

# Girls Can Play Too: How Does Title IX Fit in with Athletics at St. Olaf?

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## Abstract:

This paper is going to explore Title IX's impact on collegiate sports and how differently the title is perceived by different people. Title IX is the law that requires colleges receiving federal funds to provide equitable sports opportunities for women. I will be focusing on Title IX at St. Olaf, but will also explore some aspects of Division I schools to compare how differently the same law is played out in different settings. I found that Title IX has done tremendous things, and created immense amounts of opportunity, but still has a way to go. Men and women alike agree that Title IX is a terrific law, but sometimes the way it is implemented causes problems and further set-backs.

## The Setting/Community:

St. Olaf College is made up of about 40 % males and 60% females. It is a very liberal school and is interested in creating opportunities for everyone. Because St. Olaf is so concerned with providing opportunities for each person, it is easy to believe that the athletic community works harmoniously as a team to create this opportunity within their department. The group that I studied consists of St. Olaf's athletic administrators. Their group is made up of 18 coaches (five women and twelve men for twenty-seven teams), plus an athletic director, a campus activities director, two athletic trainers, an academic assistant, and more. I spoke with five male coaches (who are involved with 7 of the men's teams and 2 of the women's teams) and 4 female coaches (who are involved with 4 of the women's teams), plus the athletic director, the director of campus activities, one of the athletic trainers, and the administrative assistant of the department. This is a typical St. Olaf community, a group of people who all work together in the best interest of the athletes on campus. Each coach wants the best for their own team, but at the same time fully supports the other teams, and is willing to work together and share the limited facilities we have on campus. I thought this group would allow me to get closer to the underlying problems dealing with Title IX, rather than the problems at the surface, like why the men's soccer team gets pizza after a road trip when the girls get bag lunches. Title IX is more of an emotional issue, and the pioneers who have fought for what we have today should be recognized. The following is a breakdown of the Head coaches of both men's and women's teams at St. Olaf,

based on the Higher Education Act Reporting.

#### Head Coaches of Men's Teams

	Male coaches head count	Female coaches head count
Baseball	1	
Basketball	1	
Football	1	
Golf	1	
Ice Hockey	1	
Skiing: Alpine	1	
Soccer	1	
Swimming/Diving	1	
Tennis	1	
Track & Field, CC	2 (same coach for both)	
Wrestling	1	
Other: Nordic	1	
Total Coaching Positions	13	

#### Head Coaches of Women's Teams

	Male Coaches-Head Count	Female Coaches-
Head Count		
Basketball	1	
Golf	1	
Ice Hockey	1	
Skiing: Alpine	1	
Soccer	1	
Softball	1	
Swimming/Diving	1	
Tennis	1	
Track & Field, CC	2 (same coach for both)	
Volleyball	1	
Other: Nordic	1	
Total Coaching Positions	6	6

See Appendix A to see the make-up of male and female athletes for each sport. I learned that these people work in an environment in which they sit down and make decisions together, for example, about the facilities they have to share. More specifically, the field-house is rotated for each team throughout the week; so say the men's track team gets it at 3:00pm on Mondays, then they would have it at 6:00pm on Tuesdays, and maybe 10:00pm on Wednesdays. It is done this way so that no team gets the best time slot every day. The teams also rotate the locker rooms in Skoglund every few years so that no one team

gets the better locker room facility more often than the others. From my perspective it seems like the group as a whole gets along well, and enjoys working together.

### The Problem:

The St. Olaf men's and women's tennis teams went to Bethel together to play their respective matches. The men's team played in a great facility at a club, and the women's team played in the Bethel field house on a wooden floor. What is wrong with this scenario? When I first began my research, I planned on uncovering why the women's athletic teams at St. Olaf are treated more poorly than the men's teams. I thought there would be a lot to uncover within this topic, like why the men get a lot more money, better equipment, and more perks in general. This is a general perception among the female athletes on campus. And after hearing about the episode at Bethel, I thought I would be able to discover a lot on this topic at St. Olaf. As I got further into my research, I found that this was a dead end road. St. Olaf does not treat their men's and women's teams extremely different, in fact they are treated very similarly. Cindy Book, the Athletics Director said that St. Olaf is equal in all eleven program areas for men and women, that the Intercollegiate Athletics Policy Interpretation uses to analyze for compliance, which include: equipment and supplies; scheduling of games and practice time; travel and per diem allowances; tutoring; coaching; locker rooms, practice and competitive facilities; medical and training facilities and services; housing and dining facilities and services; publicity; support services; and recruitment of student-athletes. It is not law to be equal in each of these program areas, yet St. Olaf makes the effort to be equal here. There is no huge difference in funding for male and female teams either. Some of the women's teams even get more than their respective men's teams, for example, women's basketball, nordic skiing, and ice hockey each received more money per capita for their teams in the academic year 2000/2001 (Higher Education Act Reporting [HEAR], 2001). This definitely does not make up for the rest of the female teams who have male counterparts and receive significantly less money, but it proves that in some cases women actually do receive more than men (See Appendix B for a break down of the operating expenses per team).

After finding out that my first plan wasn't going to lead me anywhere at St. Olaf, I decided to look at Title IX in a broader sense, and get a feel for how it has impacted our school. From there I went to some literature, and tried to find some problems that others have explored which might also work for me to investigate at St. Olaf.

Douglas Van Everen, the head of College Gymnastics Association said that

“the current interpretation of Title IX is wrong and needs to be changed, quickly (Moyer, 2002).” In the same article, a wrestling coach exclaimed that the way Title IX is being enforced today, is discrimination. I found this idea to be a common theme throughout most of the literature that I investigated. Because it seemed to be such a common issue, I decided to include it in my research of St. Olaf. This will be investigated in depth in the findings section.

The main problem that I found with Title IX, centers around the first prong of compliance. In order to comply with the title, a school must meet one of these three methods (Bonnette 1994):

1. Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students; or
2. Demonstrate a history and continuing practice of program expansion for the underrepresented sex; or
3. Fully and effectively accommodate the interests and abilities of the underrepresented sex.

\*It's important to recognize that the law (as well as these prongs) only apply to recognized varsity sports. Club and intramural sports are not funded directly by the school, instead they receive some funding from the student government. Most schools seem to overlook the last two prongs, and then because they have close to 50/50 enrollment, they think they need to have 50/50 athletic participation. Rather than adding a women's sport now and then to show a history of program expansion or take a pole to check accommodation of the interests of the underrepresented sex, schools cut men's teams and they get closer to proportionality in that way. The problem is not Title IX, it is the way that the law is implemented at individual institutions.

The emphasis in college sport has turned to revenue production of spectator sports rather than on the lifelong benefits of sports participation (Birrell & Cole, 1994). This is another common problems dealing with Title IX. The proportionality rule almost always boils down to cutting teams because schools don't have the money to add a woman's team and keep the men's team. So, schools neglect all the benefits students gain by being athletes, and instead they worry about the money. They focus on keeping the football team afloat so that money will continue to come in. In all reality though, it has been proven that football rarely even supports their own team (see findings for more details).

#### Methodology:

I began my research by conducting some interviews with the students, the actual athletes, as well as the administrators. The students however, didn't

seem to have much of an opinion on the topic. Most of the athletes didn't know enough about Title IX to be able to discuss the issues in detail. Also, most of our athletes on campus are protected by their coaches from the problems dealing with Title IX. One track runner claimed "I've never had to worry about that stuff because my coach always takes care of it for us." Also, one hockey player didn't really even notice much of a difference in the program when the team was making their own ends meet versus when the school was funding it. Everything that Title IX provides for athletes today is basically taken for granted because athletes of my generation have always had these opportunities, so we are simply used to them being there.

After talking with several athletes, I decided to focus my research on the administrative community. As mentioned in the setting, I interviewed numerous coaches at St. Olaf to see what they thought about the title, and its implementation here at St. Olaf. I began each interview by having them sign a consent form, and then explained to them what my project was about. An example of the consent form follows:

I certify that I have had the nature and procedure of this study on athletics and Title IX, and problems with Title IX (specifically at St. Olaf) described to me. Jill Gauger has described the potential benefits and risks of my participation in this study, and has informed me that my data will be kept in confidence. I understand that this interview will help with the study of Title IX for So/An 373 instructed by Chris Chiappari.

Date:

Signature:

The main questions that I tried to ask everybody follow (but of course there was slight variation with each coach depending on which sport they coached):

1. What do you think about Title IX?
2. Do you think Title IX has unintended consequences?
3. What do you think about institutions cutting some men's programs like wrestling in order to provide for more female opportunities?
4. Do you think Title IX causes discrimination? (toward lower profile men's teams)
5. What do you believe is the cause of the growth of women's sports?
6. Do you think this would have happened without the help of Title IX?
7. What do you think about the new idea of getting rid of Title IX? (There is much

hostility coming from lower profile men's teams toward Title IX, and there is even a bill being discussed to eliminate the title)

8. How do you think this would affect St. Olaf athletics?
9. If Title IX were eliminated, do you think women would still have the opportunities they have today?
10. How do you feel about Title IX and St. Olaf?
11. Do you think there is a better way Title IX could be implemented (not based on proportions)?
12. Do you think Title IX is an effective law?
13. Does it cause more relief or more harm?

I also asked these questions of the athletic director and the director of campus activities. I chose these questions because I thought they were broad, open ended, and unbiased enough that each interviewee would be able to expand, and go off on what they felt would be the most important aspects of Title IX to discuss.

Within my findings I found a lot of uniformity in the responses to these questions. I usually only found variation when the topic of conversation strayed from the interview questions to more personal experiences and ideas. A huge weakness of this research was that many of the coaches did not want to be quoted or named for fear of being fired, or taken out of context. This says a lot about the power of Title IX. It's really hard to talk about my findings when I can't refer to specific interviews or points that certain interviewees brought up; however, after doing all my research, I understand where these coaches are coming from, Title IX is a very sensitive topic. As a result my write up will not include any quotes or specifics attributed to any of the individuals I spoke with, unless they gave the go ahead.

#### Findings:

Lets first go to the incident regarding the Bethel tennis match. I asked Coach Nesbit to respond to the incident, and this is what he had to say:

“The Bethel coach does not see (like I see) that the surface that they have in their field house is not a good tennis surface. Consequently, he was pretty adamant that the women play there. On the other hand, he chose that the men with their more powerful games (especially in the serving category) would play at the indoor tennis club. Since I was the guest team, I didn't have any recourse except to complain that I didn't like his choice. On the other hand, my women's team felt slighted because of the lesser quality of surface and facility. Being the

guest team gave me few options. Here, at St. Olaf, we play our men's and women's home indoor matches away at Owatonna Indoor Tennis Center. So I try to treat both teams with equal respect. I think with the Bethel situation, that one of the main issues was that their coach truly believes that their field house is a fine surface. I don't agree and either do my women's team who played there, but the host school gets their way in these situations in our conference play.”

To me this is a great example of the attitude St. Olaf coaches have toward equality between our men's and women's teams. Coach Nesbit especially has a unique point of view because he coaches both the men's and women's tennis teams. He has first hand experiences with both teams, so he should be a good judge of whether the two genders are treated equally or not. He told me that he feels good about Title IX here at St. Olaf. He feels the women are given good opportunities to get involved in athletics, and that their programs are not sub-standard to the men's programs. He also feels the teams have good coaches and the same kind of budgets as the men's teams. More specifically to the tennis team, he tries to treat the two teams equally. Equally to him doesn't mean that he does the exact same things all the time with both teams, but he tries to treat them with equal importance and respect. Here are some examples he gave me: The budgets for the two teams are the exact same. They have separate practices and he is at both. Almost always, he schedules the men's and women's matches on different dates so he can be at both contests (with two exceptions this year). The only thing I don't understand here is that when I looked at the Higher Education Act Reporting the women's tennis budget for the academic year of 2000/2001 was significantly lower than the men, the total operating expenses for the women's team was almost \$6,000 less than the men. Hopefully coach Nesbit was saying that for this past season (academic year of 2001/2002), the budgets were made equal, which would be an example of another great improvement.

What do you think about Title IX? This was the first question I asked every person that I interviewed. It yielded many positive responses, just a few of them were: it has provided great opportunities for women, it has promoted and expanded the horizon of women's sports, and it was made for all the right reasons. However, every interviewee also had a but to these positive statements. They all agreed that it is not implemented in the most efficient way, it is misinterpreted, and it has put a lot of stress and blame on women's teams. The following is an example of how we can relate Title IX to our personal lives, and see how ridiculous the first prong can be.

“A family has two sons. One is a football player, one a wrestler. Their parents buy expensive equipment for them, send them to sports camps, and do

everything they can to support their interests.

Then a daughter is born. When she is old enough, she comes to her parents and says, 'I want to play.' Because the family has devoted all its money to the athletics interests of its first two children, however, the parents face a difficult decision (Suggs, 2000)."

The most likely outcome of this predicament is that the family will decide to cut back on a camp or two for the boys so their sister can also have the opportunity to give her sport a try as well. It is very unlikely that mom and dad are going to say sorry to their daughter and that she can't play because her brothers are using all the money on their sports. Just as likely, the parents probably won't tell their sons that they can't play anymore because their sister now wants to. College sports across the country are experiencing a lack of funding, just like the family in the scenario above, but rather than reallocating the money so that everyone gets a piece of the pie, presidents and athletic directors are choosing to cut teams (or tell one of their children sorry, you can't play because your sister gets to instead). Title IX is a great law, and has opened countless opportunities for female athletes. However, at the same time it is constantly being blamed for poor decisions that school administrators are making. This is the reason men's wrestling and gymnastic programs are making such a stink about Title IX when their programs get cut. Their school administrators are cutting their programs in order to comply with the first prong of Title IX. Then rather than blaming it on their lack of creativity to fix the situation, they take the easy way out and cut one of the "lower profile" men's teams, and blame it on Title IX.

For the sake of convenience, most schools choose the first prong because it is the easiest to prove (the three prongs are listed in the problem section). This is the reason Title IX has been constantly criticized. St. Olaf went through something similar to this a few years ago. At that time, the men's hockey, wrestling, and golf programs were cut from the budget. During that period, St. Olaf experienced major budget cuts, for example the paracollege was cut, and all the departments had to make cuts, some were even merged. The athletics program was also feeling this school wide budget cut, which is why the three programs that I just mentioned were cut. One thing that I found to be very interesting during my interviews was the variety of responses for the reasoning of this cut. The most common response I got was that the teams were cut strictly for budget reasons. However, when I asked if they thought Title IX had anything to do with the reason why three men's teams were cut, and no women's teams, they all paused to think. Then, most of them agreed that Title IX probably was indirectly a cause of why no women's teams were cut.

The other response I heard was that the men's hockey team was cut for budget reasons, but more specifically because the women's club hockey team was

pushing to be varsity. And if the men's team was cut, then the school wouldn't have to add the new women's team. This is the type of controversy that is always occurring with Title IX (primarily in D1 schools). The question at hand then is whether the end justifies the means.

St. Olaf went about dealing with this in a very sophisticated manner. They allowed the teams to stay varsity as long as they could finance themselves, and the men's hockey and wrestling teams were supported by their alumni for two years, by earning over \$205,000. These teams got back on the school's budget after fighting a tough battle. Now, the official position St. Olaf has on cutting teams, is that it won't cut. Plus, the women's hockey team was added as a varsity sport in 2001, and it received a great response. The men's hockey team especially welcomed the women's team with open arms. By adding a women's team the men had to share ice time, which was a minor down fall, but at the same time adding a women's team provides the men with more publicity and more fundraising for the rinks and facilities that they share.

"Everyone seems to agree that it is wrong for universities to cut men's teams. The question remains, however, whether providing equitable opportunities for women is right enough to supersede that wrong (Suggs, 2000)." Every person in the athletics department that I talked to agreed that it's extremely important to provide equal opportunities for women. But at the same time none of them thought that cutting men's teams was the way to go about providing equal opportunity. When I asked the question about coming up with a better way of implementing Title IX, almost everyone believed that simply moving away from the proportionality rule and focusing on the two other prongs would help immensely. Thinking about proportionality at St. Olaf, we would have to add tons of more women's varsity teams and still probably cut some men in order to meet the 60/40 quo. This would be almost impossible (today we're at about 44% women athletes and 56% men athletes), there aren't even enough sports or interest in enough more sports that could be added for women here. It would also have been really hard to show a history and continuing practice of program expansion for the underrepresented gender, because most of our women's programs were added in 1983, until we just added hockey one year ago. Yet still St. Olaf complies with Title IX because we meet the interest of the underrepresented sex.

A big issue that I came across often dealt with proportionality and football. "Sports Illustrated" had an article about treating football as a third gender so that they wouldn't throw proportionality off so much. This idea comes from the basis that schools are either paring away from football or cutting low profile men's teams in order to comply with proportionality. Their argument is that the law is supposed to lift disadvantaged groups, not lower others into a disadvantaged status (Wolff & O'Brien, 1995). This is exactly

what our staff at St. Olaf was saying as well. By moving away from proportionality and focusing on the other prongs, neither football nor nonrevenue generating men's teams will be as highly impacted by Title IX. Many people believe that football and basketball underwrite women's sports, and so it's necessary to keep them flourishing. The truth of the matter is that only about one fifth of NCAA's football teams even pay for themselves. One third of the D1 programs are running an annual deficit that averages more than one million dollars (Bonnette 1994). Looking at this aspect, football definitely needs the federal funds that are received by athletic departments, so there is no way they can be excluded from the Title. As a result, we have to choose a separate way to meet Title IX guidelines than proportionality.

If schools are going to stick to proportionality, a few of our coaches thought that it would be a good idea to make a separate pool for all the sports that don't have opposite gender counterparts. In which case, here at St. Olaf women's volleyball, men's wrestling, and men's football would be excluded. Then we could make sure all the other sports were equal between the genders, and then deal with the ones that don't have an opposite sex team to compare themselves to. From there, schools could try to make the excluded sports as equal to the rest of the teams as possible. I was told that football takes at least \$400 to outfit a single player, and without the proper equipment the liability costs would skyrocket for the school. This obviously can't be compared to volleyball or any other female sport for that matter; none of the women's teams need to outfit over seventy players at \$400 per player. But men's soccer can and should be compared to women's soccer, and they should be equal. The NCAA Gender-Equity Task Force states that:

"An athletics program can be considered gender equitable when the participants in both the men's and women's sports programs would accept as fair and equitable the overall program of the other gender. No individual should be discriminated against on the basis of gender, institutionally or nationally, in intercollegiate athletics."

This is why Title IX can't just be based on the percentages of male and female participants, it needs to be dealt with more care and intricacy. The sheer fact that there are the same amount of men and women competing in school athletics, does not mean that they are equal. One of the coaches I spoke with said that she hates the term equitable because all it means is that things will never be equal.

This can be demonstrated by one of our St. Olaf coaches who used to coach a men's team, but last year, he took on the responsibilities of the women's team as well. It was interesting to talk with him about the equity between the two teams because he admitted that he is in the process of trying to make things

better for the women. Until the women's team became his own, he never realized that things were unequal between the two teams. It's great that he is making the changes and working toward getting the men and the women on the same page now, but it's also disturbing to realize how unnoticed the women's teams are often left. Equity may exist between the men's and women's teams here at St. Olaf, but they are far from equal.

Title IX problems almost always boil down to money issues. Which ever sport is thought to bring in the most revenue will get the most attention and things like that are often the case at D1 schools. What makes St. Olaf unique in this aspect, is that they realize athletics aren't just to earn money and school status. The athletics staff believe that athletics teach life lessons and help students learn how to cooperate and work in groups, act as leaders, and learn how to handle pressure. Many male student athletes are the ones who grow up and become part of the Fortune five hundred. Also, one of my interviewees told me about a 1990 study done by the Institute for Athletics and Education that showed that female athletes are less likely to get involved with drugs, less likely to have unwanted pregnancies, show higher levels of self-esteem and less depression, and they are less likely to get involved in an abusive relationship.

Another interview question I asked that I believe is worth going into a bit is what everyone believes is the cause of the growth of women's sports. Once again everyone had similar responses. Each person attributed the majority of the growth to Title IX. One thing that I found very interesting however is that some of the women I spoke with also gave credit to the pioneers, the people who fought the battles to gain equity. Title IX created an opportunity and once it was out there, the participation rose dramatically. This goes against the common myth that women aren't as interested in sports as men. Simply by looking at the statistic which states that in 1972 the female participation in high school athletics was 8%, but has now risen to at least 40%, we can see that women weren't "interested" before because they did not have the opportunity to be interested (University of Iowa). Maybe they aren't as interested as men, but there is proof that there is enough interest that it can't go unnoticed. Once women were given the opportunity, they made something of it, and they continued to grow and improve, and along with this growth, more people became interested in watching and they gained more exposure. The University of Minnesota women's basketball team is a great example of this. They had a great season this past year, and sold out tickets for next season. As long as the opportunity is available, someone will jump on it and make something of it.

When I was talking with one of my male interviewees, he thought that focusing on the interest prong would be very helpful for schools because he believed that they wouldn't have to add as many female sports. I think in general at St. Olaf, this is a pretty common view, most male and female

students that I talked to on campus believed this to be the case. The coach thinks that in general men are just more interested in sports: just by his observation, he sees more men involved in intramural sports, and more men shooting baskets during open gym time. What he does not realize is that women are often intimidated by male athletes so they won't put their selves in such positions as sharing the open gym time. I am going to attach an article to help demonstrate why women often feel intimidated in places like the gym or weight room (see appendix C).

As far as intramural sports go, there are no female only intramural teams, and the coed teams want as few females as possible because the males on the teams think the girls are inferior. This limits females opportunities immensely. The reason that there are no female only intramural teams, is because there aren't enough females interested to form a league of female only teams, but at the same time, there is more interest shown than can be provided for based on the limited numbers women are given on the coed teams. If we look at this issue of intramural sports, we would open a whole new can of worms, so we are going to leave that alone for now since it's not connected with Title IX.

On this same note, I would also like to discuss a conversation I had with one of my female interviewees. We talked a lot about how women don't have the same talent and athletic capacity as men, which is why it's so important to have Title IX and equal opportunity. If we only had one soccer team, one basketball team, and so on, the men would always make the teams and the women would get cut because it is rare that women are at the same level as men. That doesn't mean however, that women's hard work shouldn't pay off. Having separate and equal teams, is all about providing opportunity. It's not about women trying to become equal athletes as men, it's about having equal opportunities as them. If we look at football or wrestling, two sports without countering female teams, we can see that hardly any women try out for these teams. There are two reasons for this: one, most women aren't as good or strong as the men, they have much less muscle mass; and two, women are intimidated when put in such situations. This helps demonstrate why it's so important to provide women with opportunities separate from the men.

### Conclusions:

Along the lines of the pioneers who fought for what we have today, I would like to discuss the generation of the current athletes, and what we haven't had to go through. We (college students today) have always had opportunities handed to us, and we have never had to fight much if at all for them. Hamline University has a women's basketball coach young enough so that she also has had her opportunities handed to her. For years the women's basketball team

took vans to play up at Concordia, where the men took nice comfy buses. This is completely against the law, but the women didn't realize that it was something worth making a fuss over and something they could fight for until someone else brought it to their attention. Until this past year, the women were given much less than the men, and they didn't even realize it was a problem. Today we have become almost immune to the idea of fighting for things, we simply don't want to deal with the emotion.

We have so many strong willed and determined people to thank for what we have today. Gary Wicks (director of campus activities) told me a story about when St. Olaf used to have two separate athletic facilities, one for the men and one for the women. Skoglund was for the men, and it had much nicer and larger facilities, which women could only use on limited occasions like Sunday afternoons. Then when the second facility was closed and women were moved down to Skoglund, it wasn't the treat women thought it would be. All the equipment and laundry were in the men's locker room, and the women had to walk upstairs and around and then back down to drop off their laundry because they were not allowed to walk down the hall of the men's locker rooms. One day one of the female coaches was fed up with this system, and she brought the Dean down, and had him pretend he was a woman, and he had to go to the locker room, walk up stairs and around, then go back down, knock on the door to drop off the laundry and get a clean towel, then walk back up stairs, around, and back down to put the clean towel away, and then he could be on his way. It was things like this that men never even knew existed because they didn't have to experience them, which the pioneers of women's athletics helped correct for us, and provide us with the opportunities we have today.

Yes, we have opportunities today, but men and women are still not treated equally, and who knows if we ever will be. Even just a few years ago when St. Olaf built Manitou Field House, we ran into gender discrimination. The women's track locker room was also going to be a men's visiting locker room. So, they were going to put in one or two toilets and a bunch of urinals. Then the point was brought up, that men don't use urinals at home, so why is it a necessity to have them in the locker room when it's primarily going to be a women's locker room, and women can not use the urinals. Finally, they came to their senses and decided to go with toilets; however, after the toilet episode, they were going to put old lockers in the women's locker room, and brand new ones in the men's. This time no one even made an issue of it because it was simply getting old. Ironically however the male athletic director said to one of the female coaches that he was shocked no one said anything about the lockers, and in response the woman told him that it was his job to make sure things are equal, not hers or any other coach's, and the next thing she knew, both locker rooms had new lockers. These are just two examples of

countless battles that have been fought for equity in sports right here at St. Olaf.

It's very fascinating to hear about how Title IX has affected the women who have watched it grow and develop. These women have fought tough battles, and have had to give themselves not so nice images at times in order to really get what they deserved. Women have been positively and negatively affected by this law all over the country. Today women are given numerous opportunities that didn't even exist when our mothers were in school. At the same time, women's athletics are becoming more and more competitive, resulting in less and less administrative jobs going to women. A few of my interviewees told me that in 1972, more than 90% of women's teams were coached by females, but unfortunately, today the number is down around 50%. St. Olaf has 50% of our women's teams coached by women, which seems to be close to the recent statistic. However, St. Olaf does have a female athletics director, and today women have a better chance of becoming an NCAA institution president than an athletics director. And we all know how common it is to have female institution presidents. For the most part, people believe that Title IX has opened the opportunities for women that it had set out to do years ago.

From the male perspective Title IX has provided many men's teams with better or extra publicity, revenue, and facilities like ice hockey and basketball. Men who are fathers of daughters are also seeing these effects in a much more positive light now: they want their daughters to have every possible opportunity under the sun. But of course, the title has also had a negative impact on men. They have lost many sports to the blame of Title IX and proportionality because schools are too lazy to find a way to manage their budgets while providing opportunity for women as well as keeping opportunities alive for men. What I found to be the underlying theme to all the discussions on Title IX goes back to the quote, "Everyone seems to agree that it is wrong for universities to cut men's teams. The question remains, however, whether providing equitable opportunities for women is right enough to supersede that wrong (Suggs, 2000)."

By looking at the findings I have uncovered while researching Title IX at St. Olaf, I have realized that Title IX has indeed opened many opportunities for women just like it had intended to. However, there is still a long way to go. First, there needs to be a way to implement the law without it being blamed for the collapse of other sports. One athlete I interviewed stated that: "Title IX killed men's gymnastics." As we've discovered, Title IX didn't cause men's gymnastics to fold, institutions did. Yet, ideas like this are giving female athletes a bad image, and a tough time from male athletes. An idea for schools to comply with Title IX and not cut men's teams would be for schools

to take surveys of the student body to check their compliance within the interest prong. This way they might not have to add women's teams, even if they aren't in compliance with proportionality, as long as they are meeting the interest of the students. If institutions choose this prong to use, and they still don't meet compliance with the title, often there is not much that can be done because funding is so low. Because there is such a lack of money, schools are often going to have to face the decision of cutting or reallocating funds. I think the most fair way to go about it would be to reallocate funds, and give a little and take a little, this way at least no teams will be fully cut.

I believe that Title IX has done great things, it has allowed me to be able to compete in athletics for as long as I can remember, and school athletics since fifth grade, the same year they were provided for the boys. My mom's only athletic opportunity was to be a cheerleader on the sidelines for the guys. In this sense, I am very thankful and lucky for all the opportunities that have been provided for me. On the other hand, I still believe that a lot can be done to create more equality between men and women. For one, attitudes must change, just like in any other inequality issue. I often overhear guys talking about how girls don't even deserve to play, and how they take money away from them. To be perfectly honest, I don't think these views will change until these guys become fathers of daughters, and then they'll think that their daughter should be allowed equal opportunities. I also think that educating people about Title IX might open their eyes some, but I don't think it will affect enough people that it will make a difference. Maybe if we could go back to middle school when the girls are bigger than the boys, we could somehow get them to realize that we can play too.

#### Appendix A:

Based on the academic year 2000-2001 Higher Education Act Reporting.

##### Per Capita Expenses

Sport	Men's	Women's
Baseball	537	
Basketball	706	788
Football	470	
Golf	465	345
Ice Hockey	694	1,169
Skiing: Alpine	1,830	1,830
Soccer	267	236
Softball	1,064	
Swimming & Diving	500	353
Tennis	888	121

Track & Field, CC	216	149
Volleyball	572	
Wrestling	487	
Total Operating Expense	\$198,519	\$150,107
Percent of Total	56.9%	43.1%

#### Appendix B:

Based on the academic year 2000-2001 Higher Education Act Reporting.

##### Number of Participants

Sport	Men's teams	Women's Teams
Baseball	34	
Basketball	16	15
Football	77	
Golf	15	12
Ice Hockey	31	22
Skiing: Alpine	11	11
Soccer	46	41
Softball	21	
Swimming & Diving	32	28
Tennis	8	9
Outdoor Track & Field	606024	545451
Indoor Track & Field	CC	
Volleyball	18	
Wrestling	17	
Total Participants	439	343
Percent of Participants	56.1%	43.9%
Unduplicated Count	366	280

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