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The perceived impact of merged departments of physical education on women physical educators in the Pennsylvania State University system

Crawshaw, Linda Susan, Ph.D.

The Ohio State University, 1988
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DEDICATION

The writer would like to dedicate this dissertation to Lana Glaser who, with acute insight and infinite wisdom, provided not only a positive role model, but the opportunity for development of leadership skills. Without her guidance many years ago, the writer may have never realized her true aspirations and abilities.

A special dedication also goes to the Loyalsock for its' unwavering strength and confidence.
ACKNOWLEDGEMENTS

It is both rare and fortunate when a student is afforded the opportunity to work with insightful, intelligent, and challenging faculty members. Deep appreciation is therefore extended to Dr. Charles Mand, Dr. Betty Fitzgerald, and Dr. Mary Daniels for their support and guidance throughout the research process. The writer also wishes to acknowledge Dr. Mary Ann Sagaria for her inspiration and leadership.

Much love to my family for their commitment to and understanding of my studies. Their love made my work easier.

This accomplishment must also be shared with two people who made it possible emotionally for me to continue when my spirits were sagging; thank you Judy and Marilyn.
VITA

May 25, 1951 ........... Born-Bethlehem, Pennsylvania

1969 .................. B.S. in Health and Physical Education, Lock Haven University, Lock Haven, Pennsylvania

1976 .................. M.S. in Physical Education, University of Arizona, Tucson, Arizona

1976-77 ............... Instructor of Physical Education, Parkland High School, Orefield, Pennsylvania

1983-86 ............... Assistant Professor, Physical Education, Kutztown University, Kutztown, Pennsylvania

FIELDS OF STUDY

Major Field: Physical Education

Areas of Emphasis: Sport Management
Higher Education Administration
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CHAPTER I
INTRODUCTION

Background

In the early 1970's institutional programs in physical education were characterized by single sex instruction (Uhlir, 1982). Departments of physical education were usually divided according to sex. This separation provided instruction of female students by female teachers and instruction of male students by male teachers. If coeducation did occur it was in the area of dance and selected lifetime activities. Intramural and intercollegiate sports were also segregated. Coaches of women's athletic teams were almost exclusively women. Women who served as coaches were rarely compensated for their coaching responsibilities, either in the form of release time or supplemental pay. Coaches at that time had also developed a sports philosophy embracing the idea that all sports are of equal educational value (Uhlir, 1982). They further believed that individuals at all skill levels had a right to experience the benefits of sports programs. This led to the concept that there
were no major or minor sports in women's athletics and that sport is a unique opportunity for self development.

A parallel to the merger of physical education departments can be drawn to the National Collegiate Athletic Association's (NCAA) absorption of the Association of Intercollegiate Athletics for Women (AIAW). This absorption also resulted in the loss of women, not only from administrative positions, but from the coaching ranks as well. Literature which examined the absorption will be analyzed.

Separate physical education departments also allowed women to utilize traditional access routes to administrative positions. The various women's groups in physical education provided unique opportunities for females to experience and to learn leadership skills. In the single sex groups women chaired organizations and committees, presented papers, looked to other females for leadership, obtained visibility, had role models, shaped their own organizations, and could find a forum for their concerns. At least one woman physical educator has advanced into a college presidency while others have gone on to head physical education departments, to publish, and become leaders in the profession (Hoforek, 1981). The single sex departments provided the vehicle as well as the support system for the advancement of women in the profession of physical education.
Intervening Factors

The Carnegie Commission conducted a study on women in the education profession in which they concluded:

- women are underutilized in education
- the higher the status of position, the greater the underutilization of women
- situational variables in educational institution produce a systems effect which perpetuates the underutilization of women in education (Carnegie Commission, 1973).

As the mergers took place, it became increasingly apparent that women were losing their leadership positions as well as being underutilized in their departments. Women who had achieved their doctorates in physical education were frequently placed in initial positions in direct conflict with their preparation and aspirations. Ruggieri concludes that women in physical education at Ohio State University, after the department merger, suffered losses in the areas of rank, tenure, number of positions, and administrative positions (Ruggieri, 1977). These data support the Carnegie Commission's findings concerning women in higher education.

Title IX of the Educational Amendment Act of 1972 states that:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the
benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

While the passage of Title IX led to a phenomenal growth in girls and women's athletics, it paradoxically caused women to lose a substantial number of leadership positions. Title IX did not mandate a merging of male and female physical education departments. The merging process came about for several other reasons: economics, utilization of staff resources, consistency in program goals, and an attempt to expand curricular offerings (Parkhouse & Holman, 1978). Unfortunately, as these mergers took place women gradually lost the leadership positions they once held. Women were often relegated to assistant or secondary positions in the department.

Need for the Study

Women in leadership or administrative positions are becoming increasingly scarce in all areas of higher education. Physical education is unique in the sense that unlike other professions (i.e. law) where women were not typically represented, physical education always had a strong representation of women because of separate, single sex divisions. Intramural and intercollegiate athletic programs were also segregated by sex. The women's physical education department usually administered the athletic programs which existed in institutions prior to Title IX. Uhlir
reports that sixteen per cent of collegiate athletes were women in 1971-72. The passage of Title IX provided the impetus for growth in women's athletics. From 1977 to 1982, the number of women's teams increased seventeen per cent, from 5.6 per college to 6.59 per cent (Vance, 1983), and in 1986 the average rose to 7.15 (In Women's Athletics... , 1987). Ironically this growth of women athletes was not realized by women in leadership positions. Prior to Title IX, ninety-five per cent of all women's programs were governed by women. In 1980, with sixty four per cent of the athletic departments merged, only thirty per cent of the administration was governed by women (Greenberg, 1984). Uhlir supports this decrease by noting that fifty per cent of the coaches of women's teams are men. The 1988 NCAA women's basketball national champion, Louisiana Tech, was the first national championship basketball team under the direction of a male coach.

Physical education departments have suffered the same losses. As separate women's and men's physical education departments rushed to merge, a "disproportionate number of top positions were filled by men" (Rulings, 1976). In the Big Ten Universities, nine physical education departments are now combined, and eight are led by men (Fox, 1977).

There is a cohort of women physical educators who have been irrevocably hurt by the merging process. These women were employed
before, during, and after the mergers took place. What they saw was an erosion of their previous responsibilities and career goals. This study will attempt to consolidate the thoughts and attitudes these women had concerning the merger and their subsequent career patterns. Demographic information including their pre and post merger responsibilities, the gender of post merger department chairs, and rank and promotion status will be collected. By focusing on the experiences of these women and gathering the data qualitatively, hopefully consciousness concerning the careers of these women physical educators will be raised.

**Statement of the Problem**

As the previous statistics cite, the number of women in both physical education and athletic leadership positions has decreased. Razor and Grebner (1976) stated their belief that Title IX, providing equal opportunity irrespective of sex, would extend the possibilities for women to assume leadership roles in newly merged physical education departments. Unfortunately this trend did not begin. In the years following Title IX inception and the department mergers, a steady decline in the number of women in leadership roles has been recognized.

The primary problem to be investigated in this study is
manifold. Has the number of women physical educators in leadership positions such as department chair as well as coaching roles decreased in the Pennsylvania State University system since the merging of physical education departments? Are the current roles and responsibilities different from those experienced before the merger? If they are different, why are they different?

A second, and more difficult problem to examine is the attitude of the women physical educators who were hired to assume a specific position before the merger and who suddenly found themselves facing a totally different organizational climate and structure. Many of these women were never queried concerning their feelings, beliefs, professional and personal responses to the merger or how it affected their faith in the profession of physical education and their ability to serve as mentors and role models for younger, aspiring women. This study will also attempt to elicit opinions concerning the future for women physical educators. Are there measures to be taken to increase the number of women physical educators in administrative positions?

Women physical educators as coaches is a related area to be investigated. Specific questions include: the number of teacher coaches; coaches of a single or dual sport; why the decision to relinquish their coaching duties was made; male/female coaching ratios; and the administrative authority over women's athletics.
Limitations of the Study

The assumption of this study is that the sample being investigated at the fourteen Pennsylvania State Universities would be representative of other similar institutions. Generalizations can be made only to other cohort groups in institutions similar to the Pennsylvania State University system.

Another limitation relates to the cohort group being investigated. Each of the fourteen universities were contacted in order to ascertain the number of women presently employed at the university who fit the criteria of being employed before the merger took place. This does not account for women who have retired, relocated, or died. The second assumption is that there is more than one woman physical educator who fits the research criteria at each university.

There is a third limitation which could impact on the study. Many of the Pennsylvania State Universities had mandatory programs of physical education for the general student body. In recent years several of the universities have decided to drop the requirement of physical education and go to an elective program instead. In some cases this change in program may have caused a further consolidation of staff and some research subjects may have been retrenched or have been provided the option of early retirement.
Definition of Terms

Pennsylvania State University System--Fourteen universities dispersed throughout the State of Pennsylvania with similar governance structures, philosophies, and histories.

Merger--The combination of the previously separated single sex departments of physical education.

Status--Position or rank of the group being studied.

Rank--Classification of the faculty population. Drawing from higher education, the ranks discussed in this study are: administrators and department chairpersons, professors, associate professors, assistant professors, and instructors. Coaches will be discussed even though they may not be considered for rank or tenure as defined by the Collective Bargaining Agreement.

Promotions--Moving from one rank to a higher rank.

AIAW--Association for Intercollegiate Athletics for Women

NCAA--National Collegiate Athletic Association

Summary

Chapter I has included sections devoted to:

1. An introduction to the study
2. Background Information
3. Intervening Factors
4. The purpose of the study
5. A statement of the problem
6. Limitations of the study
7. Definition of relevant terms

Chapter II will focus on a current review of literature. The review will provide an analysis and consolidation of both empirical studies and pertinent journal articles which relate to the topic of the merger of departments of physical education.
The methodology utilized in the study is discussed in chapter III. Since the study is qualitative, an interview schedule was developed to facilitate the interactive process between the researcher and the subject. Parameters for the interview, such as time, place, and specific method to be used (telephone or in person) are elucidated.

An analysis of the data gathered is represented in Chapter IV. A qualitative study does not include the use of statistics so the analysis of data will be at the discretion of the researcher, compiling the responses which provide the most compelling and insightful answers.

Finally, conclusions and recommendations for further research are discussed in Chapter V.
Chapter II

Review of Related Literature

Introduction

The purpose of this chapter is to present a review of the literature related to the merging of single sex departments of physical education. Besides a general paucity of related literature, there is also little empirical research completed on the area described above. The literature search, therefore, includes various non-empirical articles in addition to the few empirical studies available for review. The review of literature is divided into the following areas:

1. The status of women in physical education before and after Title IX
2. Rationale developed for merging
3. The conflict between AIAW and the NCAA
4. Grove City College vs. Bell
5. Implications of merging (advantages/disadvantages)

Title IX

Title IX legislation, passed in 1972, states that "No person
in the United States shall be excluded from participation in, be
denied the benefits of, or be subjected to discrimination under
any education program or activity receiving federal financial
assistance." While Title IX provided an excellent opportunity for
girls and women to increase their participation in athletics, it
has ultimately led to an increasingly male dominated world of
physical education and athletics (Hult, 1985).

Many departments of physical education erroneously assumed
that Title IX mandated the merging of male and female physical
education departments (Parkhouse and Holman, 1978 and Ulrich and
Berlin, 1978). The legislation did, however, prohibit conducting
physical education classes separately solely on the basis of
gender (Wendt and Carley, 1983). As a result of a fear of non-
compliance with the federal legislation, many departments of
physical education merged their male and female departments to
become one unified structure.

Theoretically the passage of Title IX should have created
more opportunities for women physical educators to move into
administrative positions. Christianson, Milner, and Christianson
(1978) felt that Title IX has provided equal opportunity
irrespective of sex. A similar statement was issued by Razor and
Grebner (1976) concluding that the law (Title IX) extended
possibilities for women to assume leadership roles. Milner and
Tetu (1979) further supported that view when they stated that both
Title IX requirements and ERA amendments have created opportunities for women to be placed in administrative positions. Razor and Grebner (1976) conducted a study designed to elicit opinions concerning the merger of physical education departments. They sent an opinionnaire to two hundred and eight, four-year institutions in the Midwest District of AAHPER to ascertain the status of selected aspects of departmental structure. They found that in institutions with merged departments, men administrated eighty-two per cent of those programs.

Similar findings have emerged in the area of athletics. When Title IX legislation went into effect in 1972 ninety-six per cent of women's athletic programs were administered by women. In 1985 only thirteen per cent of women's athletic programs were administered by women (Geadelmann, 1985 and Acosta and Carpenter, 1985b). Greenberg (1984) states that before Title IX, ninety-five per cent of all women's athletic programs were governed by women. In 1980 only thirty per cent of the administration was governed by women. Title IX opened some doors but closed others.

**Rationale for Merger**

Several authors have proposed reasons other than Title IX legislation to explain the merging of physical education departments. Parkhouse and Holman (1978) offer the following suggestions:
1. economic and administrative efficiency
2. outside pressure
3. better utilization of staff expertise and facilities
4. more consistency in program goals and policies
5. expansion of curricular offerings

Razor (1976) feels that the expansion of functions and services provided by institutions of higher education has resulted in substantial changes in disciplinary foci and the need to adopt new models for accommodating and facilitating the progress. The rationale for the mergers was:

1. philosophical--program focus
2. economic--integrating two departments which replicate functions will result in a more efficient and effective use of fiscal resources
3. political--related to power and impact with an institution
4. legislative--Title IX

Several other authors supported Razor's rationale for merger. Elliott (1972) felt that separate physical education departments were anti-student, that a student was not receiving the best possible instruction if only taught by an instructor of the same sex. A second benefit espoused by Elliott was that by combining the separate departments both male and female physical educators would develop a new understanding and respect for one another.
The observation was an extreme amount of tension between the two groups that could possibly be mitigated by a confrontation. This point of view stated by Elliott conforms to Razor's philosophical aspect. Razor feels that program direction and emphasis are not a function of sex but of philosophy and personal interest.

Hoforek (1980) conducted a study to examine possible reasons for the loss of women leaders in physical education as mergers continued to take place. The study concluded that Title IX was the primary reason for the mergers. Because women in physical education have had a history of leadership in the profession merging could create new structures which would utilize the strengths of both sexes. Hoforek cites six possible structures that could emerge, all of which are dependent upon the relationship established by the women and men of the previously sex-separated departments. These six structures are:

1. merge--"lose or cause to lose identity by being absorbed"
2. submerge--"to place under"
3. combine--"a mingling together of things"
4. join--"to become a part or member of"
5. associate--"joining with others as a companion"
6. consolidate--"a merger of distinct and separate units into a whole"

Hoforek felt that association and consolidation were the
relationships which would strengthen the profession. Further research reveals that, unfortunately, in many cases, women were being submerged. Additional discussion of this topic will follow under the implication section of this chapter.

Parkhouse and Lapin (1980), while agreeing that Title IX did not necessitate merging, saw mergers occurring for several reasons:

1. economic and administrative efficiency
2. outside pressure
3. better utilization of staff expertise and facilities
4. more consistency in program goals and policies

These statements lend more support to Razor's initial statements concerning the merging of single sex departments of physical education.

While many departments were merging in order to comply with Title IX, there is validity to the economic rationale brought forth by Razor (1976). At the time of the mergers higher education was operating in a rather depressed economic environment (Christianson, Milner, and Christianson, 1978). Christianson (1978) also felt that the utilization of financial resources for two physical departments was no longer pragmatic. Social events at that time also impacted upon the higher education environment. Vietnam was basically ended, thereby decreasing the number of male students attending college in order to delay the draft. Watergate
had shed a dismal light on the morale of the country causing people to question their beliefs. Higher education had just come through a tumultuous time of student unrest. Since both the economic and social aspects of the environment at that time were moderately unstable, it was easy to justify change in structure. The economic considerations alone will always weigh heavily in favor of a merger.

**AIAW vs NCAA**

In order to lend more credence to the previous discussion concerning the loss of women in leadership positions after a woman's group was merged with a men's group, the situation between the AIAW (Association of Intercollegiate Athletics for Women) and the NCAA (National Collegiate Athletic association) is pertinent.

The AIAW came into being in 1971, prior to Title IX, as a governing body for women's athletics. By moving to a membership organization, women in the profession felt they would be better able to enforce policies and standards which they had worked so long and conscientiously to develop (Sisley, 1973). The purposes of the AIAW were:

--To foster broad programs of women's intercollegiate athletics which are consistent with the educational objectives of member schools
--To assist member schools to extend and enrich their programs of intercollegiate athletics for women
--To stimulate the development of quality leadership among persons responsible for women's intercollegiate athletic programs
--To encourage excellence in performance of participants in women's intercollegiate athletics (AIAW Handbook, 1971)

Because of the AIAW's success with Title IX issues, an unbelievable growth in intercollegiate athletics for women was realized (Hult, 1985). Membership in AIAW increased from three hundred and one in 1971 to nine hundred and seventy one in 1980. The AIAW had studied the governance structures of men's athletics for several years prior to their official designation as a governing body. Their objective was to avoid the pitfalls which had encumbered male intercollegiate athletics. These pitfalls included recruiting violations, doctored transcripts, and a deemphasis on the athlete's education. The AIAW's philosophy on the relationship between the athlete and college sport was firm; an athlete was in college primarily to receive an education and secondly to enjoy the experience of sport (Uhlir, 1982 and Grant, 1979).

In 1975-76 the NCAA had tried to establish women's championships but the AIAW had successfully lobbied against those attempts. Parkhouse and Lapin (1980) felt that the NCAA recognized the growth potential of women's athletics and saw what
they perceived as financial gain to be reaped by the mandated growth. By usurping the AIAW and hosting women's championships, the NCAA could then become the beneficiary of television revenues and could represent itself to international organizations as a body governing women's athletics (Parkhouse and Lapin, 1980).

Christine Grant, president of the AIAW in 1980, saw the imminent danger to the survival of women's athletics coming from within in the form of merged athletic departments (Greenberg, 1984 and Grant, 1979). The athletic directors of the merged departments were predominantly male resulting in an increase of male voting representation for the AIAW. The AIAW also pointed out that the "choice" of affiliation in 1985 with either governing body would be made by male athletic directors who already comprised approximately seventy per cent of the directors of merged departments (Greenberg, 1984).

A vote was taken at the NCAA national convention in January 1980 to establish five national championships for women in divisions II and III. In addition, a special committee on Governance was to consider the establishment of additional championships in 1981 for women in division I. James Frank (NCAA Chair of Governance) described the plans of the NCAA as an attempt to provide an option to go along with the separatist women's programs of the AIAW (Greenberg, 1984).

Even though the AIAW resoundingly voted down these proposals,
the NCAA voted in 1981 to offer division I championships for women, bringing the total number of championships to nineteen. Many former AIAW member schools felt that the NCAA could provide them better exposure and increased monetary benefits (Greenberg, 1984).

Women were to be admitted into the NCAA administrative structure through an allocation system designed to guarantee minimum representation, and to lead to more equitable percentages as women gained experience (Greenberg, 1984). This governance plan supposedly allotted twenty-five per cent of the NCAA's administrative positions to women. This representation has not been realized. As happened with the merged departments of physical education and women being "submerged" when the NCAA "took over" the governance of women's athletics, the number of women in leadership positions were also decreased. Prior to Title IX ninety-five per cent of women's athletic programs were administered by a woman. At the present time more than eighty six per cent of women's athletic programs are under the supervision of a male athletic director and thirty eight per cent of women's athletic programs have no female at all in an administrative position (Acosta and Carpenter, 1985b). Greenberg (1984) reports that in 1980, with sixty four per cent of the athletic departments merged, no merged department in division I had a female athletic director.
The literature conclusively proves that in the two instances when male and female organizations merged (separate men and women physical education departments and the NCAA AND AIAW), women have suffered great losses. These losses are most evident in numbers of administrators and leaders who are women. What the literature does not reveal, and what is being attempted in this study is to describe the emotions, attitudes, and feelings of some of the women who have gone through the mergers and have had to reevaluate or readjust their careers. It is ironic that legislation to create equal opportunity for women is being used to justify the restriction of a woman's opportunity to administer the program (Grant, 1979).

**Grove City**

Title IX, and the implication for possible growth of women's athletic programs, was dealt a severe blow by the Supreme Court ruling in *Grove City College vs. Bell*, 104 S. Ct. 1211 (1984). Grove City, a private liberal arts institution, received no direct federal or state financial assistance. Some students did receive Basic Educational Opportunity Grants (known now as Pell Grants) to defray educational costs at Grove City. The Education Department advised the college to execute an Assurance of Compliance, certifying that the college will comply with Title IX. The
college refused stating that the indirect aid received did not constitute federal financial assistance to the college (Kaplin, 1985). The Justices then decided that while the BEOG's constituted financial assistance for the college, the specific program or activity was not the entire institution but only the financial aid program. This ruling relegated Title IX compliance as program specific, thus providing educational or athletic programs not receiving federal funds a loophole for non compliance. Because very few athletic departments receive direct aid from the federal government, the Grove City decision has had a dramatic effect on women's sports (Leatherman, 1987).

Merrily Dean Baker, women's athletic director at the University of Minnesota, states that even though there may not have been slippage in women's programs at every institution after the Grove City decision, all of the women's programs were put into a maintenance or status quo situation. Many women felt that federal support was needed.

The result of many years of lobbying by civil rights groups has been the passage of the Civil Rights Restoration Act of 1987. That particular bill is designed to counteract the effects of the 1984 Supreme Court decision involving Grove City College. The Restoration Act, was recently vetoed by President Reagen but the veto was overturned by Congress. Hopefully the Restoration Act will serve as an assurance that women will have opportunities
equal to those of men in intercollegiate athletics (Leatherman, 1987).

**Implications of Merger**

It is ironic that even in light of Title IX, created to increase the opportunities for women, an opposite result has developed for some women. Opportunities for women to participate in sport have increased dramatically, but the career level of women physical educators has declined, at least those women in the merged departments (Hoforek, 1980). Christianson (1978) stated that eighty two per cent of the physical education departments contacted had merged since 1970. They added that recent social events might mean that more department heads may be women. However, related research has failed to support this view. As separate man and women's physical education departments merged to comply with their interpretation of Title IX, "a disproportionate number of top positions were filled by men" (Rulings, 1976). Fox (1977) also notes that nine physical education departments in the Big Ten are merged with eight being led by men. Uhlir (1982) reports that where mergers took place women lost authority and were often relegated to secondary positions.

Razor and Grebner (1976) in their opinionnaire sent to two hundred and eight four year coeducational institutions in the
Midwest District of American Alliance of Health, Physical Education and Recreation (hereafter referred to as AAHPER), found that of one hundred thirty four institutions reporting, 82% had physical departments which were totally merged. The merged departments were administered by men in 82% of the institutions. The opinionnaire also revealed that in institutions still separated, 55% of the men desired to be merged while only 17% of the women felt that merger would be a positive occurrence.

Ulrich and Berlin (1978) examined the implications of Title IX for postsecondary physical education and athletic personnel. They concluded that as physical departments have merged the tendency has been to make the male the head administrator and to give the woman an associate administrative position. These researchers attempt to explain this phenomenon by relating the area of sport to a traditionally male domain. Therefore one finds that most administrators in physical education departments are men. It appears that only when women's departments have been autonomous have there been a significant number of female administrators. There is no concrete reason to suspect that the female experience in administration has not been equivalent to that of the male. Ulrich and Berlin report one disturbing trend: some institutions, realizing that the credentials of a particular female administrator were superior to the male, have resisted the physical education department merger until that female has left.
her post (Ulrich and Berlin, 1978).

The implications of this diminishing role of women administrators in physical education is most evident when one speaks of role models for aspiring young women students and professionals. Schuman (1985) conducted a study which profiled women leaders in physical education, sport, athletic, and dance organizations in relation to the role models and mentors of the leaders. The results of the study showed that most of the women had role models and were encouraged by other females to take leadership roles in the field. This conclusion indicates that supportive women mentors and role models are significant to women pursuing careers and leadership roles.

Hoforek (1985) discusses Equal Employment Opportunity (EEO) and physical education. She feels that discriminatory practices and EEO affect physical education in two ways:

1. the need for role models
2. women in physical education are among the few active women role models to which women are exposed

Hoforek continues by stating that practicing EEO would enhance physical education by:

1. providing leaders in the crucial times ahead
2. bring the most gifted students into the profession
3. avoid litigation
4. allow greater professional cohesion
In summary, Hoforek closes with the warning that continued losses of women leaders may result in the alienation of our own physical education professionals.

Six possible structures which could result after merger were previously enumerated (Hoforek, 1980). In the article, Hoforek assumes the position that women have been more or less submerged in the merging process. Hoforek continues with the assertion that females are often in a disadvantaged position before and after the merger process. Past research has shown that women are gathered at the lower ranks of the physical education profession, a situation that regularly occurs in other areas of education (Carnegie Commission, 1973).

Research has documented the differences between men and women in physical education in the areas of salaries, working conditions, and career patterns of doctoral recipients (Hoforek, 1980). Belanger & Everett (1973) collected data indicating that college and university physical education women receive lower salaries than men. Ashcraft (1973) adds that the salary differentiation remains the same even when the type of institution, rank, and degree are controlled.

Hoforek collected data in 1977 which supported the earlier statements about salaries and women physical educators. A higher proportion of men than women obtain advanced degrees, obtain employment in higher education, and earn higher salaries (Hoforek, 1978).
Spears (1979) conducted an historical study which indicated that some achieving women role models already existed in the field. Women published, chaired departments, were members of the prestigious American Academy of Physical Education, and served as mentors for other women. Based on the results of Spears' work, it is logical to conclude that women are capable of performing successfully in leadership positions.

The conclusion that women are capable of performing successfully in leadership positions is supported by Ashcraft who studied department chairpersons of physical education departments. An analysis was made with a control on the sex of the chairperson. Ashcroft found that women have better employment conditions when departments are chaired by women. In departments chaired by women females hold a higher proportion of the professorial rank, teach more graduate courses, have the opportunity to teach summer school more often, have lighter credit hour loads, are more satisfied with their rate of promotion, and are more satisfied with their salaries (Ashcraft, 1973). The implication is that even though women were clustered in the lower positions in the profession of physical education, there is historical evidence of women obtaining leadership positions and providing guidance to younger aspiring professionals.

The passage of Title IX, coupled with the economic troubles evident during that period of time, have served as a catalyst to
physical education department mergers. Hoforek emphasizes that one of the greatest deterrents to women physical educators now and in the future will be the loss of their traditional access routes to higher education. In order to survive new routes will have to be found. Spears (1979) adds that women today will have to be successful in a world of both men and women physical educators. This level of success can be facilitated by female mentors who guide the careers of other women.

Another serious implication of merged physical education departments is the loss of women's organizations. This loss resulted in the interruption of the "informal" women's network (Hoforek, 1980). The Carnegie Commission reported in 1973 that women's colleges have produced a larger number of leaders because those colleges were led by women. That leadership in a single sex situation allowed women to assert themselves to become leaders. A similar situation could take place in physical education and in fact, did take place before departments were merged.

Lack of leadership positions is also linked to the socialization of women and men in our society (Hoforek, 1980). Often traditional sex roles have a tendency to limit the view a woman has of herself, thus limiting her potential. Women physical educators must move beyond that stereotype in order to become effective leaders.

The available literature strongly supports the statement that
merged physical education departments have the possibility of eliminating the base of power and support of women physical educators. If this occurs, who will serve as role models to young women professionals? Schuman (1985) feels that women mentors and role models are significant to women pursuing careers and leadership roles. Social learning theory also states that people learn how they should behave by observing models like themselves. As a result, the vision each woman forms of herself as a professional is related to what she sees other women doing in the field (Hoforek, 1981). That vision, once clear and directed, may have become cloudy through the process of merger.
CHAPTER III

METHODOLOGY

Procedures for the Study

This chapter describes the procedures used to conduct the study. It includes the population to be studied, questions to be answered, and the methods utilized to gather the data. An interview schedule, which will guide the researcher in obtaining pertinent data, is also be discussed.

The Population

The population in this study consisted of all fourteen Pennsylvania State Universities in the state university system, specifically the departments of physical education in each of those universities. This population was chosen as a saturated sample due to the similar philosophies, goals, and governance structures of the universities. All fourteen universities are under the auspices of the Pennsylvania State Chancellor's office and, as such, receive state funds. In addition, all universities are under a collective bargaining unit (APSCUF). A list of the universities is as follows:

30
1. Bloomsburg University
2. California University
3. Cheyney University
4. Clarion University
5. East Stroudsburg University
6. Edinboro University
7. Indiana University
8. Kutztown University
9. Lock Haven University
10. Mansfield University
11. Millersville University
12. Shippensburg University
13. Slippery Rock University
14. West Chester University

The Pennsylvania State University System was conceived as a training ground for aspiring teachers. In the early 1900's the universities were known as State Teachers Colleges. The environmental change concerning an over supply of teachers and few teaching positions coupled with the economic woes and declining student enrollment in the colleges forced the state system to renegotiate their missions and goals. All of the Pennsylvania State Universities continue to provide teacher education, but many of the institutions have expanded into other viable arenas such as computer technology, business, and health sciences. The
title of university was bestowed on all fourteen colleges in the fall of 1986. Since that time some universities (Kutztown) have enjoyed continued growth while others (Mansfield) have experienced steady decline. One factor contributing to this growth or decline is the geographical location of the university and the programs of study it offers.

The sample to be studied are the women physical educators at each state university who have been employed before, during, and after the merger. A sample of both coaches and administrators who fit the same criteria will be interviewed. Many of the universities have shifted their coaching philosophy from a faculty member who has both teaching and coaching responsibilities, to the hiring of full time coaches who are not in the tenure track. This radical shift necessitates questioning both faculty and adjunct coaches concerning their feelings and trepidations about coaching.

Procedures

The chairperson of each physical education department was contacted by telephone to arrange a time for a second telephone conversation. The intent of the second telephone contact was to gather information by means of a structured questionnaire. This questionnaire was intended to garner background information for each university in the following areas:
--is your physical education department merged
--if so, in what year did the merger take place
--how many department chairpersons have you had since the merger
--how many chairpersons have been female/male
--how many women are currently employed in your department who were also employed before, during, and after the merger
--do you have a physical education major program
--is physical education a requirement or an elective
--are your coaches tenured faculty or full time coaches

(Refer to Appendix A)

Based on the results of this preliminary questionnaire, two universities were selected for specific data collection. One university offers a physical education major program and one does not offer a physical education major program. This variation in department offerings was chosen to utilize theoretical sampling, maximizing variation in cases in order to increase the potential for developing new insights or expanding and refining those already gained (Glaser and Strauss, 1967). The researcher then made arrangements to visit each of the three universities for a period of one day in order to interview the women physical educators who fit the criteria for the study.

Several research methodologies were examined. The in-depth interview was found to be the most favorable tool available to
gather the necessary data. Taylor and Bogdan describe an indepth interview as face to face encounters between the researcher and informants directed toward understanding informants perspectives on their lives, experiences, or situations as expressed in their own words. The intent of this study is to elicit the thoughts, reactions, and feelings of the women physical educators employed during the merger process. It has been proven statistically that women have lost ground in leadership, but what toll has this taken on career aspirations?

The interview as a data gathering technique has weaknesses. Data gathered in an interview might be subject to respondent bias. A respondent's veracity can be in question when the self disclosure could be seen as embarrassing, humiliating, or degrading (Sellitz et al, 1959). Since the information gathered in this study was of a personal nature, efforts were made to establish rapport between interviewer and respondent, as well as assuring each respondent of confidentiality.

The second weakness of an interview is interviewer bias; e.g. using "leading" questions (Richardson, Bohrenwend and Klein, 1965). Tandem interviewing, although not feasible for this study, is suggested as a means of controlling interviewer bias (Richardson, Bohrenwend and Klein, 1965).

In order to minimize interviewer and respondent bias, the interview situation was arranged to ensure the convenience,
comfort, and privacy of the respondent (Bragg, 1980). An interview guide was used to reduce recording bias. Each interview, with the permission of the subject, was taped. Participant observation in conjunction with the interview provides a sense of triangulation which also guards against researcher bias (Taylor and Bogdan, 1984).

There are two basic interview types used in the research process: the structured or standardized interview, and the unstructured or non-standardized interview. The structured interview may be further divided into scheduled and non-scheduled interviews. Richardson, Bohrenwend and Klein clearly state that all three methods may be used in a single interview.

Richardson et al also recommend use of the schedule structured interview for homogeneous populations where controversial information is sought. Since women physical educators are a homogeneous population and the information elicited, although not highly controversial, but at least highly sensitive, the schedule structured interview was chosen as most appropriate.

A copy of the proposed interview schedule can be found in Appendix D.

Each respondent was questioned in the same manner utilizing the same questions for each interview. A copy of the interview schedule was sent to the subjects prior to the interview in order
to allow time to recall past events, and to gather their thoughts. Some respondents offered additional information which was recorded. Each interview was also taped to assure interviewer accuracy.

At the conclusion of the initial telephone interview with the department chairs, the topic of a one day visit to the university was initiated. Due to the constraints of the researcher's schedule, a Tuesday or a Thursday was suggested. The visits would also have to be completed before mid May since all the universities are on the semester system and would be ending the Spring semester at that time.

The visitation date was also contingent upon obtaining permission from the women physical educators to conduct the interviews. Since the names of any women fitting the criteria were obtained during the initial telephone period, a telephone call to each of the possible respondents was initiated. A possible visitation day was proposed to them and they were assured that the interview would not disrupt their schedule in any way. Specific interview times were designated at that time so that each respondent could allow for the time in her daily schedule.
Data Analysis

Data will be analyzed by grouping the responses from each of the women physical educators into groups whenever appropriate. The intent of the analysis is to provide insight into the impact the department mergers had on women physical educators as a whole, but can only be generalized to the Pennsylvania State University system. In addition, analyses will consist of noting any responses or feelings that seem to be made by a majority of the subjects. These groupings will then serve as support for the assumptions being made in the study. Full integration and explanation of the data will be given in the succeeding chapter.
CHAPTER IV
ANALYSIS OF DATA

Introduction

This chapter will focus on the analyses of data collected through the scheduled interview method. There were two groups from which data were collected: the department chairs and the women physical educators from the merged universities.

The findings in this chapter are presented as follows:

1. The results of the department chair survey including identification of the universities which merged their physical education departments, background information concerning the Pennsylvania State University System, and how the collective bargaining agreement has impacted on both department chairs and coaches.

2. The responses from the women physical educators who were employed at the universities who merged their departments.

Analysis of Survey of Department Chairs

The department chairperson of each of the fourteen
Pennsylvania State Universities was contacted by telephone and an appropriate time for a second telephone contact was determined. Before the second telephone call a copy of the Department Chair survey was sent to each department chair in order to allow each individual the opportunity to gather their thoughts and to collect the proper historical information needed.

Of the fourteen Pennsylvania State Universities, only two of them, Indiana University of Pennsylvania and Kutztown University, had functioned with separate men and women's physical education departments which then merged into one department. One other university, Edinboro University, initially offered a Physical Education major only for women with a subsequent offering to men sometime after Title IX legislation.

The Pennsylvania State University system, as previously mentioned, was developed as a training ground for teachers. Each university had an area of specialization in teacher education. Music majors went to Mansfield, industrial arts to Millersville, art to Kutztown, business to Bloomsburg. There are five universities which offer a physical education major: East Stroudsburg, Edinboro, Lock Haven, Slippery Rock, and West Chester. All fourteen universities offer a basic physical education activity program for non-majors. Two universities offer an elective program while the other twelve have a required program. The credit requirements vary throughout the system.
Some institutions require three credits, some two credits, and one university requires two semesters of physical education which equals one credit (each course is worth .5 credits). This physical education requirement allows each department to maintain a substantial number of staff who share the responsibility of teaching in the basic program. Only two universities offering a graduate degree program in Physical Education utilize graduate teaching assistants in the basic activity program.

There is one other aspect of the Pennsylvania State University system which impacts upon procedures such as election of the department chair, the chairs' term of office, credit load of faculty, and the status of coaches. The entire system came under a collective bargaining unit in 1973-74. The collective bargaining agreement is explicit concerning the department chair. Each department chair is elected by the physical education department. When the collective bargaining agreement initially went into effect the department chair served for a term of two years and could be reelected for one successive term. Presently the term has increased to three years with the option of subsequent reelection still being available.

Coaches are not part of the bargaining unit and cannot receive rank or tenure. Each coach serves on a yearly contract renewable at the discretion of the administration. All of the university department chairs noted that the majority of their
coaches were external to the department. There are very few faculty/coaches in the system. Many universities now hire "full-time", non tenure track, coaches who serve as a head coach of one sport and as an assistant in two others. Two department heads reported that their university presidents would like to see coaching come back to the faculty/coach concept although the department chairs felt that it was extremely difficult to perform well in both the academic and coaching realm. As the pressures related to coaching increased, many faculty/coaches relinquished their coaching responsibilities in order to devote more time to their academic concerns.

Figone (1986) explains the increased stress in teacher/coaches by describing the nature of the teaching and coaching roles. A teacher has the responsibility to transmit knowledge which is assumed to be valuable for both the present and future welfare of the student. There is no interscholastic competition of students against each other to see who has best mastered the subject matter. Most importantly, when students fail to obtain the objective standards that have been set the teacher is not held totally accountable.

A coach, however, is held accountable for the success of the athletic program. The coaches' role is characterized by uncertainty in terms of game outcome, player behavior on and off the field, and job security.
Another disparity lies in the decision making process. A coach cannot appear indecisive, inactive, or demonstrate a lack of good judgment. A coach must assume total responsibility for decisions. A classroom teacher has the luxury of utilizing a more democratic process for decision making.

The perceptions of a coaches' role are formed by a number of individuals who are in contact with the athletic program (players, parents, administrators, colleagues, and the media). Each of the above may have personal and professional interpretations of the coaches role. The potential for not meeting those expectations is great. The classroom teacher has clearly defined expectations and is generally exempt from both media and public evaluation.

The level of stress created by the dual role of teacher/coach can turn talented individuals away from both teaching and coaching. This is costly for the institution since it would decrease the number of necessary staff. This situation has forced institutions to hire part-time coaches.

Survey of Department Chairs of the Two Merged Departments

Indiana University of Pennsylvania had separate physical education departments until their merger in 1976. Since the merger there have been two department chairs. Both department chairs have been men. Before the merger there were fourteen women and
seventeen men in the department. Presently there are ten women and twenty men in the department. There were seven women who fit the research criteria of being employed at the university from the time of the merger until the present time. The profile of the current staff is as follows:

Table 1
Profile of Physical Education Faculty at Indiana University

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professor</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Associate professor</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Indiana University of Pennsylvania offers a Physical Education major as well as a required program for non-majors.

The second university which merged its' separated physical education department is Kutztown University. There is not a physical education major at Kutztown but there is a physical education requirement of two semesters of activity. There is also a concentration in elementary physical education which is
available for elementary education majors.

Prior to the merger there were two department chairs, one for the women and one for the men. The merger process took place in 1977. Since the merger there have been three department chairs, one woman and two men. The first department chair after the merger was a man. That department chair served two terms and was succeeded by a woman. After serving one term the woman department chair was replaced by the third and present chair. The current chairperson is taking a sabbatical leave during the 1988-89 academic year and will be replaced by a woman for that year.

Before the merger there were seven men and seven women in the department. Presently there are six men and eight women teaching in the department. The profile of the current staff is:

Table 2
Profile of Physical Education Faculty at Kutztown University

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professor</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate professor</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
A somewhat unique situation took place at Edinboro University. Initially there was a physical education major only for women. When Title IX legislation was enacted the major program then became available to men. Although the physical education major was previously offered only to women, there were not two separate physical education departments. When the major finally became available to men more faculty members were hired to increase the size of the department and to facilitate the teaching of male students. The department of physical education at Edinboro presently employs five women and twelve men. The profile of the current staff is:

Table 3
Profile of Physical Education Faculty at Edinboro University

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professor</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate professor</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Information Relating to Coaches

All three of the previously mentioned universities have followed the trend of hiring external coaches. This trend began when faculty members who were initially hired to coach a specific sport decided to give up their coaching responsibilities in order to assume a full time teaching load.

When the faculty members were coaches they were given release time as a form of compensation for coaching. This release time meant that they taught fewer total credits than their non-coaching counterparts. When they relinquished their coaching duties it created a situation where they now had to pick up additional teaching credits. Since most of the universities in the Pennsylvania State University system had just enough staff to adequately teach the number of courses offered, the return of these former coaches to full time teaching caused a "glut" in the department. There are now too many faculty members for the number of courses being offered. In order to rectify this situation many universities are failing to replace positions when faculty members retire.

Even more serious is the faculty member who was hired only to coach, has since given up coaching, and now is teaching full-time in the physical education department. This individual was "absorbed" within the department but unlike recently hired faculty members, was not screened for teaching effectiveness. One
department chair specifically mentioned this phenomena as being deleterious to the reputation of the department.

Responses from the Women Physical Educators

Respondents were selected from the two universities that merged their Physical Education departments; Indiana University of Pennsylvania and Kutztown University. Although Edinboro University presented a unique situation in the formation of their Physical Education major, their departments were always merged so respondents did not fit the research criteria.

There were seven women at Indiana University of Pennsylvania who fit the research criteria previously enumerated. Three of the seven refused to participate in the study, stating that they were too busy to participate.

The remaining four were willing and enthusiastic to be a part of this research process. They were eager to vocalize their feelings and did not hesitate to offer their opinions.

At Kutztown University there were five women who fit the research criteria and all of them were willing to participate in the research process. They too were eager to tell their story concerning the merger process.

As stated in the procedures, a copy of the interview schedule was sent to the women prior to the actual interview. Receipt of a copy of the interview schedule prior to the actual interview
would allow the respondents ample time to recollect events and thoughts that had taken place several years before. The actual interview took place with the interviewer following the interview schedule and recording the responses. Each interview was recorded on its own form. At the conclusion of each interview the respondents were given a chance to add comments concerning the merger process which they felt were not covered by the interview schedule. Each interview was completed in a time of thirty to forty-five minutes.

DEMOGRAPHIC INFORMATION

Years of service

All respondents were hired by their respective universities between 1964 and 1974. At that time tenure was granted after three years of satisfactory service, so all women were tenured three years after they were hired.

Initial Job Responsibilities

There was a slight difference in the initial job responsibilities between the women teaching in a physical education major program and those who taught in a required non-major program. The women teaching in the major program were hired to teach some of the major theory classes, while the women teaching in the non-major program taught in the general activity
program. One woman was hired to assume the duties of the Chairperson of the Health and Physical Education Department for Women. She was not the chairperson of the women's department at the time of the merger, however. After her term of office she was succeeded by another woman who was serving at the time of the merger.

Publications

One respondent had published several articles in the Pennsylvania State Physical Education Journal. She had also made two dance videos. Another subject has published five articles which have appeared in several refereed journals. None of the other respondents had publications.

Rank of Respondents

There are two women who hold doctorate degrees (EdD). The other seven women hold Master's degrees (M.S., M.A., M.Ed.). The two women holding doctoral degrees are full professors, while the other respondents are either associate or assistant professors.
<table>
<thead>
<tr>
<th>Rank of Respondents</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
</tr>
</tbody>
</table>

**Salary of Respondents**

The salary range for the sample ranged from $28,000 to $45,600. The two full professors were at the top of their salary range ($42,000-$45,600) and the associate and assistant professors ranged from $28,000-$32,000.

**Leadership Roles in the Department**

The types of leadership positions previously held varied within the sample. One woman had been chairperson of the Woman's Department before the merger. A second has been Department Chair of both the separate women's and combined department for a total of four and one-half years. Another has been the Graduate Program Coordinator for four years. The other leadership positions held included:

- Director of Intramurals
- Chair of Curriculum Committee
Director of Equal Opportunity in Sport
Member of Faculty Senate
Chair of various other departmental committees (recruitment, tenure, sabbatical, evaluation, faculty/community affairs)
APSCUF (union) Representative

Coaching Responsibilities

Four women had held coaching positions at some time during their employment in the Pennsylvania State University System. The sports they coached were: Field Hockey, Volleyball, Basketball, Swimming, Tennis, Gymnastics, and Synchronized Swimming. None of these women are currently coaching. Reasons given for relinquishing their coaching responsibilities were:

--increased pressure in athletics
--to pursue a doctoral degree
--too much time involved
--directing efforts to academic responsibilities

Athletic Teams Coached by Women

Kutztown University has five women's teams coached by women (field hockey, tennis, softball, lacrosse, cross country) and Indiana University of Pennsylvania has six teams coached by women (field hockey, swimming, basketball, softball, volleyball, tennis).
At Indiana University of Pennsylvania before the merger there were eleven women coaches compared with the present number of six. Kutztown University was just beginning its women's athletic program at the time of the merger so there were actually fewer women coaches before the merger.

**Intramural Program**

Both universities offer an intramural program. These programs are not part of the Physical Education Department. They are autonomous with their own director and budget. The intramural programs are supported by fees from the Student Government Board. At Kutztown the Director of Intramurals is a member of the Physical Education Department who gets six credits of release time for that particular responsibility.

**RESPONSES CONCERNING THE MERGER PROCESS**

**Working Environment before the Merger**

Eight of the women felt that the environment within the women's department before the merger was cooperative and supportive. Several reported that the women often got together for celebrations and were very close knit. One woman reported that the environment among the women was defensive and non-supportive. She felt that there was too much criticism among the
women in the department.

As a result of this generally cooperative environment most of the women felt that there was a strong, informal network among the women in the department. One reason stated for the networking was the fact that the women were officed in a separate building. The women helped each other and served as their own major base of emotional and professional support. One woman did report that she felt the women were provincial in the separated department. She had, however, only worked in combined departments and felt that it was foolish to have separate departments.

Professional Women's Organizations

Few of the women could cite any professional women's organizations in place at that time. There was one organization, Division of Girls and Women's Sports (DGWS) which was a very supportive organization for women at that time. It was eventually taken over by the Pennsylvania Intercholastic Athletic Association (PIAA). When DGWS was in operation there were often "Playdays" for women in various colleges which provided a means of friendly competition. The Playdays were usually held on a Saturday and consisted of round robin competition among teams from the different institutions. One other organization was the Penn State Association which dealt with sporting activities in the central portion of Pennsylvania. However, the respondent who
Situations Prompting the Merger

Three major reasons were cited for the merger process:

--administrative and budget concerns
--Title IX
--revision of the physical education curriculum to lifetime activities

When discussing the administrative decision to merge, many women felt that the President of the university had decided it would be best to merge. At Kutztown University the department received a letter from the President stating that the two departments would combine. The male chair at that time pushed for the merger while the women went along grudgingly. At Indiana University of Pennsylvania the feeling was more of a concern for expenses and budget. It was obviously more expensive to maintain two separate departments and budgets. Title IX was also influential at that time. Classes were already coeducational so it made sense to merge the departments.

Feelings Concerning the Merger

Five women expressed their support for the merger. They felt that the two separate departments were already performing the same duties and that they should join together. It was not an issue of
men versus women, rather a means to provide a stronger program for the students.

There were four women totally against the merger process. They felt that if a merger took place the men would rule and the women would have no power. One woman reported that to her surprise this has not happened. Another respondent stated that she felt the men were so weak and that a merger would cause the women to lose their independence. She maintains that the women did, in fact, lose much of the independence they had when they were a separate entity.

Change in Job Responsibilities after Merger

One woman reported a change in responsibilities but that change was not related to the merger process. Since varsity athletics were starting at the time of the merger, she chose to become involved in intramurals. Another respondent voiced a positive change in responsibilities. She was afforded the opportunity to teach a greater variety of classes, areas in which she felt strong. The other women reported no change in their job responsibilities after the merger.

Current Frustrations with Career

There were several frustrations voiced by the women concerning their careers and job responsibilities. Seven of the
women indicated that their careers had gone the way they had originally planned. One woman stated that she thought she would be coaching for most of her life but had to give up coaching in order to devote more time to her teaching responsibilities. Another respondent had always aspired to obtain the doctoral degree, but that she sacrificed that dream in order to raise a family. This issue was not related to the merger.

There were specific frustrations regarding current job responsibilities and university conditions. They were:

--lack of support for physical education from the administration
--a changing philosophy in the department, a deemphasis of physical education
--teaching many different activity courses, therefore preparation is difficult
--no release time for extra duties such as Graduate Program Coordinator
--women are more willing to effect change in the department and, as a result, take on more roles of responsibility
--teaching too many hours
--a feeling of isolation in the department which is a function of people, not the department

Current Organizational Climate in the Department

One woman stated that the current organizational climate was
cooperative in her department. She felt that there were both women and men who perform below expectations. The organizational climate as viewed by the other women was not as positive. The current climate was described as follows:

--hostile, a sense of frustration, burnout
--new leadership is needed
--apathetic
--women take a greater workload in chairing committees
--men support men, women support women
--the organization process is not as effective as it was when the women had their own department
--the faculty of the department are "old", many are retiring, lack of energy
--segmented
--too many former coaches in the department cause a difference in philosophies and interests

Advantages/Disadvantages to Individual, Student and the University

The disadvantages to individuals mentioned related to a loss of comraderie among the women. The respondents felt that there was more autonomy for the women in the separated department structure. The advantages listed were a greater opportunity to teach the courses which were an area of strength and the opportunity for the men and women to work together.
All respondents felt that the students benefited the most from the merger process. Since the departments merged, the students have a greater variety of courses from which to choose. The students also seem pleased to be a part of coeducational physical education classes.

Two women reported that the department suffered because of the merger. They went on to say that there is currently poor leadership and some sexism. Another woman defined one disadvantage of the merger to the department was that the former male coaches vote on issues as coaches, not teachers. They also tend to vote along sexlines rather than the issue. Other women in the study felt that the department had become stronger as a result of the merger.

All women agreed that because of the merger the Physical Education Department was more visible in the university community. They also stated that the university community on the whole had a better understanding of physical education and its' objectives. With the increase in size of the department it was felt that Physical Education could voice their needs and problems more effectively.

Steps to Increase Numbers of Women Administrators

Two women felt that women do not have a chance since there are more men in the department than women. As members of the
department are retiring, many of these positions are not being filled, reinforcing the inequity of gender in the department.

There were several suggestions for increasing the number of women in administration:
--support women who are currently in administrative positions
--pay more attention to affirmative action
--obtain a terminal degree
--women need to become more visible; run for office, publish, present at conventions
--women need to hang together, support each other

Steps to Improve Opportunities for Women Physical Educators

All respondents had suggestions to improve opportunities for women physical educators.
--education beginning with young children, instill worth and confidence
--scholarships and training programs
--be willing to stand up for your beliefs
--obtain a terminal degree
--keep pushing for women
--voice complaints
--become involved locally, statewide, and nationally
--become involved in governing bodies
--hold physical education in higher regard
--conduct a revolution
SUMMARY

The first part of this chapter reported the results of the department chair survey. This included information about coaches and the collective bargaining agreement which has had a tremendous impact on governing policies.

The second part of the chapter was devoted to the responses of the women physical educators of the two merged departments to the structured interview schedule. Chapter V will contain conclusions and recommendations for further study.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the perceived impact of merged departments of physical education on women physical educators in the Pennsylvania State University System. The Pennsylvania State University System consists of fourteen universities dispersed geographically throughout the state of Pennsylvania.

The department chair of each university was queried concerning data relevant to the merging process as well as information relating to the status of coaches, type of physical education program for non-majors, and the rank profile of the current staff.

From information gathered from the department chairs of the two universities who had merged, twelve women who were employed at the university at the time of merger until the present were identified. Nine of these women were then interviewed utilizing a scheduled interview guide to elicit their attitudes and opinions about the merger process and the current state of the Physical Education Department.

Demographic information about the women including rank,
salary, publication record, and current job responsibilities was gathered.

The collective bargaining agreement, which came into effect in 1973-74, had a definite impact on many regulatory aspects of the university system as well as an impact upon the day to day life of both the teachers and administrators in the system. The union stipulates all aspects of the workplace including course load, salary levels, grievance procedures, status of coaches, election of department chairs, payment for overload, and duties of employees. A faculty member is not required to become a member of the union but is still subject to the terms regarding workload and salary. The department chair has no control over faculty salaries but does control a budget for equipment and supplies. The department chair receives supplemental pay for the position and a reduced teaching load in exchange for the responsibilities of the chair. Administration (president, vice-president, deans) are not part of the bargaining unit unit and are considered management. The contract is negotiated every two years between faculty members representing the union (APSCUF) and representatives from the Chancellor's office.

This chapter presents conclusions drawn from analyzing the data in Chapter IV. Answers to the three original research questions:

--have the number of women in leadership positions declined since
the merger
-- are the current roles and responsibilities different than those
experienced before the merger
-- what are the attitudes of the women physical educators
concerning the merger
will be answered and recommendations for further study will be
will be put forth.

Conclusions

Numbers of Positions of Women Physical Educators

The following conclusions concerning numbers of positions can
be drawn from the data in Chapter IV. Women faculty in physical
education comprise less than half of the total physical education
faculty, holding one hundred and ten positions to one hundred and
sixty five held by men. There are two women currently serving as
department chairs while the other twelve are men.

There were only two universities which had separate programs
and went through the merger process. A third university had a
physical education major offered only to women until Title IX
legislation went into effect. Indiana University of Pennsylvania
had fourteen women faculty members before the merger but currently
ten women occupy faculty positions in the department. Kutztown
University had seven women before the merger and currently employs eight women in the department. In both universities there have been a total of five department chairs since the merger process. Only one department chair has been a woman.

The profiles of the current staff in the merged universities also show a disparity in rank:

Table 5
Profile of Physical Education Faculty by Rank in the two Merged Universities; Indiana University of Pennsylvania and Kutztown University

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Upon viewing the above table, the greatest disparity lies in the number of full professors. Research has documented that more men receive a terminal degree than do their female counterparts. This also seems to be the case within the Pennsylvania State
University System.

The problem seems to be the lack of women who are obtaining the terminal degree. Only one of the respondents mentioned a desire to further her education, but three other women stated how important it was for women to pursue the doctoral degree. In order for women to move into administrative positions, they must have credentials equal to their male counterparts. This includes obtaining the doctoral degree.

The women respondents were not performing the other tasks which are necessary to obtain visibility in the field and which provide a vehicle to move into administrative positions. Only one respondent had published articles in refereed journals. None of the women had expressed a desire to serve governing roles in professional organizations or to present papers or conduct clinics at national or state conventions. These activities increase the professional visibility of an individual and, coupled with the doctoral degree, allow women to become viable candidates for administrative positions.

There has been a decrease in numbers of women physical educators at Indiana University of Pennsylvania since the merger, but not at Kutztown University. Kutztown University has been afforded the luxury of yearly enrollment increases which tends to allow a stability in the workforce. Indiana University of Pennsylvania, on the other hand, is undergoing philosophic and
programmatic changes within the Physical Education Department which could cause a change in the structure of the workforce. One woman stated that as the physical education faculty get older, the women are retiring before the men and are not being replaced. This situation reinforces the inequity in the number of women in the department.

Since there has been only one woman department chair since the merger, women need to take the steps necessary to increase the number of women in the role of department chair. It was much easier before the merger for a woman to serve as department chair of a separate women's department. Since the post merger profile indicates a smaller number of women faculty in the Physical Education Department, women often have to work harder to move into these administrative positions. Obtaining the terminal degree, voicing a desire to hold an administrative position, and supporting other women are a few ways women can facilitate moving into leadership positions.

Current Roles and Responsibilities

There were several substantial changes in both teaching and coaching responsibilities among the women after the merger. Several women stated that they had an opportunity to teach a greater variety of classes than they had taught before the merger. One woman did say that most of the theory classes in her
department were taught by men while the women were teaching the .5 credit major activity classes. Because of the low credit allotment of these courses, the women must teach a greater number of classes than their male counterparts. This conclusion again goes back to the lack of terminal degrees among the women. In a Physical Education major program it would be expected that the individuals with the doctoral degrees would be teaching the major theory classes. At one university there are twelve men holding the doctoral degree but only one woman. That woman is teaching theory classes within the Physical Education major.

In interviewing the women physical educators, it became apparent that in both universities the Physical Education faculty were collectively nearing retirement age. The women expressed concern about the hiring of new faculty; would there be an effort to hire qualified women? In order to insure the hiring of qualified women physical educators, women must actively become involved in search committees and support other women.

Coaching Responsibilities

Several of the women had assumed coaching responsibilities in the past but have since relinquished these duties. The major reasons cited for not coaching were greater time demands of athletics, the increased number of teaching hours since the collective bargaining agreement, and the desire to concentrate on
the academic portion of their job responsibilities. Throughout the system the trend is to hire external coaches who are not given rank or tenure. The hiring of external coaches is a major change from the previous practice of hiring faculty coaches.

Currently at Indiana University of Pennsylvania there are six women's athletic teams coached by women. Before the merger there were eleven women coaches. As women resigned their coaching positions they were gradually replaced by men. This was due, in part, to a lack of women applicants. One male stated that they simply could not find any women who wanted to coach.

Kutztown University, just beginning their women's athletic program at the time of the merger, had fewer women's teams at that time. They currently have five teams coached by women and five coached by men. All the coaches are external to the faculty.

**Attitudes Concerning the Merger Process**

The majority of the women interviewed felt that the merger process was a positive move. The separate men and women's departments were in essence performing the same tasks so it made sense to them to join together. There were, however, a few women who were violently opposed to the merger. They felt that it would cause the women to lose power. There was a general feeling of comraderie among the women physical educators before the merger and many women were hesitant to lose that feeling.
One respondent felt that the men are assigned the teaching of theory classes, while the women are relegated to the teaching of .5 credit hour activity courses. She also felt that men often control the fate of certain departmental issues by voting along gender lines.

One woman espoused a theory concerning the difference in beliefs between the female and male physical educators. She believes that the men hold a totally different philosophy due to the fact that many of them were initially hired to coach and when they gave up coaching were then assigned teaching duties. Women, on the other hand, were hired to teach and coaching responsibilities went along with that. She also felt that men still think from a coach's viewpoint, not a teacher's. This theory supports the research conducted by Figore (1986) and his description of the role of a teacher and a coach. Coaches must demonstrate hard boiled rationality and often appear dogmatic, where a teacher can utilize a more democratic approach to decision making.

Although the departmental climate was described as basically cooperative, many women felt that the women physical educators took on more committee responsibilities and took on the challenge of developing new courses.

The majority of the respondents felt that their careers had gone the way that they had planned. There was a sense of
satisfaction with their job and some women felt that the problems encountered in the department stemmed from a lack of support for physical education from the administration coupled with a sense of frustration because of the lack of support. The hypothesis that the merger process had impacted negatively on their careers was not supported by the data. Would the women feel the same way if they had remained in a separate department and had received encouragement to pursue the doctoral degree or to aspire to leadership positions? The merger process caused an erosion of the emotional support system for the women. Without encouragement and role models it is difficult to move ahead.

It is apparent that women hold fewer administrative positions in the Physical Education Departments within the Pennsylvania State University System. In order for this situation to change women need to take charge and to be willing to become assertive in their quest for leadership. Without women in leadership positions, either as department chairs or coaches, young women have no role models to pattern. The following are steps which will help women to achieve their leadership goals:

--obtain a terminal degree
--attend administrative training institutes
--chair committees at the university
--become involved in professional organizations
--actively support other women in the aspirations
educate young girls to strive for leadership

experienced faculty must serve as mentors for young professionals

In examining the responses from the women physical educators in the Pennsylvania State University System it is the researcher's opinion that the women have become complacent in their desire to see more women obtain administrative positions. All of the women listed positive steps needed to increase the number of women in administration but few of them had taken these steps themselves. The role of a university professor in the Pennsylvania State University System has traditionally been one which does not contain the pressure of publications and research as a position in a Division I university would require. It would be easy to settle for the course of least resistance in these Division II universities. Many of the women have been employed at the university for their entire college teaching career. They have not aspired to move into other university positions nor have many of them aspired to advance in their educational path. Several of the women stated that they were satisfied obtaining the required number of credits to reach the rank of assistant professor but had no desire to move any further in rank.

Related literature has found that women in higher education are traditionally clustered at the lower ranks, receive lower salaries, and do not obtain the terminal degree as often as men.
The women interviewed in this study support the findings in the literature.

There are several conjectures to explain this response from the women physical educators. Since the inception of the union, there is no merit pay and subsequently, no job incentives for professional advancement. There is a monetary incentive in terms of a higher step on the salary scale as well as an increase in rank. Most of the respondents did not seem bothered by their plateaued salary in their particular rank.

A second explanation of the ennui emanating from the women could be the lack of understanding, appreciation, and support from the administration of the universities. At one university the physical education classes are still graded pass/fail which gives no accountability to the students. The administration seems to have adopted the attitude that physical education is not important and does not merit encouragement for professional development. Several of the respondents expressed their frustrations concerning this lack of administrative support and how it had eroded the morale of the department.

The conjectures stated above may or may not be true but what is critical is the attitudes of the women and their meaning to society. Change can only come about if individuals act to effect change. Frustrations will occur but women need to keep striving to move ahead. One woman stated that she did not have enough
energy to fight any longer—she would leave that up to the younger women. Young professionals need to see positive role models to inspire and energize them. It is the belief of this researcher that the situation in the Pennsylvania State University System is bleak. The present cohort has not worked hard enough for their cause. They have "settled" for the easiest route. Hopefully, as young professional women are hired in the physical education departments, energy levels and aspiration levels will be high. Change will be seen only through collective efforts of all women in the profession.

RECOMMENDATIONS

The following recommendations for further research are enumerated. This study should be replicated in other types of institutions; large, Division I institutions, systems without collective bargaining units, and private institutions.

Sampling the women department chairs in physical education across the country to ascertain their career paths, education, and training would be useful in an attempt to determine the necessary steps a women should follow to acquire that position.

A third recommendation would be to study young women Physical Education majors concerning their administrative aspirations. What are those aspirations? What steps will they take to realize
their goals?

It would be interesting to study men who have been employed in physical education during the merger process in order to ascertain their perceptions as compared to those of the women.

Change in the number of women physical educators in administrative roles will be effected through a collective effort on the part of women in individual departments of Physical Education and through task forces created by national professional organizations such as the American Alliance of Health, Physical Education, and Dance. It is important for the future of young women physical educators as well as for the profession of Physical Education that leadership opportunities are created and goals are realized. In this way Physical Education can be assured of providing a pool of capable leaders as well as attracting the most gifted students into the profession.
APPENDIX A

SURVEY OF PHYSICAL EDUCATION DEPARTMENT CHAIRS
Directions: The following questions pertain to both past and present aspects relating to your physical education department. Your assistance in this research is appreciated.

1. Is your physical education department merged?
   _____ Yes   _____ No

2. If your department is merged, in what year did the merger take place?
   ______________

3. Was the department chairperson at the time of the merger male or female?
   _____ Male   _____ Female

4. How many chairpersons has your department had from the merger date to the present year?
   _____ Number of chairpersons

5. How many of those chairpersons have been male or female?
   _____ Male   _____ Female

5a. How are chairpersons selected?
   _____ Elected   _____ Appointed

5b. What is the term of office of the chairperson? __________

6. How many men are currently working in your department? ____
   How many women are currently working in your department? ____
7. How many men were in the department before the merger? ___
   How many women were in the department before the merger? ___

8. What number of women physical educators do you have currently working in your department who were also employed during the merger?
   ___ Number of women physical educators

8a. What are the names of the women physical educators who are currently working in your department who were also employed during the merger?

________________________________________
________________________________________
________________________________________

9. Does your institution have a physical education major program?
   ___ Yes   ___ No

10. Does your institution have a required or elective physical education program for non majors?
    ___ Required   ___ Elective

11. Do coaches at your university teach?
    ___ Yes   ___ No

12. Can coaches obtain tenure?
    ___ Yes   ___ No

13. What is the profile of your current staff?
    ___ Instructor
    ___ Assistant Professor
    ___ Associate Professor
    ___ Full Professor
APPENDIX B

PHYSICAL EDUCATION DEPARTMENT FACULTIES BY GENDER IN THE PENNSYLVANIA STATE UNIVERSITY SYSTEM
Pennsylvania State University System
Departments of Physical Education by Gender

<table>
<thead>
<tr>
<th>University</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomsburg</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>California</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Cheyney</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Clarion</td>
<td>5</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>East Stroudsburg</td>
<td>17</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>Edinboro</td>
<td>5</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Indiana</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Kutztown</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Lock Haven</td>
<td>15</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Mansfield</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Millersville</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Shippensburg</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Slippery Rock</td>
<td>15</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>West Chester</td>
<td>14</td>
<td>20</td>
<td>34</td>
</tr>
</tbody>
</table>

Total          | 110   | 165  | 275   |
APPENDIX C

ENROLLMENT FIGURES FOR THE PENNSYLVANIA STATE UNIVERSITY SYSTEM
Pennsylvania State University System
Enrollment Figures

<table>
<thead>
<tr>
<th>University</th>
<th>1987 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomsburg</td>
<td>6,936</td>
</tr>
<tr>
<td>California</td>
<td>5,875</td>
</tr>
<tr>
<td>Cheyney</td>
<td>1,664</td>
</tr>
<tr>
<td>Clarion</td>
<td>6,183</td>
</tr>
<tr>
<td>East Stroudsburg</td>
<td>4,678</td>
</tr>
<tr>
<td>Edinboro</td>
<td>6,409</td>
</tr>
<tr>
<td>Indiana</td>
<td>13,404</td>
</tr>
<tr>
<td>Kutztown</td>
<td>6,874</td>
</tr>
<tr>
<td>Lock Haven</td>
<td>2,893</td>
</tr>
<tr>
<td>Mansfield</td>
<td>2,748</td>
</tr>
<tr>
<td>Millersville</td>
<td>7,225</td>
</tr>
<tr>
<td>Shippensburg</td>
<td>6,430</td>
</tr>
<tr>
<td>Slippery Rock</td>
<td>6,870</td>
</tr>
<tr>
<td>West Chester</td>
<td>11,311</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89,500</strong></td>
</tr>
</tbody>
</table>
APPENDIX D

INTERVIEW SCHEDULE FOR
WOMEN PHYSICAL EDUCATORS OF MERGED UNIVERSITIES
Interview Schedule for Women Physical Educators

Date:  
University:  
Interview #:  

I am interested in your thoughts and feelings concerning the merger of your physical education department, what sorts of experiences led to this decision, was the merger supported by the women, has your career changed, and have your expectations or philosophies changed. I am interested in your opinions and point of view. First I would like to gather some demographic data.

Demographic Information:

1. What year did you begin teaching at this university?
   
2. What were your teaching responsibilities?
   
3. What degree do you presently hold?
   
4. What is your present rank?
   
5. When were you tenured?
   
6. What is your present salary?
   
7. How many publications have you had?
   
   Have they been in refereed journals, books, or chapters in a book?
   
8. When were you last promoted?
9. What leadership roles have you had in the department?

10. Did you ever have any coaching responsibilities?

11. Are you presently involved in coaching?

12. If not, why did you relinquish your coaching duties?

13. How many women's athletic teams are coached by women at your university?

14. Were there more women coaches before the department merger?

15. Is there an intramural program at your university?

16. Is the intramural program part of the physical education

Now I would like to talk more informally about you and your professional life as it pertains to the merger process.

1. How would you describe the working environment in your department before the merger? Was it supportive, apathetic, cooperative?

2. Did you feel that there was a network among the women physical educators before the merger?

3. Were there any professional women's organizations in place at that time?

4. What role did they play in your professional life?

5. What situations do you feel prompted your department merger?
6. How did you feel about the merger?

7. Did your job responsibilities change after the merger? How?

8. Has your career gone the way you planned? ____ Why not? __

9. What do you think women physical educators can do to increase the number of administrative positions that women in this profession occupy?

10. Did you have any administrative aspirations? ____ If yes, were they realized?

11. How would you describe the organizational climate in your department at the present time? Collaborative, apathetic?

12. What advantages or disadvantages has the merger afforded to:
   
   you ____________________________

   students ____________________________

   department ____________________________

   university ____________________________

13. Do you feel that women in your department have been treated fairly since the merger?
14. Do you have any frustrations regarding either your position or your responsibilities?

15. What steps do you feel can be taken to improve the opportunities for women physical educators?
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