Seven of the very large universities responded exclusively in terms of women majors. Including the information reported by these schools, the data reveal a 47 percent female and a 53 percent male enrollment. Large colleges have 52 percent females; large universities, 49 percent; very large colleges, 50 percent; and, very large universities, 46 percent.

When the enrollment numbers of those institutions responding exclusively as women majors were deleted, the proportions were changed slightly. Forty-two percent of the physical education majors in very large universities are female. Total enrollments became 55 percent and 45 percent for male and female majors respectively.

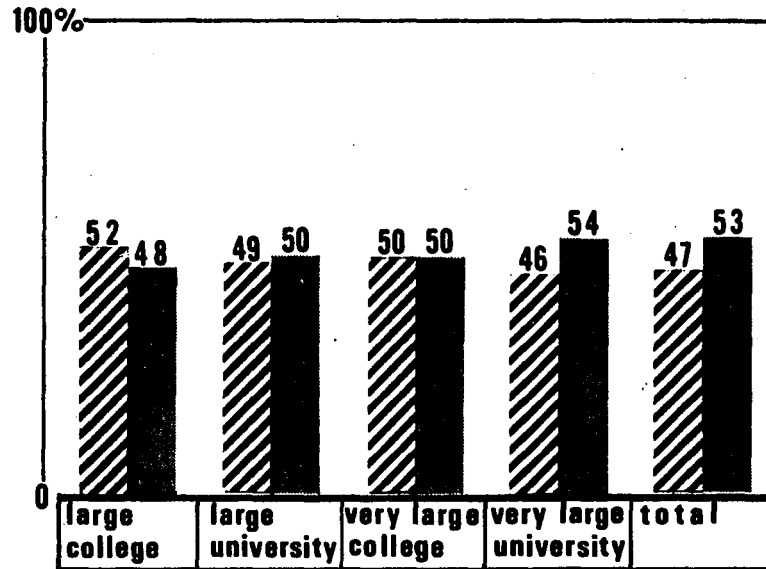
Question 21: The total number of the professional physical education faculty by rank and sex. A summary of the data from 82 responding institutions is presented in Table 17 and Figure 10.

TABLE 16

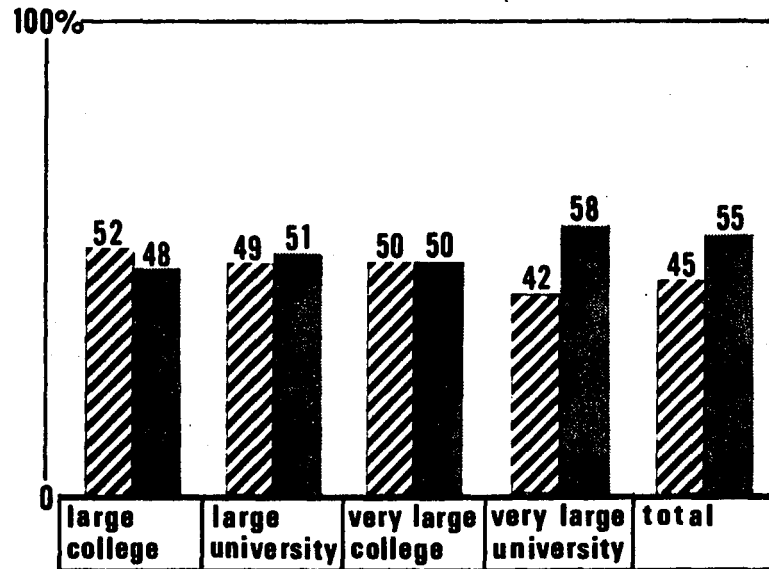
PHYSICAL EDUCATION UNITS AS SEPARATE ENTITIES:
GENDER IDENTITY OF PHYSICAL
EDUCATION MAJORS

Gender	Large College N (%)	Large University N (%)	Very Large College N (%)	Very Large University N (%)	Total N (%)
A. Includes all responses					
Males	2091 (48)	1311 (51)	657 (50)	11,359 (54)	15,418 (53)
Females	<u>2226 (52)</u>	<u>1278 (49)</u>	<u>644 (50)</u>	<u>9,698 (46)</u>	<u>13,846 (47)</u>
Total	4317 (15)	2589 (9)	1301 (4)	21,057 (72)	29,264 (100)
B. Excludes institutions reporting females exclusively					
Males	2091 (48)	1311 (51)	657 (50)	11,359 (58)	15,418 (55)
Females	<u>2226 (52)</u>	<u>1278 (49)</u>	<u>644 (50)</u>	<u>8,369 (42)</u>	<u>12,517 (45)</u>
Total	4317 (15)	2589 (9)	1301 (5)	19,728 (71)	27,935 (100)
Unknown	2	1	1	17	21
No Response	<u>-</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>7</u>
Total	2	2	2	22	28

female 
male 



a. including total response



b. excluding responses reporting only female students

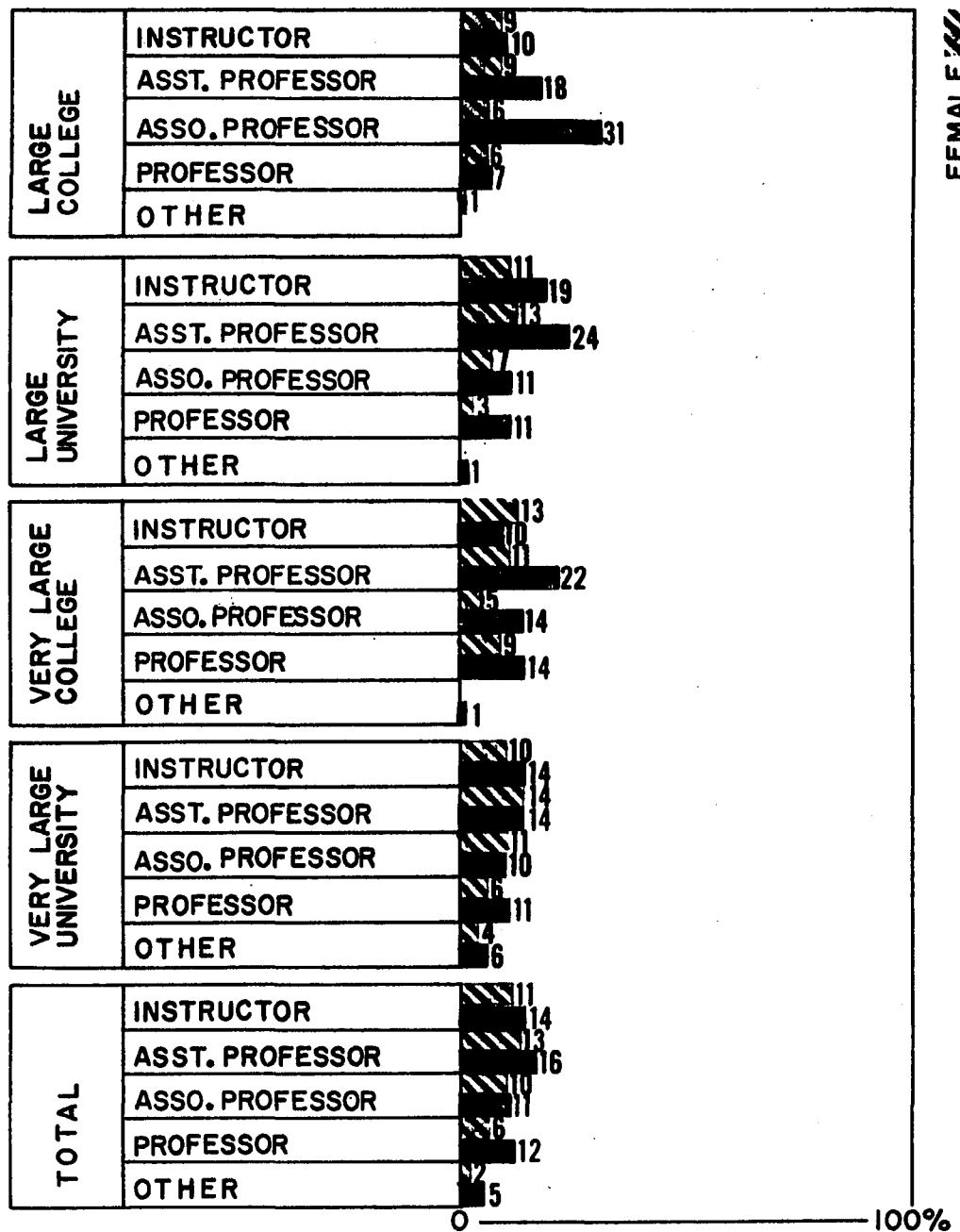
FIGURE 9
STUDENT ENROLLMENT OF PHYSICAL EDUCATION UNITS
AS SEPARATE ENTITIES BY SEX

TABLE 17

PHYSICAL EDUCATION UNITS AS SEPARATE ENTITIES:
FACULTY BY NUMBER, RANK, AND SEX*

Rank	Large College		Large University		Very Large College		Very Large University		Total	
	Male N (%)	Female N (%)	Male N (%)	Female N (%)	Male N (%)	Female N (%)	Male N (%)	Female N (%)	Male N (%)	Female N (%)
Instructor	26 (51)	25 (49)	26 (62)	16 (38)	9 (45)	11 (55)	209 (57)	160.5 (43)	270 (56)	212.5 (44)
Assistant Professor	50 (68)	24 (32)	33 (65)	18 (35)	19 (68)	9 (32)	219 (51)	214 (49)	321 (55)	265 (45)
Associate Professor	35 (69)	16 (31)	16 (62)	10 (38)	12 (75)	4 (25)	155 (48)	166 (52)	218 (53)	196 (47)
Professor	29 (67)	14 (33)	16 (80)	4 (20)	12 (60)	8 (40)	174 (65)	92 (35)	231 (66)	118 (34)
Other	-	2 (100)	1 (100)	-	1 (100)	-	96 (61)	62 (39)	98 (60)	64 (40)
Total	140 (63)	81 (37)	92 (66)	48 (34)	53 (62)	32 (38)	853 (55)	694.5 (45)	1138 (57)	855.5 (43)
No Response		2		1		-		13		16

* See Appendix C



FEMALE 90
 MALE

FIGURE 10
 FACULTY OF PHYSICAL EDUCATION UNITS AS
 SEPARATE ENTITIES BY RANK, SEX,
 AND TYPE OF INSTITUTION

Fifty-seven percent of the faculty members in physical education units are male. Division by sex is relatively consistent through the lower three ranks: instructors are comprised of 44 percent female; assistant professors are 45 percent female; and, 47 percent of the associate professors are female. The greatest disparity is present in the rank of professor. Only 34 percent are female. In the "other" category of marginal appointments, women represent 40 percent. Titles listed as "other" include, in part, lecturer, adjunct professor, professor emeritus, supervisors, and coaches. A compilation of such nomenclature is provided in Appendix C.

Women at the rank of instructor comprise 49 percent of the physical education faculty in large colleges; 38 percent in large universities; 55 percent in very large colleges; and, 43 percent in the very large universities.

Assistant professorships held by women physical educators include 32 percent, 35 percent, 32 percent, and 49 percent in large colleges, large universities, very large colleges, and very large universities respectively.

Thirty-one percent of the associate professors in large colleges are women. Thirty-eight percent in the large universities are female. Twenty-five percent in very large colleges and 52 percent in very large universities are women.

Full professorships are held by 33 percent of the women in large colleges; 20 percent in large universities; 40 percent in very large colleges; and, 35 percent in very large universities.

All of the marginal appointments, with the exception of four positions, are located in very large universities. Within the very large universities, women constitute 39 percent of this group.

Question 22: The chief administrative officer of the physical education unit by title, sex, rank, length of contract, and type of contract. Summaries of the data are provided in Table 18 and Figure 11.

Eighty-two of the 98 institutions responded to Question 22. Their responses indicated that the chief administrative officer of the units where physical education is a separate entity is a male in 62 percent (65) of the institutions. Only 40 (38 percent) of the women hold similar positions. Of the colleges and universities in which a single administrative structure exists, males fill 43 (78 percent) of the chief executive positions. Women occupy a mere 22 percent (12) of such posts. One of these institutions reported a single administrative unit in which a male and a female provide co-leadership.

Twenty-nine (35 percent) of the institutions reported dual administrative physical education unit structures in which one male and one female share analogous responsibilities for their respective units. Seven (24 percent) of the 29 institutions supplied data relative to departments of physical education for women. The male counterparts of these positions were identified; but, data were not provided relative to the physical education unit. Figure 12 summarizes the gender identity of these chief executives.

In large colleges, seven males (78 percent) and two females (22 percent) are reported to be the chief administrative officers. In large universities, seven males (64 percent) and four females

TABLE 18

CHIEF ADMINISTRATIVE OFFICER OF THE PHYSICAL EDUCATION UNIT AS A SEPARATE ENTITY
BY TITLE, RANK, SEX, LENGTH AND TYPE OF CONTRACT

Type of Institution	Number of Colleges and Universities	Title of Chief Administrator	Rank and Sex						Length of Contract						Type of Contract ^a						No Length of Contract		No Type of Contract		No Response			
			Male			Female			Male			Female			Male			Female			M	F	M	F				
			Asst. Prof.	Assoc. Prof.	Prof.	Asst. Prof.	Assoc. Prof.	Prof.	9	10	11	12	9	10	11	12	PYA	FIA	FIT	PYA						FIA	FIT	M
Large College	2	Director	-	1	2	-	-	-	1	-	1	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	2	
	4	Chairperson (Combined Unit)	-	1	3	-	-	-	1	-	2	-	-	-	4	-	-	-	-	-	-	-	-	1	-	-	-	
	1	Dual Chairpersons	-	-	1	-	-	1	-	1	-	-	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-	
	1	Head (Combined Unit)	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	
N	8		-	1	6	-	-	2	2	1	-	3	1	1	-	-	7	2	-	2	-	-	-	1	-	-	2	
	I		-	11	67	-	-	22	25	12	-	38	12	12	-	-	70	10	-	20	-	-	-	100	-	-	-	
Large University	3	Chairperson (Combined Unit)	-	-	3	-	-	-	2	-	1	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	2	
	2	Dual Chairperson	-	1	-	-	1	-	1	1	-	-	1	1	-	-	2	-	-	-	-	1	1	-	-	-	-	
	1	Chairperson ^b	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	
	1	Head (Combined Unit)	-	-	1	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	1	1	-	-	-	-	-	-
	1	Dual Coordinators	-	-	-	-	-	-	1	-	-	1	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	
N	8		-	1	4	-	2	-	4	1	-	2	2	1	-	1	7	-	-	3	-	1	2	2	-	-	-	2
	I		-	14	57	-	29	-	36	9	-	18	18	9	-	9	64	-	-	27	-	9	50	50	-	-	-	-
Very Large College	3	Chairperson (Combined Unit)	-	-	2	-	-	1	2	-	-	-	-	1	-	-	2	-	-	1	-	-	-	-	-	-	0	
	1	Dual Directors	-	-	-	-	-	1	-	-	1	-	-	-	1	-	-	1	-	-	1	1	-	-	-	-	-	
N	4		-	-	2	-	-	1	3	-	-	1	-	1	-	-	3	-	-	2	-	1	1	-	-	-	-	
	I		-	-	67	-	-	33	60	-	-	20	-	20	-	-	60	-	-	40	-	50	50	-	-	-	-	

TABLE 18 (Continued)

Type of Institution	Number of Colleges and Universities	Title of Chief Administrator	Rank and Sex						Length of Contract						Type of Contract ^a						No Length of Contract				No Type of Contract		No Response			
			Asst. Prof.		Assoc. Prof.		Prof.		Male			Female			Male		Female		FTT		M		F							
			Prof.	Prof.	Prof.	Prof.	Prof.	Prof.	9	10	11	12	9	10	11	12	PIA	FIA	FTT	PIA	FIA	FTT	H	F	M	F		M	F	
Very Large University	3	Dean	-	-	2	-	-	1	-	-	2	-	-	1	-	2	-	-	1	-	-	-	-	-	-	-	-	-	12	
	2	Director	-	-	1	-	-	1	-	-	1	optional	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	
	24	Chairperson (Combined Unit)	-	4	15	-	3	1	7	1	11	2	1	-	15	4	-	1	2	-	1	1	1	1	1	-	1	-	-	
	12	Dual Chairpersons	1	1	9	1	-	10	5	-	7	6	1	-	5	10	2	-	11	1	-	1	1	-	-	-	-	-	-	
	4	Chairperson (Women's Unit)	-	-	-	-	1	3	-	-	-	2	-	2	-	-	-	2	2 ^b	-	-	-	-	-	-	-	-	-	-	
	1	Co-Chairpersons (Combined Unit)	-	1	-	-	1	-	1	-	-	1	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
	6	Head (Combined Unit)	-	-	6	-	-	-	1	1	1	3	-	-	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	
	3	Head ^c (Women's Unit)	-	-	-	-	-	2	-	-	-	2	1	-	-	-	-	-	3	-	-	-	1	-	-	-	-	-	-	
	1	Dual Division Head	-	-	1	-	-	1	-	-	1	-	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	
	1	Coordinator (Combined Program)	-	1	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4	Dual Coordinators	-	2	1	-	1	2	4	-	-	4	-	-	2	-	2	2	2	-	2	1	1	-	-	-	-	-	-		
1	Curriculum Chairperson	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-		
N	62		1	9	35	1	6	22	19	2	1	25	18	2	1	9	33	11	3	22	6	3	3	3	1	1	-	1	12	
1			1	12	47	1	8	30	24	3	1	32	23	3	1	12	42	14	4	28	8	4	50	50	50	50	-	100	-	
Total	82		1	11	47	1	6	25	28	4	1	30	22	4	1	11	50	12	3	29	6	4	6	6	2	1	-	1	18	
1			1	12	50	1	9	27	27	4	1	29	22	4	1	11	46	12	3	26	6	4	50	50	67	33	-	100	-	
Grand Total	82				93							102						104			12		3		1			16		

^a PIA: Part-Time Administrative Contract
 FIA: Full-Time Administrative Contract
 FTT: Full-Time Teaching Contract
^b Predominately women in undergraduate program
^c Corresponding male chairperson
^d Includes part-time teaching

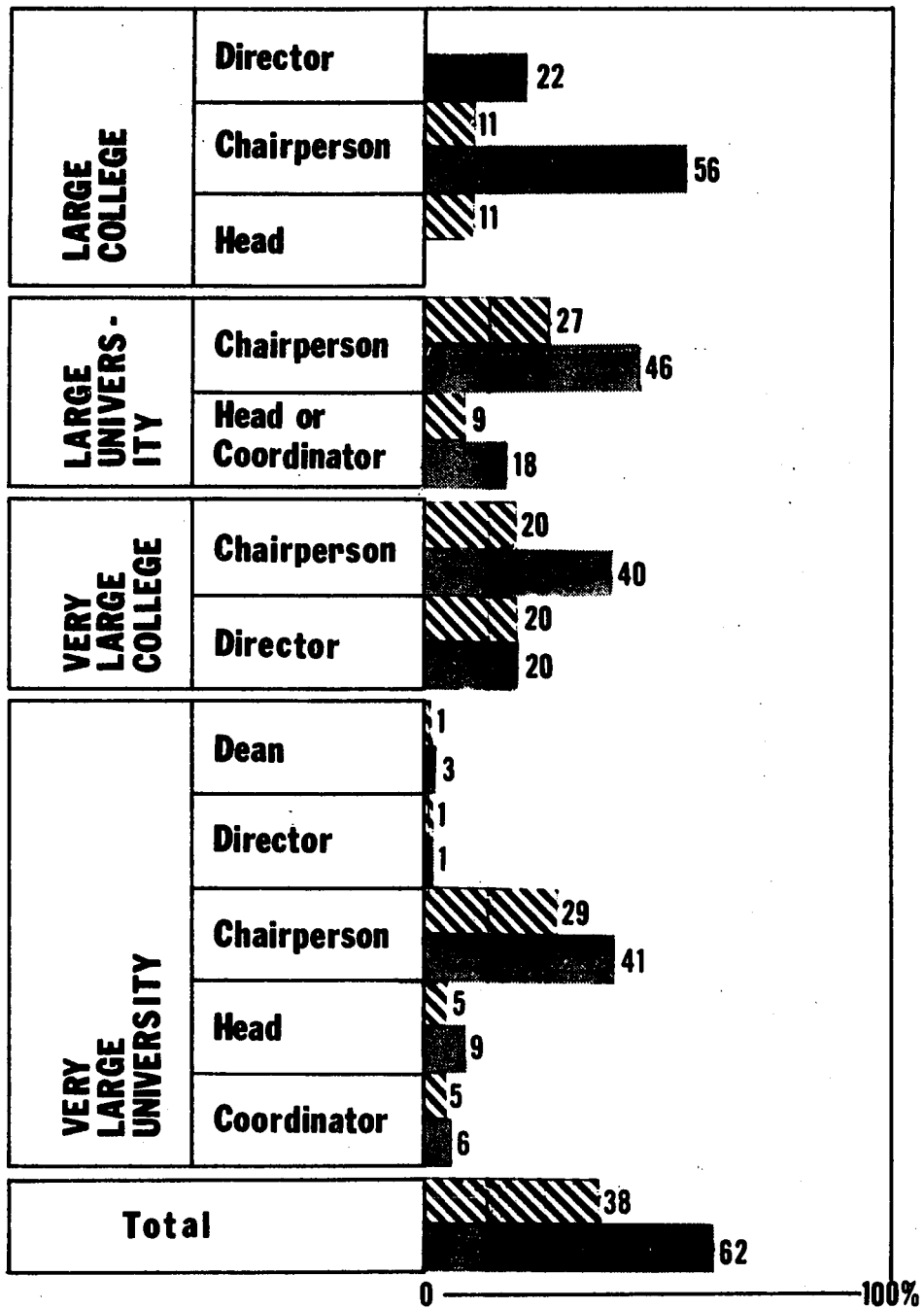


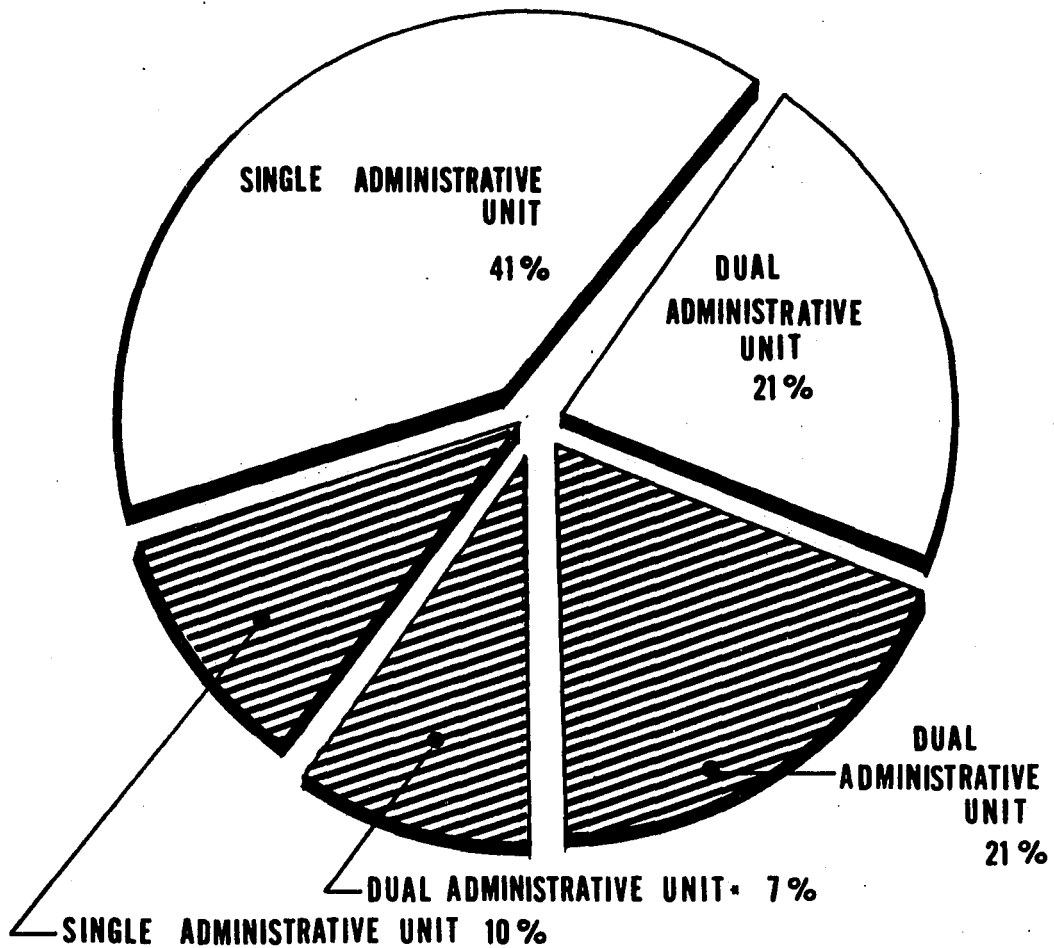


FIGURE 11
 CHIEF ADMINISTRATIVE OFFICERS OF PHYSICAL EDUCATION
 UNITS AS SEPARATE ENTITIES BY TITLE,
 SEX, AND TYPE OF INSTITUTION

female 
male 



*reported only female unit

FIGURE 12
CHIEF ADMINISTRATORS OF DUAL AND SINGLE
ADMINISTRATIVE PHYSICAL EDUCATION
UNITS AS SEPARATE ENTITIES
BY SEX

(36 percent) occupy these positions. Four very large colleges identified three males (60 percent) and two females (40 percent) in chief executive roles. Sixty-two very large universities reported 80 chief administrators. Forty-eight (60 percent) were males; and, 32 (40 percent) were females.

One of the two women identified as the chief executive officer in a physical education unit in large colleges is responsible for a single administrative structure; and, one chairs a dually administered department. Three of the four female chief administrators in large universities operate in a dual administrative framework. The fourth woman is a chairperson of a physical education unit comprised primarily of female undergraduate students. The few males enrolled in this physical education program are predominately graduate students. Of the two women chief executives of physical education units in very large colleges, one female is located in a single administrative framework and one, in a dually administered program. Women administrators in a dual administrative framework in very large universities number 24 of the 32 female chief executives.

The title most frequently reported for the chief administrative officer in the organizational structure is chairperson of units combining both male and female faculty, staff, and students. Eighty-five percent (29) of these positions are held by males: four (12 percent) in large colleges; three (9 percent) in large universities; two (6 percent) in very large colleges; 20 (59 percent) in very large universities. One very large college (3 percent) and four (12 percent) very large universities identified women in these chief executive positions. Five women

(15 percent), therefore, hold the title of chairperson of single administrative physical education units.

The second title listed most often was dual chairperson. Nineteen institutions (23 percent) maintain this type of administrative structure. One dual administrative unit (5 percent) is located in a large college. Two such units (11 percent) are found in large universities; and, 16 (84 percent) are in very large universities. It is interesting to note that there were not any dual administrative chairpersons identified in the very large colleges.

Eight institutions (10 percent) indicated the presence of a head for a single administrative unit. Seven (88 percent) of these positions are held by men: one, in a large university and six, in very large universities. The single female (12 percent) is found in a large college. Additionally, four very large universities (5 percent) identified their chief executive officers as heads of dual administrative structures.

The title of director of single administrative units was listed in four institutions (5 percent). Three (80 percent) of the directorships are held by men; one (20 percent), by a woman. Two (60 percent) of these posts are situated in large colleges; and, four (40 percent) are located in very large universities. Additionally, one very large college (1 percent) identified dual directors.

The title of dean was identified in three very large universities (4 percent). Two deanships (67 percent) are occupied by males. One (33 percent) such position is entrusted to a female.

Three additional titles were reported. One (1 percent) is a coordinator of a combined physical education program in a very large university assigned to a male. One (1 percent) is a curriculum chairperson's position in a very large university occupied by a female. Five institutions (1 percent) identified a male and a female as "dual coordinators" of the physical education units. They include one large university and four very large universities.

The rank held most often by the chief administrator of the unit is professor. Of the 72 professors (77 percent), 47 (65 percent) are males; and, 25 (35 percent) are females. Nineteen (20 percent) of the chief executive officers are associate professors: 11 males (58 percent) and eight females (42 percent). One male (2 percent) and one female (2 percent) hold the rank of assistant professor.

Two male deans (67 percent) and one female dean (33 percent) hold 12-month contracts with full-time administrative responsibilities. Some of the individuals assuming deanships exercise the option of teaching one or more courses.

The length and type of contract for directors reveal two males (50 percent) with 12-month contractual obligations and full-time administrative responsibilities. Additionally, one male (25 percent) assumes a nine-month contract with part-time administrative duties. One female director (25 percent) has part-time administrative functions with an optional length of contract.

Individuals holding the position of chairperson in single administrative units include: 12 males (35 percent) with nine-month contracts; one male (3 percent) with a ten-month contract; and, 14 males

(41 percent), with 12-month contracts. Two males (6 percent) did not indicate the length of contract. Twenty-five males (73 percent) have part-time administrative responsibilities; and, four males (12 percent) have full-time contracts. Additionally, five females (15 percent) are chairpersons. They include two females (6 percent) with nine-month contracts; one (3 percent) with an 11-month contract; and one (3 percent) with a 12-month contract. One female (3 percent) indicated neither the length nor the type of contract. Two women (6 percent) have part-time administrative responsibilities; and, two (6 percent) have full-time duties.

Nineteen institutions identified dual chairpersons with males and females occupying analogous positions. The males in this grouping include: six (18 percent) with nine-month, part-time contracts; two (6 percent) with ten-month, part-time contracts; five (15 percent) with 12-month, part-time contracts; and, two (6 percent) with 12-month, full-time contracts. The females include: seven (20 percent), nine-month, part-time contracts; three (9 percent), ten-month, part-time contracts; four (11 percent), 12-month, part-time contracts; and, one (3 percent), 12-month, full-time contract. Additionally, four dual chairpersons (12 percent) provided data exclusively for females. They include two (6 percent), nine-month, part-time and two (6 percent), 12-month, full-time administrative contracts.

The position entitled head is associated most frequently with single administrative units. The one female head (13 percent) fulfills a nine-month contractual obligation with part-time administrative

duties. Four of the eight head positions (50 percent) are filled by men with part-time administrative responsibilities. One male has a ten-month contract; one holds an 11-month contract; and, two have 12-month contracts. Additionally, two male heads (25 percent) assume 12-month contracts with full-time administrative obligations. Further, one male (13 percent) has a nine-month contract with full-time teaching responsibilities.

The three remaining titles include a male coordinator (17 percent) with a nine-month, part-time administration contract; a female curriculum chairperson (17 percent) with a nine-month contract devoted to full-time teaching; and, four pairs of dual coordinators: two duos (33 percent) with nine-month, full-time teaching contracts, and two (33 percent) with nine-month, part-time administrative contracts.

Dual heads were reported in four institutions. In one university, the male and the female heads (25 percent) have 12-month contracts with part-time administrative duties. The three remaining units with dual headships identified the length and type of contracts exclusively for the female heads. Two (50 percent) hold nine-month and one (25 percent), a ten-month, part-time administrative contracts.

Question 23: The other administrative (line) officers who report directly to the chief administrative officer of the physical education unit by title, sex, length of contract, and type of contract. The data are given in Table 19 and Figure 13.

Seven (15 percent) of the 46 responding institutions indicated that they do not have line officers. One (14 percent) of these schools

TABLE 19'

ADMINISTRATIVE LINE OFFICERS IN THE PHYSICAL EDUCATION UNIT AS A SEPARATE ENTITY BY TITLE, SEX, LENGTH AND TYPE OF CONTRACT

Type of Institution	Number of Line Officers	Title	Sex		Length of Contract (By Months)								Type of Contract ^a						No Length of Contract		No Type of Contract		No Response	None									
			M	F	Male				Female				Male			Female			M	F	M	F											
					9	10	11	12	9	10	11	12	PTA	FIA	FTT	PTA	FIA	FTT															
Large College	1	Assistant Chairperson		1						1																6	1						
	1	Director of Graduate Studies	1																		1												
	1	Director of Service Programs	1																														
	1	Director of Women's P.E.		1																													
	1	Coordinator of Health		1																													
	1	Director of Athletics		1																													
N	6		3	3	2					1																							
%			50	50	67					33																							
Large University	1	Chairperson of Regular Program		1																													
	1	Chairperson of Undergraduate Major		1																													
N	2			2																													
%				100																													

TABLE 19 (Continued)

Type of Institution	Number of Line Officers	Title	Sex M F		Length of Contract (By Month)								Type of Contract ^a						No Length of Contract		No Type of Contract		No Response	None					
					Male				Female				Male			Female			M	F	M	F							
					9	10	11	12	9	10	11	12	PTA	FTA	FTT	PTA	FTA	FTT											
GRADUATE PROGRAM: PROFESSIONAL PREPARATION (P.E.)																													
Very Large University	7	Coordinator	5	2	5					2				3		2	2									35	5		
	8	Director	7	1	6	1				1				4		3	1												
	1	Associate Dean	1							1					1														
	1	Chairman Advisory Comm.	1							1				1															
	3	Chairman	1	2						2							1		1	1	1								
	1	Head	1		1									1															
	2	Co-Directors	1	1					1				1			1		1											
N	23		17	6	12	1		3	5				1	9	1	6	4	2	1	1						35	5		
Z			74	26	55	4		14	23				4	41	4	28	18	9	100	100									

TABLE 19 (Continued)

Type of Institution	Number of Line Officers	Title	Sex		Length of Contract (By Months)								Type of Contract						No Length of Contract		No Type of Contract		No Response	None								
			M	F	Male				Female				Male			Female			M	F	M	F										
			9	10	11	12	9	10	11	12	PTA	FTA	FTT	PTA	FTA	FTT	M	F	M	F												
UNDERGRADUATE PROGRAMS: PROFESSIONAL PREPARATION (P.E.)																																
Very Large University	3	Director	3						3							2			1													
	1	Supervisor of Teacher Education	1						1							1																
	3	Chairman	2	1	1	1				1				2						1												
	2	(Dual) Directors	1	1	1					1				1			1															
	3	Coordinator	1	2	1					2				1			1			1												
	1	Curriculum Chairperson	1						1										1													
	2	Assistant Dean	1	1					1				1			1																
	2	Co-Directors	1	1					1				1			1			1													
N	17		6	11	3	3				9				2			4			1			1			6		5		5		
Z			35	65	18	18				53				11			24			6			6			35			29		29	
GENERAL COLLEGE PROGRAMS (P.E.)																																
	6	Coordinator	1	5	1					4				1 optional			1			4			1									
	3	Chairman	1	2	1					1				1			1			1			1		1							
	3	Director	2	1	2					1				1			1			1			1									

TABLE 19 (Continued)

Type of Institution	Number of Line Officers	Title	M	F	Length of Contract (By Months)				Type of Contract ^a						No Length of		No Type		No					
					Male				Female				Male			Female			Contract M	Contract F	Contract M	Contract F	Response	None
					9	10	11	12	9	10	11	12	PTA	FTA	FTT	PTA	FTA	FTT						
PROFESSIONAL PREPARATION AND GENERAL COLLEGE PROGRAMS (P.E.)																								
	1	Coordinator of Women's P.E.		1				1																
	1	Coordinator of Men's P.E.	1		1							1												
	2	Director of Women's P.E.		2				1			1													
	1	Director of Men's P.E.	1		1							1												
	<u>4</u>	Coordinator		4				4						3		1								
N	9		2	7	2			6			1		2		6		1							
Z			22	78	22			67			11		22		67		11							
HEALTH PROGRAMS																								
	2	Head	2		2								2											
	<u>1</u>	Chairman		1												1				1				
N	3		2	1	2								2			1				1				
Z			75	25	100								100			100				100				

TABLE 19 (Continued)

Type of Institution	Number of Line Officers	Title	M	F	Length of Contract								Type of Contract						No Length of Contract		No Type of Contract		No Response	
					Male				Female				Male			Female			M	F	M	F	Response	None
					9	10	11	12	9	10	11	12	PTA	FTA	FTT	PTA	FTA	FTT						
RECREATION PROGRAMS																								
	1	Head	1	1										1										
	1	Chairman	1															1		1				
	1	Coordinator of Intramurals and Rec.	1	1										1										
	3	Coordinator of Intramurals	2	1	2				1					2										
	1	Director of Intramurals	1		1									1										
	1	Director of Women's Intramurals		1					1															
N	8		6	2	5				2					4	1				1		1			
Z			75	25	71				29					57	14				100		100			
DANCE PROGRAM																								
	2	Coordinator		2					2												1	1		
	2	Director		2					2												1	1		
N				4					4												2	2		
Z				100					100												50	50		

TABLE 19 (Continued)

Type of Institution	Number Title of Line Officers	M	F	Length of Contract (By Months)								Type of Contract ^a						No Length of Contract		No Type of Contract		No Response	
				Male				Female				Male			Female			M	F	M	F	None	
				9	10	11	12	9	10	11	12	PTA	FTA	FTT	PTA	FTA	FTT						
ATHLETIC PROGRAMS																							
	5																						
			5					4			1				4		1						
	1																						
			1							1						1							
	2																						
			2						2						1		1						
	1																						
			1													1							
N	9		3	6		1			2	5					1				2	1			
Z			33	67		11			22	56					11				22	11			
Total	102		50	52		36			1	11			44	1 optional	6				34	5	9		
Z			49	51		36			1	11			45	1	6				34	5	9		
Grand Total			58	57		38			1	11			45	1 optional	8				41	6	9		
Z			50	50		36			1	11			43	1	8				37	5	8		

^a PTA: Part-Time Administrative Contract

FTA: Full-Time Administrative Contract

FTT: Full-Time Teaching Contract

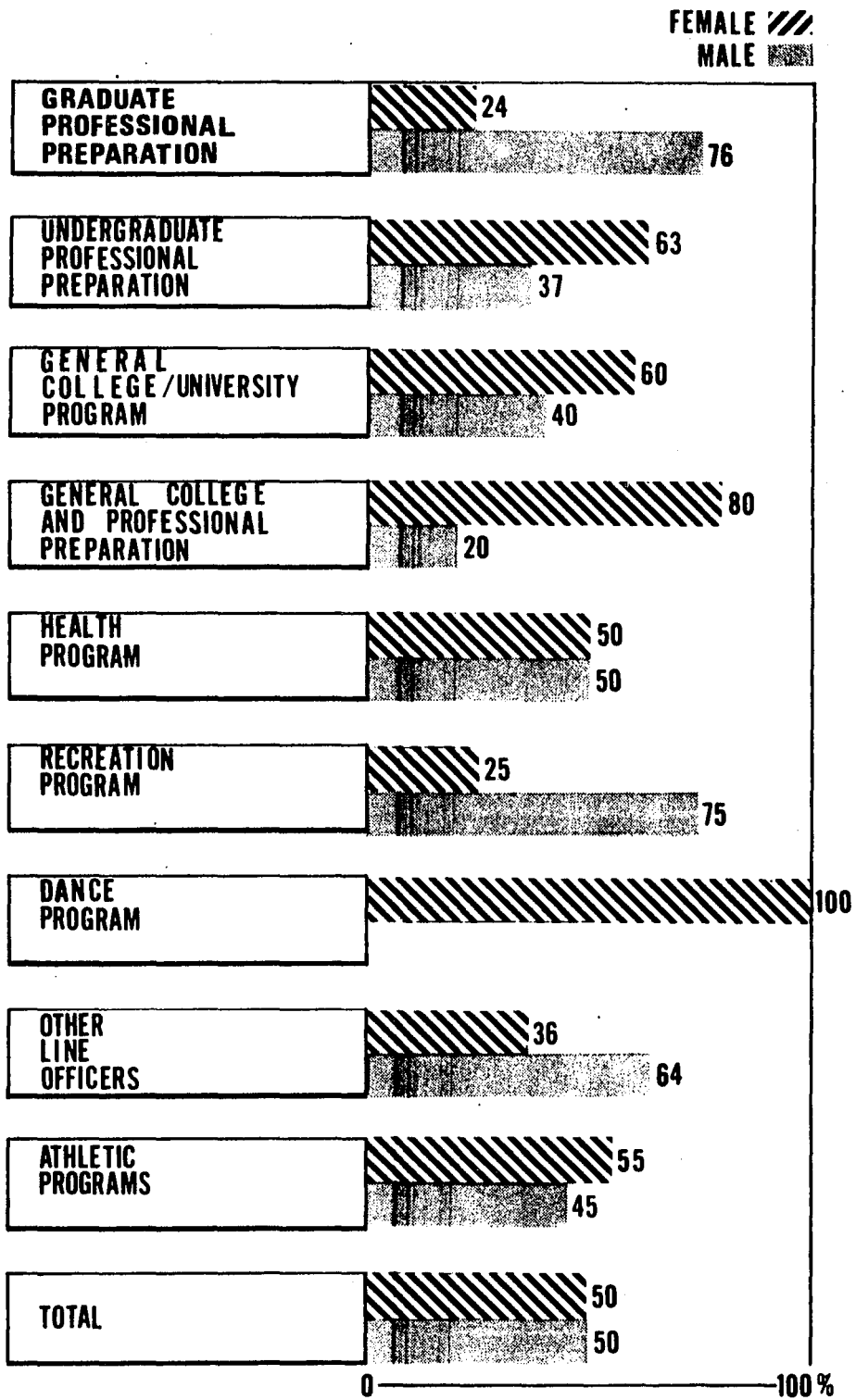


FIGURE 13
ADMINISTRATIVE LINE OFFICERS OF PHYSICAL EDUCATION
UNITS AS SEPARATE ENTITIES BY GENERAL
TITLE AND SEX

is a large college; one (14 percent) is a very large college; and, five (72 percent) are very large universities.

Fifty percent (3) of the line officers identified in large colleges are women. They hold the titles of assistant chairperson, director of women's physical education, and coordinator of health. All have part-time administrative duties. Two of the three women did not provide information pertinent to the length of contract; however, the one remaining female has a nine-month contractual obligation.

Two women (100 percent) were listed in the large universities as a chairperson of the undergraduate major program and a chairperson of the general college program respectively. Both of these women fulfill 12-month contracts with full-time teaching duties.

In the one very large college that provided data in response to this question, four males (80 percent) with part-time administrative duties were listed in the following positions: coordinator of graduate studies, coordinator of the professional program, coordinator of the general college program, and coordinator of intramurals. The singular full-time administrative position is assumed by a male director of athletics (20 percent). The length of contract for each of the individuals was omitted. Additionally, one institution indicated that there were not any line officers present in its organizational structure.

The 39 very large universities (85 percent) that responded to this question presented more diverse data relative to titles and types of contracts than the aforementioned institutional classifications. Fifty men (49 percent) and 52 women (51 percent) hold line officer

posts within the physical education unit structure. Fifteen individuals (15 percent) were identified as having responsibility for health, recreation, and dance programs. Nine additional positions (9 percent) are related to athletic programs. These line positions were, however, included as part of the "Physical Education Units as Separate Entities" section.

The most often identified responsibility of a line officer is the graduate program. Seventeen men (74 percent) and six women (26 percent) fill said line positions. Their titles range from associate dean of the graduate program to chairperson of the graduate advisory committee; and, include one indication of co-directors, a man and woman sharing analogous directorship positions. Twelve men (55 percent) have nine-month contracts. One male (4 percent) holds a ten-month contract; and, three men (14 percent) have 12-month contracts. Nine (41 percent) of the 12 men assume part-time administrative duties; one male (4 percent) has a full-time administrative contract; and, six (28 percent) have full-time teaching responsibilities. Five (83 percent) of the six women fulfill nine-month contracts: four with part-time administrative functions; and one, with full-time teaching duties. The remaining female (17 percent) has a 12-month contract with full-time teaching obligations.

The line officer cited second in frequency is responsible for the undergraduate professional preparation program. Seventeen (17 percent) such positions were identified, including six men (35 percent) and 11 women (65 percent). Their titles range from assistant dean to curriculum chairperson; and include, one designation of co-directors.

Three (18 percent) of the six men have nine-month contracts; and, three (18 percent) hold 12-month contracts. Part-time administrative responsibilities are assumed by four males (24 percent). One man (6 percent) fulfills a full-time administrative contract; and, one (6 percent), a full-time teaching contract. Nine women (53 percent) assume nine-month contractual obligations; and, two (11 percent) have 12-month contracts. Six (35 percent) of the 11 women hold part-time administrative contracts. Five females (29 percent) fulfill full-time teaching functions.

Seventeen line officers are associated with the general college physical education programs within their respective institutions. Six men (35 percent) and eleven women (65 percent) hold such posts. Their titles include: chairperson, coordinator, director, head, supervisor, and one indication of dual directors. All (35 percent) of the men have nine-month contracts; and, five (29 percent) have part-time administrative duties. The one remaining male (6 percent) assumes full-time teaching responsibilities. Nine (53 percent) of the women have nine-month contracts; one (6 percent) is permitted an optional-length contract; and, one (6 percent) fulfills a 12-month contract. Fifty-three percent (9) of the women have part-time administrative duties; and two (12 percent) are full-time teachers.

The professional preparation and general college programs are combined into a single framework in seven institutions. Leadership for these physical education subunits is provided by two males (22 percent) and seven females (78 percent). Their titles include coordinator and director. There are four coordinators of single administrative subunits. Additionally, there is a pair of dual coordinators and a pair of

dual directors. Further, a director of women's physical education was identified. The data did not offer a basis for the assumption of a male counterpart. The two males (22 percent) fulfill nine-month, part-time administrative contracts. Six (67 percent) of the females have nine-month contracts; and, one (11 percent), the singular director of women's physical education, assumes a 12-month contract. Six (67 percent) of the women have part-time administrative duties; and, one (11 percent) is a full-time teacher.

Twelve administrative positions (12 percent) indicated by the respondents, form an additional category of line officers in physical education units. One male assistant dean (8 percent) has a 12-month, full-time administration contract. One male assistant to the dean (8 percent) fulfills a 12-month, part-time administrative contractual agreement. A female (8 percent) identified as an assistant director, holds a nine-month, part-time administrative contract. One assistant department chairperson (8 percent) is a male with a 12-month contract with part-time administrative duties. One male assistant department head (8 percent) assumes a nine-month, part-time administrative contract.

Two male directors (16 percent), aquatics and driver education, have nine-month contracts with part-time administrative obligations. One male and two females (24 percent) occupy positions as coordinators of ergonomics, research, and foundations respectively. All of these line officers have nine-month, full-time teaching contracts. Additionally, one male (8 percent) is a supervisor of an adopted program in physical education; and, holds a nine-month, part-time admin-

istrative contract. Further, one female associate director (8 percent) fulfills nine-month, part-time administrative duties.

Fifteen individuals (15 percent) in line positions were reported as being associated exclusively with the allied fields of health, recreation, and dance. Eight (53 percent) are males; and, seven (47 percent) are females. Four (57 percent) of the seven women are responsible for programs in dance.

Nine line positions (9 percent) in athletics were identified by the respondents as allied with the field of physical education. Two (22 percent) of the three males (33 percent) listed fulfill 12-month contracts. One (11 percent) has full-time administrative duties; and, two (22 percent), part-time administrative responsibilities. Of the six females (67 percent) identified, five (56 percent) have nine-month contracts. Four (44 percent) of the five women perform part-time administrative functions.

Question 24: The undergraduate professional preparation program in physical education is structured and administered on a coeducational basis. A summary of the data for this question is presented in Table 20.

Eighty percent (72) of the responding institutions indicated that the undergraduate professional preparation program in physical education is coeducational. These include nine large colleges (12 percent), six large universities (8 percent), four very large colleges (6 percent), and 53 very large universities (74 percent).

Four percent (4) of the institutions responded both affirmatively and negatively to the question. One large college (25 percent) and three very large universities (75 percent) indicated that the

TABLE 20

UNDERGRADUATE PROFESSIONAL PREPARATION PROGRAMS
IN PHYSICAL EDUCATION ADMINISTERED ON A
COEDUCATIONAL BASIS

Type of Institution	Yes		No		Yes and No		No Response
	N	(%)	N	(%)	N	(%)	N
Large College	9	(12)	-	-	1	(25)	1
Large University	6	(8)	3	(21)	-	-	-
Very Large College	4	(6)	-	-	-	-	-
Very Large University	<u>53</u>	<u>(74)</u>	<u>11</u>	<u>(79)</u>	<u>3</u>	<u>(75)</u>	<u>7</u>
Total	72	(80)	14	(16)	4	(4)	8

programs in physical education are partially coeducational. Additionally, 14 institutions (16 percent) reported sexually segregated programs. Eight colleges and universities did not respond.

Question 25: The graduate professional preparation program in physical education is structured and administered on a coeducational basis. The data from the 91 responding institutions are summarized in Table 21.

Eighty-nine (98 percent) of the institutions reported a coeducational, graduate professional preparation program in physical education. The two negative replies (2 percent) were received from very large universities.

Question 26: The general college (non-major) program in physical education is structured and administered on a coeducational basis. A summary of the responses from 90 institutions is provided in Table 22.

Eighty-seven percent (78) of the institutions responded affirmatively to the existence of coeducational, general college programs in physical education. These include nine large colleges (12 percent), seven large universities (9 percent), four very large colleges (5 percent), and 58 very large universities (74 percent). One large college (100 percent) responded both affirmatively and negatively to the question; therefore, indicating the presence of single-sex and coeducational classes. Eleven institutions (12 percent) responded negatively. One large university and seven very large universities failed to respond.

Question 27: Where is the athletic department located? The data from the 91 responding institutions are presented in Table 23.

TABLE 21

GRADUATE PROFESSIONAL PREPARATION PROGRAMS
IN PHYSICAL EDUCATION ADMINISTERED
ON A COEDUCATIONAL BASIS

Type of Institution	Yes		No		No Response
	N	(%)	N	(%)	N
Large College	10	(11)	-	-	-
Large University	9	(10)	-	-	1
Very Large College	4	(4)	-	-	-
Very Large University	66	(75)	2	(100)	6
Total	<u>89</u>	<u>(98)</u>	<u>2</u>	<u>(2)</u>	<u>7</u>

TABLE 22

GENERAL COLLEGE PROGRAMS IN PHYSICAL EDUCATION
ADMINISTERED ON A COEDUCATIONAL BASIS

Type of Institution	Yes		No		Yes and No		No Response
	N	(%)	N	(%)	N	(%)	N
Large College	9	(12)	-	-	1	(100)	-
Large University	7	(9)	2	(18)	-	-	1
Very Large College	4	(5)	-	-	-	-	-
Very Large University	<u>58</u>	<u>(74)</u>	<u>9</u>	<u>(82)</u>	<u>-</u>	<u>-</u>	<u>7</u>
Total	78	(87)	11	(12)	1	(1)	8

TABLE 23

THE LOCATION OF ATHLETIC UNITS

Location	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Physical Education Unit	3	(16)	3	(16)	1 ^a	(5)	12	(63)	19	(21)
HPER Structure	4	(27)	2	(13)	2	(13)	7	(47)	15	(16)
<u>Other</u>										
Administrative Unit	3	(6)	4	(9)	1	(2)	39	(83)	47	(52)
Separate Administrative Units for men, but not for women in the same institution	-	-	-	-	-	-	9 ^b	(100)	9	(10)

TABLE 23 (Continued)

Location	Large College		Large University		Very Large College		Very Large University		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Men located in Division of HPER: women placed in P.E. Dept. within same institution	-	-	-	-	-	-	1	(100)	1	(1)
Total number of institutions responding in each category	10	(11)	9	(10)	4	(4)	68	(75)	91	(100)
No Response	-	-	1	-	-	-	6	-	7	-

^a Reports to the vice president of student affairs

^b 2 HPER Units
 6 P.E. Units
 1 Intramurals Unit

The athletic programs are located in separate administrative structures in 47 (52 percent) of the responding institutions. These administrative units are found in three large colleges (6 percent), four large universities (9 percent), one very large college (2 percent), and 39 very large universities (83 percent).

Nineteen institutions (21 percent) locate athletics within the physical education unit structure. This type of organization is found in three large colleges (16 percent), three large universities (16 percent), one very large college (5 percent), and 12 very large universities (63 percent). The athletic director in the one very large college reports directly to the vice-president of student affairs.

Fifteen institutions (16 percent) indicated that the athletic unit is situated in a health, physical education, and recreation organizational structure. Four (27 percent) of these units are in large colleges; two (13 percent), in large universities; two (13 percent), in very large colleges; and, seven (47 percent), in very large universities.

Nine very large universities (10 percent) reported a separate administrative unit in athletics for men; however, located women's athletics elsewhere. Athletic units for women are found in health, physical education, and recreation structures in two institutions (22 percent); in physical education structures in six institutions (67 percent); and, in the intramural structure in one institution (11 percent).

One very large university (1 percent) indicated that athletics for men is located in the division of health, physical education, and recreation. The women are placed in the department of physical education.

Question 28: The exact title of the athletic administrative structure is _____. The data are presented in Appendix C.

Twenty-nine different titles of athletic units were reported by the 82 responding institutions. The title listed most frequently was the department of athletics (30 percent). The title given second in frequency was that of department of intercollegiate athletics in 12 institutions (15 percent). Forty-five institutions (55 percent) listed titles other than the two mentioned previously.

Question 29: The chief administrative officer of the athletic unit by title and sex. A summary of the data from 90 responding institutions is presented in Table 24 and Figure 14.

Fifty-four institutions (47 percent) identified a male director of athletics as the chief administrator of the athletic unit. These positions are located as follows: four (7 percent) in large colleges, seven (13 percent) in large universities, three (6 percent) in very large colleges, and 40 (74 percent) in very large universities. Additionally, 20 institutions (17 percent) indicated the existence of a dual administrative structure with a male and a female holding the title of director of athletics. The preceding information is indicative of single-sex athletic programs. The dual directorships are found in three large colleges (15 percent), one large university (5 percent), one very large college (5 percent), and 15 very large universities (75 percent).

Five very large universities (4 percent) have a male director of men's athletics and a female coordinator of women's athletics. In each instance, the men's athletic program is a single administrative

TABLE 24

THE CHIEF ADMINISTRATIVE OFFICER OF THE ATHLETIC UNIT BY TITLE AND SEX

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)
Director of Athletics	4 (7)	- -	7 (13)	- -	3 (6)	- -	40 (74)	- -	54 (47)	- -
Dual Directors of Athletics	3 (15)*	3 -	1 (5)*	1 -	1 (5)*	1 -	15 (75)*	15 -	20 (17)*	20 -
Director of Men's Athletics and Coordinator of Women's Athletics	- -	- -	- -	- -	- -	- -	5 (100)*	5 -	5 (4)*	5 -
Director of Women's Athletics	- -	1 (25)	- -	- -	- -	- -	- -	3 (75)	- -	4 (13)
Coordinator of Women's Sports	- -	- -	- -	- -	- -	- -	- -	1 (100)	- -	1 (3)
Coordinator of Women's Athletics	1 -	- -	- -	- -	- -	- -	- -	1 (100)	- -	1 (3)

TABLE 24 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M	F	M	F	M	F	M	F	M	F
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Chairman - Dept. of Intercollegiate Athletics	1 (100)	-	-	-	-	-	-	-	1 (1)	-
Director of Athletics and Chairperson of Division	1 (50)	-	-	-	-	-	1 (50)	-	2 (2)	-
Director of Athletics and Physical Development Programs	-	-	-	-	-	-	1 (100)	-	1 (1)	-
Director, Division of Physical Education, Recreation, and Athletics	-	-	-	-	-	-	1 (100)	-	1 (1)	-
Total	9 (69)	4 (31)	8 (89)	1 (11)	4 (80)	1 (20)	63 (72)	25 (28)	84 (73)	31 (27)
No Response		2						6		8

* Percentage of dual administrative athletic units.

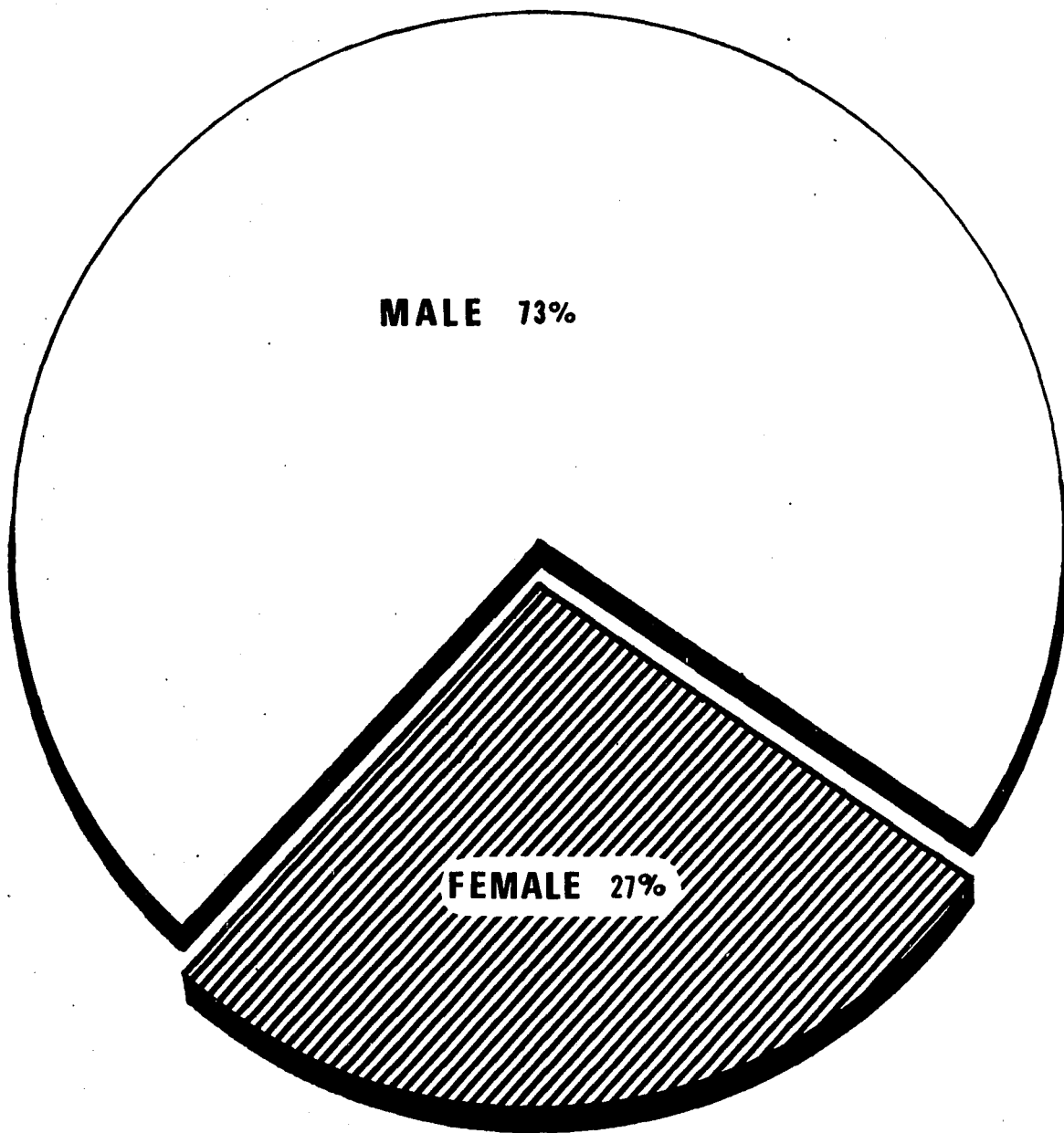


FIGURE 14
CHIEF ADMINISTRATIVE OFFICERS OF ATHLETIC
UNITS BY SEX

unit external to the physical education unit structure. The women's athletic program is located within the physical education unit structure.

Six institutions (5 percent) identified a woman as the chief executive of the women's athletic program: one large college (16 percent) and five very large universities (84 percent). Information concerning the corresponding men's programs was omitted by these respondents.

Five institutions (4 percent) reported various titles indicative of the chief administrative officer of the athletic program serving simultaneously as head of the physical education unit. Two large colleges (40 percent) and three very large universities (60 percent) identified this type of organization. There are not any women functioning in this capacity.

Question 30: The other administrative officers in the athletic unit by title and sex. Table 25 and Figure 15 illustrate the data collected from the 66 responding institutions.

Twelve percent (11) of the institutions indicated the absence of line officers in the organizational structure of the athletic unit. One respondent (1 percent) was not cognizant of the information necessary to complete the question.

Fifty males (64 percent) and 28 females (36 percent) function as line officers in an athletic unit structure. Eight (10 percent) of the women were identified specifically in line positions relative to athletic programs for women. The 20 remaining females (71 percent) are

TABLE 25

THE ADMINISTRATIVE LINE OFFICERS IN THE ATHLETIC UNIT BY TITLE AND SEX

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M	F	M	F	M	F	M	F	M	F
Assistant Chairman	-	1	-	-	-	-	-	-	-	1
Associate Athletic Director	-	1	1	-	-	1	13	3	14	5
Coordinator	1	-	-	-	-	-	1	-	2	-
Business Manager for Athletics	-	-	1	-	-	-	1	-	2	-
Women's Athletic Director	-	-	-	1	-	-	-	1	-	2
Assistant Athletic Director	-	-	-	-	1	2	30 ^a	12	31	14
Head of Women's Division	-	-	-	-	-	-	-	1	-	1

TABLE 25 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M (X)	F(X)	M (X)	F(X)	M(X)	F(X)	M(X)	F(X)	M(X)	F(X)
Director of Athletic Federation	-	-	-	-	-	-	1 ^b	-	1	-
Coordinator of Women's Athletics	-	-	-	-	-	-	-	4	-	4
Women's Physical Education Department	-	-	-	-	-	-	-	1	-	1
Total	1 (33)	2(67)	2(67)	1(33)	1(25)	3(75)	46(68)	22(32)	50(64)	28(36)
"None"	4		4		-		3		11	
Unknown	-		-		-		-		-	
No Response	<u>3</u>		<u>3</u>		<u>-</u>		<u>23</u>		<u>29</u>	
Total	7		7		-		27		41	

^a Six institutions have both male and female line officers.

^b Not in physical education.

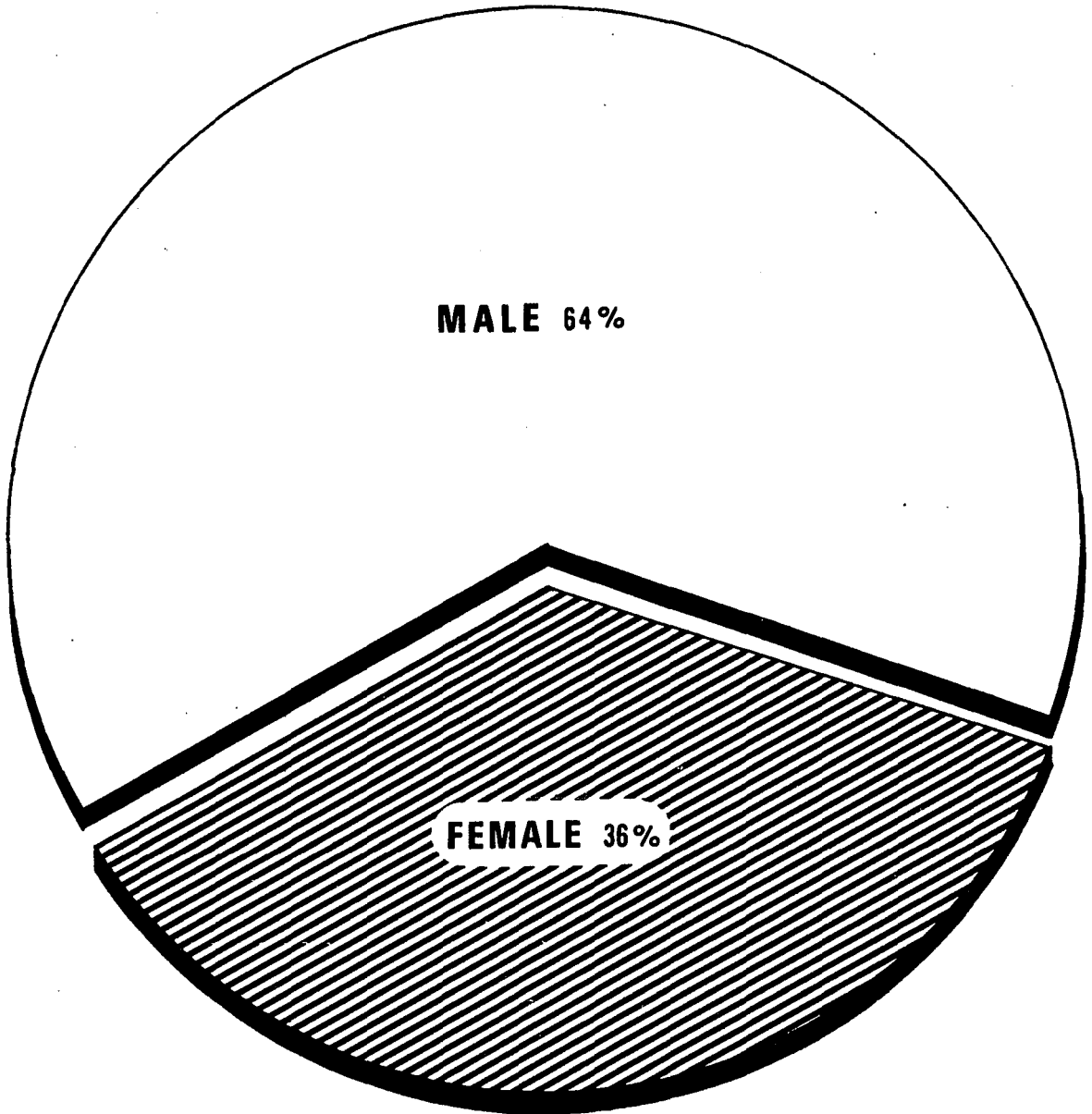


FIGURE 15
ADMINISTRATIVE LINE OFFICERS OF ATHLETIC
UNITS BY SEX

responsible for the women's segment of the athletic program. Their titles may not be indicative of their function.

Question 31: Are women's athletic programs located in the same administrative structure as the men's programs? Data relevant to Question 31 are located in Appendix C.

Forty-seven (51 percent) of the 92 responding institutions house the men's and women's athletic programs within the same administrative framework. Forty-three institutions (47 percent), maintain athletic programs segregated by sex. Additionally, two universities (2 percent) indicated the simultaneous operation of women's athletic programs in two administrative structures: the men's athletic program and the women's physical education unit.

Question 32: If the answer to item number 31 is "no" give the location of the women's athletic program. A complete summary of the data is presented in Appendix C.

Forty-three institutions answered Question 31 negatively; and, therefore, should have responded to this item. One institution did not provide the requested information. Two respondents (5 percent) indicated a lack of knowledge relevant to the location of the women's athletic program in their respective institutions.

Thirty-five colleges and universities (83 percent) place the women's athletic program within the physical education unit in combination with other disciplines, or as a separate administrative entity. Three institutions (7 percent) locate women's athletics in a separate athletic program elsewhere: student services and campus sports and recreation.

Question 33: Is the women's athletic program administered by a man or a woman? The data are summarized in Appendix C.

Eighty-two percent (75) of the women's athletic programs in the 91 responding institutions are administered by women. Sixteen percent (15) of the programs are operated by men. One very large university (1 percent) reported a male in charge of the women's sports program in the physical education department, and a female coordinator of women's athletics in the department of athletics.

MAJOR ADMINISTRATIVE RESPONSIBILITIES

The ensuing discussion provides data relative to the major administrative functions of administrators having authority over physical education units in large colleges, large universities, very large colleges, and very large universities. These administrative responsibilities are specific to the generalized titles which describe best the individual administrators, or committees, governing the diverse operations of physical education units as separate entities, or in combination with other related disciplines.

Questions 34-36: The recommendation to the _____, the immediate superior officer in the scalar organization, for the (34) selection and employment, (35) dismissal, (36) promotion, tenure, and salary increments of professional physical education personnel.

Ninety, 89, and 88 institutions supplied data concerning the administrative responsibilities detailed in Questions 34, 35, and 36 respectively. With few exceptions, the responses to the three questions were identical.

Five large colleges identified a dean as the administrative officer recommending the selection, employment, dismissal, promotion, tenure and salary increments of professional physical education personnel to an academic vice-president or a provost. One of the deans is assisted by a chairperson and a personnel committee.

The director of the physical education unit in one large college makes recommendations to the chairperson of the division of health, physical education, and recreation in regard to all of the above factors, with the exception of the dismissal of professional personnel. For the purpose of dismissal, the director and the division chairperson aid the dean, college of education, in decision-making.

The chairpersons, department of physical education for women and the department of physical education, in two large colleges recommends selection, retention, tenure, promotion, salary increments, and dismissal of faculty members to a dean. Additionally, the dean is advised exclusively by an executive committee in one institution.

In two large universities, a dean is responsible for making recommendations to president and/or vice-president concerning employment, professional advancement, and dismissal of professional physical education personnel. The chairperson in four institutions advises a dean about such matters. A dean accepts the suggestions of the division head and department chairperson in two institutions.

The department chairperson in one large university reports directly to the division head of the physical education unit regarding matters of selection, employment, and professional advancement of professional personnel. The dismissal of said faculty is the

responsibility of a dean reporting directly to the president of the institution.

The department chairpersons in two very large colleges make their respective recommendations concerning the selection, employment, professional advancement, and dismissal of physical education faculty to a vice-president and a dean. One chairperson, assisted by two directors, reports directly to a dean in one very large college about such matters. The chairperson of a departmental personnel committee in one institution advises the department chairperson about these professional concerns.

Recommendations governing the employment, professional advancement, and dismissal of professional physical education faculty are made by deans in 12 very large universities. These suggestions are relayed to either a president, academic vice-president, vice-chancellor, or provost for further action. One dean receives assistance in making each of these decisions from a faculty personnel committee and program chairpersons. Two deans accept advice concerning salary, promotion, and tenure recommendations from a department chairperson and a division head or a faculty committee respectively.

The directors of physical education units in three very large universities channel their recommendations to a dean in two instances and a vice-president in the third. Departmental decisions relating to salary, tenure, and promotions are directed through one of the aforementioned deans to the vice-president for academic affairs for ultimate disposition.

The head of one women's physical education and athletic division advises the director of athletics regarding the employment, professional advancement, and dismissal of women physical education faculty in one very large university. The head of the physical education division relays the recommendations of a faculty committee to an academic vice-president in one university. The department heads make their suggestions concerning professional personnel to a dean in two very large universities.

In 15 very large universities, a dual administrative structure in physical education units was identified, or inferred. The chairperson of each unit in 13 of these institutions forwards recommendations relative to selection, employment, professional advancement, and dismissal to a dean. Dual chairpersons in two institutions channel advice about said professional concerns to a director, school of health, physical education, and recreation, and a chairperson, department of health, physical education, and recreation, respectively. Two of the 15 very large universities have different arrangements regarding salary increments. One institution reported a salary schedule that does not require further recommendations. The second university delegates the authority to recommend salary increments through a dean to the vice-chancellor.

The selection and employment of professional physical education personnel is a joint recommendation from the chairperson of the men's physical education unit and the coordinator of the women's physical education program to an academic dean in one very large university. Dismissal of faculty in this institution is based upon the advice of

chairperson of the men's physical education unit to the dean. The dean, however, initiates all recommendations to the academic vice-chancellor governing the salary increments, promotions, and tenure of the physical education faculty.

Chairpersons of single administrative physical education units in 23 very large universities recommend selection, employment, professional advancement, and dismissal of professional personnel to a dean in 21 institutions, a director in one institution, and a head in one institution. The chairperson, advised by a faculty committee, makes recommendations about such matters to a director in one institution and a dean in two institutions. A dean in two very large universities receives suggestions from the department chairperson and coordinators of men's and women's physical education programs.

A dean in three separate very large universities is advised by one head, department of health and physical education, one chairperson, division of health, physical education, and recreation, and one chairperson, department of health, physical education, and recreation.

Question 37: The determination of course schedules.

Ninety respondents supplied the requested information relative to the scheduling of physical education and related courses in their respective institutions.

The responsibility for scheduling courses rests with the chairperson of a single administrative physical education unit in five large colleges. One dean, one director, one chairperson of a women's physical education unit, and one coordinator assume this responsibility in four additional large colleges.

Four chairpersons of single administrative physical education units and one chairperson, assisted by the coordinator of the women's physical education program, schedule courses in five large universities. One dean, one head of a division of health, physical education, and recreation, one coordinator, and dual coordinators assume this responsibility in four additional institutions.

Courses in physical education are scheduled by a chairperson of a single administrative unit in three very large colleges. One director, assisted by the heads of programs for men's and women's physical education, schedules courses in the one remaining very large college.

The determination of course schedules in the 68 responding very large universities is, with few exceptions, the responsibility of the chief administrative officers of their respective physical education units. Four institutions identified a committee to which this responsibility is delegated. The chief executive officer of the physical education unit is often assisted by program directors, an assistant chairperson, or an associate chairperson in this endeavor.

Question 38: The determination of professional physical educators' teaching assignments and schedules.

Data concerning teaching assignments and schedules were provided by 91 respondents. One large college, and one large university and five very large universities failed to complete this question.

Five chairpersons of single administrative departments, two assisted by a dean of a physical education unit and a chairperson of women's physical education respectively, determine teaching assignments and schedules. One chairperson of a women's department, one director,

and one dean assign teaching responsibilities in three large colleges. In one institution, this task is delegated to the coordinator of the various segments of the physical education program.

The determination of teaching assignments and schedules in six large universities is the duty of the chairpersons of single administrative physical education units. One of these administrators is assisted by the coordinator of the women's physical education unit and the coordinator of student teachers. The dean, aided by a scheduling committee, fulfills this obligation in one institution. The chairpersons in dual administrative physical education unit structures determine teaching assignments and schedules in two large universities.

The chairpersons of single administrative physical education units plan teaching assignments and schedules in three very large colleges. This responsibility lies with the directors of dual administrative physical education units in one very large college.

The determination of teaching assignments and schedules in the 69 responding very large universities is, with few exceptions, the responsibility of the chief administrative officers of their respective physical education units. This function is delegated to committees in three institutions and an assistant dean in one institution. The chief executive of the physical education unit is assisted frequently by program directors, an assistant chairperson, or an associate chairperson.

Question 39: The formulation of the policies of the physical education unit for presentation to the faculty, dean, vice-president of academic affairs, or the president for consideration.

Eighty-six respondents provided data relative to the formulation of the policies of the physical education units in their respective institutions. One large college, two large universities, and nine very large universities failed to respond to this question.

The chairpersons of single administrative physical education units in seven large colleges play a major role in the formulation of policies. In four of these institutions, the chairpersons are aided in policy-making by the faculty, deans, or division directors. The chairpersons of dual administrative physical education units in one institution share this responsibility. An executive committee has the complete authority to make decisions governing policy formulation in one large college.

The chairpersons of single administrative physical education units in six large universities are responsible for policy development. Three of these administrators are assisted by division heads or coordinators. The chairpersons of dual administrative physical education units share this task in one large university. Individual staff members are reportedly the formulators of policies in one institution.

The chairpersons of single administrative physical education units in two very large colleges have the authority to develop policies. Departmental committees in two very large colleges determine policy.

The faculties of physical education units in ten very large universities assume the responsibility for policy formulation. In 44 institutions, the chief administrative officer is authorized to develop policies for their respective physical education units. The department

chairperson in 11 institutions is advised by subordinate program directors or coordinators in establishing policies.

Question 40: Service as chief advisor to the _____, the immediate superior officer in the scalar organization, in matters pertaining to the activities of the physical education unit.

Data pertinent to this item were supplied by 83 respondents. One large college, one large university, and 13 very large universities failed to provide the requested information.

One dean, school of health, physical education, and recreation, and two deans, schools of education, in three large colleges advise their respective academic vice-presidents in matters pertaining to the activities of the physical education unit. The various line officers responsible for physical education programs interpret the needs of the subunits to their respective chief administrators of health, physical education, and recreation units in five institutions. In one large college, an executive committee performs this function.

The chairpersons in seven large universities are responsible for informing their respective deans about the activities of their single and/or dual physical education units. In one institution, the individual faculty members advise their chairperson about such matters.

The chairperson in one very large college advises the academic vice-president concerning the activities of the single administrative physical education unit. The chairpersons of said physical education units in two institutions act as advisors to their respective deans. In one very large college, a departmental personnel advisory committee

keeps the chairperson of the physical education unit informed about such activities.

The dean of the academic unit in which physical education is housed advises the academic vice-president, or vice-chancellor, concerning the affairs of the physical education unit in three very large universities. In one institution, the dean and subordinate chairpersons of the physical education programs communicate with the president of the university about the activities of the unit.

The vice-president for academic affairs in one very large university is advised by the head of the division of physical education. In 48 institutions, a dean is informed by one of the following chief administrative officers of physical education units: department heads, division chairpersons, or chairpersons of single or dual administrative units. The directors of the physical education units in three very large universities are advised by subordinate chairpersons. In one institution, the heads of dual administrative physical education units communicate these matters with a director of athletics. The head of a single administrative physical education unit in combination with related disciplines has, as the chief advisor, the chairperson of physical education in one institution. Three very large universities indicated that committees or individual faculty members serve as advisors to the chairpersons of the departments of physical education.

Question 41: The transmission to the _____, the immediate superior officer in the scalar organization, the budget recommendations of the physical education unit.

Respondents representing 86 institutions provided information relative to the transmission of the budget recommendations of their respective physical education units. Data were not given by one large college, two large universities, and nine very large universities.

Budget recommendations are transmitted to a vice-president in four large colleges and a provost in one large college by deans of academic units. In one institution, the director reports such matters to the division chairperson. The deans in two institutions receive budget requests from chairpersons of one single and one dual administrative physical education unit respectively. In one large college, the executive committee reports budget needs to the chairperson of the department of physical education.

The chairpersons of five single and two dual administrative physical education departments in seven large universities make budget recommendations to their respective academic deans. The division head in one large university receives budget requests from the chairpersons of a dual administrative physical education unit.

The chairpersons of single administrative physical education units in four very large colleges report their budget recommendations to three academic deans and one vice-president respectively.

Budget requests in 45 very large universities are transmitted to an academic dean by one department head, one director, 30 chairpersons of single administrative, and 13 chairpersons of dual administrative physical education units respectively. Six deans and two department heads in eight institutions transmit budget recommendations to their respective vice-presidents. The vice-chancellor in two very large

universities receive budget requests from their respective academic deans. The deans in two institutions report all budget needs directly to their presidents. Three directors of physical education units in three institutions receive budget recommendations from two chairpersons of single administrative and one dual administrative physical education subunit respectively. The administrative officers in four institutions, one provost, one associate dean, one department chairperson, and one athletic director, accept budget requests from a physical education department head, department chairperson, women's program chairperson, and dual chairpersons respectively. Additionally, a college budget officer has, reportedly, the total responsibility for such matters in one very large university.

Question 42: Service as a member of the central administrative college/university cabinet.

Seventy-eight respondents supplied data pertinent to this question. One large college, three large universities, and 16 very large universities failed to provide the requested information. The response from one large college was not clear; therefore, the datum was deemed unusable.

The central administrative college or university cabinet is generally comprised of those executive officers who are concerned with the overall governance of the institution. The data presented in Question 7 of this dissertation reaffirms this assertion.

The deans in 39 institutions of higher learning serve as members of their respective central administrative cabinets. Fifteen of the 39 deans govern directly the functions of the physical education

unit as a separate entity or in combination with other related disciplines. The remaining 24 deans are concerned with a broader span of control in administrative units such as colleges of education, arts and science and professional studies. The 39 individuals are located in five large colleges, two very large colleges, and 32 very large universities.

It is the opinion of this writer that the 39 remaining respondents either misinterpreted or did not have sufficient knowledge to answer this question. Their responses included departmental chairpersons, coordinators, division heads, and elected personnel serving as members of the various college or university central administrative cabinets. These data are not supported by the responses to Question 7, or the generally accepted concept in valuing the composition of a central administrative cabinet.

Question 43: The determination of the priorities for the purchase of supplies and equipment.

The respondents from 91 institutions provided data relative to the individual or group who determines the priorities for the purchase of supplies and equipment for the respective physical education unit. One large college, one large university, and five very large universities failed to respond to this question.

The deans, one of whom is assisted by a department chairperson, assume the responsibility for assigning priorities for physical education supplies and equipment purchase in two large colleges. This duty is relegated to the chairperson of a single administrative physical education unit in five large colleges. One of the five chairpersons is

assisted by a coordinator; and, one is aided by a chairperson of a women's physical education subunit. Dual chairpersons in one institution determine purchasing priorities. An executive committee assumes this responsibility in one institution.

A dean in one large university has the authority to take precedence in obtaining supplies and equipment for the physical education units, two of whom are assisted by division heads, in six large universities undertake this responsibility. In one institution, a chairperson of the women's department of physical education fulfills this obligation. The individual faculty members in a physical education unit in one institution determine such matters.

The priorities for the purchase of supplies and equipment are determined by the chairpersons of single administrative physical education units in all four very large colleges.

The deans in six very large universities determine the priorities for the purchase of supplies and equipment for physical education units. Directors, aided by various subordinate officers assume this responsibility in three institutions. Five division heads, 33 chairpersons of single administrative units, and 17 chairpersons of dual administrative units in physical education perform this task in 55 institutions. These executive officers are assisted by a variety of line officers, committees, and individual faculty members. One coordinator, one staff assistant, one assistant dean, one unidentified "other," and one male chairperson with a female assistant execute this function in five institutions respectively.

Question 44: The supervision of maintenance and use of facilities and equipment.

Eighty-nine respondents reported data concerning the supervision of maintenance and use of physical education facilities and equipment. One large college, two large universities, and six very large universities did not respond to this question.

The responsibility for the supervision of maintenance and use of facilities and equipment is assigned to chairpersons of four single administrative and two dual administrative physical education units in six large colleges. In three additional institutions, the task is accomplished by one associate dean, one building supervisor, and one executive committee.

One dean, five chairpersons of single administrative, and two dual administrative physical education units assume the responsibility for supervising the maintenance and use of facilities and equipment in eight large universities respectively. Two of the five chairpersons of single administrative units are aided by a coordinator or by individual faculty members.

Chairpersons of single administrative physical education units in three very large colleges perform the task of supervising the maintenance and use of physical education facilities and equipment. A director of facilities assumes this responsibility in one additional institution.

The supervision of maintenance and use of physical education facilities and equipment in 15 very large universities is the task

performed by the following: seven deans, two of whom are assisted by department chairpersons; three directors, one of whom is aided by a department chairperson; and, five division heads, two of whom are assisted by department chairpersons. Chairpersons of 15 single and 19 dual administrative physical education units, aided by various line officers, assume this function in 34 institutions. The director of athletics in two very large universities and coordinators in two additional institutions execute this obligation. In 15 very large universities, this task is delegated to various faculty members, building managers, or facilities coordinators.

Question 45: The conduct of business affairs of the physical education unit (correspondence, records, reports, etc.).

Ninety-one respondents provided information relevant to the conduct of the business affairs of the physical education unit. One large college, one large university, and five very large universities failed to answer this question.

Two deans, assisted by departmental chairpersons, conduct the business affairs of the physical education unit in their respective large colleges. Chairpersons of two dual and four single administrative physical education units perform this task in six institutions. An executive committee, reportedly, undertakes this function in one additional large college.

The business affairs of the physical education unit are conducted cooperatively by a director and a department chairperson in one large university. Chairpersons of five single and three dual

administrative physical education units perform this function in eight institutions.

In three very large colleges, the business affairs of the single administrative physical education units are conducted by chairpersons. The chairperson of the single administrative physical education unit in one additional institution is assisted by the directors of the men's and women's physical education programs.

The deans, two of whom are assisted by department chairpersons, in four very large universities direct the business affairs of the physical education unit. Two directors and seven division heads execute this function in nine institutions. The chairpersons of 32 single and 20 dual administrative physical education units perform this task in 52 institutions. Eleven of these chairpersons are assisted by division directors, coordinators, and secretaries. One business manager, one staff assistant, and one assistant chairperson conduct the business affairs of the physical education unit in three additional very large universities.

Question 46: The assignment of students to classes.

Eighty-three respondents provided data relative to the assignment of students to classes. Two large colleges, one large university, and 12 very large universities failed to respond.

Four chairpersons of single administrative units, three of whom are aided respectively by a chairperson of a women's physical education program, a coordinator, and faculty advisors, assign students to classes in four large colleges. Advisors in four large colleges

perform this function. In one institution, the students construct their individual schedules.

Four large universities expect faculty advisors to assign students to classes. One institution permits the students to perform this task. The four remaining institutions designate this responsibility to the following: one dean, assisted by the chairperson of the women's physical education unit; and, three chairpersons of single administrative physical education units, one of whom is assisted by a division head.

The students in one very large college are permitted to construct their individual class schedules. In three institutions, students are assigned to classes by the chairperson of a single administrative physical education unit, the registrar, or the admissions office respectively.

The task of assigning students to classes in 25 very large universities is relegated to four coordinators, one division head, eleven chairpersons of dual and nine chairpersons of single administrative physical education units respectively. One of the four coordinators is assisted by faculty advisors; and, one chairperson is aided by a skill committee. A dean, external to physical education, assigns students to classes with the assistance of the dean of the physical education unit and the chairperson of the single administrative physical education unit in one very large university. Faculty advisors, the registrar, the admissions office, the computer, or students are responsible for scheduling classes in the 36 remaining institutions.

Question 47: The supervision of curricular matters of the physical education unit.

Eighty-nine respondents supplied data pertinent to the supervision of the curricular matters of the physical education unit. Two large colleges, two large universities, and five very large universities failed to respond.

The chairpersons of four single administrative and two dual administrative physical education units respectively are responsible for supervising curricular matters in six large colleges. A director in one institution and a coordinator in one institution perform this task.

The supervision of curricular matters of the physical education unit is the responsibility of a dean assisted by the chairperson of women's physical education, in one large university. Chairpersons of four single and one dual administrative physical education units perform this function in five institutions. Faculty members in two large universities fulfill this obligation.

The chairpersons of single administrative physical education units supervise curricular concerns in three very large colleges. This function is the responsibility of a departmental committee in one additional institution.

Chairpersons of 32 single and 19 dual administrative physical education units supervise curricular matters in their respective domains in 51 very large universities. Twenty-five of the chairpersons are assisted by either a faculty committee or subordinate unit officers.

In five institutions, coordinators fulfill this function with the assistance of faculty committees. Six directors, one of whom is aided by a faculty committee, supervise the curricular concerns of physical education units in their respective institutions. Directors of physical education units, assisted by line officers, perform this task in two very large universities. Committees are responsible for physical education curricular supervision in five institutions.

Question 48: Other (please specify)

Additional major administrative responsibilities were identified by respondents from four very large universities. The disciplining of students is a function of a committee composed of faculty and major students in the physical education unit in one institution. The management of athletic programs, and the subsequent transmission of recommendations to an executive vice-president, is the cooperative duty of a director of the physical education unit and the male and female assistant athletic directors in one university. Recommendations concerning teacher credential programs are forwarded to the dean, school of education, by dual administrative chairpersons in association with coordinators of men's and women's student teaching programs. One institution maintains a co-curricular physical education program with the chairperson, department of physical education for women, accepting the responsibility for faculty assignment, policies, and budget.

STRUCTURAL REORGANIZATION OF PHYSICAL EDUCATION UNITS

The data summarized for the ensuing discussion reveal the number of years the existing organizational structures of physical

education units in large colleges, large universities, very large colleges, and very large universities have been in operation. Additionally, the anticipated plans for the structural reorganization of physical units identified by the responding institutions were analyzed.

Question 49: The present organizational structure of your college, school, department, or division of physical education has been in operation for _____ number of years. A summary of the data from the 90 responding institutions is presented in Table 26.

The present organizational structures of physical education units have been maintained less than one year in six institutions (7 percent), one to five years in 43 institutions (48 percent), six to ten years in 17 institutions (19 percent), 11 to 15 years in seven institutions (8 percent), 16 to 20 years in two institutions (2 percent), 21 to 25 years in two institutions (2 percent), 26 to 30 years in three institutions (3 percent), 36 to 40 years in four institutions (5 percent), and 46 to 50 years in one institution (1 percent). Additionally, the following time spans were identified: "infinite number of years" in one institution (1 percent), "many years" in one institution (1 percent), "forever" in two institutions (2 percent), and "since origin" in one institution (1 percent).

Question 50: Are you presently making preparation for a structural reorganization of your college, school, department, or division of physical education? The data from the 96 responding institutions are presented in Table 27.

Twenty-five institutions (26 percent) indicated that plans are

TABLE 26

PRESENT ORGANIZATIONAL STRUCTURE OF PHYSICAL EDUCATION UNITS:
YEARS IN EXISTENCE

Years	Large College	Large University	Very Large College	Very Large University	Total N (%)
Less than 1	-	2	1	3	6 (7)
1 to 5	4	3	2	34	43 (48)
6 to 10	3	1	-	13	17 (19)
11 to 15	-	-	-	7	7 (8)
16 to 20	-	-	-	2	2 (2)
21 to 25	-	-	-	2	2 (2)
26 to 30	1	-	-	2	3 (3)
31 to 35	-	-	-	-	-
36 to 40	-	1	1	2	4 (5)
41 to 45	-	-	-	-	-

TABLE 26 (Continued)

Years	Large College	Large University	Very Large College	Very Large University	Total N (%)
46 to 50	-	-	-	1	1 (1)
<u>Other</u>					
"Infinite number of years"	-	1	-	-	1 (1)
"Many years"	-	1	-	-	1 (1)
"Forever"	-	-	-	2	2 (2)
"Since origin"	-	-	-	1	1 (1)
Total	8 (9%)	9 (10%)	4 (4%)	69 (77%)	90 (100)
No Response	2	1	-	5	8

TABLE 27

ORGANIZATIONAL STRUCTURE OF PHYSICAL EDUCATION UNITS:
PLANS FOR REORGANIZATION

Type of Institution	Yes		No		Undecided		Total		No Response
	N	(%)	N	(%)	N	(%)	N	(%)	
Large College	4	(16)	5	(7)	-	-	9	(9)	1
Large University	-	-	8	(12)	2	(100)	10	(9)	-
Very Large College	2	(8)	2	(3)	-	-	4	(4)	-
Very Large University	<u>19</u>	<u>(76)</u>	<u>54</u>	<u>(78)</u>	<u>-</u>	<u>-</u>	<u>73</u>	<u>(76)</u>	<u>1</u>
Total	25	(26)	69	(72)	2	(2)	96	(100)	2

under consideration for the reorganization of their respective physical education unit structures. These institutions include four large colleges (16 percent), two very large colleges (8 percent), and 19 very large universities (76 percent). Sixty-nine (72 percent) are not preparing for structural reorganization. Two universities (2 percent) are undecided about future organizational patterns.

Question 51: If the answer to Question 50 is "yes," describe the nature and scope of the reorganizational pattern.

The plans for the reorganization of physical education unit structures in 25 colleges and universities have been divided into seven groups to facilitate discussion.

The reorganizational patterns in three very large universities include proposals for schools combining physical education with other related disciplines. One department of health, physical education, recreation, and safety will become a professional school with departments of health, physical education, recreation and safety. The chairperson of the department will be retitled, dean; and, the four program coordinators, chairpersons. Proposals for a school of health, physical education, recreation and a school of health, physical education, recreation, and dance have been presented by departments of health, physical education, and recreation in two institutions.

One large college has maintained separate physical education programs for men and women within the department of health education, physical education, and leisure services. The nature of the structural reorganization in this department is one of merging the men's and

women's physical education programs into a single administrative unit. The school of health, physical education, and recreation in one very large university is combining the separate departments of physical education for men and for women into a single department of physical education. A department of health, physical education, and recreation in one very large university is uniting the program areas of men's and women's physical education into a single unit. One very large university that has preserved separate and distinct departments of health, physical education, and recreation for men and for women will fuse these units into a single administrative department of health, physical education, and recreation.

One large college, one very large college, and one very large university have maintained separate physical education units for men and for women within the division, department, and school of health, physical education, and recreation respectively. Each respondent indicated that a merger of said units is under consideration because of Title IX legislation. The details of the unit reorganization are unknown.

Three very large universities are reorganizing the physical education unit in combination with other related disciplines by increasing the scope of their respective major program areas and the inter-, intradisciplinary program offerings.

One large college and three very large universities are relocating the athletic programs for women. These programs will be housed in administrative structures external to physical education

units as separate entities or in combination with other related disciplines.

The physical education unit in one large college and two very large universities will be involved in an institutional reorganization process. The relocation of said units is undetermined; and, the effect of this change upon the structural organization of the units is unknown.

One large college and four very large universities have begun the study of the reorganization of their respective physical education unit structures. Neither general nor detailed information was procured as to the nature of the structural changes.

CHAPTER V

INTERPRETATION OF DATA

A comprehensive overview of the position of women as administrators of physical education units in public colleges and universities throughout the United States having undergraduate and graduate professional preparation and general college programs in physical education insists upon an analytical approach.

Five subproblems were deemed critical to a thorough investigation of the problem: (1) the location of the physical education unit within the total organizational framework of the respective college or university; (2) the formal organizational characteristics of each physical education unit; (3) the identification of the administrative nomenclature in the physical education unit; (4) the number, rank, and titles of the women and men holding administrative positions in the physical education unit; and, (5) the identification of the major responsibilities associated with each administrative title within the physical education unit.

LINE ORGANIZATION PATTERN MODEL

A Line Organization Pattern Model (LOPM), presented graphically in Figure 16, was developed to illustrate the most direct route in which formal authority and communication with the hierarchical

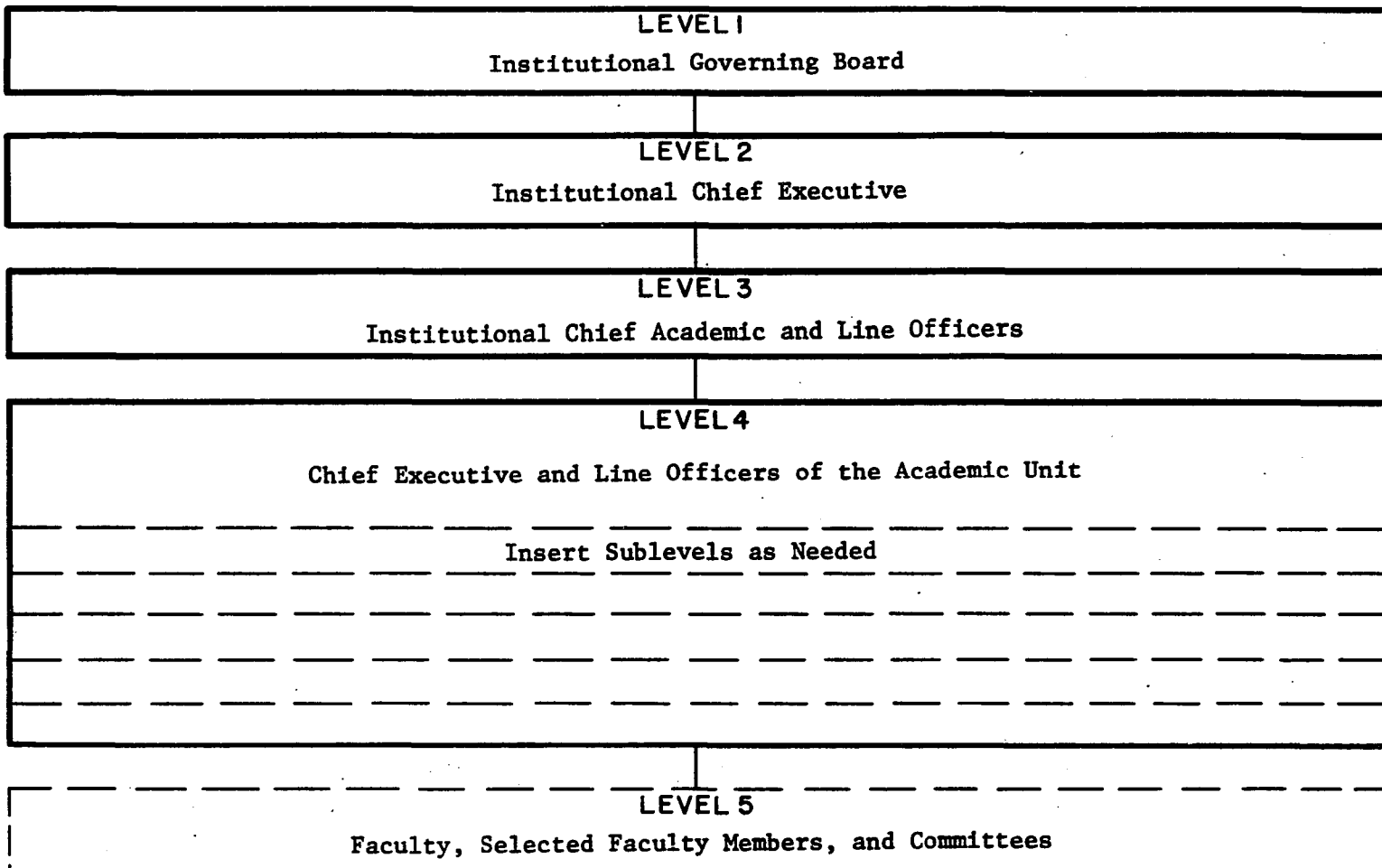


FIGURE 16

LINE ORGANIZATION PATTERN MODEL: LEVELS
BY GENERAL TITLE

configuration of an institution flow. The pattern progresses from the institutional governing board via the institutional chief executive to the various subordinate administrators of the academic units and/or sub-units responsible for executing the functions of the organization. Higher education administration within the sample utilizes line authority models and hierarchical authority levels.

The prismatic construct (LOPM), as illustrated in Figure 17, was designed specifically to study (1) the line organization patterns within physical education units and (2) the relationship of the units to the academic levels of formal authority and communication within the institutions under investigation. The model, however, incorporates sufficient flexibility to facilitate its application to an inquiry into the patterns of line organization within any institution of higher education. Further, numerous aspects of status, such as institutional participation rate, academic unit and/or subunit participation rate, rank, initial appointment level, marginal appointments, promotion, tenure, salary, administrative activities, and other factors deemed critical to careful and erudite analyses may be examined within the scope of this model.

All responding four-year, large and very large, public institutions of higher learning appear to have four administrative levels of authority within the academic chain-of-command. Level 1, the highest layer in the hierarchy, encompasses the institutional governing board. Level 2, the second rung in the hierarchical ladder, embodies the chief executive officer of the institution. Level 3 is comprised of the chief administrator and the line officers who

govern the academic programs within the institution. Level 4 in the administrative chain of authority is composed of the chief administrative and line officials of all academic units, including those which house physical education.

The level of emphasis in this study, Level 4, is organized into various sublevels which indicate the complexity of the unit incorporating the physical education structure. See Figure 17. All responding institutions are characterized by a minimum of one sublevel, Sublevel A. The data amassed for this investigation dictated the identification of additional sublevels.

Sublevel A is divided into five general categories indicative of the administrative framework and the presence of additional fields of study in combination with physical education within the unit structure. These categories include: (1) a single administrative unit combining physical education with other fields of study; (2) a dual administrative unit having separate male and female chief executive officers of units in which physical education is combined with other fields of study; (3) a single administrative unit in which physical education is a separate and distinct entity; (4) a dual administrative unit having separate male and female chief executive officers of units in which physical education is a separate and distinct entity; and, (5) additional administrative structures housing the physical education unit at a level other than Sublevel A.

Level 5, enclosed by broken lines and identified as faculty, selected faculty members, and committees, encompasses the non-administrative professional personnel who perform the

quasi-administrative tasks delegated by their Level 4 superordinates. See Figure 17. It should be understood that the Level 5 personnel constitute the technical core of the academic unit. However, since they are not administrators, these individuals, or small groups, have been relegated to an additional level.

The application of the LOPM to the specific data accrued in this study is illustrated in Figure 18. The use of the model to determine the patterns of line organization describes the position of women as administrators of physical education units in the responding institutions based upon a number of relevant factors. These items include: the number of men and women, general titles, rank, length and type of contract, and major responsibilities at each level.

The data revealed two distinct types of governing boards. These lay boards are created generally by some segment of state government; and, the membership is appointed by public officials, or elected by the general populace.

Level 1: Institutional Governing Boards

Level 1, as determined by this investigation, is comprised of Group A and Group B governing boards. Group A includes the 86 institutions (88 percent) having a single governing agency. Group B consists of the 11 institutions (12 percent) having two central coordinative agencies: one board for a statewide or multicampus system in addition to a central agency managing one or more institutions.

All of the large colleges have Group A governance. All large universities, with one exception, have Group A governing agencies; and,

LEVEL 1		Governing Board A		Governing Board B		
LEVEL 2		President	Chancellor	President - Multicampus and Chancellor - Single Institution		
LEVEL 3		Vice President	Vice Chancellor	Dean	Other	
LEVEL 4 Physical Education Unit: Dean, Director, Chairperson, Head, Assistant Dean, and Others						
SUBLEVEL A	Total	Male: 1 Female: 1	Male: 10 Female: 2 No Gender: 1 Other*: 25	Male: 8 Female: 1 Other*: 33	Male: 4 Female: 0 Other*: 8	Male: 1 Female: 0
SUBLEVEL B			Male: 37 Female: 19	Male: 38 Female: 13	Male: 7 Female: 4 Other: 1	Male: 1 Female: 0
SUBLEVEL C				Male: 53 Female: 48	Male: 9 Female: 7	Male: 1 Female: 0
SUBLEVEL D					Male: 17 Female: 20	Male: 2 Female: 0
SUBLEVEL E						Male: 0 Total Female: 1
LEVEL 5 Faculty, Selected Faculty Members, and Committees: Male, 2686.5 and Female, 1644.5						

*Chief executives of units including major academic units distinct from, but housing, physical education. Gender was not identified.

FIGURE 18

LINE ORGANIZATION PATTERN MODEL: DATA
SPECIFIC TO LEVEL 4

three of the four very large colleges reported governance by Group A governing boards. The very large universities indicated management by a Group A agency at a rate of seven to one more often than Group B. Within the confines of this study, there was not any evidence to indicate that the type of governing board affected directly the line organization patterns or the position of women as administrators of physical education units within these institutions.

Titles such as board of regents, board of governors, and board of trustees were not found to be indicative of the span of control of individual governing agencies. Neither did these titles seem to affect, in any discernible manner, the line organization pattern nor the position of women as administrators of physical education units.

The reported data did not identify any chief executives of physical education units having direct communication with a central governing board. The decisions concerning the physical education units are, therefore, mediated apparently through the institutional line organization patterns.

Level 2: Institutional Chief Executives

Level 2 in the administrative chain-of-command includes the chief executive officers reported by 97 responding colleges and universities. Eighty-two (85 percent) of the institutions identified the chief administrative officer as president. They include all large colleges, large universities, very large colleges, and 58 very large universities. Eighty-one (99 percent) of the presidents are men. The singular woman in the position of president was serving in an interim capacity.

The chief administrative officers of 15 very large universities are entitled chancellor. Three of the 15 chancellors are subordinate to the president of their respective multicampus university systems. There were not any women serving as chancellors in the responding institutions.

There was not an attempt to identify the specific rank, length and type of contract, or major responsibilities of the chief executive officers of the responding institutions. It is assumed that these administrators fulfill 12-month contracts with full-time administrative obligations. Rank, when assigned, is that of full professor.

There are few physical education unit administrators in direct communication with their respective institutional chief executives concerning matters pertinent to their academic domains. These officers will be discussed with other administrators in analogous levels.

Level 3: Institutional Chief Executives
and Line Officers of Academic Units

Level 3 in the line organization pattern model includes the chief administrators and subordinate officers who govern the academic affairs of their respective colleges or universities. These officials communicate with the institutional chief executives the needs and interests of the academic programs over which they preside. These individuals are titled vice-president, vice-chancellor, provost, or dean. The available evidence revealed the existence of one such officer for each of the 88 responding institutions; however, varying numbers of line officers were found in each academic affairs unit.

Vice-presidents or deans of academic affairs and the attendant line officers were found in nine large colleges, all large universities, all very large colleges, and 57 very large universities. Vice chancellors and their immediate subordinates were located exclusively in the very large universities. Provosts of academic affairs and their line officers were identified by respondents in one large college and five very large universities. Title, at this level, appeared to be a reflection of the nomenclature peculiar to each institution; and, did not affect discernibly the line organization pattern or the position of women in the administration of physical education units.

The survey did not attempt to ascertain the gender identity of individuals with titles specific to Level 3. However, 18 universities reported the existence of women as full-time central administrative line officers who may be located in the academic affairs unit. Ten women are Level 3-type executives who could potentially head the office of academic affairs. The eight remaining women fill line positions at this level. Therefore, a female administrator may have Level 3 jurisdiction over the physical education unit in one, or more, of these universities. Based on these data, it is apparent that the few women who achieve positions in the upper echelons of academic administration are more likely to be found in universities than in colleges.

It was not the concern of this investigation to identify the rank, length and type of contracts, or major administrative functions of the Level 3 officials. However, it is the assumption that these individuals have 12-month, full-time administrative contractual agreements. Further, it is assumed that the general responsibility of

all Level 3 officers is to oversee the successful functioning of the academic affairs within their respective institutions.

Level 4: Chief Executives and Line Officers
of Physical Education Units

Level 4, as described in Figure 18, includes the chief executive and/or line officers of the major academic units which locate physical education as a separate discipline, or combined with related fields of study, within their organizational boundaries. The physical education unit officials may appear at any one of five sublevels as chief administrators, or line officers, of singly or dually administered units. Additionally, the chief executives of other major academic units distinct from, but housing, physical education are identified in Level 4.

The single administrative structure is headed by one chief executive officer responsible for all academic programs under his/her jurisdiction. The dual administrative framework maintains separate units for men and women in which a male and a female chief administrator governs the activities of his/her respective single-sex physical education unit within a given institution. These units appear at one, or more, sublevels within Level 4.

The terms, "single/separate" and "single/combined," are used to identify singly administered physical education units as separate academic entities, or combined with related fields of study. The dually administered units functioning as separate academic entities, or combined with related fields of study, will be referred to as "dual/separate" and "dual/combined" respectively. Further, the

category titled "other" refers to the chief executives of units including major academic fields of study distinct from, but housing, physical education as a discipline, or in combination with related areas of knowledge.

Any one, or all, of the aforementioned categories appear at various sublevels of Level 4. These hierarchically arranged divisions reflect the complexity of the line organization of a major academic unit. The responding institutions were grouped in accordance with the number of sublevels indicated by their respective organizational structures.

The initial facet of the discussion of Level 4 deals with the complexity of the hierarchical configuration of the physical education units within the institutions responding to the survey. Five sublevels, A through E, were identified as reflecting the data amassed in the study. See Figure 18. Further, consideration was given to data concerning the position of women as administrators of physical education units through the comparison of gender, title, number, type of contract, and major administrative responsibilities of the chief executives and line officers at each sublevel.

The length of contract, as a factor influencing the position of women, was not deemed critical. This item appeared to be a function of institutional policy, rather than one of a discriminatory nature. Therefore, this factor was eliminated from the ensuing discussion of the sublevels of Level 4.

Two very large universities reported exclusively Sublevel A governance of the physical education units in Level 4. Thirty-eight

institutions including five large colleges, six large universities, two very large colleges, and 25 very large universities, were identified as having two sublevels, A and B. Two large colleges, three large universities, one very large college, and 36 very large universities comprise the 42 institutions having Sublevels A, B, and C. Four Sublevels, A, B, C, and D, are present in 12 institutions including three large colleges, one very large college, and eight very large universities. Only one very large university reflected a five-sublevel organizational structure. Three institutions, one large university and two very large universities, did not provide sufficient data to determine accurately a sublevel differentiation. It is apparent, however, that the majority (82 percent) of the responding colleges and universities operate within a two-or three-sublevel hierarchical arrangement.

Institutions with One Sublevel. The chief administrator of the physical education unit in two institutions having exclusively one sublevel, A, are one male and one female. The male, a professor with a full-time administrative contract, presides over a single/separate physical education unit. The female, an associate professor with a part-time administrative contract, administers a single/combined unit. Both of these officers hold the title of chairperson.

The administrative hierarchy seems unique in these two institutions; because, the vice-presidents for academic affairs were not indicated in the central administrative line organization by the respondents. The deans of colleges, the immediate superiors of the

chairpersons, appear at Level 3; and, communicate directly with their respective university presidents.

Both chairpersons perform similar administrative functions. The differences between the two administrators lie in the areas of personnel management and departmental policy formulation. The male assumes complete authority over these two areas of administrative responsibility; whereas, the female chairperson, or her dean, delegates to the faculty and faculty committees the freedom to initiate the recommendations for faculty promotions, salary increments, and departmental policy formulation. The immediate superordinate of the female chairperson, the dean, retains the prerogative to select, employ, and dismiss the professional physical education personnel.

It is obvious that the few dissimilarities in administrative functions that exist between the two chairpersons are major. The male administrator appears to have the potential to operate more autonomously and autocratically than the female by virtue of the greater authority vested in his position. Additionally, he fulfills a full-time administrative contract which permits total attention to administrative functions. Conversely, the female's part-time administrative contract requires partial responsibility for teaching; therefore, creating a limited time for administrative duties. Further, personnel management factors are delegated to the faculty. This may be an effort to provide democratic administration; however, her complete control over faculty selection, employment, promotion, tenure, salary increments, and dismissal appears to be limited.

Institutions with Two Sublevels. Sublevel A, in the 38 institutions having two sublevels, is comprised of autonomously organized units established as independent entities to initiate and control generally such factors as philosophy, budget, curricula, facilities, and faculty. All of the units at this sublevel are singly administered. Of the 13 physical education unit structures, one encompasses exclusively physical education as a separate discipline; and, functions under the leadership of a female. The 12 remaining units combine physical education with other fields of study. Ten males, one female, and one whose gender was not identified serve as chief administrators of these units. This yields a ratio of five to one males. The gender of the chief administrators of the "other" academic units was not ascertained.

The predominant title identified for Sublevel A executives is dean. Titles other than dean were found exclusively in single/separate and single/combined physical education units; and, include one athletic director, two chairpersons, and one director. It should be noted that only two women, one chairperson and one dean, appear at this sublevel.

Rank was not obtained for the administrators in the "other" category. With the exception of the three chief administrators of the single/combined physical education units, all hold the rank of professor. Rank for the three remaining officials was unidentified by the respondents. The one additional rank listed was that of associate professor, held by the female of the single/separate unit.

The type of administrative contract was not ascertained for the chief executives listed in the "other" category. All of the chief

officials of the single/separate and single/combined physical education units have full-time administrative contracts, with the exception of three individuals whose types of contracts were not identified. It should be noted that both the female chairperson and the female dean hold full-time administrative contracts.

The major administrative responsibilities of the chief administrators of the physical education and "other" unit structures ranged from zero, no duties identified, to all of the executive functions listed in the survey. The diversity of the responsibilities reported for officers at this sublevel makes functional descriptions impossible. One factor, however, appears consistently. The females tend to maintain the majority of the surveyed administrative functions. The males, conversely, have a tendency to delegate those identical responsibilities to subordinates.

Nineteen women and 37 men are categorized as chief administrative and line officers in Sublevel B. These figures are somewhat misleading due to the presence of a pair of co-chairpersons of a single administrative physical education unit, and, the number of dual administrative units reporting exclusively women's departments. The male to female ration in single administrative physical education units is approximately five to one, ignoring the overloading caused by the presence of co-chairpersons. Twenty-five single and thirteen dual administrative physical education units were identified totally. The entire male to female ratio, therefore, is two to one.

There are two apparent factors of interest in the preceding data: (1) there are nearly two times as many single administrative

units as dual administrative units; and (2) only the dual administrative structures appear to provide equal numbers of male and female administrators.

The chief executives functioning at Sublevel B include two females and 15 males in single administrative physical education units; and, nine females and males in dual administrative units. Characteristically, these chief administrators are chairpersons, with the rank of professor; and, hold part-time administrative contracts.

The administrative responsibilities claimed by the aforementioned administrators include all of the various functions surveyed. These individuals least often serve on the college or university cabinet; and, are seldom concerned with the assignment of students to classes. One difference in administrative responsibilities may be noted between the co-chairpersons and other single administrative chief executives. The co-chairpersons are not concerned with personnel functions.

There appears to be little difference between the administrative responsibilities between chief administrators of single and dual physical education unit structures. With one exception, there are not any apparent dissimilarities in function among the chief executives of dual administrative units. The isolated case involves the disparities between the dual chairpersons in one institution. The female manages all personnel matters; determines course schedules; determines faculty teaching assignments and schedules; transmits budget recommendations to the immediate superordinate; and, advises the superior officer about the activities of the physical education unit.

The male, conversely, conducts the business affairs, formulates the policies, and supervises the curricular matters of the physical education unit. Additionally, he determines the priorities for the purchase of supplies and equipment and supervises the maintenance and use of facilities and equipment.

It is interesting to note the shared responsibilities by administrators of the two separate units. It would appear that neither administrative officer has complete authority for the functioning of his/her department.

Sixteen institutions reported the presence of line officers: 12 singles and four dual administrative physical education units. These officials, 13 men and seven women, perform similar administrative functions under the direct supervision of their Sublevel A chief executives. Totally, men out-number women at a rate of approximately two to one. The male to female ratio in single administrative physical education units, however, is three to one.

The titles of the line officers vary considerably. The name that appears predominately for both single and dual officials is chairperson. The majority of these administrators hold the rank of professor. Of the nine men and three women administrators in the single physical education unit, three males hold full-time administrative contracts. All other officials are part-time administrators. The female line officers at this sublevel, therefore, hold similar rank and type of contracts.

There appears to be little veritable difference among, or between, the line officers in either the single or dual administrative

physical education units relative to major administrative responsibilities. It should be noted, however, that several line officials function as leaders of specific programs in the physical education unit (i.e. Chairperson of a department of physical education); while others, two males, serve more generalized functions within the total framework of the unit (i.e. assistant dean, school of health, physical education and recreation).

Institutions with Three Sublevels. Sublevel A, in the 42 institutions having three sublevels, is composed of autonomously administered unit structures including nine physical education and 33 "other" academic frameworks. All of these units are governed by a single chief administrator; and, all report to their respective Level 3 officials. Of the nine physical education structures, six operate as single/combined units with male chief executives. One single/combined unit, however, is administered by a female. The two remaining units function as single/separate entities; and, are directed by males. The ratio of men to women, therefore, is eight to one. The gender of the chief executives of units designated as "other" was not identified by the respondents.

The title for all administrators at this sublevel, with one exception, is dean. The title of this solitary male is director. All males hold full-time administrative contracts; whereas, the singular female maintains part-time administrative functions. It appears strange to this writer that any dean is considered a part-time administrator. Further investigation may reveal an institutional

policy of assigning part-time administrative contracts to deans. It may be possible that the deanship in question is a part-time post due to the gender of the dean; or, a less favorable position that physical education as an academic field of study may have on her campus.

Rank was not ascertained for the administrators designated as "other." All of the chief executives of the single/separate and single/combined physical education units were listed as professors by the respondents.

The major administrative functions of officials at this sublevel are quite similar, with the exception that most deans in the "other" category do not have responsibilities identified other than service on the central administrative cabinet. Administrators of physical education units appear to accept greater numbers of listed responsibilities than the "other" deans. The female dean, however, is the only chief executive of a physical education unit not functioning as a member of the central administrative cabinet.

Sublevel B is composed totally of 38 male and 13 female chief executive and line officers of single/separate, single/combined, dual/separate, and dual/combined physical education units. Twenty-nine men and three women serve as chief executive officers of singly administered physical education units. The ratio of males to females is approximately ten to one.

The predominant title for the chief executives of single administrative units is chairperson. These individuals are typically professors with part-time administrative contracts. It is interesting to note, that a greater proportion of the females, than the males,

are full-time administrators.

The chief executives retain all major administrative functions, with the exception of assigning students to classes. This responsibility is assumed exclusively by the female administrators.

One dean of an "other" single administrative unit was identified in this sublevel. This male is a professor with a full-time administrative contract. His major responsibilities include the supervision of maintenance and use of facilities and equipment; and, he conducts the business affairs of the school.

One institution reported the existence of a dual administrative framework whose chief executive officers appear at this sublevel. These dual chairpersons, one male and one female, are professors with part-time administrative contracts. Their administrative responsibilities are not unlike those of other chief executives at this sublevel.

Four men and three women serve as line officers in Sublevel B; and, have quite dissimilar titles. The nomenclature ranges from associate dean to program chairperson. These officials are predominantly professors with contracts ranging from full-time administration to full-time teaching. It should be noted that only males hold full-time administrative contracts; and, only females maintain full-time teaching contracts.

The female line officers appear to maintain a greater segment of the major administrative responsibilities than their male counterparts in this sublevel. Additionally, the females function as members of the central administrative cabinet; the males do not.

Three institutions identified line officers in dual administrative physical education unit structures. All have the title of chairperson. These chairpersons are professors. All are part-time administrators, except one male with a full-time administrative contract. It would be interesting to discover the reason that this male is a full-time administrator; while the female, fulfilling an analogous position in the same institution, holds a part-time administrative contract. The identical responsibilities of these administrators include all of the surveyed functions, except service on a central administrative cabinet.

One chief executive officer of a single/separate administrative unit appears at Sublevel C. This chairperson is a male with a full-time administrative contract. His duties include all of the major administrative responsibilities surveyed, except service as a member of the central administrative cabinet, supervision of the maintenance and use of facilities and equipment, and assignment of students to classes.

There are 38 males and 33 females fulfilling line positions in the single administrative structures in Sublevel C. Additionally, there are 15 dual administrative frameworks, each having a male and a female in a line post. Totally, 53 males and 48 females occupy these positions. This is the first sublevel in which males and females are represented in approximately equal numbers.

It is impossible to categorize a general title to represent this sublevel. The titles reported ranged from curriculum chairperson to athletic director. The rank, when listed, is most often professor. The majority of these line officers fulfill part-time administrative

contracts. Many have full-time teaching responsibilities. The only full-time administrative contracts identified at this sublevel belong to male athletic directors.

It is interesting that 26 of these line officers were not identified with any major administrative responsibilities. The remaining line officers assume a wide variety of administrative functions. Some appear to execute all of the duties of an administrators; while others assume few.

The line officers at this sublevel seem to serve at the pleasure of their superiors; and, function in whatever capacity that is assigned to them.

Institutions with Four Sublevels. Sublevel A in the 12 colleges and universities that have four administrative sublevels is composed of four males: three deans and one director. All of the men identified by the respondents are found in autonomous, single/combined physical education unit structures; and, hold the rank of professor with full-time administrative contracts. The eight remaining chief executives, entitled dean, are found in "other" academic units; and, their rank and type of contract were not reported in the survey. There were not any women identified in this sublevel.

One-third of the chief executive officers do not perform any of the responsibilities identified in the questionnaire. One-third identified service as member of the central administrative cabinet as their singular function. This writer assumes that these administrators execute functions which were not identified in the survey. The

remainder of the executives in this sublevel are most often concerned with personnel management, supervision and maintenance and use of facilities and equipment, determination of priorities for supplies and equipment, and service on the central administrative cabinet. The solitary director was the only executive identified as not serving on a college or university central administrative cabinet.

Sublevel B is comprised totally of seven male and four female chief executive and line officers of single/separate, and single/combined physical education units. Additionally, one institution identified a chief executive from an "other" administrative unit. Gender, rank, and type of contract were not identified for this administrator. The ratio of males to females at this sublevel, therefore, is approximately two to one.

Six male chairpersons and one dean serve as the chief executive officers of singly administered physical education units. Five of these individuals are professors; and, four hold full-time administrative contracts. One chief executive is a professor with part-time administrative responsibilities.

The major administrative responsibilities for these men range from zero duties identified, as in the case of the dean, to predominately such functions as personnel management, the transmission of budget recommendations, the formulation of the policies of the administrative unit, the determination of course and teaching schedules and assignments, the supervision and maintenance of equipment and facilities, the purchase of supplies and equipment, and the conduct of

the business affairs of the unit. Only one chairperson serves on a central administrative cabinet.

One male and four females serve as line officers in Sublevel B. The ratio, therefore, is four females to one male. The titles of these officers indicate a more generalized service to the single/combined units in which they reside; and, include titles such as associate and assistant deans, administrative assistants, and an assistant director.

The rank of the line officers, when given, is that of professor. Three females and the singular male officer hold full-time administrative contracts. The two remaining females maintain part-time administrative responsibilities.

There were not any major administrative responsibilities listed for three of ten female officials. One, however; sits on her respective central administrative cabinet, determines course schedules, formulates the policies for the single/combined administrative physical education unit, conducts the business affairs of the unit, and supervises the maintenance and use of facilities and equipment. The single function reported for the male is the supervision of the maintenance and use of facilities and equipment.

Sublevel C is constituted by nine male and seven female chief executive and line officers of single/separate, single/combined, dual/separate, and dual/combined physical education unit structures. One individual, a male chairperson, functions as the solitary chief executive of the single/combined unit reported at this sublevel. He is a professor with part-time administrative duties. His administrative duties include the conduct of the business affairs of the unit, the

establishment of priorities for the purchase of supplies and equipment, the supervision of the maintenance and use of facilities and equipment, the supervision of the curricular affairs of the unit, the formulation of the physical education unit policies, and the determination of course and teaching schedules and assignments. The major function not indicated by this chairperson is the selection, employment, promotion, salary increments, and dismissal of professional physical education personnel.

The line officers of single administrative physical education unit structures include four men and four women. The titles of these officials are chairpersons, directors, assistant and associate chairpersons, and associate director. All of the males, except one entitled director, are designated as chairpersons. The females occupy each of the other positions.

The rank of the line officers of the single administrative units is usually that of professor. A singular female holds the rank of associate professor. The type of contracts held by these officials is unanimously part-time administration.

The major administrative functions of these officers vary considerably. The males separate into two general categories according to the amount of responsibility retained: those who serve solely on the central administrative cabinet and those who execute the majority of these duties. The administrative functions assumed by the females range from the scheduling of courses and teaching assignments to the execution of all responsibilities, except personnel management factors, service as member of a central administrative cabinet,

determination of priorities for the purchase of supplies and equipment, and the supervision of maintenance and use of facilities and equipment.

Two institutions reported the existence of line officers in dual administrative physical education structures. Each of the units were identified as being administered by a female official entitled head. The existence of analogous positions for males is assumed.

Rank was identified exclusively for one female, a professor. Both women assume part-time administrative functions. Further, the two females are authorized to perform all of the major administrative responsibilities, excluding the formulation of unit policies, service on the central administrative cabinet, and the assignment of students to classes.

Sublevel D is composed totally of 17 male and 20 female line officers of single and dual administrative physical education unit structures with diverse titles. The majority of these individuals are entitled coordinator.

Sixteen men and 19 women function in single administrative structures. Rank was not ascertained for these individuals; however, the majority of the officials fulfill part-time administrative contracts. Their administrative responsibilities include one, or two, of each of the duties surveyed.

One dual administrative unit is led by a pair of coordinators who maintain full-time teaching contracts. Their responsibilities include the scheduling of courses and teaching assignments, business transactions, curricular supervision, and the supervision of the maintenance and use of facilities and equipment.

Institutions with Five Sublevels. One institution, from the 98 responding colleges and universities, maintains a five-sublevel administrative structure in Level 4. Sublevel A, therefore, is composed of a single chief executive, a dean from the unit structure entitled "other." The gender, rank, and type of administrative contract were not ascertained in the survey. Additionally, there were not any specific major administrative responsibilities attributed to this individual with the exception of the receipt of recommendations from the chief administrator of a single/combined physical education unit structure.

Sublevel B is comprised of one male chairperson of a single/combined physical education unit. He holds the rank of professor; and, is hired on a part-time administrative basis. His major responsibilities include that of initiating recommendations for the selection and employment of professional physical education personnel; initiating recommendations, with the assistance of a faculty committee, for the dismissal of professional physical education personnel; serving as a member of the university central administrative cabinet; conducting the business affairs of the single/combined physical education unit; determining the priorities for the purchase of supplies and equipment; determining, with the assistance of the division head, the faculty teaching assignments and schedules; and, supervising, with the aid of the division head, the curricular matters of the unit.

Sublevel C is constituted by a solitary male line officer of a single/combined physical education unit structure. The title of this

individual is that of assistant chairperson. The rank and type of contract was not specified by the respondent.

The major administrative responsibilities of the assistant chairperson include the supervision, maintenance and use of facilities and equipment and aid to the chairperson in determining the teaching assignments and schedules of the professional personnel in the combined unit structure.

It is at Sublevel D that the administrative officers of single/separate physical education units first appear. In the aforementioned sublevels, the chief executive and line officer are administrators of physical education units in combination with related fields of study.

The administrators at this sublevel are two male division heads with part-time administrative contracts. Each is responsible for a segment of the total single/separate physical education program.

The major responsibilities of the division heads include the determination of course schedules; service as chief advisors to the chairperson in matters pertaining to the activities of the physical education unit; and, with the chairperson, supervise the curricular affairs of the physical education unit.

Sublevel E is composed of a solitary female line officer of a single/separate physical education unit. She is entitled chairperson of graduate studies; and, holds a part-time administrative contract. The rank of this individual was not identified by the respondents. Further, there were not any major administrative responsibilities attributed to her position. It is interesting to note that the first

appearance of a female administrator is at the lowest of five sublevels; and, that there were not any major administrative functions assigned to her. Therefore, the question as to the true nature of the position remains unanswerable.

Level 5: Faculty, Selected Faculty, and Faculty
Committees of Physical Education Units

Level 5 of the Line Organizational Model, as illustrated in Figure 18, includes faculty, selected faculty, and faculty committees who were identified by the respondents of the survey as having various major administrative responsibilities delegated to them by the chief executive of their respective physical education unit structures.

The faculty membership identified by the respondents is composed of 352 male and 310.5 female instructors, 858 male and 561 female assistant professors, 644 male and 361 female associate professors, 556 male and 255 female professors, and 276.5 males and 157 females listed as "other." The "higher the fewer" principle is clearly demonstrated by the totals of males and females at each rank. A lesser proportion of the women are advanced to the upper ranks than men. Totally, male physical education professional faculty personnel and administrators outnumber the women at a rate of approximately three to two.

It is interesting to note that the number of physical education majors are approximately equal: 55 percent male and 45 percent female. This writer is unable to explain the reason as to why the proportion of female faculty and administrators is not equal to the proportion of female students.

The administrative duties assigned typically to the Level 5 positions include recommendations for selection, employment, salary increments, promotion, and tenure of professional physical education personnel, student advisement, formulation of policies for the physical education unit in their respective institutions. The faculty is also given such tasks as supervision of maintenance and use of facilities and equipment, course schedules, curricular supervision, and determination of teaching assignments and schedules. It is interesting to note that the faculties on many campuses are delegated the responsibilities that have been given traditionally to chief executives. Further study is needed to determine the amount of decision-making authority these individuals and/or committees are permitted.

In summary, an overview of the Line Organization Pattern Model revealed the following information:

1. The majority of the colleges and universities surveyed in the study are governed by a single Level 1 board. There was not any evidence presented to indicate that this board, or other boards identified, affect directly the position of women in the administration of physical education units.

2. All of the institutions surveyed reported Level 2 chief executives. The majority of the colleges and universities have, as their chief administrative officer, a president. One woman, in a very large university, is identified at this level of administration.

3. All of the colleges and universities surveyed identified Level 3 executives. The majority of these institutions reported the

titles of vice-president or dean for academic affairs as the superordinate officer. Few women were reported as executive officers at this level. Their impact upon the position of women in the administration of physical education units is unknown.

4. All administrators of physical education units appear in Level 4. Five sublevels, A through E, were identified by the respondents as reflecting the data amassed in the study. Women administrators of physical education units are found at each sublevel.

5. The number of women administrators of physical education units does not equal the number of men. It is not until Sublevel C of Level 4 that the proportion of male to female administrators approach equality. Equality is apparent initially in Sublevel D.

6. Many of the administrative chief executive and line positions that are held by women are in existence by virtue of dual administrative physical education unit structures. Thirty-eight dual administrative units are located in Sublevels B through D. Eighty-seven women (36 percent) hold administrative positions in singly administered physical education units. It is obvious, therefore, that single administrative physical education units do not provide as great an opportunity for women to assume administrative positions as do dual unit structures.

7. Discrepancies in rank are not apparent among the various male and female administrative officers identified in the survey.

8. Where differences in the types of administrative contracts exist, the male more often holds full-time administrative contracts; whereas, females maintain full-time teaching contracts.

9. It is not possible to characterize administrative responsibilities with any given position or sublevel. The chief executive officers of the single/separate, single/combined, dual/single, and dual/combined physical education units appear to assume greater authority over personnel management factors, unit policy formulation, and other duties assigned traditionally to the top executives of academic units. The line officers appear more often in a supervisory capacity.

10. In general, chief executive officers of physical education units delegate fewer numbers of administrative tasks to subordinate officers or faculty than do the administrators of "other" academic units in analogous sublevels. Women administrators of physical education units tend to centralize their authority rather than to delegate to subordinates.

11. The chief executives of physical education unit structures that maintain greater numbers of sublevels tend to delegate more administrative responsibilities to subordinate officers and Levels faculty, selected faculty, or faculty committees.

Dual administrative physical education unit structures are maintained in one or more sublevels in Level 4 in 38 of the colleges and universities surveyed. These institutions are reported to have their physical education units structured on a coeducational basis.

The dual administrative framework appears to be archaic relative to the procedures for structuring undergraduate and graduate professional preparation and general college physical education programs in many of the institutions investigated. Seventeen

institutions indicated that one or more segments of their programs were exclusively single-sex. Therefore, this writer questions the reason for maintaining the dual administrative structures in the colleges and universities offering coeducational programs.

Other avenues for movement into administrative positions are open to women physical educators in addition to those considered in the Line Organization Pattern Model. One such path is the field of athletic administration.

Eighty-two percent of the institutions responding to the survey identified a female administrator of women's athletic programs. The placement of the women's athletic programs are in the same administrative structure as the men's analogous programs in 47 institutions. Forty-four institutions locate women's athletics in physical education units operating as separate entities, or combined with other fields of study. Two respondents indicated that one segment of the athletic program is administered by a female; and, the other portion of the program is under the leadership of a male. With the anticipated increase in female athletic participation in colleges and universities throughout the United States, more administrative positions will become available to women.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The problem of this study was to determine the position of women administrators of physical education units in large and very large, four year, public colleges and universities throughout the United States having undergraduate and graduate professional preparation and general college programs in physical education.

To investigate thoroughly the problem, it was necessary to study the following subproblems: the location of each physical education unit within the total organizational framework of the respective college or university; the formal organization characteristics of each physical education unit; the identification of the administrative nomenclature in the physical education unit; the number, rank, and titles of women and men holding positions in the physical education unit; and, the identification of the major responsibilities associated with each administrative title within the physical education unit.

The population selected for the study was composed of the institutions of higher education listed in the September 1974 Health, Physical Education, and Recreation Directory of Professional

organizations patterns within any institution of higher education.

The interpretations of the Line Organization Pattern Model suggest:

1. The majority of the colleges and universities surveyed in the study are governed by a single Level 1 board. There was not any evidence to indicate that this board, or other boards identified, affect directly the position of women as administrators of physical education units.
2. All of the surveyed institutions reported Level 2 chief executives. The majority of the colleges and universities have presidents as their chief administrative officer. One female, in a very large university, was identified at this level of administration.
3. All of the institutions of higher learning studied identified chief academic and line officers in Level 3. Vice-presidents and deans for academic affairs were reported as the superior officer in the majority of responding institutions. Few women were located in administrative positions at this level.
4. All administrators of physical education units of single/separate, single/combined, dual/separate, dual/combined, or "other" academic structures appeared in one, or more, of the five sublevels identified in Level 4.
5. The number of women administrators of physical education units does not equal the number of men. It was not until Sublevel C that the proportion of male to female administrators approached equality. Equal numbers of men and women were apparent initially in Sublevel D.

6. Many of the chief executive and line positions that are held by women exist by virtue of dual administrative physical education structures. Thirty-eight dual administrative units were located in Sublevels B through D. Dual physical education frameworks may provide unique opportunities for women to become administrators; since, only 36 percent (87) of the female officials hold such positions in singly administered units.

7. Discrepancies in rank were not apparent among the various male and female administrative officers identified in the survey. Where differences in types of administrative contracts exist, the male more often assumes full-time administrative responsibilities; whereas, the female is expected to perform full-time teaching duties and administer on the side.

8. It was not possible to characterize administrative functions with any given position or sublevel. Chief executive officers of the physical education units identified in the study appear to assume authority over personnel management factors, unit policy formulation, and other duties assigned traditionally to the top executives of academic units. The line officers appear more often in supervisory roles.

9. Chief executives of physical education units delegate fewer numbers of administrative tasks to subordinate officers or faculty than do the administrators of "other" academic units in analogous sublevels. Women administrators of physical education units tend to centralize their authority, rather than delegate it to subordinates.

10. The chief administrators of physical education units that maintain greater numbers of sublevels tend to delegate more administrative tasks to subordinate officers and Level 5 faculty, selected faculty, or faculty committees.

CONCLUSIONS

The following conclusions relative to the position of women in the administration of physical education units in selected colleges and universities appear justified on the basis of the data presented in this study:

1. Women assume an average of nine percent of the major administrative positions above the level of department chairperson in the institutions responding to the survey. At the various levels within the upper echelons of administration, women represent from one to 11 percent of the total number of administrators.

2. The number of male chief executives and line officers in single/separate and single/combined physical education unit structures exceeds consistently the number of females in analogous positions.

3. There is no veritable difference in the rank, title, or length and type of contracts reported by men and women who are chief executives of single/separate, single/combined, dual/separate, or dual/combined physical education units. The one apparent exception is the type of contract for chief administrators and line officers in single and dual units. Males more often have full-time administrative contracts. Females more often assume full-time teaching functions.

4. There are not any veritable differences in the lengths or types of administrative contracts between male and female line officers in single/separate, single/combined, dual/separate, or dual/combined physical education units. A great diversity of administrative nomenclature was identified; therefore, eliminating the possibility of comparing line officers on the basis of titles.

5. The organizational structures of physical education as a separate field of study, or combined with related fields, is most often a single administrative unit. Women hold fewer chief administrative positions in singly administered, or merged, unit structures. Women are not found in approximately equal numbers of administrative posts until the very lowest line positions in the line organization of the unit.

6. It is an impossibility to identify specific major administrative responsibilities for the chief executive and line positions of males and females in physical education units as separate entities, or combined with other fields of study, on the basis of specific titles or levels of administrative authority.

7. A majority of the physical education majors in units where physical education is combined with other fields of study are female (52 percent). The majority of the major students comprising units in which physical education is a separate area of knowledge are male (55 percent).

8. The majority of the faculty members comprising units in which physical education is combined with related fields of study are male (66 percent). Females exceed the number of males at the rank of

instructor; but, are outnumbered by males at all higher ranks. The data tend to support the "higher the fewer" principle from the rank of assistant professor upward.

9. The majority of the faculty members located in physical education units as separate areas of knowledge are male (57 percent). Males exceed the number of females at the rank of instructor, in addition to all other ranks.

10. The physical education unit as a separate entity, or combined with other disciplines, is most often entitled department; and, is located in a college structure. The majority of these departments are found in colleges or schools of education.

11. The physical education unit in combination with related areas of knowledge is located most often in a department of health, physical education, and recreation. The departmental structures are followed in number by schools of health, physical education and recreation, divisions of health, physical education and recreation, and colleges of health, physical education and recreation respectively. Physical education as a separate field of study is located predominantly in departments of physical education. The majority of the large colleges and universities reported these departmental units. Very large universities, however, listed equal numbers of departments and divisions of physical education.

12. The undergraduate professional preparation program is most often (80 percent) structured and administered on a co-educational basis. Large universities and very large universities were the only type of institutions reporting single-sex undergraduate major programs. Large

colleges and very large universities stated that only parts of their programs are coeducational.

13. The majority (98 percent) of the graduate professional preparation programs are structured and administered on a coeducational basis. Two very large universities were the only institutions reporting the existence of single-sex graduate programs in physical education.

14. The general college (non-major) programs in physical education are most often (87 percent) structured and administered on a coeducational basis. Segregation by sex was reported only by large and very large universities.

15. Intercollegiate athletic programs are structured and administered as separate units external to physical education frameworks in the majority (52 percent) of the institutions. Forty-seven (51 percent) house the men's and women's athletic programs within the same institutional administrative framework. Of the institutions placing the women's athletic programs external to coeducational athletic structures, 35 colleges and universities locate these programs in physical education units as separate entities, or combined with other disciplines. The majority (82 percent) of the women's intercollegiate athletic programs are administered by females.

16. Few (26 percent) of the institutions responding to the survey anticipate a reorganization of their respective physical education unit structures. Most (48 percent) of the institutions have functioned under their present administrative frameworks from one to five years. The majority of the anticipated organizational

modifications will involve the merger of single-sex units into singly administered physical education unit structures.

17. Other than the noted exceptions, the type of institution, large college, large university, very large college, or very large university, did not influence the various factors considered in this study. The number of individuals who fell into each of the areas under investigation differed greatly among the types of institutions, because of the vast difference in the numbers reported in each category from each type of institution.

18. Physical education unit structures, whether singly or dually governed, or functioning as separate entities, or in combination with related fields of study, have provided opportunities for American women in large and very large, four-year public colleges and universities for movement into administrative positions. The data collected for this study demonstrated clearly that women have been afforded, in greater numbers, more opportunities for administration positions through single-sex physical education unit structures. The writer, therefore, wonders as to the impact that the apparent trend toward the merger of men's and women's units into single administrative structures will have upon the future position of women as administrators of physical education.

RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations based upon this study relative to the further investigation of the position of women in the administration of physical education in four-year, public colleges and universities

are:

1. An investigation of all academic units to determine physical education's relative status in higher education.
2. An investigation of analogous academic units in institutions of higher learning to determine the relative status of the administrative personnel in various fields of study.
3. An in-depth study of similar institutions to determine roles and leadership styles of men and women administrators of physical units in higher education.
4. An examination of status factors, such as participation rate, salary, rank, promotion, and tenure, using a variety of research techniques to gather data relative to a true and complete assessment of the position of women administrators of physical education units.
5. A comparison of career patterns of male and female administrators of physical education units in institutions of higher learning to identify the "ideal" preparation for administrators.

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APPENDIXES

APPENDIX A

INTRODUCTORY AND FOLLOW-UP LETTERS TO SURVEY

October 20, 1974

Dear Colleague:

I am conducting a survey to determine the position of women in the administration of physical education units in selected colleges and universities throughout the United States.

The current literature abounds with material concerning the role of women in public and private life. However, there is a serious dearth of information relative to women in administration; particularly, those women engaged in the administration of physical education units. The data available at the present time is, in most instances, neither concrete nor factual.

To investigate thoroughly the area of concern, it is necessary to obtain data regarding both the physical education unit and the respective institution in which the physical education unit is located. Further, information pertinent to the identification of rank, number, title, length and type of contract, and major responsibilities of women and men assuming administrative roles in the physical education unit relative to like positions within their respective institutions is critical.

The guidelines issued by the Department of Health, Education, and Welfare relating to sex discrimination in all aspects of academe--administration, staff, and programs--have grave implications for the profession of physical education. The investigation of the number and position of women in the administration of physical education in higher education is critical to meet the standards as established by federal enactment and the changing status of women.

The enclosed questionnaire is designed to ascertain the aforementioned data. Although the survey form appears quite lengthy, the actual time required for its completion is minimal.

Please read the directions carefully; and, supply all requested information pertinent to your situation. Enclosed with the questionnaire is a stamped, self-addressed envelope for your convenience. If you desire a summary of the findings, please enclose your name and address with your return. In any event, the viability of the study necessitates your assistance. PLEASE RETURN BY NOVEMBER 20, 1974.

Sincerely yours,

Mary E. Marshall

November 18, 1974

Dear Colleague:

Approximately three weeks ago, you received a College and University Administration of Physical Education Survey. If you have returned this questionnaire, please accept my sincere gratitude.

The responses received to date provide interesting insights into the administrative positions held by men and women in physical education units; and, indicate a wide diversity of organizational patterns within their respective institutions.

For the purpose of this study, there were 200 large and very large colleges and universities surveyed to provide a truly cross-sectional description of the present situation regarding physical education administrators. The investigation of the number and position of men and women in the administration of physical education is critical to meet the standards as established by federal enactment and the changing status of women.

It is only through investigations such as this that we may begin to determine the present positional status of women and men; and, project the necessary changes. The information that you can supply is critical to the study. If you have not returned the survey form, why not take the time to complete and return it now? I can still use the data even though the November 20 deadline will have passed upon your receipt of this letter.

If you have misplaced your questionnaire, I will be most happy to send you a second copy.

Sincerely yours,

Mary E. Marshall

APPENDIX B

COLLEGE AND UNIVERSITY ADMINISTRATION OF PHYSICAL EDUCATION SURVEY

**College and University Administration
of Physical Education Survey**

The items presented in the questionnaire have been grouped into two major categories to elicit information concerning the organization and administration of physical education units within the respective institutional structure. These major categories are as follows:

- PART I. INSTITUTIONAL DATA**
PART II. PHYSICAL EDUCATION UNIT DATA

(Part II of the survey, PHYSICAL EDUCATION UNIT DATA, has been subdivided further into the following four sections:

- Part A. Physical Education Units in Combination with
Other Disciplines
Part B. Physical Education Units as Separate Entities
Part C. Major Administrative Responsibilities
Part D. Structural Reorganization of Physical Education Units

Please read carefully all directions as they appear in the questionnaire.

PART I. INSTITUTIONAL DATA

DIRECTIONS: Please complete the following items, to the best of your knowledge, concerning the total organizational structure and administrative positions in your college or university. OMIT THE ITEMS WHICH DO NOT APPLY TO YOUR SITUATION.

1. The state in which the institution is located. _____
(name)
2. The type of institution. (Please check)

(✓)	(✓)
_____ College	_____ University
3. The total student enrollment of the institution. (Please check)

a. _____ under 3,000	c. _____ 7,500-10,000
b. _____ 3,000-7,500	d. _____ over 10,000

INSTITUTIONAL DATA CONTINUED . . .

4. The type of governing board of the institution. (Please check)

(✓)

- a. _____ Board of Trustees
(Single Institution)
- b. _____ Board of Governors
(Statewide multicampus university)
- c. _____ Board of Regents
(Statewide system for colleges and universities)
- d. _____ Other (Please specify)

5. The scope of control of the governing board. (Please check)

(✓)

- a. _____ Single Institution
- b. _____ Some of the State Institutions
- c. _____ All of the State Institutions
- d. _____ Other (Please specify)

6. The chief administrative officer of the institution by title and sex.

(✓) Title (Check one)

Sex (Encircle one)

- | | | | |
|----------|------------------------|---|---|
| a. _____ | President | M | F |
| b. _____ | Chancellor | M | F |
| c. _____ | Other (Please specify) | M | F |

7. The full-time administrative cabinet officers of the institution by general title, number, and sex.

(✓) Title (Check)

Number male

Number female

- | | | | |
|----------|------------------------|-------|-------|
| a. _____ | Vice-Presidents | _____ | _____ |
| b. _____ | Vice-Chancellors | _____ | _____ |
| c. _____ | Deans | _____ | _____ |
| d. _____ | Other (Please specify) | _____ | _____ |

INSTITUTIONAL DATA CONTINUED . . .

8. The full-time administrative officers of professional, liberal arts, applied science, and other units, within the institution by general title, number, and sex. (Example: Dean of the College of Business and Applied Science)

(✓) Title (Check)	Number male	Number female
a. _____ Deans	_____	_____
b. _____ Other (Please specify)	_____	_____
_____	_____	_____

9. The administrative officers of academic units within the organizational structure of the colleges, schools, or like units in the institution by general title, number, and sex. (Example: Director of the School of Nursing within the College of Allied Health Sciences)

(✓) Title (Check)	Number male	Number female
a. _____ Directors	_____	_____
b. _____ Other (Please specify)	_____	_____
_____	_____	_____

10. The major academic areas within the institution by number, general title, and to whom the chief executive in each area reports directly. (Example: Four colleges report to the Vice-President of Academic Affairs)

Number	Title of Area	Academic Officer
a. _____	Colleges report to the _____	
b. _____	Schools report to the _____	
c. _____	Departments report to the _____	
d. _____	Divisions report to the _____	
e. _____	Other (Please specify) _____	
	_____ report to the _____	

11. The college, school, or department within the institution in which your physical education unit resides. (Examples: The Department of Health and Physical Education is located in the College of Education; or, the School of Physical Education is separate from any college affiliation)

(✓)

a. _____ a COLLEGE as a separate administrative unit.

b. _____ a SCHOOL as a separate administrative unit.

c. _____ a SCHOOL located in the COLLEGE of _____

d. _____ a DEPARTMENT located in the /COLLEGE, SCHOOL (encircle one) /
of _____

e. _____ a DIVISION located in the /COLLEGE, SCHOOL, DEPARTMENT (encircle one) / of _____

f. _____ Other (Please specify) _____
a _____ located in the _____ of _____

PHYSICAL EDUCATION UNITS IN COMBINATION CONTINUED . . .

16. The chief administrative officer of the structure reports directly to the _____

 (title of superior)

(Example: Dean of HPER reports to the Vice-President of Academic Affairs)

17. The other administrative (line) officers who report directly to the chief administrator of the structure by title, sex, length of contract, and type of contract. (Example: Head of Health Division (in the Department of HPER) 9 months Full-Time Teaching

Title	School, Department, or Division	Sex (Encircle)	Length of Contract (9 or 12 months)	Part-Time or Full-Time Administration	Full-Time Teaching (✓)
a. _____ of _____		M F	_____	_____	_____
b. _____ of _____		M F	_____	_____	_____
c. _____ of _____		M F	_____	_____	_____
d. _____ of _____		M F	_____	_____	_____
e. _____ of _____		M F	_____	_____	_____

18. The designation of the administrative organization of the structure. (Please check)

- a. _____ Single administrative unit (one chief administrator)
- b. _____ Dual administrative unit
- c. _____ Other (Please specify)

PART B. Physical Education Units as Separate Entities

DIRECTIONS: Please complete the following items which pertain directly to the College, School, Department, or Division of Physical Education, as a separate and distinct entity. All respondents must complete the items pertinent to your own physical education unit. (This section deals only with a specialization in physical education.) Note: If there are two separate departments of physical education -- Men's and Women's -- please indicate this in the appropriate blanks. (Example: College, School, Department, or Division of Physical Education)

19. The title(s) of the physical education unit(s) is (are) _____ and _____
 (Write only one title in the first blank for a single administrative unit.)

PHYSICAL EDUCATION UNITS AS SEPARATE ENTITIES CONTINUED . . .

24. The undergraduate professional preparation program in physical education is structured and administered on a co-educational basis. (Please check)

(✓)

(✓)

a. _____ YES

b. _____ NO

Comments:

25. The graduate professional preparation program in physical education is structured and administered on a co-educational basis. (Please check)

(✓)

(✓)

a. _____ YES

b. _____ NO

Comments:

26. The general college (non-major) program in physical education is structured and administered on a co-educational basis. (Please check)

(✓)

(✓)

a. _____ YES

b. _____ NO

Comments:

27. Where is the athletic department located? (Please check)

(✓)

- a. _____ Physical education unit
- b. _____ Health, physical education, recreation structure
- c. _____ Other (Please specify)

28. The exact title of the athletic administrative structure is _____

29. The chief administrative officer of the athletic unit by title and sex.

(✓)

(Encircle)

- a. _____ Director of Athletics
- b. _____ Other (Please specify)

M F
M F

PHYSICAL EDUCATION UNITS AS SEPARATE ENTITIES CONTINUED . . .

30. The other administrative officers in the athletic unit by title and sex.

(✓)		(Encircle)
a. _____	Associate Athletic Director	M F
b. _____	Assistant Athletic Director	M F
c. _____	Other (Please specify)	
	_____	M F
	_____	M F

31. Are women's athletic programs located in the same administrative structure as the men's programs? (Please check)

(✓)		(✓)
a. _____	YES	b. _____
		NO

32. If the answer to item number 31 is "no", give the location of the women's athletic program.

33. Is the women's athletic program administered by a _____ man or a _____ woman?
(Please check)

PART C: Major Administrative Responsibilities

DIRECTIONS: Using the KEY given below, place the LETTER of each administrative position title in your physical education unit structure in the BLANK PRECEDING EACH NUMBERED STATEMENT THAT BEST DESCRIBES THE MAJOR RESPONSIBILITY OF THAT INDIVIDUAL ADMINISTRATOR. (Included in the KEY are titles of administrators who govern the operations of the physical education units in combination with other related disciplines, as well as in physical education units as separate entities).

NOTE: More than one letter may be placed in each blank, if the situation warrants their use.

KEY:

- A. Dean, College or School other than Physical Education
- B. Dean, Physical Education
- C. Director
- D. Head of Division
- E. Chairperson, Women's Department
- F. Chairperson, Men's Department
- G. Chairperson, Combined Departments
- H. Coordinator
- I. Other (Please specify the title in the blank provided on the extreme right of each statement.)

MAJOR ADMINISTRATIVE RESPONSIBILITIES CONTINUED . . .

Letter (Use Key)	<u>Major Responsibility</u>	Title of "Other"
_____	34. The recommendation to the _____, the immediate superior officer in the scalar organization, for the selection and employment of professional physical education personnel.	_____
_____	35. The recommendation to the _____, the immediate superior officer in the scalar organization, for the dismissal of professional physical education personnel.	_____
_____	36. The recommendation to the _____, the immediate superior officer in the scalar organization, for salary increments, promotion, and tenure of professional personnel.	_____
_____	37. The determination of course schedule.	_____
_____	38. The determination of professional physical educators teaching assignments and schedules.	_____
_____	39. The formulation of the policies of the physical education unit for presentation to the faculty, Dean, Vice-President of Academic Affairs, or the President for consideration.	_____
_____	40. Service as a chief advisor to the _____, the immediate superior officer in the scalar organization, in matters pertaining to the activities of the physical education unit.	_____
_____	41. The transmission to the _____, the immediate superior officer in the scalar organization, of the budget recommendations of the physical education unit.	_____
_____	42. Service as a member of the central administrative college/university cabinet.	_____
_____	43. The determination of the priorities for the purchase of supplies and equipment.	_____
_____	44. The supervision of maintenance and use of facilities and equipment.	_____
_____	45. The conduct of the business affairs of the physical education unit (correspondence, records, reports, etc.)	_____

MAJOR ADMINISTRATIVE RESPONSIBILITIES CONTINUED . . .

- _____ 46. The assignment of students to classes. _____
- _____ 47. The supervision of curricular matters of the physical education unit. _____
- _____ 48. Other (Please specify) _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

PART D. Structural Reorganization of Physical Education Units

DIRECTIONS: Please answer the following items as completely as possible.

49. The present organizational structure of your college, school, department, or division of physical education unit has been in operation for _____ number of years.

50. Are you presently making preparation for a structural reorganization of your college, school, department, or division of physical education? (Please check)

(✓)

(✓)

a. _____ YES

b. _____ NO

51. If the answer to question 50 is "yes", describe the nature and scope of the reorganizational pattern. (Please include a copy or drawing of the reorganization chart, if available.)

RETURN BY NOVEMBER 20, 1974

APPENDIX C
SUMMARY TABLES

TABLE 28

THE STATE IN WHICH THE INSTITUTION IS LOCATED

State	Questionnaires	Questionnaires	Usable	
	Sent N	Returned N	(%)	Questionnaires N (%)
Alabama	3	2	(67)	2 (67)
Alaska*	-	-	-	-
Arkansas**	2	-	-	-
Arizona	3	1	(33)	1 (33)
California	16	11	(69)	11 (69)
Colorado	3	2	(67)	2 (67)
Connecticut	3	1	(33)	1 (33)
Delaware	1	1	(100)	1 (100)
Florida	8	5	(63)	3 (38)
Georgia	2	1	(50)	1 (50)
Hawaii*	-	-	-	-
Idaho	2	1	(50)	1 (50)
Illinois	6	4	(67)	4 (67)
Indiana	4	2	(50)	2 (50)
Iowa	2	1	(50)	1 (50)
Kansas	6	3	(50)	2 (33)
Kentucky	4	2	(50)	2 (50)

TABLE 28 (Continued)

State	Questionnaires Sent		Questionnaires Returned		Usable Questionnaires Returned	
	N		N	(%)	N	(%)
Louisiana	8		2	(25)	1	(13)
Maine	2		2	(100)	1	(50)
Maryland	4		2	(50)	1	(25)
Massachusetts	3		2	(67)	2	(67)
Michigan	7		4	(57)	4	(57)
Minnesota	5		3	(60)	3	(60)
Mississippi	2		2	(100)	2	(100)
Missouri	6		1	(20)	1	(20)
Montana	2		2	(100)	2	(100)
Nebraska	3		2	(67)	2	(67)
Nevada	2		1	(50)	1	(50)
New Hampshire **	1		-	-	-	-
New Jersey	5		3	(60)	2	(40)
New Mexico**	2		-	-	-	-
New York	8		6	(75)	5	(63)
North Carolina	6		3	(50)	3	(50)
North Dakota	2		1	(50)	1	(50)
Ohio	8		4	(50)	4	(50)

TABLE 28 (Continued)

State	Questionnaires Sent		Questionnaires Returned		Usable Questionnaires Returned	
	N		N	(%)	N	(%)
Oklahoma	4		3	(75)	3	(75)
Oregon	4		3	(75)	2	(50)
Pennsylvania	6		2	(33)	2	(33)
Rhode Island**	1		-	-	-	-
South Carolina	1		1	(100)	1	(100)
South Dakota	3		1	(33)	-	-
Tennessee	7		4	(57)	4	(57)
Texas	16		9	(56)	9	(56)
Utah	2		2	(100)	2	(100)
Vermont*	-		-	-	-	-
Virginia	4		1	(25)	1	(25)
Washington	5		2	(40)	2	(40)
West Virginia	2		2	(100)	2	(100)
Wisconsin**	2		1	(50)	-	-
Wyoming	<u>1</u>		<u>1</u>	<u>(100)</u>	<u>1</u>	<u>(100)</u>
Total (47 States)	199		109	(55)	98	(49)

TABLE 28 (Continued)

* States not surveyed because of institutional failure to meet the established criteria.

** States not responding.

TABLE 29

FULL-TIME ADMINISTRATIVE CABINET OFFICERS

Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	F	M	(%)	F	(%)
Vice-President	24	-	25	2	13	-	247+	9	309+	(33)	11	(1)
Vice-Chancellor	-	-	-	-	-	-	34	1	34	(4)	1	(0) ^a
Dean	21	3	28	5	9	1	361	35	419	(45)	44	(5)
Other												
Administrative Assistants	-	-	-	-	-	-	4	2	4		2	
Provost	1	-	-	-	1	-	15	-	17		-	
Assistant Vice-President	3	-	-	-	4	-	3	-	10		-	
Associate Vice President	1	-	-	-	-	-	3	1	4		1	

TABLE 29 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	T	M	(%)	F	(%)
Executive Assistant to President	-	1	-	-	-	-	-	-	-	-	-	1
Assistant Dean	-	1	-	-	-	-	-	-	-	-	-	1
Affirmative Action Officer	-	1	-	-	-	-	-	-	-	-	-	1
Associate Vice-Chancellor	-	-	-	-	-	-	2	-	2	-	-	-
Assistant to President	-	-	-	-	-	-	1	1	1	1	1	1
Registrar	-	-	1	-	-	-	-	-	1	-	-	-
Director of Development	-	-	1	-	-	-	-	-	1	-	-	-

TABLE 29 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	F	M	(%)	F	(%)
Head Librarian	-	-	-	1	-	-	-	-	-		1	
Associate Dean	-	-	-	-	-	-	4	2	4		2	
Vice- Provost	-	-	-	-	3	-	-	-	3		-	
Associate Chancellor	-	-	-	-	-	-	2	-	2		-	
Assistant Chancellor	-	-	-	-	-	-	3	1	3		1	
Director of Personnel	-	-	-	-	-	-	3	1	3		1	
Director of Institutional Research	-	-	-	-	-	-	1	1	1		1	

TABLE 29 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	F	M	(%)	F	(%)
Director of Housing	-	-	-	-	-	-	-	-	-	-	-	-
Director of Public Relations	-	-	-	-	-	-	-	-	-	-	-	-
Special Director	-	-	-	-	-	-	4	1	4		1	
Director of Summer Sessions	-	-	-	-	-	-	-	1	-		1	
Director of Equal Employment Opportunity	-	-	-	-	-	-	-	1	-		1	
Business Manager	1	-	-	-	-	-	1	-	2		-	

TABLE 29 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M	F	M	F	M	F	M	F	M (%)	F (%)
Director of University Relations	-	-	-	-	-	-	1	-	1	-
Director of Athletics	-	-	-	-	-	-	1	-	1	-
Assistant Vice-Chancellor	-	-	-	-	-	-	5	-	5	-
Representatives from the Community-at-Large	-	-	-	-	-	-	12	4	12	4
Comptroller	-	-	-	-	-	-	1	-	1	-

TABLE 29 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M	F	M	F	M	F	M	F	M (%)	F (%)
Directors	-	-	-	-	-	-	11	-	11	-
Total	51	6	55	8	30	1	719	61	855+ (92)	76 (8)
Grand Total	57		63		31		780		931+ (100)	
No Response	-		1		-		2		3	

^a .1 percent

TABLE 30

FULL-TIME ADMINISTRATIVE OFFICERS OF PROFESSIONAL, LIBERAL ARTS,
APPLIED SCIENCE, AND OTHER UNITS BY TITLE, NUMBER, SEX

Title	Large College				Large University				Very Large College				Very Large University				Total			
	M		F		M		F		M		F		M		F		M		F	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Dean	53	(84)	3	(5)	32	(73)	7	(6)	25	(96)	1	(4)	615	(88)	55	(8)	725	(87)	66	(8)
Other																				
Provost	-	-	-	-	-	-	-	-	-	-	-	-	4	(1)	1	(0) ^b	4	(1)	1	(0) ^b
Assoc. Dean	7	(11)	-	-	-	-	-	-	-	-	-	-	18	(3)	2	(0) ^c	25	(3)	2	(0) ^c
Director of Library	-	-	-	-	-	-	-	-	-	-	-	-	1	(0) ^b	-	-	1	(0) ^b	-	-
Division Chair- persons	-	-	-	-	5	(11)	-	-	-	-	-	-	-	-	-	-	5	(1)	-	-

TABLE 30 (Continued)

Title	Large College		Very University		Very Large College		Very Large University		Total				
	M	F	M	F	M	F	M	F	M	F			
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)			
Department Head	-	-	-	-	-	-	-	-	1 (0) ^b	-	1 (0) ^b	-	-
Total	60 (7)	3 (0) ^a	37 (4)	-	25 (3)	1 (0) ^b	639 (77)	58 (7)	761 (92)	69 (8)			
Grand Total	63 (8)		44 (5)		26 (3)		697 (84)		830 (100)				
No Response	-		1		-		4		5				

^a .4 percent

^b .1 percent

^c .2 percent

TABLE 31

ADMINISTRATIVE OFFICERS OF ACADEMIC UNITS WITHIN SCHOOLS, COLLEGES, OR LIKE UNITS
IN THE INSTITUTION BY GENERAL TITLE, NUMBER, AND SEX

Title	Large College				Large University				Very Large College				Very Large University				Total			
	M		F		M		F		M		F		M		F		M		F	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Director	133	(79)	6	(4)	48	(44)	6	(5)	24	(37)	10	(15)	299	(29)	26	(2)	504	(36)	48	(3)
Department Chair- person	16	(9)	1	(1)	30	(27)	5	(5)	30	(46)	1	(2)	468	(45)	61	(6)	544	(39)	68	(5)
Department Head	-	-	-	-	17+	(15)	4	(4)	-	-	-	-	148	(14)	6	(1)	165	(12)	10	(1)
Coordinator	3	(2)	1	(1)	-	-	-	-	-	-	-	-	-	-	-	-	3	(0) ^a	1	(0) ^b
Assistant Director	1	(1)	3	(2)	-	-	-	-	-	-	-	-	-	-	-	-	1	(0) ^b	3	(0) ^b
Head or Curriculum Chairperson	-	-	-	-	-	-	-	-	-	-	-	-	22	(2)	15	(1)	22	(2)	15	(1)
Other	2	(1)	1	(1)	-	-	-	-	-	-	-	-	-	-	-	-	2	(0) ^c	2	(0) ^b
Total	155	(11)	12	(1)	95+	(7)15	(1)	(1)	54	(4)	11	(1)	937	(67)108	(8)	(8)1241	(89)	146	(11)	

TABLE 31 (Continued)

Title	Large College		Large University		Very Large College		Very Large University		Total	
	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)	M N (%)	F N (%)
Grand Total	167 (12)		110 (8)		65 (5)		1045 (75)		1387 (100)	
Information not available	1		-		-		3		4	
None	1		-		-		1		2	
No Response	<u>2</u>		<u>3</u>		<u>2</u>		<u>33</u>		<u>40</u>	
Total	4		3		2		37		46	

^a .2 percent

^b .07 percent

^c .1 percent

TABLE 32

THE MAJOR ACADEMIC AREAS WITHIN THE INSTITUTION BY NUMBER, GENERAL TITLE,
AND TO WHOM THE CHIEF EXECUTIVE IN EACH AREA REPORTS DIRECTLY

Number of Institutions Reporting	Number of Academic Areas	Title of Academic Area	Academic Officer to Whom the Chief Executive Reports
A. Large College			
7 (70%)	29	Schools	Vice President, Academic Affairs and Provost
6 (60%)	101+	Departments	Dean or Division Chairpersons
5 (50%)	11	Divisions	President/Vice-President, Provost, or Deans
No Response:	0		
B. Large University			
5 (63%)	18+	Colleges	Vice-President for Academic Affairs
4 (50%)	12+	Schools	Vice-President for Academic Affairs or Deans
3 (38%)	39+	Departments	Vice-President for Academic Affairs or Deans

TABLE 32 (Continued)

Number of Institutions Reporting	Number of Academic Areas	Title of Academic Area	Academic Officer to Whom the Chief Executive Reports
1 (13%)	All	Areas	Deans or Division Heads
3 (38%)	4+	Divisions	Academic Dean or Deans of Colleges
1 (13%)	1	Institute of Health Science	President
No Response: 2			
C. Very Large College			
1 (25%)	4	Colleges	Vice-President and Provost
3 (75%)	11+	Schools	Vice-President for Academic Affairs
4 (100%)	62+	Departments	Deans of Schools or Colleges
2 (50%)	1+	Divisions	Division Head or Department Chairpersons
1 (25%)	All	Centers	Vice-President and Provost

TABLE 32 (Continued)

Number of Institutions Reporting	Number of Academic Areas	Title of Academic Area	Academic Officer to Whom the Chief Executive Reports
No Response: 0			
D. Very Large University			
54 (81%)	230+	Colleges	President; Vice-President and Provost; Vice President or President; Vice-Presidents; Vice-Chancellors; Vice-President for Academic Affairs, Executive Vice-President, or President; Vice-President for Academic Affairs; Provosts; Provost and Dean, College of Letters and Science; Academic Deans
49 (73%)	192+	Schools	President; Vice-President for Academic Affairs; Vice-Chancellor for Academic Affairs; Provost; Vice-President for Academic Affairs, Executive Vice-President, or President; Academic Deans; Deans; College Deans
48 (72%)	1369+	Departments	Deans of Schools and/or Colleges; Division Directors; Vice-Presidents; Provosts

TABLE 32 (Continued)

Number of Institutions Reporting	Number of Academic Areas	Title of Academic Area	Academic Officer to Whom the Chief Executive Reports
23 (34%)	30+	Divisions	Vice-President and President; Chancellor; Vice-Chancellors; Provosts; Deans of Schools or Colleges; Vice-Presidents
			E. Other
7 (10%)	14	Directors	President, Vice-President for Academic Affairs, or Dean of Schools and Colleges
	1	Center for Learning and Teaching	Vice-President for Academic Affairs
	5	Centers	Associate Vice-President for Academic Affairs
	11	Areas	Deans of Colleges
	10	Inter-disciplinary	Deans and/or Provost
	1	International	Unknown

TABLE 32 (Continued)

Number of Institutions Reporting	Number of Academic Areas	Title of Academic Area	Academic Officer to Whom the Chief Executive Reports
	1	Center	Dean, College of Education
No Response: 7			

TABLE 33

THE COLLEGE, SCHOOL, DEPARTMENT, OR DIVISION
 WITHIN THE INSTITUTION IN WHICH
 THE PHYSICAL EDUCATION
 UNIT RESIDES

Number of Institutions	Title of the Physical Education Unit	Location of the Physical Education Unit
A. Large College		
2	School of HPER	Autonomous
1	Division of HPER	Autonomous
4	Department of HPER	College of Education (1); School of Education (2); Division of Education (1)
1	Division of HPER	School of Education
1	Division of HPER and Athletics	School of Applied Arts and Sciences
1	Division of HEPE and Leisure Services	School of Professional Studies
Total 10		
B. Large University		
1	College of HPER	Autonomous
3	Department of HPER	College of Education (1); School of Behavioral Sciences (1)
1	Department of PE	School, unknown (1)

TABLE 33 (Continued)

Number of Institutions	Title of the Physical Education Unit	Location of the Physical Education Unit
1	Department of PER	College of Human Development and Learning (1)
1	Department of HPE	College of Education (1)
1	Dual Departments of PE	Division of Education and Psychology (1)
<u>2</u>	Division of HPER	College of Education (2)
Total 10		

C. Very Large College

1	School of HPER	Autonomous
3	Department of HPER	School of Education (1); School of Arts and Sciences (1); and School, unknown (1)
Total 4		

D. Very Large University

1	College of HPER	Autonomous
2	College of HPER and Dance	Autonomous
1	College of HPE	Autonomous
1	College of PE	Autonomous
1	College of Health	Autonomous
6	School of HPER	Autonomous

TABLE 33 (Continued)

Number of Institutions	Title of the Physical Education Unit	Location of the Physical Education Unit
1	School of PE	Autonomous
1	School, unknown	Autonomous
1	Division of HPER	Autonomous
1	Division of HPE and Athletics	Autonomous
1	Division of HPER and Park Administration	Autonomous
1	Division of PER and Athletics	Autonomous
1	Department of HPE	Autonomous
1	Department of PE and Athletics	Autonomous
2	School of HPER	College of Education (2)
1	School of PEA	College of Fine and Applied Arts (2)
1	School of HPER and Athletics	College of Education (1)
1	School of Health Education	College of Health Sciences (1)
1	Division of PER	College of Education (1)
1	Division of HPER	School of Education (1)

TABLE 33 (Continued)

Number of Institutions	Title of the Physical Education Unit	Location of the Physical Education Unit
17	Department of HPER	College of Arts and Sciences and Education (1); College of Education (7); School of Education (3); College of Fine and Applied Arts (1); College of Arts and Sciences (2); College of Applied Science and Technology (1); College for Human Resource Development (1); College of Liberal Arts (1)
1	Dual Departments of HPER	College of Arts and Sciences (1)
6	Department of HPE	College, unknown (1); College of Education (3); School of Education (2)
1	Department of HPE for Women	School of Education (1)
1	Department of HPER and Safety	College of Arts and Sciences (1)
1	Dual Departments: PE and Athletics for Men PE for Women	College of Education (1)
1	Dual Departments: HPE and Athletics for Men HPE for Women	School of Special Arts and Sciences (1)

TABLE 33 (Continued)

Number of Institutions	Title of the Physical Education Unit	Location of the Physical Education Unit
17	Department of HPER	College of Arts and Sciences and Education (1); College of Education (7); School of Education (3); College of Fine and Applied Arts (1); College of Arts and Sciences (2); College of Applied Science and Technology (1); College for Human Resource Development (1); College of Liberal Arts (1)
1	Dual Departments of HPER	College of Arts and Sciences (1)
6	Department of HPE	College, unknown (1); College of Education (3); School of Education (2)
1	Department of HPE for Women	School of Education (1)
1	Department of HPER and Safety	College of Arts and Sciences (1)
1	Dual Departments: PE and Athletics for Men PE for Women	College of Education (1)
1	Dual Departments: HPE and Athletics for Men HPE for Women	School of Special Arts and Sciences (1)

TABLE 33 (Continued)

Number of Institutions	Title of the Physical Education Unit	Location of the Physical Education Unit
9	Department of PE	College of Education (3); School of Education (1); College of Professional Studies (1); Division of Natural Science and Mathematics (1); School of Science (1); College of Humanities and Social Science (1); College of Letters and Science (1)
1	Department of PE and Athletics	School of Fine and Applied Arts (1); College of Education (1); College of Liberal Arts (1); College, unknown (1)
1	Department of Kinesiology	Division of Life Sciences (1)
1	Department of Movement, Health, and Leisure	School of Education (1)
1	Departments of Ergonomics and Physical Activity	No Response
1	Departments of Sports Studies and Professional Preparation in Physical Education	No Response
1	Area of HPER	College of Education
Total	74	
Grand Total	98	

TABLE 34

FACULTY BY RANK AND SEX

Rank or Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	F	M	(%)	F	(%)
Instructor	30	28	18	10	8	19	26	41	82	(46)	98	(54)
Assistant Professor	72	26	21	17	146	33	298	220	537	(64)	296	(36)
Associate Professor	45	21	11	6	172	25	198	113	426	(72)	165	(28)
Professor	29	18	9	3	112	17	175	99	325	(70)	137	(30)
Other Part-Time	3	10	2	1	-	-	47	29	52	(57)	40	(43)
Leave of Absence	-	2	-	-	-	-	-	-	-	-	2	(100)
Lecturer	1.5	-	-	-	-	-	25	16	26.5	(62)	16	(38)

TABLE 34 (Continued)

Rank or Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	F	M	(%)	F	(%)
	Artist-in-Residence	-	-	-	1	-	-	-	-	-	-	1
Accompanist and Composer	-	-	1	1	-	-	-	-	1	(50)	1	(50)
Ballet Master	-	-	-	-	-	-	1	-	1	(100)	-	-
Specialist/ Special Instructor	-	-	-	-	-	-	4	2	4	(67)	2	(33)
Professor Emeritus	-	-	-	-	-	-	3	-	3	(100)	-	-
Post-Doctoral Fellow	-	-	-	-	-	-	-	1	-	-	1	(100)
Visiting Professor	-	-	-	-	-	-	2	1	2	(67)	1	(33)
Adjunct Professor	-	-	-	-	-	-	33	20	33	(62)	20	(38)

TABLE 34 (Continued)

Rank or Title	Large College		Large University		Very Large College		Very Large University		Total			
	M	F	M	F	M	F	M	F	M	(%)	F	(%)
Supervisor or Lecturer	-	-	-	-	-	-	27	6	27	(82)	6	(18)
Recreation	-	-	-	-	-	-	1	-	1	(100)	-	-
Coaches (no rank)	-	-	-	-	-	-	19	-	19	(100)	-	-
Teaching Assistants	-	-	-	-	-	-	9	3	9	(75)	3	(25)
Total	180.5	105	62	39	438	94	868	551	1548.5	(66)	789	(34)
Grand Total	285.5 (12%)		101 (4%)		532 (23%)		1419 (61%)		2337.5 (100)			
No Response	1		4		-		20		25			

TABLE 35

THE OFFICER TO WHOM THE CHIEF ADMINISTRATOR OF THE
PHYSICAL EDUCATION UNIT REPORTS

Title	Large College	Large University	Very Large College	Very Large University	Total
<u>Dean</u>					
Division of HPER	1	-	-	-	1
School of Education	3	-	1	9	13
Applied Arts and Sciences	1	-	-	-	1
College of Education	1	4	-	16	21
Professional Studies	1	-	-	-	1
College of Human Devel- opment and Learning	-	1	-	-	1
School of Behavioral Sciences	-	1	-	-	1
Arts and Sciences	-	-	1	-	1
School of Science	-	-	-	1	1
College of the University	-	-	-	1	1

TABLE 35 (Continued)

Title	Large College	Large University	Very Large College	Very Large University	Total
College of Arts and Sciences and Education	-	-	-	1	1
of the University	-	-	-	1	1
College of Arts and Sciences	-	-	-	4	4
Fine and Applied Arts	-	-	-	2	2
Academic Programs	-	-	-	1	1
College of Human Resources Development	-	-	-	1	1
College of Applied Science and Technology	-	-	-	1	1
of Instruction	-	-	-	1	1
(Untitled)	-	-	-	1	1
College of Liberal Arts	-	-	-	1	1
School of Profes- sional Studies and Executive Vice President	-	-	-	1	1
School of Natural Science and Mathematics	-	-	-	1	1

TABLE 35 (Continued)

Title	Large College	Large University	Very Large College	Very Large University	Total
<u>VICE PRESIDENT</u>					
Academic Affairs	1	-	1	5	7
Academic Affairs and President	-	1	-	-	1
Health Sciences	-	-	-	2	2
Health Affairs	-	-	-	1	1
Academic Affairs and Provost	-	-	-	1	1
<u>OTHER</u>					
Provost of Academic Affairs	1	-	-	5	6
Director of Athletics	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>
Total	9	7	3	58	77
Percentage	(12)	(9)	(4)	(75)	(100)
No Response	1	3	1	16	21

TABLE 36

THE TITLE OF THE PHYSICAL EDUCATION UNITS
AS SEPARATE ENTITIES

Title	Large College	Large University	Very Large College	Very Large University	Total
Department of HPER	2	1	-	10	13
Department of HPE	2	1	-	3	6
Department of PER	-	1	-	-	1
Department of PEA	-	-	-	1	1
Department of PE	2	4	3	20	29
Dual Departments of PE	2	2	-	16	20
Department of Human Movement	-	-	-	1	1
Dual Departments of HPE for Men and PEA for Women	-	-	-	1	1
Department of PE and Men's Athletics	-	-	-	1	1
Dual Departments of HPE	-	-	-	1	1
Department of Kinesiology	-	-	-	1	1

TABLE 36 (Continued)

Title	Large College	Large University	Very Large College	Very Large University	Total
Division of HPERA	1	-	-	-	1
Division of HPER	-	-	-	1	1
Division of PE	-	-	-	4	4
Dual Divisions of PE	-	-	1	-	1
Dual Divisions of HPE	-	-	-	1	1
Dual Units of PE	-	-	-	2	2
Program of PE	-	-	-	1	1
Area of HPER	-	-	-	1	1
PE Unit in Department	-	-	-	1	1
College of HPE	-	-	-	1	1
School of PE	-	-	-	1	1
Departments of Physical Activity and Ergonomics	-	-	-	1	1
Total	9	9	4	69	91
Percentage	(10)	(10)	(4)	(76)	(100)
No Response	1	1	-	5	7

TABLE 37

THE TITLES OF THE ATHLETIC UNITS

Title	Large College	Large University	Very Large College	Very Large University	Total
Department of Intercollegiate Athletics	1	-	-	11 ^a	12
Athletics	2	-	1	-	3
Department of Athletics	2	2	2	19	25
Department of Women's Athletics	-	1	-	-	1
Department of Intercollegiate Athletics for Men and Women	-	-	-	2	2
Department of Athletics and Physical Development Programs	-	-	-	1	1
Office of Intercollegiate Athletics	1	-	-	-	1
Division of Athletics	-	1	-	6	7
Women's Athletics	1	-	-	-	1

TABLE 37 (Continued)

Title	Large College	Large University	Very Large College	Very Large University	Total
Intercollegiate Athletics for Men and Women	-	1	-	1	2
Men's Athletics and Women's Intercollegiate Sports	-	-	1	-	1
Office of Athletics	-	-	-	2	2
Division of PERA	-	-	-	1	1
Women's Inter- collegiate Sports	-	-	-	2	2
Intercollegiate Athletics	-	-	-	5	5
Department of HPERA	-	-	-	1	1
Women's Inter- collegiate Athletics-	-	-	-	1	1
Division of Intercollegiate Athletics	-	-	-	2	2
Departments of Health and Women's PE and Men's PE and Athletics	-	-	-	1	1
Athletic Association	-	-	-	1	1

TABLE 37 (Continued)

Title	Large College	Large University	Very Large College	Very Large University	Total
Departments of PEA for Men and PE for Women	-	-	-	1	1
Department of Athletics and Women's PE	-	-	-	1	1
Campus Committee	-	-	-	1	1
Athletics in PE Department	-	-	-	1	1
Director of Athletics in HPER or PE	-	2	-	-	2
Director of Separate Athletic Unit	-	2	-	-	2
Director of Athletics	-	-	-	1	1
USC Roundhouse	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>
Total	7	9	4	62	82
Percentage	(9)	(11)	(5)	(75)	(100)
Unknown	-	-	-	2	2
No Response	3	1	-	10	14

^aExtramurals is changing to women's athletics in one institution.

TABLE 38

THE LOCATION OF THE WOMEN'S ATHLETIC PROGRAMS

Location	Large College	Large University	Very Large College	Very Large University	Total N	(%)
Combined male and female athletic unit	6	5	4	32	47	(51)
Separate athletic unit for women	4	5 ^a	-	34 ^b	43	(47)
Both male and female athletic units	-	-	-	2	2	(2)
Total	10	10	4	68	92	(100)
No Response	-	-	-	6	6	

^aProgram belongs predominantly to women; a few men compete in certain athletic events.

^bPrograms located in women's physical education department.

TABLE 39

THE LOCATION OF THE WOMEN'S ATHLETIC PROGRAMS EXTERNAL
TO THE CO-EDUCATIONAL ATHLETIC STRUCTURES

Location	Large College	Large University	Very Large College	Very Large University	Total
Department of Physical Education	1	1	-	6 ^a	8
Women's Head	1	-	-	-	1
Women's Recreation Association	1 ^b	-	-	-	1
Women's Physical Education Department	1	2	-	8	11
Department of HPER	-	1	-	6 ^{c, d}	7
Separate Unit	-	1	-	1	2
College of HPERD	-	-	-	1	1
Department of Women's HPE	-	-	-	1	1
Department of HPE	-	-	-	1	1
Student Services	-	-	-	1	1
Division of Intercollegiate Athletics	-	-	-	1	1

TABLE 39 (Continued)

Location	Large College	Large University	Very Large College	Very Large University	Total
Division of Physical Education	-	-	-	1	1
Women's Extramural Program in Physical Education	-	-	-	1	1
Campus Sports and Recreation	-	-	-	1	1
Division of HPE for Women	-	-	-	1	1
Division of Intramurals, School of HPER	-	-	-	1 ^e	1
Total	4	5	-	31	40
Unknown	-	-	-	2	2
No Response	-	-	-	1	1

^aOne institution reports only five sports in department of athletics.

^bSoon to be restructured.

^cProbably will be separate unit in '75 - '76 in one institution.

^dOne institution has women's track in department of athletics.

^eWill be with men in '75.

TABLE 39 (Continued)

Location	Large College	Large University	Very Large College	Very Large University	Total
Division of Physical Education	-	-	-	1	1
Women's Extramural Program in Physical Education	-	-	-	1	1
Campus Sports and Recreation	-	-	-	1	1
Division of HPE for Women	-	-	-	1	1
Division of Intramurals, School of HPER	-	-	-	^e 1	1
Total	4	5	-	31	40
Unknown	-	-	-	2	2
No Response	-	-	-	1	1

^aOne institution reports only 5 sports in department of athletics.

^bSoon to be restructured.

^cProbably will be separate unit in '75 - '76 in one institution.

^dOne institution has women's tract in department of athletics.

^eWill be with men in '75.

TABLE 40

THE GENDER IDENTIFICATION OF ADMINISTRATORS OF
WOMEN'S ATHLETIC PROGRAMS

	Large College	Large University	Very Large College	Very Large University	Total N	Total (%)
Male	2	3 ^b	-	10 ^c	15	(17)
Female	8 ^a	6	4	57 ^d	75	(82)
Male and Female	<u>-</u>	<u>-</u>	<u>-</u>	<u>1^e</u>	<u>1</u>	<u>(1)</u>
Total	10	9	4	68	91	
No Response	-	1	-	6	7	

^aA woman who reports to a male chairman of the department of intercollegiate athletics (1 institution).

^bPlanned by woman; approved by male athletic director (1 institution).

TABLE 40 (Continued)

^cFinal authority by male athletic director (1 institution); associate athletic director is female in one institution; one institution has female assistant athletic director, but male handles women's sports; coordinated by a woman in one institution; male intramural director with female coaches in one institution.

^d"Only because we demand it." (1 institution); work is done by female assistant, but male athletic director has final jurisdiction (1 institution); presently coordinated by female faculty member (1 institution).

^eMale in charge of sports in physical education department; and, female coordinates sports in athletic department in one institution.