THE DEPARTING EXPERIENCE: A QUALITATIVE STUDY OF PERSONAL ACCOUNTS BY WOMEN WHO ARE FORMER ATHLETIC DIRECTORS OF INTERCOLLEGIATE ATHLETIC PROGRAMS FOR WOMEN

Dissertation

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By

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What happened to women who are former athletic directors of intercollegiate athletic programs during each of the four stages of the departing experience was the problem of this study. A qualitative design using personal interviews for data collection and ethnoscientific explanation for analysis of the data were used to study thirty-one women who were athletic directors between 1975 and 1986. Analytical tasks performed for each of the four levels of analysis helped answer research questions directed toward finding patterns among women in the following areas: what happened to them within and throughout the four stages of the departing experience, reasons they left the position of athletic director, and satisfaction in their subsequent job.

Analysis of the data established that the departing experience occurred in four stages. How the subjects responded to the way that opportunities for female student-athletes were offered during each stage of the departing experience determined whether they were in positive or negative circumstances. Sixteen subjects either were in
positive circumstances throughout the departing experience or ended it in positive circumstances. Fifteen subjects were either in negative circumstances throughout the departing experience or ended it in negative circumstances.

The ability to reevaluate their beliefs and values, adapt to changes in their programs, make rational decisions, and influence others to support their decisions determined whether they were in positive or negative circumstances in each stage of the departing experience. In general, the findings of this study support literature on women in administrative positions and literature on the effects of job loss and job change.
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CHAPTER I
INTRODUCTION

During the seventies new thought and action concerned with helping women become more aware of their potential became evident. Title IX legislation made the educators cognizant of changes in attitudes and opportunities. Athletics took its place as one of the leading influences for the advancement of women. The need to expand the opportunities for female student-athletes was recognized, and women were hired as directors of intercollegiate athletic programs to help achieve that goal.

In intercollegiate athletics for women, research over the past decade has revealed a puzzling trend in the number of participants, coaches, and administrators. The number of women coaches and athletic directors decreased at the same time that the number of intercollegiate sport programs for women increased (1, 4, 6). The decrease in the number of women athletic directors occurred despite the slight increase in the number of women administrators in some areas of academia and corporate business (5, 8, 9, 10).

Circumstances contributing to the neglect of talent, experience, and leadership potential of women were examined, but the reasons that few women hold leadership positions
remained vague (2). Although information on women aspirants and women active in administrative positions was available, few studies address the problem of women leaving administrative positions and their reasons for leaving.

Statement of the Problem

What happened to women who are former athletic directors of intercollegiate athletic programs during each of the four stages of the departing experience was the problem of this study.

Research Questions

The following questions directed research toward solving the problem of this study:

1. What happened during each of the four stages of the departing experience?

2. Were the experiences of the women during the four stages of the departing experience similar?

3. Why did the women leave the position of athletic director?

4. Were the reasons that these women left the position of athletic director similar?

5. Did these women have similar professional goals before and after leaving the position of athletic director?

6. After leaving the position of athletic director, did the professional lives of these women follow a similar pattern?
Significance of the Study

When the need to extend opportunities for female student-athletes was recognized, women who were physical education teachers and coaches desired to help fulfill that need. As creators, builders, and devoted workers for a cause, they pioneered intercollegiate athletics for women on a national scale. That type of leadership is of great value. Reasons for the loss of such women in leadership roles in athletics were unknown. Knowledge of the reasons why women left the position of athletic director may contribute to the literature on women administrators and may help to prepare women aspiring for administrative positions in athletics.

The intercollegiate athletic system is undergoing evaluation, research, and experimentation as part of the search for integrity, excellence, and more effective means to meet amateur sports and educational requirements. Because of scarcity of women leaders in athletics, men are in the forefront of that revolution. They need to be aware of the part that women athletic directors played in building the identity of athletics today.

In the research on job change and job loss reviewed for this study, four women were included in a total population of over six hundred subjects. It seems that researchers have not tapped the source of women who are former administrators to determine what happened to make them leave their positions. The findings of this study may also be
significant for researchers investigating job change and job loss.

Data collection, analysis, and writing of the research report closely followed the ethnoscientific process reported by Dobbert (3, pp. 128-137) and Spradley (7, pp. 220-234). The study of the departing experience is based on the hypothesis that the women progressed through four stages. The characteristics of the stages may be significant to researchers studying different types of experiences.

This study was an avenue for women who are former athletic directors to relate to others their perceptions of what happened to them in the departing experience. Their stories may help explain why women who were athletic directors of intercollegiate athletic programs from 1975-76 through 1985-86 are no longer in their positions. The women, as a group, wanted to know what happened in the departing experience, and for that reason this study was important to them.

Definition of Terms

The following terms have restricted meaning within this study.

1. **Woman athletic director** was defined as a woman who has authority over and responsibility for an athletic program. She controls the budget, has input into hiring and firing of staff, and reports directly to a central university
officer responsible for intercollegiate athletics. The process used for verifying the definition of woman athletic director is included and explained in Appendix A.

2. The departing experience was defined as an identifiable experience in the professional careers of women who are former athletic directors. The boundaries of the departing experience were established by the decision to accept the position of athletic director and the acceptance of a subsequent professional position.

The women progressed through four stages of the departing experience. In Stage I, Prior to Conflict, the women decided to accept the position of athletic director. In Stage II, Conflict Prior to Decision to Depart, the women experienced conflicts in their careers. In Stage III, Decision to Depart, the women decided to leave the position of athletic director and ceased acting in that position. In Stage IV, Transition After Departure, the women made the transition from athletic director to their subsequent professional position. The process used for extension and verification of the boundaries of those stages is included and explained in Appendix B.

3. Ethnoscientific explanation was defined as a qualitative research process for analysis of data to reconstruct how women in this study perceived the departing experience. There were four levels of the analysis and specific analytic tasks were performed for each of those four
levels. In Level I, Description, terms elicited from participants were grouped based on similarities and differences. Asking descriptive questions, analyzing interviews, and making category analysis were analytical tasks performed for the first level. In Level II, Classification, dimensions and boundaries of stages were established. Asking structural questions and making taxonomic analysis were analytical tasks performed for the second level. In Level III, Comparison, relationships between stages were established. Asking contrasting questions and making a componential analysis were analytical tasks performed for the third level. In Level IV, Explanation, principles which underlie the behavior of the group under study were established. Making theme analysis and writing brief statements of assertions were analytical tasks performed for the fourth level.

Ethnoscientific explanation was used for analysis of data in this study. Reference sources followed in the process and analytical tasks performed for each level of analysis are described in detail in Chapter III.

Delimitations

The available population was identified by a panel of experts, and the size of the sample was determined by the number of subjects who consented to participate in the study. Generalizations were not intended for populations other than
the sample for this study. The methodology was limited to the perceptions of the women in this study, and their construction of reality was reported.

Assumptions

This study was based on the assumption that women who were athletic directors of intercollegiate athletic programs between 1975-76 and 1985-86, responded and recalled their experiences accurately.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF LITERATURE

The problem of this study was what happened to women who are former athletic directors of intercollegiate athletic programs during each of the four stages of the departing experience. The following synthesis of literature reviews investigations of women as administrators, including why more women are not in administrative positions, and why the number of women athletic directors of intercollegiate athletic programs is decreasing. In addition, research on job change and job loss and research on the design and methodology of this study are discussed.

Women As Administrators

In studies of women in administrative positions, researchers have reported a slight increase in the number of women in corporate business and academia. Warihay (68) reported that over the last ten years women moving up the corporate ladder have attained managerial positions, but they seem to be temporarily stalled at lower or mid-management levels. According to the American Council on Education, the number of women college presidents increased 93 per cent over the past ten years (69). From 1975 to 1980, Gerstenberger (22) reported that the number of women who were chief...
executive officers in four-year colleges increased 37 per cent. Stockard and Kempner (63) reported representation of women as superintendents of public school districts increased 1 per cent over the past ten years, and during the same period, the number of women in the positions of principal and assistant principal increased 5 per cent.

Unfortunately, the trend toward increasing the number of women in administrative positions has not been maintained in intercollegiate athletic programs. In 1972, the year that Title IX legislation was passed, women directed 79 per cent of athletic programs for women, but by 1979 that figure had decreased to 50 per cent (32). Although the number of women who are former athletic directors varies among researchers, they concur that the decrease has reached epidemic proportions. Membership records from 1973 through 1981 for the Association for Intercollegiate Athletics for Women (AIAW) showed that the rate of increase for men serving as athletic directors was sixteen times the rate of increase for women in those positions (66).

The decrease in the number of women athletic directors was substantiated by Farrell (17). In 1973, women directed 95 per cent of intercollegiate athletic programs for women. In 1985, men directed 86 per cent of all intercollegiate athletic programs. In 1975-76, women directed 64 per cent of all intercollegiate athletic programs in the nation, but that figure decreased to 14 per cent by 1985-86 (18).
Likewise, the number of women in coaching positions has decreased. In 1973, 92 per cent of teams for women were coached by women, but in 1985, that figure decreased to 53 per cent. From 1974 to 1980, the number of women who were head coaches decreased by approximately 20 per cent, and the number of men who were head coaches increased by more than 200 per cent (32). Men gained the head coaching positions of sports which were added to athletic programs during years of compliance with Title IX legislation. In their ten-year status report on athletic programs for women and leaders of those programs, Acosta and Carpenter (2, 3) noted the decrease in the number of women in the position of athletic director and suggested that the decline was precipitated by the demise of the AIAW and an inflated economy that hindered compliance with Title IX legislation.

Various explanations have been suggested for the paucity of women in administrative positions, among them the socialization of women. As early as 1972, Horner (33) began studying the inability of women executives to make the most of success. In her fear of success syndrome, she implied that the expression of achievement-directed tendencies was inhibited by women becoming anxious about feelings of social rejection or feelings of being unfeminine as a result of succeeding. Other common symptoms of women administrators were anxiety about being judged and guilt about self-betrayal for the sake of a career (42). Moore (48) reported women
have been taught behaviors different from men. Traditionally, women have been socialized to be wives and mothers; men have been socialized to compete in the work place. Women have attempted to apply their socialized behavior in the work place but are not prepared for the demands and expectations of a male-dominated environment.

Socialization has also been reported to conflict with aspiration levels and to inhibit women as administrators by reducing the effectiveness of communication and their awareness of self and others (5, 45, 70). Some researchers (33, 56, 59) have concluded that a barrier, referred to as "avoid success because over-achievers evoke threats of retaliation," was a reason why some women did not aspire to attain administrative positions and advancement in their careers.

A justification frequently reported for the absence of women in administration is that they are not as interested in positions of leadership as are men (12, 19, 64); however, Bowker, Hinkle, and Worner (8) found little evidence in their study to support this notion. In their study, women indicated that they had a high aspiration level for administrative positions, but expressed their attitude about the pursuit of a job as being like the pursuit of a husband—highly unfeminine. A more recent study also supports the conflict between the socialization of women and their aspirations. Women had high aspiration levels for
administrative positions but tended to shy away from the process leading to those positions (34). In a study of women and men professors and factors that influenced their career aspirations, Karr (35) showed that aspiration levels were higher in women, but one-third of the women reported they would rather not compete for an administrative position, presumably because they were not socialized to compete.

In addition to the socialization of women, the absence of women in administrative positions has also been attributed to the lack of mentors and same sex role models. The absence of mentors reduces the opportunities for administrative aspirants to learn, practice, and increase their knowledge of effective performance and motivation (13, 47, 72). Lack of networking based on mutual support among peers and colleagues may keep women out of the employment market and eliminate useful professional and social bases of influence (52, 68). Likewise, the absence of role models in positions of authority forces women aspirants to develop and direct their futures without a positive model to guide them (1, 30) and initiate them into the traditions and practices of the corporate world (31).

Other barriers were reported by researchers. The presence of overt sex biases in hiring, salaries, and evaluation of women administrators along with unconscious discrimination against women were reported (11, 20, 49, 53). Interrupted careers for child raising and the conflict...
between professional and personal values were also reported (46, 71). Assertiveness training, support networks, child care programs, and flexible workdays have been suggested to help women overcome these barriers; however, a recent study indicated that these measures have had minimal effect on the professional advancement of women administrators (71).

Other researchers (9, 28, 30, 46) indicated that the dynamics between organizational structure and women administrators help explain the absence of women in administrative positions. Henning and Jardin (31) indicated that women experienced institutional isolation and interactional isolation. They reported that team membership was more difficult for a lone woman among male professional peers than it was for a man. In a study of the hierarchical system in administration within the institution of public education, it was shown why women continued teaching, while men assumed leadership roles. Advancement was related to the informal system and social activities to which men were accustomed and committed (51).

As with advancement in public school administration, the dynamics between organizational structure in athletics and career advancement patterns are positive for male personnel (41). Advancement within collegiate circles was largely a function of sponsorship rather than competition. The precise forms of sponsorship involved were difficult for the less experienced women in athletics to attain because they were
built on friendships and the old-boy-network (2, 24, 61). When sport programs for women and men in many universities merged, the most qualified individuals were often placed in the director positions. Because men were generally more experienced in athletics and with the informal system of advancement than were women, Snyder (61) suggested de facto discrimination prevented some women from obtaining the position of athletic director.

The lack of formal preparation for administrative positions has also been posited by other researchers (29, 32, 35, 65) to explain the absence of women in positions of leadership. The rapid development of athletics for women generated a need for administrators with expertise in business management as well as academic affairs. Snyder (61) and Albertson and Caton (4) surveyed intercollegiate athletic directors in an attempt to describe job responsibilities, work experience, and educational background needed for the position of athletic director. They found business management, personnel management, and public relations expertise as items perceived relevant to effective job performance.

Literature on women administrators often focuses on the leadership traits of these women. Brown (10) identified organizational ability, communication skills, and decision-making skills as the most important leadership traits for women administrators. Humanistic and democratic
leadership as well as self-discipline, flexibility, and integrity were strongly endorsed by women in the study. They rated self-confidence as a success factor, but stated women should not try to be as successful as men in administrative positions. Although demographic and personality variables did not seem to predict differences in leadership behavior (14; 25, pp. 53-54), the social and political implications of the sex of the administrator were important to how leaders carry out administrative functions.

Researchers have indicated that the number of women in administrative positions in athletics does not parallel the slight increases in the number of women in administrative positions in academia and corporate business. Attitudes of women about women and men about women as administrators, lack of aspirations for administrative positions, and the effect of organizational structure on women administrators are some theories to explain the absence of women administrators. Other barriers reported by researchers are lack of administrative preparation and experience; the socialization of women; and the absence of mentors, role models, and networking. Some researchers reported sex discrimination in hiring, salaries, and evaluation of women as reasons for the decrease or absence of women administrators.

Establishing profiles of women administrators has been attempted by researchers. Although demographic variables and personality were not predictors of leadership behavior, the
social and political implications of sex differences were important predictors of leadership behavior.

Job Change and Job Loss

Job change and job loss have been the subject of numerous studies; for example, the factors which influence administrators to voluntarily change jobs has been investigated (37, 39, 40, 43, 50, 54). Other studies have attempted to establish the qualities which lead to the success or failure of an administrator by examining the successful and unsuccessful executive (26). Despite the number of studies of job loss and job change, few of these studies have examined the problem of job loss and job change for women in administrative positions.

Because the study of women who are former athletic directors is an exploratory study of the causes and effects of job loss and job change on women in administrative positions, it is necessary to review the findings of studies of job loss and job change to determine to what extent the experiences of the subjects of this study parallel those findings. If the findings with regard to women who are former athletic directors are not similar to the findings summarized, that will indicate the need to investigate why and how the experiences of displaced female administrators differ from those of the displaced, or outplaced, male administrator.
In addition to the issues cited above, much of the literature on job loss and job change investigates how the experience of leaving a job affects the lives of the subjects, which is a critical issue in the study of women who are former athletic directors. Randolph (55) reported on the adaptation of four women and four men managers who lost their jobs. He found the crisis of job loss was a major life transition. He posed four questions to determine the effect of job loss on behavior, choices, satisfaction, and meaning in work and personal lives. He found that the range of behavior changes affected family systems, career and job, social relationships, and personal activities. Gender also accounted for much of the difference in the experience of job loss. Men experienced loss of self-esteem, and women viewed loss of the job as a social loss. Finally, family, community, and religion were established as priorities, and subjects showed more concern for the world around them and attachments to others in forming positive, shared understanding of job loss.

How job change is perceived by a person has also been shown to influence the response of that person. Hall and Isabella (27) found that a person's perception of a career move as up or down influenced his attitude and response to it. If alternatives were poorly chosen and unattractively offered, a person perceived no real choice. They also suggested that professional growth included development and
utilization of new skills, which could make a downward career move appealing. They concluded that success was psychological and depended on the attitude of a person toward his career.

Katcher (36) conducted in-depth interviews with fifty male managers to explore the psychological experience of leaving a job. Several perspectives of that experience emerged from that study. He found that the interpretation of the experience had a major influence on the experience of the transition. Three interrelated processes involved in the experience of leaving a job were found to be withdrawal, disorientation, and reorientation. Moreover, attitude toward leaving a job was dependent on how individuals perceived control of their lives.

Stress over loss of job may come from feelings of lack of support and lack of control over decisions, and from making continued effort without success (40). Without support groups, events seemed to get out of perspective. Elementary school teachers who were reassigned because of schools closing helped each other through support networks similar to those experienced in a family when a death or divorce occurs (67).

Other researchers have associated negative stress factors with job change and job loss. As reported by George (21, pp. 77-81), social stress theorists Holmes and Rahe identified life events that disrupt established patterns of
behavior and require adaptation. The two events which caused the greatest disruption of behavior were death of a spouse (weight=100) and divorce (weight=73). Events which involved professional role changes and role transitions included being fired from a job (weight=47), retirement from a job (weight=45), changing jobs (weight=39), business readjustments (weight=39), change in financial status (weight=38), change in work responsibilities (weight=29), and trouble with boss (weight=23).

Managers may feel a special kind of exhaustion more intense than what is ordinarily referred to as stress. That exhaustion has been described as burn-out. Characteristics of people suffering burn-out are anger at those making demands, self-criticism for putting up with demands, a sense of being besieged, and increased rigidity of attitude. It was suggested that people in burn-out situations need intense physical activity and support from others (40).

In literature on job change and job loss, few researchers reported findings pertaining to women administrators. Randolph (55) reported gender differences accounted for much of the difference in the experience of job loss. It is important to determine if differences in the experience of displaced or outplaced women administrators are significantly different from those of men, and if the coping strategies of women are significantly different.
Research Design and Methodology

The study of women who are former athletic directors is exploratory, and primarily for this reason, the study was designed using the methods of qualitative research. The discovery of meaning based on comparisons, contrasts, and causal relationships found in data is the focus of the process of qualitative research. Best states that "the discovery of meaning is the focus of the whole process" (6, p. 117). Moreover, Schwartz and Jacobs (57, p. 4) reported that qualitative research meets the requirements of rigorous and systematic inquiry. Bogdan and Biklen (7, pp. 27-30) reported five features of qualitative research as:

1. Having the natural setting as the direct source of data and the researcher as the key instrument,
2. Being descriptive,
3. Being concerned with process along with outcomes or products,
4. Tending to analyze data inductively, and
5. Realizing meaning is of essential concern to a qualitative approach.

The method of collecting data for qualitative research may be the survey questionnaire or the interview, or a combination of both, but these methods differ in that the survey is extensive and deals with a relatively large number of cases at a particular time, whereas the personal interview technique is intensive and deals with a limited number of
typical cases. Both methods were used by Kolmodin (37) in a study of why employees changed jobs, and she reported interview results were similar to survey results.

Although the questionnaire is frequently used to collect data, Smith (60, pp. 197-198) suggested that respondents to written questionnaires may be more likely to misinterpret questions or omit essential items. The questionnaire also lacks the personality of an interview. He suggested that most people prefer to talk about a subject than write out a detailed answer. Moreover, personal and sensitive issues may be better handled by interviews (60, p. 193).

As a data-gathering technique, the interview has unique advantages. In areas where human motivation, as revealed in reasons for actions, feelings, and attitudes, is concerned, the unstructured interview was suggested as the most effective technique for gathering data. Denzin (15, p. 117) reports that Maccoby and Maccoby suggested the unstructured, nonstandardized interview was best suited for exploratory studies. Moreover, the structured, standardized interview was best suited for hypothesis testing and rigorous qualification of results. Randolph (55) used an unstructured interview to collect data from four men and women business managers in non-profit organizations to examine their adaptation to job loss. Katcher (36) conducted in-depth interviews with fifty male managers to explore the psychological experience of leaving a job. A revised model
of the experience of leaving a job was related to literature on separation by divorce and terminal illness.

Involuntary transfers of teachers were studied by using ethnographic framework methods, which included direct participant observation, interviews, and collection of documents (67). Mason (44) explored relationships between the subjective perception of career progress by male executives and a number of objective measures of career progress as reported from literature on career stages. Because objective measures had a weak influence on perceived progress, she suggested that subjectively defined career progress may need to be included with objective measures of progress in research on careers.

One issue raised by the use of qualitative findings is the ability to generalize from them. Bogdan and Biklin (7, p. 41) reported researchers may draw on other studies to establish the representativeness of what they have found. Dobbert (16, p. 136) reported quantitative researchers control biases and their effect on data through statistical methods applied to the data. Qualitative researchers must also be concerned with their own subjectivity because the data is processed through the mind of the researcher before it is reported. She recommended that qualitative researchers guard against their own biases by recording detailed notes, which include reflections on their own subjectivity.
Most researchers are affected by bias. Questionnaires reflect the interests of those who construct them, as do experimental studies. Qualitative researchers try to acknowledge and take into account their own biases as a method of dealing with them. Qualitative research is one of the few forms of scientific study that admits the subjective perception and biases of both participants and researcher into the research frame (23, p. 224).

Qualitative research can also be understood in the context of ethnoscientific research. Ethnoscience has its roots in linguistics and the work of Franz Boas and Edward Sapir. In the 1960s, ethnoscience progressed from the exclusive study of kinship terminology to wholistic descriptions of culture. The terms identified as symbols could be created from anything in human experience, such as an object, a behavior, or an event. Terms could be categorized, and meaning arose from the ways symbols were related to one another. Spradley (62, pp. 220-234) used the techniques of ethnoscientific research to discover the culture of skid-row drunks.

According to Dobbert (16, pp. 128-137), the object of ethnoscience techniques is social knowledge of groups of people regarding some aspect of their culture. Ethnoscience is designed to determine what a situation is like from the point of view of participants.
To identify stages in the experience of the women who were former athletic directors is another way in which this study attempts an ethnoscientific interpretation of events in the lives of these women. A study by Randolph (55) has been cited as an attempt to establish a model of the experience of leaving a job. Studies by Holmes and Rahe cited by George (21, pp. 77–81) have also established that events which involve a change in professional role rank fairly high in the order of events which disrupt established patterns of behavior and require adaptation. Likewise, Sheehy (58, p. 101) has identified certain events for which transitions into and out of bring about changes in a person. Crises are not only predictable, but they signal the need for a person to enter the next stage of growth. How an event can be experienced in stages has been illustrated by adaptation to the loss of a loved one (38, p. 17).

Despite the question of generalizing from qualitative research findings, the evidence already discussed indicates that the event of the loss of a job or a change in job can be seen as disrupting; therefore, it seems likely that the adaptation to this event will also occur in stages, and it is important to determine if certain experiences common to the subjects of this study can be identified as stages, and if these stages can be related to the literature on separation caused by life events.
Summary

There does not seem to be a body of literature on the subject of women who are former athletic directors of intercollegiate sport programs, nor even a significant number of studies of women who are former administrators. The materials reviewed showed a variety of reasons why women aspirants and administrators face difficulties in leadership positions. Studies of job change and job loss were discussed to define the qualities of successful and unsuccessful administrators and to establish the effects of loss or change of job on administrators.

Various approaches used by researchers to design a study, collect and analyze data, and explain findings were discussed. A qualitative design with personal interviews for data collection and ethnoscientific explanation was shown to be a way to approach the study of a population for which reasons for actions, feelings, and attitudes are investigated. The qualitative design is appropriate for the study of the reasons that women left the position of athletic director and to determine if stages in their adaptation to the event can be established and related to literature on separation caused by life events.
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CHAPTER III

METHODS AND PROCEDURES

The Population

A master list of 590 women who are former athletic directors of intercollegiate athletic programs for women from 840 colleges and universities throughout the nation was compiled from directories of college athletics (editions for women and editions for men) for each of the years from 1975-76 through 1985-86 (3). The editions for women were used for identification of women listed as athletic directors, names of the school where they held positions, geographic location of schools, sport governing affiliations, and divisions under which sport programs were listed.

When names of the women no longer appeared as directors, a computer search was made to see if their names appeared as assistant or associate directors at the same school or to see if they moved to other universities. When changes occurred, editions for men were used to find additional information to locate the women. Five hundred ninety women were listed as athletic directors. A panel of eight experts from geographic districts sanctioned by The National Collegiate Athletic Association (NCAA) was selected to identify women who were athletic directors, as defined for this study.

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The panel of experts was selected by the following criteria: association with women who were athletic directors during years under study, knowledge of women who were athletic directors, and knowledge of current geographic locations of the women.

A list of women who were potential members of the population was compiled from a master computer list for each of the NCAA districts. That list, a written description of athletic director as defined for this study, and a request letter were mailed or hand delivered to potential panel members from each NCAA district on July 1, 1986 (Appendix C). The purpose of the research was explained, participation in the study was requested, and potential panel members were notified that the researcher would be in contact with them by telephone.

Prospective panel members were telephoned, and all of the women consented to participate as members on the panel of experts. The population of potential participants for the study was updated based on the list of former athletic directors submitted by each panel member. The initial estimate of fifty to one hundred women in the identified population was extremely low. The panel identified three hundred seventeen women who are former athletic directors.

Pilot Study

Four of the women who are former athletic directors were selected to participate in a pilot study. Information
elicited from the women was used to prepare research questions, and those women were included in the sample. The interview schedule and the modifications of the interview questions are included and explained in Appendix D.

The research journal excerpt included and explained in Appendix D is one of many notations made in a research journal which was started June 30, 1986, the date the topic of this paper was proposed. Notations and reflections on the study were recorded in the journal through the writing of the research report. Much of the contents of the research journal is confidential. Excerpts relevant to the methodology of this study can be found in the appendices.

Selection of the Sample

The selection of the sample was contingent on the number of women identified by the panel of experts. If the population had been small, approximately fifty or less, the entire population would have been used for the study. The population was not considered small. Three hundred seventeen women were identified as former athletic directors.

A stratified, random selection was made to include women from each of the eight NCAA districts for geographic representation, and to include women from universities with membership in The National Association of Intercollegiate Athletics in 1982 or in NCAA divisions I, II, and III for representation by size of program. By 1982, university membership in governing associations for intercollegiate
athletics for women changed from the AIAW to the NAIA or the NCAA.

The initial sample consisted of forty-eight women, including those in the pilot study. Current geographic locations of potential participants were identified and coordinated with information from airline schedules.

Six women in NCAA districts one, four, and seven were inaccessible because of travel restrictions for the researcher and were not considered for interviews. Two women did not consent to interviews. Four women were out of the country and could not be contacted, one woman reported she did not fit the criteria for athletic director as defined for this study, and four women could not be contacted by telephone.

The final sample consisted of thirty-one women who are former athletic directors. That is not to say that all women left athletics after they resigned from positions of athletic director. At the time of the interviews, twenty-one women in the sample were working in intercollegiate athletics, and three of those women had regained positions as athletic director. Ten women were working in professional fields outside athletics at the time of the interviews.

Preinterview Process

After the sample was selected, potential subjects were sent letters requesting their participation in the study.
(Appendix E). The request letter was sent for the following reasons:

1. To explain the purpose of the study,
2. To explain to potential subjects their importance as sources of data for the study,
3. To request participation in the study,
4. To explain the research process,
5. To explain what benefits the researcher will accrue,
6. To explain what benefits the participants will accrue,
7. To assure confidentiality to participants, and
8. To inform potential subjects that they would be contacted by telephone.

Follow-up contacts by telephone were made within two weeks after the letters were sent. The women consented to interviews, questions they had about the study were answered, and interviews were scheduled. Airline flight schedules and date, an appropriate place where tape recorders could be used, and the schedule of participants were considered in setting up interviews.

Initially, one or two interviews were scheduled per week. Because of travel expenses, that schedule was changed, and three or four women were interviewed during a week. Some women were located in NCAA districts different from that in which they were athletic directors. When weekly trips were...
scheduled, those schedules included women from several NCAA districts and divisions.

Because the qualitative methodology used in this study required collection and analysis of data simultaneously, an assistant helped transcribe data from tapes to computerized transcripts. That assistance allowed time for comparing, categorizing, and analyzing data from each interview transcript.

The women were to receive letters to verify the date, time, and place for the interviews. A Participant /Researcher Agreement form was to be included in those letters (Appendix F). Because the women requested telephone calls for verification of interviews, that notification process was changed to accommodate them. They were telephoned a few days before scheduled interviews, and the agreement form was signed on site at the interviews. The reasons for the changes in the method of verification of the interview are included and explained in Appendix F.

Interview Process

Thirty-one interviews were completed between July 8, 1986, and September 9, 1986. The number of interviews completed in each NCAA district is shown in Table I. Weekly schedules of interviews completed between July 8, 1986, and September 9, 1986, are shown in Table II.
### TABLE I

**INTERVIEWS COMPLETED BY NCAA DISTRICTS**

<table>
<thead>
<tr>
<th>NCAA Dist.</th>
<th>No. of States Incl.</th>
<th>No. of Ident. Pop.</th>
<th>Avg. No. Per State</th>
<th>No. Women Interviewed</th>
<th>% of Pop. Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>32</td>
<td>5.3</td>
<td>2</td>
<td>.06*</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>47</td>
<td>9.4</td>
<td>5</td>
<td>.11</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>61</td>
<td>5.1</td>
<td>5</td>
<td>.31</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>72</td>
<td>12.1</td>
<td>3</td>
<td>.04*</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>30</td>
<td>4.3</td>
<td>5</td>
<td>.17</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>15</td>
<td>5.0</td>
<td>3</td>
<td>.20</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>12</td>
<td>2.0</td>
<td>2</td>
<td>.17</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>40</td>
<td>6.7</td>
<td>6</td>
<td>.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>309</strong></td>
<td><strong>9.8</strong></td>
<td><strong>31</strong></td>
<td><strong>1.02</strong></td>
</tr>
</tbody>
</table>

*Districts 1 and 4 are low in number of women interviewed because of travel restrictions.

### TABLE II

**WEEKLY SCHEDULE OF INTERVIEWS COMPLETED BY NCAA DISTRICTS AND DIVISIONS**

<table>
<thead>
<tr>
<th>Week</th>
<th>1986 Dates</th>
<th>No. of Interviews</th>
<th>Districts Included</th>
<th>Divisions Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/8-7/13</td>
<td>4</td>
<td>5, 6</td>
<td>I, II, NAIA</td>
</tr>
<tr>
<td>2</td>
<td>7/16-7/20</td>
<td>3</td>
<td>3, 5, 8</td>
<td>I, III</td>
</tr>
<tr>
<td>3</td>
<td>7/21-7/27</td>
<td>4</td>
<td>2, 4, 8</td>
<td>I, II, NAIA</td>
</tr>
<tr>
<td>4</td>
<td>7/28-8/3</td>
<td>4</td>
<td>1, 3, 8</td>
<td>I, II</td>
</tr>
<tr>
<td>5</td>
<td>8/4-8/10</td>
<td>3</td>
<td>3, 7, 8</td>
<td>I, II</td>
</tr>
<tr>
<td>6</td>
<td>8/11-8/16</td>
<td>3</td>
<td>2, 3</td>
<td>I, II, III</td>
</tr>
<tr>
<td>7</td>
<td>8/17-8/23</td>
<td>2</td>
<td>3, 6</td>
<td>I, II</td>
</tr>
<tr>
<td>8</td>
<td>8/24-8/31</td>
<td>4</td>
<td>2, 4</td>
<td>I, III</td>
</tr>
<tr>
<td>9</td>
<td>9/1-9/9</td>
<td>4</td>
<td>5, 7, 8</td>
<td>II, III</td>
</tr>
</tbody>
</table>
As Table I illustrates, the percent of population interviewed in NCAA districts one and four is low; however, this did not adversely affect the collection of data. Out of a total population of three hundred nine, thirty-one subjects, representing twenty-seven states, participated in the study. As Table II shows, thirteen of the women represented NCAA Division I schools from eight districts, and seven women represented NCAA Division II schools from six districts. Eight of the women represented NCAA Division III schools from seven districts, and three women were from NAIA schools located in NCAA districts.

One woman was interviewed at the home of the researcher, nine women were interviewed in their homes, and ten women were interviewed at their work sites. Eleven women were interviewed at a variety of places. Isolated areas at airports, a quiet neighborhood restaurant, an ocean beach, a fishing stream in the mountains, a sailboat, and a bench at a town square were places some of the women were interviewed.

Starting and ending times for interviews were recorded in the research journal. The shortest length of time for an interview was fifty-five minutes, and the longest length of time was two hours and twenty minutes. An average length of time was one hour and forty-five minutes. Differences in the length of time of the interviews were not related to the order of occurrence, to the location of the interviews, or to the input time from the researcher.
Interviews began with conversation on topics of mutual interest. Once rapport was established, a review of the research project and the hypothesized organization of the departing experience in stages was explained to the women. Questions about the research project were answered before the data were recorded on two tape cassette machines.

Questions of a demographic nature were followed by questions relating to the departing experience. Descriptive, structural, and contrast questions which corresponded with the description, classification, comparison, and explanation levels of ethnoscientific explanation were used for interviewing the women. These types of questions are necessary for analysis of data by ethnoscientific explanation.

When key questions and topics related to the research project had been discussed, interviews closed with two questions. The women responded with information they felt was important for the researcher to know to really understand their experiences.

Postinterview Process

When each interview was completed, any seemingly important or unusual events were recorded in the research journal. Some events recorded were used for analysis of data.

Within a week after each interview, personal hand-written letters were sent to the women thanking them for
participating in the study. They were also informed of the possible need for future contact with them concerning material used in reporting the research. The women were assured that they would receive a written report of the results of the study.

Data were transcribed using a recorder/dictaphone, an Apple IIe computer, and an AppleWriter word processing package. Transcripts were printed on a Brother HR-15XL printer.

Ethnoscientific Explanation

Analysis of data by ethnoscientific explanation involved organizing data collected from personal interviews, classifying the data into manageable units, synthesizing the data, searching for patterns, discovering what was important and what was to be learned, and deciding how and what would be explained to others.

Dobbert (2, pp.128-137) defined ethnoscientific explanation as a method of qualitative analysis. The four levels of the analysis are description, classification, comparison, and explanation. Spradley used the methodology of ethnoscience in his study of Seattle bums and later in his book, The Ethnographic Interview (7), in which he describes a step-by-step process to accomplish analysis of data by ethnoscientific methodology. Steps one through three of The Developmental Research Sequence (DRS) deal with techniques of locating and interviewing participants. Steps four through
eleven correspond with the four levels of ethnoscientific explanation reported by Dobbert.

Dobbert defined the process, and Spradley described how to do it. DRS, as described by Spradley, and the four levels of ethnoscientific explanation reported by Dobbert were used in analyzing data for this study, as illustrated in Table III.

### TABLE III
**STRUCTURE OF ETHNOSCIENTIFIC EXPLANATION FOR ANALYSIS OF DATA**

<table>
<thead>
<tr>
<th>Method of Spradley</th>
<th>Definition by Dobbert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4. Asking descriptive questions,</td>
<td>Level I. Description, grouping terms elicited from participants into categories based on similarity and differences,</td>
</tr>
<tr>
<td>Step 5. Analyzing interviews,</td>
<td>Level II. Classification, finding dimensions and boundaries of categories.</td>
</tr>
<tr>
<td>Step 6. Making category analysis,</td>
<td></td>
</tr>
<tr>
<td>Step 7. Asking structural questions,</td>
<td>Level III. Comparison, uncovering relationships between categories and making meaning tables, and</td>
</tr>
<tr>
<td>Step 8. Making taxonomic analyses,</td>
<td></td>
</tr>
<tr>
<td>Step 9. Asking contrasting questions,</td>
<td>Level IV. Explanation, discovering principles behind meanings of participants shown in meaning tables for a picture of the overall cognitive orientation of the group under study.</td>
</tr>
<tr>
<td>Step 10. Making componential analyses, and</td>
<td></td>
</tr>
<tr>
<td>Step 11. Making theme analyses and writing brief statements of assertions.</td>
<td></td>
</tr>
</tbody>
</table>

Descriptions of how to build a qualitative analysis by Goetz and Le Compte (4, pp. 190-200) and Bogden and Biklin (1, pp. 146-155) were also used as reference sources for analysis of data.

**Level I, Description**

Asking descriptive questions in interviews and forming categories of terms based on their similarities and
differences is the first and most important level of analysis in ethnoscientific explanation. Spradley (7, pp. 156-157) reported two principles as guides for finding meaning at the description level. The relational principle states that the meaning of a term can be discovered by determining how it is related to other terms. The similarity principle states that the meaning of a term can be discovered by finding how it is similar to other terms.

The women were interviewed and asked descriptive questions relating to each stage of the departing experience. Questions relating to Stage I included "Could you describe how you felt about yourself and your job when you made the decision to become athletic director?" and "Would you tell me about your job when you first became an athletic director?"

Category analysis began after a few interviews, and that process is described with emphasis on forming the categories which would constitute Stage I of the departing experience. Transcripts were read several times, and the research journal was reviewed for an overview of what happened in Stage I. Events and the responses to those events were used to describe each of the stages in the departing experience.

Terms (i.e., words, phrases, and paragraphs relating to events, actions, and feelings) were first identified and coded according to semantic relationships. Spradley suggested semantic relations most useful for beginning an analysis of categories (Appendix G). Inclusion of terms in
Stage I were coded in the margins of transcripts. An excerpt from a transcript with the process of coding used to identify some terms in Stage I is shown in Figure 1.

Coding

<table>
<thead>
<tr>
<th>Stage</th>
<th>Event</th>
<th>Ways Women Responded</th>
<th>Verification of Woman Athletic Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-1</td>
<td>I convinced them [administrators in the university] that we needed to help the girls. I wanted to be athletic director and depended on her [director of physical education] to appoint me as the one to run things . . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-2</td>
<td>I started my program in 1972, right at the time of Title IX. A coincidence, maybe . . . . We had separate P.E. departments for women then and our athletic program was included in the same department. The P.E. director was my boss for both teaching and running my program . . . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I-1 Is a part of Stage I (event),
I-2 Is a part of Stage I (ways women responded), and
I-3 Is a part of Stage I (verification of woman athletic director).

Fig. 1—Excerpts from a transcript illustrating the process of coding terms.

Women decided to become athletic directors and built separate athletic programs. Those events were identified in Stage I and are shown in Figure 1. Aspiring to become athletic director, influencing others to support the decision, and desiring to help fulfill the need to extend the opportunity for female student-athletes were ways the women responded to some events in Stage I.

Copies of terms from Stage I were placed in a file folder indicating units of data for Stage I, and a category analysis worksheet was prepared. Some events in Stage I are illustrated on the worksheet shown in Table IV.
### Table IV

**Events in Stage I**

<table>
<thead>
<tr>
<th>Semantic Relationship</th>
<th>Spatial (X \text{ is a part of } Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included Terms</td>
<td>Semantic Relationship</td>
</tr>
<tr>
<td>Women made decisions to become AD</td>
<td>is a part of</td>
</tr>
<tr>
<td>Women built separate athletic programs</td>
<td></td>
</tr>
<tr>
<td>Women built power to coincide with their positions</td>
<td></td>
</tr>
<tr>
<td>Responsibility and authority of AD changed</td>
<td></td>
</tr>
<tr>
<td>Compliance With Title IX</td>
<td></td>
</tr>
<tr>
<td>Creation of AIAW</td>
<td></td>
</tr>
</tbody>
</table>

The structure of a category is also shown in Table IV. A category defines one feature of meaning, uses one cover term, two or more included terms, and a single semantic relationship between those terms.

More than fifty categories were formed from terms used to describe events in Stage I. Each category showed how the women organized what they knew about what happened in that stage. Some categories related to the term women made decisions to become athletic directors were in other semantic relationships and were important to the study. A category analysis worksheet was prepared for the category of reasons women became athletic directors, as illustrated in Table V. Another category analysis worksheet was prepared for the category of characteristics of women who became athletic directors, as shown in Table VI.
### TABLE V

**REASONS WOMEN BECAME ATHLETIC DIRECTORS**

<table>
<thead>
<tr>
<th>Semantic Relationship</th>
<th>Rationale (X is a reason for Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included Terms</td>
<td>Semantic Relationship</td>
</tr>
<tr>
<td>Believe in extended opportunity</td>
<td></td>
</tr>
<tr>
<td>Desire to help fulfill need for extended opportunity</td>
<td></td>
</tr>
<tr>
<td>Want to help others who believe in extended opportunity</td>
<td></td>
</tr>
<tr>
<td>Influence from others</td>
<td></td>
</tr>
<tr>
<td>Compliance with Title IX</td>
<td></td>
</tr>
<tr>
<td>Wanted a challenge</td>
<td>is a reason for Women became AD</td>
</tr>
<tr>
<td>Support from others</td>
<td></td>
</tr>
<tr>
<td>Love of sports</td>
<td></td>
</tr>
<tr>
<td>Change in desires</td>
<td></td>
</tr>
<tr>
<td>Change in working aspirations</td>
<td></td>
</tr>
<tr>
<td>Wanted to become AD</td>
<td></td>
</tr>
<tr>
<td>Did not control working decision</td>
<td></td>
</tr>
<tr>
<td>Felt forced to take job</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE VI

**CHARACTERISTICS OF WOMEN WHO BECAME ATHLETIC DIRECTORS**

<table>
<thead>
<tr>
<th>Semantic Relationship</th>
<th>Attribute (X is a characteristic of Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included Terms</td>
<td>Semantic Relationship</td>
</tr>
<tr>
<td>Want challenge</td>
<td></td>
</tr>
<tr>
<td>Believed in extended opportunity</td>
<td></td>
</tr>
<tr>
<td>Desired to help fulfill need for extended opportunity</td>
<td></td>
</tr>
<tr>
<td>Wanted control of extended opportunity</td>
<td></td>
</tr>
<tr>
<td>Influenced others to support their decision to become AD</td>
<td></td>
</tr>
<tr>
<td>Aspired for position of AD</td>
<td></td>
</tr>
<tr>
<td>Controlled decisions</td>
<td></td>
</tr>
<tr>
<td>Flexible to changes in desires and working aspirations</td>
<td></td>
</tr>
<tr>
<td>Wanted FT position of AD</td>
<td></td>
</tr>
<tr>
<td>Wanted joint-appointment</td>
<td></td>
</tr>
<tr>
<td>Wanted some control of extended opportunity</td>
<td>is a characteristic of Women who became athletic directors</td>
</tr>
<tr>
<td>Did not control decisions</td>
<td></td>
</tr>
<tr>
<td>Inflexible to changes in desires and working aspirations</td>
<td></td>
</tr>
<tr>
<td>Allowed others to modify decision</td>
<td></td>
</tr>
<tr>
<td>Did not aspire to become AD</td>
<td></td>
</tr>
<tr>
<td>Little or no administrative experience</td>
<td></td>
</tr>
<tr>
<td>Were teachers and coaches</td>
<td></td>
</tr>
</tbody>
</table>
Following a preliminary search for categories in Stage I, the same process was used to find categories in other stages in the departing experience.

To summarize the analysis used at the description level of ethnoscientific explanation, terms elicited from the women were grouped into categories based on similarities and differences. The following analytic tasks were performed for that purpose:

1. Descriptive questions were asked in interviews to gain an overview of what happened in each stage of the departing experience,
2. Cover terms, included terms, and their semantic relationships were identified and coded on transcripts and in the research journal, and
3. Copies of terms were filed in respective folders and category analysis worksheets were formed for central categories.

Dimensions and boundaries of categories were formed at the next level of analysis. Like the description level of analysis, the classification level is reported with emphasis on describing the process for expanding central categories in Stage I of the departing experience.

**Level II, Classification**

In the classification level, the dimensions and boundaries of central categories were determined by asking
structural questions and by taxonomic analysis of those categories. Spradley (7, pp. 156-157) reported the use principle as a guide for finding meaning at the classification level. That principle states that the meaning of a term can be discovered by asking how it is used rather than by asking what it means.

A list of all hypothesized categories was made for an overview of what happened in each stage of the departing experience. Identification and selection of categories for more in-depth study of subsets within categories and relationships between those subsets was made. Structural questions were formed to confirm hypothesized categories and to find dimensions and boundaries of categories. Some categories identified in Stage I and structural questions formed for each of those categories are illustrated in Table VII.

<table>
<thead>
<tr>
<th>Category</th>
<th>Semantic Relationship</th>
<th>Structural questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women made decisions to become AD</td>
<td>X is a part of Y</td>
<td>Is when women made decisions to become AD a part of Stage I?</td>
</tr>
<tr>
<td>Reasons for becoming AD</td>
<td>X is a reason for Y</td>
<td>What are all your reasons for becoming athletic director?</td>
</tr>
<tr>
<td>Ways to influence others</td>
<td>X is a way to Y</td>
<td>What are all the ways to influence others to place women in positions of athletic director?</td>
</tr>
<tr>
<td>Ways to build athletic programs</td>
<td>X is a way to Y</td>
<td>What are all the ways to build athletic programs?</td>
</tr>
</tbody>
</table>
From structural questions, more terms were added, existing terms were verified as inclusions in categories, and the dimensions and boundaries of categories were established.

Lists of terms in category worksheets showed the relationship of the included terms to the cover term, but did not show relationships among included terms. A taxonomy of each category was formed to reveal those relationships. A taxonomy of the category of reasons for becoming athletic director, illustrated in Figure 2, shows relationships among terms included in that category and also shows levels in the structure of a taxonomy.

<table>
<thead>
<tr>
<th>Reasons women became AD</th>
<th>Desired to help fulfill need for extended opport.</th>
<th>Change in working aspirations</th>
<th>Felt forced to take job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Love of sports</td>
<td>Believed in extended opportunity and Title IX</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wanted to help others who believed in them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change in desires to help fulfill need for extended opportunity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Influence from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wanted to become athletic director</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wanted a challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance with Title IX</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did not control decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Influence from others</td>
<td></td>
</tr>
</tbody>
</table>

Fig. 2—Taxonomy of reasons women became athletic directors

Another important category analyzed was working characteristics of the women. A taxonomy of that category showed relationships among terms included and is illustrated in Figure 3.
At a point when gaps in data in taxonomies seemed filled and categories seemed saturated, analytic memoranda were written. Those memoranda described major events and responses of women to those events in each stage of the departing experience and in the experience as a whole.

To summarize the analysis used for the classification level of ethnoscientific explanation, the internal structure of categories was examined and dimensions and boundaries of categories were found. The following analytic tasks were performed for that purpose:
1. Structural questions were asked in interviews to verify the inclusion of terms in categories and to establish dimensions and boundaries of categories;

2. Taxonomic analysis was performed to find subsets and the relationship of those subsets by focusing on similarities of terms; and

3. Taxonomies of central categories were formed to help visualize the relationship of subsets.

The meaning was minimal because a single semantic relationship among a category of terms showed some terms belonged inside boundaries of categories because of similarities, and other terms belonged outside because of differences. In the next level of ethnoscientific explanation, relationships between categories were formed.

**Level III. Comparison**

Relationships between categories were formed and meaning tables were made at the comparison level of ethnoscientific explanation. Contrasting questions, data from the research journal, and componential analysis were used for those purposes. Analysis was guided by the contrast principle which states that the meaning of a term can be discovered by finding how it is different from other terms (7, pp. 157-158).

The term compliance with Title IX legislation was a part of Stages I and II. That term is used as an example to
describe the process of finding relationships between categories.

Componential analysis was undertaken by searching for contrasts and sorting them out. At this point in the analysis, the focus of the investigation changed from identification of categories to establishing the meaning of terms found in two or more categories. Some attributes and their semantic relationships to compliance with Title IX are illustrated in Table VIII.

**TABLE VIII**

**DIFFERENCES IN THE MEANING OF COMPLIANCE WITH TITLE IX**

<table>
<thead>
<tr>
<th>Term</th>
<th>Semantic Relationship</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance with Title IX</td>
<td>is a part of</td>
<td>Stage I and Stage II</td>
</tr>
<tr>
<td></td>
<td>was</td>
<td>An event</td>
</tr>
<tr>
<td></td>
<td>was</td>
<td>A blessing</td>
</tr>
<tr>
<td></td>
<td>was</td>
<td>A curse</td>
</tr>
<tr>
<td></td>
<td>was</td>
<td>Legislation directed toward equity of women in education</td>
</tr>
<tr>
<td></td>
<td>was not</td>
<td>Gained in separate athletic programs</td>
</tr>
<tr>
<td>Helped to</td>
<td>is a way to</td>
<td>Gain equality for women in athletics</td>
</tr>
<tr>
<td></td>
<td>helped to</td>
<td>Speed growth of athletic programs</td>
</tr>
<tr>
<td></td>
<td>is a cause of</td>
<td>Conflicts with increased responsibility of AD</td>
</tr>
<tr>
<td></td>
<td>is a reason for</td>
<td>Women becoming AD</td>
</tr>
<tr>
<td></td>
<td>is a reason for</td>
<td>In-staff conflicts</td>
</tr>
<tr>
<td></td>
<td>is a reason for</td>
<td>Plans to merge separate athletic programs</td>
</tr>
<tr>
<td></td>
<td>is a reason for</td>
<td>Administrators recognizing need to extend an opportunity</td>
</tr>
</tbody>
</table>
Attributes of the term compliance with Title IX legislation were grouped together as dimensions of contrast and entered onto a paradigm worksheet. That paradigm worksheet is illustrated in Table IX, which also shows values of the dimensions of contrast.

**TABLE IX**

**DIFFERENCES IN THE MEANING OF COMPLIANCE WITH TITLE IX IN STAGES I AND II**

<table>
<thead>
<tr>
<th>Contrast Set</th>
<th>Event</th>
<th>Dimensions of Contrast</th>
<th>Purpose</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance with Title IX,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage I</td>
<td>yes</td>
<td>1.1</td>
<td>1.2</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>Compliance with Title IX,</td>
<td>yes</td>
<td>1.1</td>
<td>1.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Stage II</td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.4</td>
</tr>
</tbody>
</table>

Dimensions of Contrast

1.0 Purpose
1.1 Equity in education
1.2 Equity in athletics

2.0 Results were a blessing
2.1 Women and others wanted them in positions of athletic director
2.2 Speed growth of athletic programs
2.3 Need to extend opportunities recognized

3.0 Results were a curse
3.1 Showed inequity of separate athletic programs
3.2 Conflicts from increased responsibilities as athletic director
3.3 In-staff conflicts
3.4 Plans to merge separate athletic programs

Contrast questions and analysis were directed toward finding attributes regularly associated with compliance with Title IX legislation. A contrast question asked to find differences in the meaning of that term was, "You mentioned Title IX in Stage I and Stage II. What is the difference in
that legislation as a part of those stages?" Meaning of that term was described by the women in a variety of ways, and notes from the research journal showed more difference in the meaning of compliance with Title IX legislation.

Some of the women were asked additional contrast questions to verify and fill in missing information on the paradigm before it was completed. The completed paradigm became a meaning table used in the next level of ethnoscientific explanation.

Because there were over two hundred categories formed at the first level of analysis, all categories were not investigated through the componential analysis level. Some were left at the category level, and others remained at the taxonomic level. Categories seeming to be central categories to the study were investigated through the componential analysis level.

Two central categories investigated through the componential analysis level, and which later led to discovery of several themes for this study, were the working characteristics of women and the ways women progressed through stages in the departing experience. Based on the different characteristics they reported, the subjects were classified in positive and negative circumstances in each decision-making stage of the departing experience. They were also classified as having positive and negative conflicts, and as having either smooth transitions or positive and negative, interrupted transitions in other stages in the
departing experience. Ways the women were classified in those positive and negative situations as they progressed through stages are shown in Table X.

**TABLE X**

WAYS WOMEN PROGRESSED THROUGH STAGES IN THE DEPARTING EXPERIENCE

<table>
<thead>
<tr>
<th>Characteristics of Women</th>
<th>Dimensions of Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Stayed in positive</td>
<td>1.1</td>
</tr>
<tr>
<td>Changed from positive to negative</td>
<td>1.1</td>
</tr>
<tr>
<td>Changed from positive to negative to positive</td>
<td>1.1</td>
</tr>
<tr>
<td>Changed from negative to positive</td>
<td>1.2</td>
</tr>
<tr>
<td>Stayed in negative</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Dimensions of Contrast**

1.0 Stage I

1.1 Women in positive circumstances when they accepted positions of athletic director

1.2 Women in negative circumstances when they accepted positions of athletic director

2.0 Stage II

2.1 Positive conflicts occurred in careers of women

2.2 Negative conflicts occurred in careers of women

3.0 Stage III

3.1 Women in positive circumstances when they departed from positions of athletic director

3.2 Women in negative circumstances when they departed from positions of athletic director

4.0 Stage IV

4.1 Women did not have conflicts in smooth transitions

4.2 Women had positive conflicts and experienced positive interrupted transitions

4.3 Women had negative conflicts and experienced negative interrupted transitions

4.4 Women in positive circumstances in subsequent positions

4.5 Women in negative circumstances in subsequent positions
To summarize the analysis used at the comparison level of ethnoscientific explanation, relationships between categories were identified and meaning tables were made. The following analytic tasks were performed for that purpose:

1. Contrast questions were asked in interviews to find attributes regularly associated with a term;

2. Componential analysis was undertaken to group central categories together as dimensions of contrast in a paradigm worksheet; and

3. Meaning tables were constructed from verified and completed paradigm worksheets.

A description of what happened to the women in each stage of the departing experience included in-depth analysis of selected categories. It also included forming conceptual themes from information on meaning tables and making statements which conveyed a sense of what happened to the women. Those tasks were performed in the last level of ethnoscientific explanation.

Level IV, Explanation

Principles behind meanings elicited from the women and shown in meaning tables were formed at the explanation level of ethnoscientific methodology. Conducting theme analysis was used for that purpose. Analysis was guided by the cognitive principle, which states that recurring patterns can be detected by examining dimensions of contrast from several categories (7, pp. 186-187).
Spradley (7, pp. 185) reported themes were seldom expressed by participants, and the researcher would have to make inferences about the existence of underlying principles. An attempt was made to elicit themes from the women. A contrast question asked at the close of each interview was, "Out of all things that happened in the departing experience, which do you think would be the most important for me to know if I am going to really understand what happened in the departing experience?" One major theme emerging from the responses to that question was the ability of the women to adapt to changes in their programs. A response from one woman was:

Hey, I can tell you what the focus would be if this was my study . . . . Flexibility to change as our programs changed was the key issue for success of women administrators in athletics . . . .

Theme analysis was undertaken by making a list of existing categories and reviewing interview transcripts and the research journal to search for any categories overlooked. Relationships among those categories were recorded by using all cover terms (i.e., titles of categories) as a contrast set. A partial list of categories representing hundreds of included terms is shown in Figure 4.
Fig. 4—A partial list of categories for theme analysis

By making comparisons and contrasts among categories, several major themes and some minor themes among categories were found. Dimensions of contrast associated with characteristics of the women and how women in positive and negative circumstances responded to changes in ways that opportunities were extended for female student-athletes were possible themes.

Other themes detected and written as brief assertions were mobility of the women was related to their ability to adjust to changes in their programs and the responsibilities of athletic director; changes in circumstances were associated with their ability to make changes, if needed, in their goals and professional aspirations; and, changes in circumstances were associated with their ability to reevaluate their values and beliefs.
Schematic diagrams were made to help visualize themes stated as brief assertions. Two diagrams formed for the category of stages in the departing experience and the theme of the mobility of women are illustrated in Figures 5 and 6. Mobility of some women in positive circumstances is shown in Figure 5.

Fig. 5—Mobility of women who stayed in positive circumstances through stages in the departing experience.

Mobility of some women in negative circumstances is shown in Figure 6.
When the schematic diagram of the mobility of women in negative circumstances was completed, another pattern among those women emerged. If they were unable to adapt to changes in the ways opportunities were offered and controlled, the women remained in negative circumstances and started repeating the cycle of stages in the departing experience.

As themes were discovered, a comparative analysis of literature on women administrators and job loss and job change was undertaken. An example of how hypotheses and theories from related literature helped to interpret data is shown with an explanation of the theme of women in negative circumstances repeating stages in the departing experience. That theme was supported by hypotheses of Sheehy (6, p. 101) and Spradley (7, p. 138) and was synthesized with their findings in the following paragraph.
The women progressed through stages in the departing experience, and their progression was predictable for women in negative circumstances. They were unable to adapt to changes as their programs and the responsibilities of athletic director changed. Sheehy reported that changes may be predictable and may be related to the next stage of development of a person. Changes in transitions may signal the necessity for a person to change. Their inability to adapt to changes was a reason why some women stayed in negative circumstances. Until they became more adaptable, it was predictable that they would return to the conflict stage and either stay in that stage or move to the next stage in negative circumstances. In a study by Spradley, tramps were unable to adapt to changes and continued repeating stages in entering and leaving the jail over and over again. Each time the tramps repeated those stages, their experiences symbolically portrayed negative images of who they were and what they were becoming.

To summarize the analysis used at the explanation level of ethnoscience methodology, principles underlying terms elicited from the women and shown in meaning tables were formed. The following analytic tasks were performed in theme analysis:

1. A contrast question was asked when closing interviews to find attributes regularly associated with the term departing experience;
2. A componential analysis of categories was made using all cover terms as a contrast set to find themes which ran through relationships among all categories;

3. Themes were stated as brief assertions and schematic diagrams were formed; and

4. Comparative analysis with related literature was made to help interpret data.

At all levels of ethnoscientific explanation notes in the research journal and analytical memoranda were made. The notes, statements of themes synthesized with findings in related literature, and descriptive data from transcripts were used to write the research report.

Writing the Research Report

The research report followed a traditional thesis format. Nash and Spradley (5, p. 83) reported that in order to study and report changes in the lives of people, their experiences must be identified as events with a beginning and an end. Through the analytical processes in ethnoscientific explanation, the departing experience was verified as an experience with a beginning and an end. That experience began when the women made decisions to accept the position of athletic director and ended when they took their subsequent position. The hypothesized stages in the departing experience were verified by data from the women, and these stages were used to organize data to present the results of the study.


CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to present an analysis of the data obtained from personal interviews with thirty-one women who are former athletic directors. The women described their experiences from the time they decided to accept a position as athletic director until they left the position of athletic director and accepted another position. Stages in the departing experience were prior to conflict, conflict prior to decision to depart, decision to depart, and transition after decision to depart.

A demographic description of the women and a description of events leading to the departing experience preface the analysis of data presented in this chapter. The analysis is organized in five sections, beginning with a description of the subjects in each stage of the departing experience and ending with findings related to previous research.

Characteristics of the Sample

At the time of interviews, nineteen of the women were single, nine women were widowed or divorced, and three women were married. When they acted in the position of athletic director, nineteen of the women were single, two women were widowed, and ten women were married. Seven women had
children living at home when they were in the position of athletic director.

Currently, the women range in age from thirty-three to seventy-two; forty-nine years is the average age. When the women became athletic directors, they ranged in age from twenty-three to fifty-four, and thirty-four was their average age.

Length of service in the position of athletic director ranged from two to eleven years. The average term as athletic director was six years.

The women reported that they were qualified for the position of athletic director in three ways. From their experiences as athletes in high school and college, they gained knowledge and love of sports. Most of them did not have opportunities to compete in sports on a national level, but the women participated in city leagues during the summer and practiced with teams for boys during the school year to stay in training for summer sports. Four of the women participated in sports at national competition. One woman attended a junior college on an athletic scholarship as early as 1951, and five women competed in sports at a professional level.

Academic preparation for and professional experience in teaching and coaching enhanced their experiences as athletes. Twenty-four of the women had master's degrees, and five women had earned doctoral degrees in physical education. Prior to
becoming athletic director, their teaching and coaching experience ranged from none to thirty-three years. On the average, the subjects had eleven years experience teaching and coaching in public schools and colleges.

Few subjects reported administrative preparation and experience qualified them for the position of athletic director. All of the women had a general administration course in physical education, but they did not feel that course helped prepare them for the position of athletic director. Two women had master's degrees in business, and two other women had earned doctorates in higher education administration or business management.

Nine of the subjects had administrative experience prior to becoming athletic directors. Some of them had experience in athletic administration at other colleges, junior colleges, and high schools. Other women were administrators in physical education, Women's Recreational Association programs, and summer recreational camps. The women reported lack of administrative preparation did not deter them from accepting the position of athletic director.

Background of Women in Athletic Administration

The need for women athletic directors evolved from the need to extend opportunities for female student-athletes. The women reported efforts of leaders in the American Alliance for Health, Physical Education, Recreation and Dance
(AAHPERD) made the nation aware of that need by pointing out the absence of athletic prowess of American women in Olympic competition. Other women who were coaches and directors in Women's Recreation Association (WRA) programs reported that the low levels of training and competition offered in those programs were inadequate for participants.

Students who participated in WRA programs wanted better training and higher levels of competition. Concerns of coaches and students to extend the opportunities for female student-athletes were expressed to chairs of physical education departments. Finally, the need to extend opportunities for female student-athletes and the need for compliance with Title IX legislation were recognized by presidents and vice presidents of universities. For example, athletic programs were developed to comply with Title IX legislation.

Stage I, Prior to Conflict

From the time that the subjects decided to accept athletic directorships until they experienced conflicts in this position were established as the dimensions of Stage I of the departing experience. They gained the position of athletic director in several ways. Eighteen of the women (58 per cent) were appointed to the position, and thirteen women (42 per cent) applied for the position as athletic director. Nine of thirteen women who applied reported administrators
requested they apply for the position of athletic director.

The women described their professional aspirations when they were asked, "Did you aspire to the position of athletic director?" and "What are the ways you felt about yourself and your job when you made the decision to become athletic director?" They believed in expanding opportunities for female student-athletes and wanted to help others who believed in those opportunities. One woman commented, "I wanted my girls to have what I never had." Another stated, "I knew what my girls were up against. I was there once myself."

To determine other reasons why they accepted the position of athletic director, the women were asked, "What are the reasons you became athletic director?" Some of the women desired changes in their careers and administrative positions in athletics. Other women desired the added challenges of their joint appointments as teacher and coach.

Some of the women reported they did not desire to extend opportunities for female student-athletes as administrators. They wanted to help fulfill that need as coaches of sports for women. Those women reported they felt pressured to assume the position of athletic director.

To determine the influence of others on their decisions to become athletic directors, the women were asked, "Who were people who influenced you when you made the decision to become athletic director?" The women reported they were
influenced by family and friends. They were also influenced by student-athletes, teachers, and coaches at their schools. Administrators in universities helped persuade some of the women to become athletic directors. Others influenced some women to modify their decision and assume control of the athletic program.

The women were classified in positive and negative circumstances, according to the ways they made their decisions to accept the position of athletic director. In positive circumstances, they influenced others to support their decisions. In contrast, women in negative circumstances did not use their influence to gain the support of others for their decision. The influence of others was described in a variety of ways. Those ways are reported according to whether the women were classified in positive or negative circumstances when they decided to accept the job of athletic director.

Women in Positive Circumstances

Twenty-two women (71 per cent) were in positive circumstances when they became athletic directors. Eighteen of those women decided to control the extended opportunities in joint appointments as teacher, coach, and athletic director. They reported that the additional responsibility of athletic director did not change their careers. Two comments were, "No I didn't change my job. See, I just added
to it." and "My first love of teaching I would never give up. I kept my job and added my AD responsibilities on top of what I had."

Most women in positive circumstances depended on the influence of administrators to appoint them to the position of athletic director. One woman recalled, "I had organizational charts for an athletic program in my hand when I went to his office to persuade him to help us." Another woman commented:

You could say that my boss had substantial influence on me getting the job. I had to have her backing to get the thing on the road. Here I was, a coach with no authority to do anything and wanted to start a program for my girls. All I could do was tell her what I wanted to do and hope she would help me do it . . . .

Those women initiated evaluations of their goals and professional aspirations. On the other hand, administrators initiated evaluations of the goals and professional aspirations of other women, which is not to say that their decisions were not made in positive circumstances. A comment from one woman showed her decision was made in a positive circumstance:

I was thrilled to death when he [vice president] called me in his office to discuss building a program for the girls. Sure, I told him I would love to do it. For years we had been going out there busting our butts and not getting a thing accomplished in those playday and sportday things. I mean they were so unorganized and all. You wouldn't believe how dangerous it all was.
Some women had two different administrators who influenced them. One was in schools where the women had joint appointments as teacher and coach. The other administrator was in the school where the directorship was offered. Support from those administrators was shown in comments made by the women. One subject reported, "She [chair of the physical education department] knew I was not happy in my job. When this thing came up, she really encouraged me to take the job." Another commented, "She said she hated to see me leave, but she was thrilled that I could have it all--teaching, coaching, and starting a new sports program."

In some cases, administrators supported each other in influencing the subjects to accept the directorship. One woman commented:

Well, when I made my decision, I knew that my boss didn't want me to leave . . . . But let me tell you the situation. We didn't have athletics going at our school. They just weren't ready to get into it until they had to. My boss gets this phone call from the vice president of [other school]. She [my boss] told me I would be crazy not to take the job . . . . Of course, I jumped at the chance when he told me that it was a joint appointment between physical education and athletics.

Four of twenty-two women in positive circumstances decided to accept control of the opportunities for female student-athletes as full time athletic directors. Those women changed their careers when they became athletic directors. Several subjects commented, "Finally, the
bandwagon was there to jump on. We [coaches] knew it was
time to take control of things." and "The opportunity was
there for me. I wanted to help and I was qualified to be an
administrator."

Like other women who applied for the position of
athletic director, they had two different administrators who
influenced their decisions. One woman commented, "When you
move up [school size], you bet your boots that power in your
favor is floating all around you." Another woman reported on
the influence of chairpersons of physical education
departments. Her comment was:

When she asked me why I wanted to leave, I told
her that it seemed like I was the one always
getting other people in the department to stretch
... I wanted to be the one stretched for a
while. She understood and told me she would
support me in every way ... Later, I found
out she and the director at [other school] decided
I would be best for the job before either one of
them talked to me about it.

Women in Negative Circumstances

Nine women (29 per cent) were in negative circumstances
when they became athletic directors. Two of those women were
similar to four women in positive circumstances who aspired
to become administrators in athletics. Those two women
decided to accept control of the extended opportunities in
full time positions of athletic director, but unlike the
other four, they did not gain full time positions when they
gained the directorship. They did not influence others to
support their decisions. They modified their decisions, and the responsibilities of athletic director were added to their teaching responsibilities. The decisions of these women fit their desires to control the extended opportunities but did not fit their professional aspirations.

Those two women were unique because they taught in public schools and built athletic programs in higher education institutions. The position of athletic director was part-time, and they could not support themselves if they quit their teaching jobs. The alternative of joint appointments was not offered to the women because they did not have credentials to teach at universities where the athletic directorship was offered. Administrators in those universities wanted the talents of the women and persuaded them to accept the position of athletic director in addition to their full time teaching positions in public schools.

Comments made by these two women showed vice presidents and men athletic directors influenced them. One reported, "The men's AD flat begged me to take that job, and his vice president was behind him the whole way just nudging me along. He never told me it would be like that." The other woman reported:

Sure, I wanted to help [athletic director for men] out. He was a good enough guy and they were wanting to put this other woman in that he didn't like. But, I had to make a living too. He told me as soon as the program got on its feet the vice president would allocate money for a full time position . . . . I wanted that job so bad. If that was all I could get, I was going to take it anyway.
Seven of the nine women in negative circumstances reported that they desired some control of intercollegiate athletics for women. One woman described some control as, "I just wanted to help as coach. I wasn't ready to control something that would grow that big." Another stated, "I could pick up another sport if they needed me to. I didn't want the administrative part of it." Nonetheless, they modified their decisions and accepted joint appointments as teacher, coach, and athletic director. The decisions of those seven subjects did not correspond with their goals or professional aspirations.

Several women commented on why they did not desire full control of athletic programs for female student-athletes. One subject commented, "I believed in what they wanted to do, but I didn't want to be an administrator. I felt being a coach was helping the cause." Another stated:

Sure I was an athlete once myself. I had experienced those inequities they were talking about, both as an athlete and a coach. But I felt I couldn't spend the time that job would take away from my family. You have to spend some time at home when you have two teenagers still at home.

Her comment showed that her family took priority over the job of athletic director. The following comment from the same woman shows how an administrator influenced her to modify her original decision:

When everybody knows a need is there and you are the best person to get the job done, whether you want to or not, you're going to take it on. When she asked me to start a program for the girls, she
appealed to the better half of my human nature. She wanted to know what I thought about putting one of the men coaches in charge of the girls. I think the girls went to her and begged her to ask me. She knew I wouldn't let them down. Yeah, I would have been scum if I hadn't done it.

A comment made by another woman showed how an administrator influenced her decision. She stated:

Well, my boss as much as told me that this would cinch my tenure. See, she had the president on her back side because of Title IX. I didn't want to be AD, but I did want job security. I wasn't going to leave that school until I had tenure. I felt like a glob of pimento cheese stuffed in a sandwich. I didn't want to be stuffed in anything. I wanted to be left alone.

University administrators initiated evaluations of goals and professional aspirations of women who desired some control of opportunities for female student-athletes. Comments include, "I felt threatened to take the job." and "Others were trying to make my decision for me." But, as one woman commented, "We weren't led to the slaughter like sheep. They essentially wanted what we wanted—to give the girls a chance."

Women who did not aspire for changes in their careers retained a part or all of their teaching and coaching workloads. Some of them bargained with administrators to reduce their teaching and coaching load when they became athletic directors. One woman commented, "Hey, I told them I couldn't do all of this without help. They couldn't give me help but said I could cut my teaching load." Other women accepted the position of athletic director on the condition that they
continue teaching full time. One woman commented, "The vice president told me I only had to teach two activity courses since that was all the men's AD taught. I told him I wouldn't be AD if I had to give up my teaching."

Building Athletic Programs for Women

When the women became athletic directors, they built separate programs for women in response to the need to extend opportunities for female student-athletes. They built their programs on the philosophy of sports for women. That philosophy evolved from their values and beliefs about how opportunities for student-athletes should be offered and controlled. The tenets of the philosophy of sports for women were:

1. Academic preference comes before athletic preference in choice of school student attends;
2. Student-athletes receive the best training and competition available;
3. The best training and competition available are offered by qualified women coaches who are also role models and mentors for female student-athletes; and
4. The best training and competition available are offered in separate athletic programs for women.

The women built programs between 1963 and 1978, with 81 per cent of them originating between 1970 and 1976, the six years prior to the deadline for compliance with Title IX
legislation. Most programs were built from existing sport programs and were housed in physical education departments. Chairs of those departments were sources of authority for 48 per cent of the women, and presidents or vice presidents were superiors of 52 per cent of the women. Physical education teachers were coaches, and physical education majors were recruited as student-athletes in programs.

A few programs were created and built as separate entities on campus. Women controlling those programs were full time athletic directors, and vice presidents were their superiors. Both coaches and student-athletes were recruited in athletic programs.

All subjects controlled budgets allocated from academic or student service funds. Budgets from student service funds were a part of monies allocated for athletics for men. Several woman described their budgets as, "... a piddly amount to work with." and "I started my program with a three-hundred dollar budget." Another woman reported, "I ran six sports on three thousand dollars."

Most of the women reported respect from coaches and student-athletes. One subject stated, "My student-athletes were so thankful someone was helping them." Another subject reported, "My coaches and girls did anything I asked them to help get the program going." Finally, another woman commented, "I was respected for my work as coordinator of sports on campus. That's why they wanted me to build from that program."
Despite the respect shown them by their athletes and staff, respect from administrators on campus was difficult for the women to achieve. Few of them reported they were invited as equals to organizational meetings with men athletic directors and vice presidents. Most of the women reported they felt administrators on campus did not respect them as athletic directors. Several women commented, "I was shoved to the far end of the campus, and no one ever knew I was alive." and "I don't think others ever knew I ran anything."

Some titles used to designate the position held by some of the women conveyed less rank and authority than they had as athletic directors. These titles included coordinator of sports for women, associate athletic director, and assistant athletic director. One woman was referred to as physical education director. She was athletic director in a school where a physical education department did not exist.

Some of the women did not question the titles used to designate women athletic directors. Some of their comments included, "I didn't care what they called me. I never thought about it." and "They really didn't know what to call me since there was never a position like that before."

One of the subjects reported she attempted to have her title changed. That women commented, "It really galled them when I asked to have my title changed. They told me there was already an athletic director and I could not be called that." Another reported:
In his [president] memo to the whole campus, I made him say I would hold the title and be called athletic director for women and anyone after me in that position would have that title . . . . I needed a title that meant something if I was going to represent our school in the sports association.

When the women built athletic programs, they built a base of power that helped them manage the extended opportunities for female student-athletes. They had authority to build programs and were the source of authority for their coaches. They had established support groups earlier in their careers when they had coached in WRA programs. Student-athletes, coaches, and chairs of physical education departments were a part of their support groups on campus.

Support groups were established off campus when the women helped create athletic conferences in their states. Those support groups were extended to a national level when the AIAW, the first university membership organization governing sports for college women, was created in 1972. That association promoted programs for women athletes and served as both a professional and social organization for the members. Training ideas were exchanged, and the duties of athletic director were learned from colleagues at AIAW meetings.

Women working full time as athletic directors and a small number of women in joint appointments extended existing support groups both on and off campus. Their support groups centered around presidents, vice presidents, men athletic directors, and others in the community and business sectors.
Those women actively promoted their programs through fund raising and public relations efforts. According to one subject, "I went out just like the men and got my sports sponsored. I figured I could get money the same way they did." Another said, "I gave my pitch for athletics at the same places [athletic director for men] did . . . ." One woman explained how she promoted her program:

It was my goal to have all my sports sponsored by outside sources. Every chance I got I spoke to groups in the community, to Lion's Clubs, and boosters. That's the best way to win support and visibility for a program.

The women reported they planned use of sport facilities with men athletic directors. One woman commented:

I'm not saying it was a bed of roses, but we worked together on practice times in the gym and on the field. He and his coaches knew what I was up against, and most of them were very supportive of my efforts. When I got through teaching each day, I knew I would go out and find my hockey field marked off for me. Yeah, they were very supportive of my efforts over there.

Another woman commented:

I was leery at first when he was always offering to do this and do that. I was afraid he wanted to take my program over . . . . After a while, he said, 'Look, I'm here if you need my help. That's all I wanted to do.' After that I went to him for help when I needed it.

Some of the women reported vice presidents of fiscal affairs helped them plan and submit budgets. Those vice presidents also helped the women arrange transportation for competition off campus. About help from a vice president, one subject reported, "He said he would arrange for vans
according to my schedule unless he heard from me. We always
had vans when we needed them." Another woman stated:

There was a mix up in vans one time. Do you know
how we got to our game that night? The president
and his wife let us use their cars. Isn't that something? Yeah, everybody seemed to be so proud
of what the girls were doing.

Other women reported support from coaching staffs of the
athletic programs for men. One woman commented, "They were
at school to greet us when we returned home from every
competition on the road."

Most women in joint appointments as teacher, coach, and
athletic director did not extend existing support groups.
Few of those women promoted their programs through fund
raising and public relations efforts in community and
business sectors. They obtained a limited amount of money to
help support their programs from sponsorship of car washes,
candy sales, and high school sport tournaments. These
subjects reported lack of time for those efforts and their
belief that programs should be financed from university funds
and monies allocated to athletics from compliance with Title
IX legislation as reasons for not promoting programs in the
community and business sectors. Some responses to the issue
of fund raising included, "Our philosophy supported education
first and athletics second. It was not an enterprise and
profit making program." and "Monies were there from Title IX
for our programs. That meant we could spend time in practice
and competition, not out drumming up money."
Few women in joint appointments included presidents, vice presidents, and men athletic directors in their support groups. Most of them reported struggles with those administrators. Struggles evolved from interference with athletic programs for men. Several women used the phrase "rock-the-boat" to refer to that interference. One woman commented, "I was told that I could do what I wanted as long as we didn't rock-the-boat. You know, don't take anything away from the men's program."

The women reported problems with staffing their programs. For example, one subject reported, "He [athletic director for men] told me I was crazy to ask for assistants and coaches like the men. He followed me in the vice president's office every time I asked for more help."

Another subject experienced similar problems:

I set up my program just like the men's program. They told me to go back to the drawing board. I asked them how they expected me to build a program equivalent to the men's if my girls didn't have what the boys had.

Some of the women reported problems with transportation for teams and schedule arrangements for practice facilities. For example, one subject reported, "After monies were allocated from Title IX for travel expenses, we were still using old vans that broke down all the time to haul girls late at night to games." Another commented, "For reasons never explained to me, we never got our names on the list for vans." Other comments include, "I made my girls practice in
the women's gym so he would quit bitching to the vice president about me." and "I worked the girls in the big gym on Sundays before home games so I could stay out of their hair." One woman described a problem she and the chair of the physical education department had with separate athletic facilities for women. She stated, "We laid the plans for a nice gym for the girls in the P.E. complex. The next thing we knew, that money was going to build a dome for the boys to play basketball."

During the years spent building programs, many changes in programs and the responsibilities of athletic director occurred. Many programs moved from physical education departments and became separate entities on campus. The source of authority for women athletic directors changed from chairs of the physical education departments to vice presidents. Likewise, the responsibilities of women athletic directors changed during the early years. A comment made by one woman illustrates changes in her responsibility for budgeting:

With Title IX, my budget jumped from a single to a double figure over night. If you know anything about federal monies, you know the accountability process. Time I spent preparing and keeping books on my budget doubled.

Compliance with Title IX legislation brought about changes in other duties of athletic director. Efforts in hiring staff increased when women were required to recruit full time and part-time coaches, trainers, and managers.
Responsibility for home and travel arrangements for teams increased when sport seasons were extended. Financial stress on universities from compliance with Title IX legislation brought increased demands from administrators for the women to support their programs through fund raising and public relations efforts in the community and business sectors.

The women described changes in the responsibilities of athletic director when AIAW was created. Some women reported much time spent away from programs to help create and build that association. The regulations of AIAW required accurate records for eligibility of players and statistics on games for the first time. Scholarships and competition at national tournaments were available to female student-athletes for the first time.

Summary of Women in Stage I

In Stage I of the departing experience, the subjects applied for or were appointed to the position of athletic director. All of them believed in extended opportunities for female student-athletes and desired to help create those opportunities. Some of the subjects desired control, and others desired some control of the opportunities. Some of the subjects aspired to full time administrative positions in athletics, and others aspired to joint appointments as teacher, coach, and athletic director.
Others influenced the women when they assessed their goals and professional aspirations and helped determine the decision about the position of athletic director. Women in positive circumstances gained the support of others for their decisions. The subjects who modified their initial response to the position of athletic director did not gain the support of others and consequently found themselves in negative circumstances.

When the subjects became athletic directors, they built a base of power that helped them build athletic programs and oversee opportunities for female student-athletes. Those programs were built on the philosophy of sports for women.

The women controlled programs in full time administrative positions or in joint appointments as teacher, coach, and athletic director. Women in full time administrative positions and a small number of women in joint appointments extended existing support groups by promoting their programs through fund raising and public relations efforts. Influential administrators and others in the community and business sectors were included in their support groups. Most women in joint appointments built programs and used existing support groups to manage their programs.

Programs and the responsibilities of athletic director changed during the years spent building them. Conflicts the women experienced during this time and how they responded to those changes constitute Stage II of the departing experience.
Stage II, Conflict Prior to Decision to Depart

From the time that conflicts arose until the subjects decided to leave the position of athletic director were the dimensions of Stage II of the departing experience. To determine how and why conflicts occurred in their careers, the women were asked, "What are ways conflict occurred in your career?" and "What were all the reasons for your conflict?"

Conflicts could have been, but did not have to be negative. The women responded in different ways to changes in programs and the increase in responsibilities as athletic directors. The subjects were classified in positive and negative conflicts, according to how they responded to those changes. Women in positive conflicts made voluntary evaluations and modified their goals and professional aspirations when conflicts occurred in the position of athletic director. Women in negative conflicts made involuntary evaluations which produced no changes, or unfavorable changes, in their goals or professional aspirations when conflicts occurred in their positions.

The ways conflicts occurred are reported according to the classification of the subjects in positive and negative conflicts.

Women in Positive Conflicts

Ten women (32 per cent) were in positive conflicts. In Stage I, seven of those women were in positive circumstances,
and three women were in negative circumstances when they accepted the position of athletic director.

With the flurry of building programs, some of those women were recognized as leaders by others wanting their talents and creativity. Several women were offered professional advancement in athletics. One subject stated, "I wanted to stay in athletics, but knew I had professional advancement if I left and went to [other school]." Another reported, "I was offered an assistant AD position in a larger program. It was professional advancement for me since my responsibilities in that position increased."

Several women were offered professional advancement in areas out of athletics. According to one, "I liked being an administrator, and when the P.E. director's job opened, the faculty unanimously wanted me to take it." Another stated:

> It was funny how the job opening came up . . . . The corporation that offered me a job was a sponsor for several of my sports. One day the top man called and said, 'I need a person like you for a new division just created and would I come to work for them.'

The women reported other ways conflicts occurred in the position of athletic director. Some women evaluated goals and professional aspirations to determine their priorities. With increased responsibility in their positions, women in joint positions were overworked. For example, one woman stated, "I was tired of wearing three hats, so to speak. It was time to choose which hat best suited me." Other women had predetermined periods of time they planned to stay in the
position of athletic director. Those women evaluated their
goals and achievements to determine their priorities. A
comment from one woman on her evaluation was, "I told them I
would build a strong program for the girls, and I did. Now
it was time to back off and ask, 'Have I done what I set out
to do and do I want to return to my teaching?'

Some of the women became disillusioned with athletics.
One woman commented, "I didn't agree with changes I saw
coming in women's athletics. I thought, 'Maybe it's time to
turn things over to someone who thinks more liberal than I
do.'" One woman became disillusioned with both athletics and
higher education. She commented on that conflict and her
self evaluation:

After two years I found out the whole mess was a
farce. They didn't care about the kids. That
place was nothing but a diploma factory. The kids
were getting degrees when they couldn't even read
scholarship contracts . . . . I was told when I
got there that I couldn't safely practice my girls
after dark on campus. I had no social life and
the whole thing was a big farce . . . . My boss
tried to give me what I needed to run a program,
but she didn't have any money for it. I just knew
I had to get out of that mess. You know, maybe
try the public schools or go for the big bucks in
business.

Women in Negative Conflicts

Twenty-one women (68 per cent) were in negative
conflicts. In Stage I, fifteen of those women were in
positive circumstances, and six women were in negative
circumstances when they decided to accept the position of
athletic director.
The women reported several reasons for their conflicts. Conflicts of fourteen women were caused by mergers planned between 1977 and 1981. Those mergers evolved from difficulties related to compliance with Title IX legislation. Seven women reported mergers planned in 1982 and 1983, after the demise of AIAW, as reasons for their conflicts.

Most of the women experienced in-staff conflicts when coaches, referred to as a new breed of professionals, and student-athletes wanted quicker compliance with Title IX legislation than women athletic directors offered. One subject reported, "I didn't like all the changes Title IX was bringing. I didn't believe in scholarships and recruiting athletes like paid professionals." Another stated:

Title IX was a blessing and a curse for women's athletics. It helped us get started, but then everybody started running around trying to make changes here and there. Things were fine the way they were, but you couldn't tell them that.

Coaches wanted recruited athletes on scholarships, practice facilities, and scheduled competition equitable with those for men athletes. One woman commented on the new breed of professionals:

All they thought about was ways to win, win, win. And, to get what they wanted they needed more money. They thought I was in the dark ages and didn't want the same thing for the girls. . . . I couldn't ask for more money. That would give them [administrators] more cause to say I couldn't support my program.

Another woman commented:

At the beginning, my coaches were with me all the way and helped me build my program. Then they changed, and all they wanted was more money for
this or that to help them win ... And the girls, they used to be so appreciative of every little tid bit thing I gave them. I couldn't imagine them even questioning the quality of coaching offered to them. I was wrong ... They just didn't understand that things were moving too fast. Somebody had to hold the reins on things.

The women reported that some coaches did not support the philosophy of sports for women. How the opportunities for female student-athletes was offered and controlled did not matter to the new breed of professionals. One woman commented, "They didn't care about my program ... See, they were pushing me to join forces with the men and get more money." Other subjects commented, "My head coach in basketball spent more time over there with the men than he did with coaches in my program," and "I kept trying to get them [coaches] to stick with me a little longer until I had the program on its feet. But, I knew they wanted the programs [athletic programs for women and men] together." A comment from another woman was:

I couldn't believe it. This thing about a better opportunity in the men's program sifted down to the girls. They got to the point where they didn't care who took care of them as long as they could win ... They were trying to rush things too much. Here they had a grievance going over Title IX and at the same time were pushing me to give in and join forces with the men's program. I had them coming at me from every direction.

Women athletic directors were in precarious situations. When coaches and student-athletes ceased supporting the philosophy of sports for women, the women lost a vital element of their support on campus. At the same time, they
were pressured by administrators to correct the negative image of their schools created by legal action threatened for failure to comply with Title IX legislation. The women were targets of legal actions taken by coaches and student-athletes who were shifting their support from women to men athletic directors. Twenty-three grievances on campuses and six court battles over compliance with Title IX legislation were reported by the subjects.

Results from evaluations of compliance with Title IX legislation showed duplication of efforts in use of staff and facilities in separate athletic programs for women and men. Results of evaluations also showed that financial aid for female student-athletes was not equitable with scholarships offered to male student-athletes. Administrators in universities believed those efforts and monies could be used more effectively in combined athletic programs. They believed combined athletic programs would help eliminate financial burdens and the negative image universities were experiencing from failure to comply with Title IX legislation. The women used the term "merging-fever" to describe the time mergers of separate athletic programs were planned and organized on their campuses.

Membership in the AIAW helped promote the survival of separate athletic programs for women. In 1982, however, the NCAA brought sports for women under its governance. With a single governing body for intercollegiate athletics, administrators in universities gained support for their
reasoning that separate athletic programs for men and women could be merged.

The women reported that with the demise of AIAW, they were isolated on their campuses, and they felt alone in their struggles to maintain control of the opportunities for female student-athletes in separate athletic programs. Some of the women believed that opportunities for student-athletes were lost with the demise of AIAW. One woman commented:

When AIAW went down the tubes, I knew that it was time to get out. There was no reason to stay. I knew they wouldn't let us stay . . . . There was no way I was going to listen to a bunch of male chauvinist regulations handed down to me and my girls . . . . I stayed with AIAW until it drew its last breath, in 1982, I believe, and then everything was gone. There wasn't anything left to fight for.

Conflicts for the subjects arose from their anticipation of unfavorable results of mergers. They did not want to change their goals and professional aspirations, and they feared that combining athletic programs would necessitate changes. Two subjects commented, "I didn't know what was going to happen to me. They were doing away with me and my program." and "I guess my pride as much as anything was hurt. You know, him maybe being my boss and all." Another commented:

I went to women on campus who I felt were supportive of my efforts and I told them, 'I think he is going to merge departments and my position will not be there any more.' They said, 'Well, I guess he has a right to do that if he wants to.' Red flags went up from all directions. I knew I was in trouble at that point because on my own campus people who were not even in athletics were
jumping off the fence. I knew I was totally alone in my fight to keep my program, and I began to worry about what was going to happen to me.

Several women reported experiencing sexual harrassment and advances from their superiors and men athletic directors. Those women anticipated unfavorable results from mergers of separate athletic programs. One subject commented:

I kept fighting and fighting to keep my program. You ask me how I fought. I don't know. I used Title IX threats, which incidentally worked in their favor. God, my athletes were spoiled brats, my coaches were against me, and I knew it would come down to where I had to decide which sexual harrasser to work for. I had filed grievances on both of them. They were always saying, 'I would expect an answer like that coming from a woman.', and 'When it's done by a woman how can you expect it to be right.'

According to the other woman:

He was insane and literally chased me around his desk. He said if I gave in to him that I would have a place in the combined program. I told the vice president about him, but he thought I was making up the story to keep my program . . . . I didn't know how, but I had to fight the merger somehow. I knew I wouldn't have a job if I didn't.

The length of time they anticipated about what would happen to their programs and positions varied among the women. Many of them reported they were not aware of plans for mergers of separate programs. One woman commented:

Hey, I was working myself to death on three jobs and fighting court battles for my coaches and players. I didn't have time to keep up with what the vice president and AD were doing over there. I barely had time to keep my program running . . . . Want to know why we weren't the ones planning to take over their programs? We didn't have time to plan a takeover.
According to other subjects, "I was aware that other women were losing their jobs, but nothing was ever said to make me believe that it would happen at my school." and "I was in court testifying on behalf of my coaches and student-athletes on a Friday. When I went to school on Monday, I got word of their plans to merge programs."

Some of the women were aware of plans for mergers of separate athletic programs when they built their programs. One woman commented, "When I started my program, the vice president told me that he would keep it separate as long as the money held out. It was ironical that he gave me the title of assistant when I started, wasn't it?"

Other women helped plan and organize mergers at their schools. One subject commented, "It was to the point where I didn't have any way left to fight. I knew I had to save as much of the program and my job as I could." Another commented:

I knew it couldn't help but happen. I was so attuned to Title IX I knew it had to be. I thought to myself, 'Okay, this is the situation and now let's make the most of it. The kids are the ones who will suffer if things don't go smoothly.' At that point I started helping instead of fighting them.

When the responsibilities of athletic director increased, some women in joint appointments had problems with their priorities. Prior to the conflicts, those women had extremely heavy work loads when they built athletic programs.
They were reluctant to forfeit either tenured teaching positions, prized coaching positions, or administrative positions.

Those women relied on support groups on and off campus to help them carry out tasks. Among the comments from those subjects were, "I couldn't have done all of it without cooperation from my coaches and players." and "All of us in teaching and coaching along with our AD work depended on women in full time positions to keep us abreast of what was happening in AIAW. We didn't have time to go to all the meetings, but we had that support out there helping us and keeping us going."

When the women lost coaches and student-athletes from their support groups on campus and became isolated from other women athletic directors after the demise of the AIAW, they were alone in their struggle to keep athletic programs for women separate entities on campus. One subject commented, "I was really getting burned out before the war even started over mergers. I began to wonder how much more I could give."

Another stated similar feelings of frustration:

You want to talk about a helpless feeling. I didn't know what to do and where to turn for help . . . . When you see your teaching going down hill, players fussing about your coaching ability, and the man AD after your job, what can you do? I wasn't going to give in to any of them one bit. I felt I had to figure out a way to keep the whole thing together.
Other women commented on attempts to determine their priorities. For example, one subject reported:

I didn't have time to do my job, fight court battles, and keep my program running. I tried to find help, but everybody seemed to want the programs combined . . . . My health went to pot and I couldn't sleep for worrying about my job. I loved everything I was doing and didn't want to give any part of it up. In hindsight, I know if I had things might be different now. But, I just couldn't decide what to give up.

Another woman reported being unable to let go:

My boss in PE told me I had to decide between teaching and athletics because I was killing myself trying to do both jobs. I told her to give me more time. After a year I was still doing the same thing, and more . . . . Why do we kill ourselves that way?

Decisions on their priorities came too late for some women in joint appointments. With twenty-one mergers of separate athletic programs threatened, some of them wanted to leave their teaching and coaching positions and become full time administrators of their programs. The women were asked, "Since a merger was planned at your school, are you saying you wanted to be athletic director of the proposed combined program?" A reply to that question was:

Goodness no. I don't think any of us wanted that. Those programs weren't run under our philosophy. I wanted to quit teaching and coaching, and run my program full time. I felt with more time I could fight to keep my program.

Increased demands for external support of athletic programs for women came from administrators in the universities. Some of the women encountered conflicts when
they did not meet those demands. For reasons of either lack of time, inexperience as administrators, or philosophical beliefs, those women did not promote their programs through fund raising and public relations efforts. One woman commented, "The president kept warning me I had to do something or he was going to have to take it upon himself to do something about the money situation. I told him all he had to do was quit giving it all to the men." Another subject reported, "I couldn't get them to understand that my program deserved part of Title IX monies going to him [athletic director for men]."

Other women reported they were not qualified in fund raising. One woman reported, "He said, 'If the only way you know how to raise money is through car washes, then have car washes.' I told him when [athletic director for men] has a car wash, I will have a car wash." Another said, "I didn't know how to go out and get money like [athletic director for men] did. I don't know as if I wanted to do it anyway."

Many of the women reported threatening letters and telephone calls from others on campus accusing them of taking money from athletic programs for men. A comment from one woman was:

I got this call saying, 'Who do you think you are to steal money from the university for your program?' I didn't know what he was talking about. I didn't know where my money was coming from. I later found out I was using laundered money from a thousand sources on campus to keep my program running. That's what can happen to you when they start juggling the books upstairs.
Summary of Women in Stage II

The subjects experienced a variety of conflicts in Stage II of the departing experience. Some of them were in positive conflicts and voluntarily changed their goals to help fulfill the need for extended opportunities for female student-athletes or their professional aspirations. They sought upward and downward mobility in professional positions in and out of athletics.

Other women were in negative conflicts and involuntarily initiated evaluations of their goals and professional aspirations. Their conflicts derived from threats of mergers of separate athletic programs.

They experienced in-staff conflicts when coaches and student-athletes wanted quicker compliance with Title IX legislation than women athletic directors offered. Men athletic directors and other administrators on campus offered compliance of Title IX legislation in combined athletic programs. Coaches and student-athletes favored mergers and shifted their support from women to men athletic directors and from separate to combined athletic programs. The subjects lost a vital element of their support on campus. When schools changed memberships in governing organizations, they lost the support of groups off campus.

Conflicts for the subjects also arose from the anticipation of unfavorable results of mergers. Would their programs remain intact, based on the philosophy of sports for women? Could women work with men athletic directors who had
different philosophies from their own? Some of the women preferred separate programs but believed an extended opportunity for female student-athletes could be offered in combined athletic programs. Those women were uncertain of the results but helped plan and organize mergers at their schools. Other women anticipated unfavorable results from mergers. They were unable to adapt to the changes brought about by proposed mergers. Without support groups on and off campus, they became isolated in their struggle to maintain separate athletic programs for women.

Women in joint appointments experienced conflicts when the responsibilities of athletic director increased as the programs grew. Those women had problems deciding their priorities. They were unwilling to forfeit tenured teaching positions, prized coaching positions, or administrative positions. From the beginning, they were over worked, and with the loss of the support of coaches and student-athletes, the women were alone in their struggle to maintain separate athletic programs for women.

Another conflict arose from their inability to relinquish some of their work load. Some of the women did not have time to meet the demands from administrators in the university for external support of their programs. From either inexperience as administrators or philosophical beliefs, other women did not want to promote their programs through fund raising and public relations efforts. The
financial burden of compliance with Title IX legislation and lack of external support gave administrators impetus to plan mergers of separate athletic programs.

In Stage II, the women voluntarily or involuntarily evaluated their goals to help fulfill the need for extended opportunities for female student-athletes and their professional aspirations. In Stage III, the subjects made decisions based on their self evaluations.

Stage III, Decision to Depart

From the time that the subjects decided to leave the position of athletic director until they ceased acting in their positions are the dimensions of Stage III of the departing experience. The duration of Stage III varied from a few days to three years. Women not aware of mergers and women not invited to help plan and organize mergers made their decision and ceased acting in their positions in brief periods of time. One subject reported, "I had two days to decide on options they gave me." Another reported, "They said, 'You better decide in a hurry because next month we start moving over.'"

Women helping plan and organize mergers, acting as agents of change and interim directors, and women preparing successors for their positions had predetermined and lengthy periods of time in the decision stage. One woman commented, "I gave myself two more years there to train my head coach"
for the job." Another stated, "The planning and organizing stages of the merger went on over a year . . . . I knew all that time when we were through that I would step down to the assistant's job." Other women commented, "I told them when I took the job I would stay AD three years and leave." and "As a change-agent I set three years as a max to do the job and then leave."

To determine the impact of women making decisions in positive and negative circumstances, the subjects were asked, "Did you feel you had control over your decision to leave the position of athletic director?" and "What are reasons why you had (did not have) control over your decision?" Those questions were followed by the questions, "What are ways you felt about yourself and your program when you decided to leave the position of athletic director?" and "What are ways you felt when you ceased acting in that position?" Responses to those questions are reported based on their classification in positive or negative circumstances when the subjects decided to leave the position of athletic director and ceased acting in that position.

Women in Positive Circumstances

Ten women (32 per cent) were in positive circumstances when they decided to leave the position of athletic director. In Stage I, seven of those women were in positive circumstances, and three women were in negative circumstances
when they decided to accept the position of athletic director. In Stage II, all of those women were in positive conflicts when they evaluated their goals and professional aspirations.

These subjects influenced others in a variety of ways for favorable results. They controlled their decisions about career moves. Two women commented, "No, there was no one forcing me to leave. I had thought of professional advancement for some time, and when it was offered at another school, I decided to quit my job and take the other one." and "I wasn't threatened by a merger and loss of my job or anything like that. The same opportunity came up six years earlier and I wasn't prepared for the job then."

A comment from another woman showed how her influence placed her in what she termed as an offensive situation for control of her decision. Her comment was:

My dad always told me, 'Keep yourself in an offense situation and be able to make the moves you want. If you don't, you are always playing defense against people making moves against you.' I've always made a point to control my life and go after what I wanted . . . . I wanted to leave, so I left.

The women used their influence to gain support from others for their decisions. One subject commented, "You seek and use power any way you can to get what you want. I use people who can help me." Another stated, "I have influence in the athletic community, and I'm recognized as a competent administrator in circles outside of athletics. I use my
influence to carry out all of my decisions, not just ones concerning my career." Likewise, one woman commented:

Flexibility to change is very difficult for some people. It is not for me. I guess because I'm a risk taker . . . . I seek out opportunities and take them. You have to convince people that you can give them what nobody else can. I did that and got hired.

Other women used their influence to seek career opportunities. One woman reported, "See, just being in a position gives you a trunkline to what's going on out there. When I decided I wanted a change, I had my choice of four jobs, and I didn't look at a single want ad." One subject recognized possible loss of her influence and sought a career change while she could influence others to support her. She commented:

I have planned each position I've taken toward my professional advancement. This new job was just another step toward what I was going for . . . . See, you have to keep yourself in favorable situations to do that. I wasn't sure how much longer I was going to be in a favorable situation, so I started making plans for my next step.

The women reported on the decision-making processes they used when they decided to leave the position of athletic director. Objectivity and ability to act on decisions characterized women in positive circumstances. Some descriptions of the decision-making processes follow:

It's easy to let your emotions run away with you when others want you to keep working at something . . . . You have to make decisions objectively. I made a tablet of pros and cons. You can't put emotions on paper, and that is how I decided.
Another responded:

My mentor once told me, 'When you get in a decision-making role, remember one thing. It's not enough to make a decision. The most important part is acting on your decision.' It's true. I don't sit around wondering what would have happened if I had done this or that. I do it.

Half of the women in positive circumstances decided to leave the position of athletic director at their school and accept an administrative position in an athletic program at another school. Those women desired to continue their efforts to help fulfill the need for extended opportunities for female student-athletes. They were builders and creators of athletic programs, and when their programs reached maintenance levels, they sought new challenges.

In some instances, the women felt that their decision to leave the position of athletic director provided another reason to combine athletic programs for women and men. According to one subject, "When I resigned, [vice president] said he hated to lose me, but all the time they knew I was going to leave. I could see them figuring ways to pull my program over with the men's [athletic program]." Another reported, "I honestly believe my resignation gave them the chance to merge programs. I could see it happening while I was still there when [athletic director for men] took things over I had been doing."

Other women prepared successors for their positions and felt they were leaving successful programs to qualified
administrators. Those women reported how they felt about themselves and their programs when they decided to leave the position of athletic director. One woman commented:

I can't say that I thought much about my program other than I knew I had built a strong one and it would survive. I really felt like I was coasting when the other job was offered to me. It sounded like a new challenge and something bigger to build. I liked that and decided to leave .... I had about six months to get things set up with my head coach who took over. She was good, but I had mixed emotions when I signed my resignation letter. I almost backed out.

Another stated:

I didn't feel like I was escaping a desperate situation or anything like that. It was just a lot of years of frustration and no light at the end of the tunnel. When you work three jobs, you get to the point where you don't know what normal is .... I worked hard to build a successful program. Now it was time to turn it over to someone who I knew would keep it strong. I was going to a full time position and could hardly wait to see what it was going to be like.

Another woman acted in the position of athletic director and in her next position for three months while she prepared her successor. She commented:

Well, when I was offered the job and decided to take it, I started working there on weekends and on my regular job during the week. My new school knew I was doing both jobs, but I had not officially resigned from my other job .... Lets see, I guess that went on through the summer. I had to make sure my head coach was ready and could carry on smoothly. When I resigned from my job, my boss offered me both men and women's programs if I would stay. I told her I had to be challenged for a change and felt I needed to change schools. Of course, I didn't tell her that I felt as stagnant as the rest of them there.
Some of the women desired to continue their efforts to extend opportunities for female student-athletes in executive positions in professional fields related to athletics. One woman commented, "I didn't resign because I didn't like my job and they didn't like me. I felt I could have more impact on athletics for women in my new position." Another woman reported:

When they offered me the commissioner's job, I thought, 'What a lovely way to go through a transition period to retirement.' I was ready to quit my job because of my age, you know. I wasn't ready to quit helping women who wanted sport competition in our universities.

The other half of the subjects in positive circumstances decided to leave the position of athletic director and accept administrative positions in education and corporate business and nonadministrative positions in education. They desired to discontinue their efforts to help extend opportunities for female student-athletes. Those women expressed how they felt about themselves and their programs when they decided to leave the position of athletic director. Most of them reported predetermined lengths of time they had planned to act in their positions and had anticipated their resignations. One woman reported:

I came in as a change-agent and did what they hired me to do. I felt it was time and they [administrators in the university] felt it was time for me to leave . . . . You might say I planned my resignation when I took the job. You don't keep a change-agent around very long. When I resigned, I believed the program was in good
hands, but at that point I couldn't worry about it. I was mentally and physically worn out and had absolutely nothing left to give.

Another reported:

I can tell you exactly the time I decided to get out of that farce. I went with [athletic director for men] when he recruited athletes my first year there. Those kids couldn't read their contracts, and he was promising them graduation if they played . . . . What a farce that school is. The only reason I stayed on was because I learned in school you had to stay in a position two years to give both the school and yourself a chance to see if you liked it. I didn't. I thought those two years would never be over so I could resign.

One woman organized a merger of her program with the athletic program for men between the time she decided to leave her position and when she resigned from that position. Her comment on how she felt about relinquishing control of her program to the man athletic director was:

I wanted a new challenge, and I had never been a P.E. director before. I built a strong program for my women and had complete trust in the men's athletic director that my program would remain strong. I set the combined program up on my philosophy . . . . I was really doing both jobs in P.E. and athletics for two years until I knew he was ready to take over.

Other women groomed their successors before they resigned from the position of athletic director. A comment from a woman shows a reason why she planned to relinquish control of her program to her chosen successor:

When I interviewed women for head coach two years before I planned to go back to P.E., I picked one I thought would be best as my successor. She wasn't from the old school, but she had strong leadership ability . . . . Changes were going on in athletics and people like me coming from my
background, we had our day and people like me have had to change drastically. I was not a coach. I didn't even believe in giving special time and treatment to a small group of athletes. So, I had to change. But, then you come to a point where you can not change anymore. So then, if you have integrity, you say, 'Okay, what I have power and influence in is not going to be the way it used to be.' We are talking about my values. See, you have to believe in what you're fighting for . . . . When I resigned, I knew she could handle it, and it was time to get back into what I stood for and how I wanted to spend my time and talents. I knew it was in physical education.

Women in Negative Circumstances

Twenty-one women (68 per cent) were in negative circumstances when they decided to leave the position of athletic director. In Stage I, fifteen of those women were in positive circumstances, and six women were in negative circumstances when they decided to accept the directorship. In Stage II, all of those women were in negative conflicts when they evaluated their goals and professional aspirations.

These women left the position of athletic director when their programs merged with athletic programs for men. They were asked, "Did you aspire for the head athletic director position when your program merged?" and "What are ways you attempted to gain that position?" One woman served as interim athletic director of a combined program and attempted to gain the permanent position. A head coach of a revenue sport was placed in that permanent position. The woman commented, "I was told I was not qualified for the job. Makes you wonder how I held it down for a year, doesn't it?"
Other women reported why they did not attempt to gain the position of athletic director of combined programs. One subject commented, "It wouldn't do any good since he was picked for the job." Another woman reported:

"I couldn't fight the power he had. Of course he would be the one put in charge. Have you heard from any of the other women that there was an outside search for AD when programs merged? No. Just like me, those AD's got the job by in-house appointments.

Their unwillingness to modify their values and beliefs and promote programs for external support were reasons why other women did not aspire for the position of athletic director of combined programs. Comments from several women show those reasons:

"I wouldn't have felt comfortable running a combined program. I'm not saying I couldn't do it. I was as qualified as the men's AD was. I just didn't want the promotions part of it and the pressure of raising money to keep it going.

Another responded:

"I don't see how any of us could have honestly supported a combined program the way we felt about revenue sports. If I was AD over both programs I think I'd really be messing with my values there, especially my honesty . . . . I couldn't run a program the way their coaches were accustomed to. There was just too much hanky panky going on that I didn't approve of.

The women desired to continue their efforts to extend opportunities for female student-athletes. They aspired to stay in joint appointments of teacher, coach, and athletic director or in full time positions as athletic director. Women in negative circumstances did not gain support from
others for their decisions, and they did not realize their goals and aspirations. Their lack of support from others evolved from their inability to adjust to changes in their programs and in the responsibilities of athletic director. Recruiting students on scholarships and garnering external support of programs conflicted with the philosophy of sports on which their programs were built. The women struggled to change the direction in which their programs were growing.

Most women in joint appointments were indecisive about becoming full time administrators and meeting the demands of the responsibilities of athletic director. They either did not have time for or did not want to meet the demands for external support of their programs. Moreover, these women were unable to meet the demands for quicker compliance with Title IX legislation. Others wanted changes in athletic programs for women and shifted their support away from women athletic directors.

Without support from others, the women did not have control over their decisions to leave the position of athletic director. One woman commented, "I could see me convincing the president I was going to keep my program and job. I could really see him telling me I could. Ha."

Another observed, "Look, I didn't have power to do anything after everybody turned against me. Any decisions made at that point would have gone in one ear and out the other."
These subjects felt they had no control over their choice of a subsequent position. Comments from these women showed that they chose one of two options for employment offered to them and did not create their own options. One woman explained her options as, "He told me I had to decide between the assistant position or go back to teaching. Those were my options so what could I do?" Another woman described her dilemma as, "I was between a rock and a hard place. [Vice-president] told me if I couldn't decide which job I wanted, he would reassign me to the P.E. department."

The women used "helpless" and "powerless" when they described their lack of control over this decision. One subject described the pressure she felt:

From the time they started talking merger, they were on my back about what I wanted to do. I felt helpless. You know, like they were trying to make my decisions for me . . . . I didn't know what I wanted to do, but they just kept pressuring me anyway. They said they couldn't draw up the final organizational chart until they knew what I was going to do.

Another was even more adamant about her lack of control:

What do you mean, control? I didn't have any control or choices. I was powerless. He had all the power and could force me to do what he wanted. I think that's what hurt the most. My pride was shot.

Seventy-six per cent of the women in negative circumstances decided to leave the position of athletic director and accepted a position in a combined athletic program at the same school. Reasons why those women accepted
positions in athletics were to protect the opportunities for
female student-athletes, job security, and temporary
employment. Those reasons were shown when the women
described how they felt about themselves and their programs
when they decided to resign the position of athletic
director. According to one subject:

I asked myself over and over again, 'What could I
have done to make things different?' I couldn't
do anything. I felt I had to stay with my girls
so they wouldn't get swallowed up . . . . I gave
to them my decision one day, and the next day they
drew up a new contract for assistant AD for me to
sign. That was it . . . . I went home and cried
I was so mad.

The sense of defeat was also strong, as the following comment
shows:

I felt that part of me was lost when they told me
my program would be merged with the men's program.
I knew there wasn't any way left to fight it. I
decided to go along with it and signed a contract
for assistant AD. At least I could still look
after my program and make sure they didn't screw
up things too badly.

Some of the women reported others implied they and their
programs were outdated. Those women were reluctant to accept
a position in combined programs. One woman commented, "They
figured an old dog couldn't learn new tricks. I wasn't so
sure I could." The loss of self-esteem was also a factor in
the decision to take a position in a combined program:

I couldn't believe that I was losing eight years
of my work--eight years of my life. It was like
they told me, 'Your program isn't good anymore and
you aren't worth anything anymore.' It was hard
to mentally overcome that . . . . I didn't know
how I was going to fit in if they felt that way,
but I really didn't have any place else to go.
Another woman reported there was not a formal assignment of control of her program to the man athletic director. Her comment was:

I didn't know what to think. I was never officially told that I didn't have my program anymore. My coaches just started going to the men's AD instead of me. Finally, he came to me one day and said, 'Your budget will come to me from now on. Your duties will fit the title you've had all along.' I guess he meant that of assistant athletic director . . . . I thought, 'Okay, we'll do it this way until I find myself another job.'

Some of the women helped plan and organize mergers of separate athletic programs and were confident they would have an administrative position in combined programs at their schools. Several women commented, "I could see the advantages of riding on the coat tails of the men's program. After I helped organize the thing, I knew I could keep my program intact and pick up some of the men's sports." and "I decided to stay after I talked to my coaches and girls and was assured they would be a lot happier. I also felt it would be to my advantage since I could expand my management skills in a larger program."

Their comments seem to imply those women relinquished control of their programs without a fight. The following comments from those same women show that was not the case:

Our planning went on for several years. When I went to the president's office for the final meeting and signing contracts, I thought there would be just a few people there. There were thirty-one men and myself. I consulted with a lawyer before I went to that meeting, and she was ready to help me if I needed her. When I came out of that meeting, I realized that I made one big mistake. I should have asked for more for my
He knew I was as valuable to the organization as he was at that point. He didn't know anything about my program and needed me.

Another reported her disappointment:

Having my own program was fun, and it broke my heart to give it up. But I have been too involved with Title IX to know that it [separate athletic program for women] could survive. I am very dedicated to my school and didn't want to drag its name through the courts. We talked about the problems and agreed that a combined program was the best . . . . I guarded my name in the box above women's sports on the organizational chart until I signed my new contract for assistant AD. There's a point when you start thinking about self-survival.

Twenty-four per cent of the women in negative circumstances decided to leave the position of athletic director and accepted nonadministrative positions in education. Those women expressed how they felt about themselves and their programs when they made their decisions. One woman commented:

I didn't want to leave and would be in athletics today if that job had been a joint appointment between physical education and athletics. But when it came down to it, I couldn't take that job and give up my teaching. I was too close to retirement to do that . . . . They begged me to prolong my resignation until the program was more organized. I told them I would help them out and then go to full time teaching.

Other women believed separate programs were the only way extended opportunities for female student-athletes could be offered. Those women expressed bitterness when they described how they felt about themselves and their programs when they decided to leave athletics. For example:
There was no way. They said we will merge, and I said goodbye. Their philosophy and mine did not get along. I wouldn't have lasted ten minutes in that male chauvinist mess . . . . It happened in the summer, so I cleaned out my desk and left. The president knew I was very upset about it. He offered me a sabbatical for the next school year and I accepted it . . . . I felt I had lost, and other women had lost. So many of my friends were going through what I went through. It just wasn't fair.

Another responded:

To survive I'd have to pat butts like the men did. Can't you see me doing that. There was no way I was going to lower myself that way. I told them I was going back to teaching and forget any of them ever existed . . . . I was hurt and felt that all my work didn't matter to them. They didn't consider me or my years of work when they decided to take over my program.

One woman was not offered a position in a combined athletic program and was reassigned to the physical education department at her school. She was not aware of plans for a merger of separate programs at her school. That woman commented on how she felt about herself and her program when she resigned from the position of athletic director:

It all happened behind closed doors and very fast. They made final plans for a merger, and when I went to school on Monday, they had my resignation letter ready for me to sign. I didn't sign it and told them I needed a few days to think about it. I went to them and asked them why it had to be this way. They told me they felt I couldn't work out in the combined program because I had polarized the coaches. They said for things to run smooth again I would have to leave . . . . It hurt, I mean really hurt. I couldn't stand being around them, you know, knowing how they felt about me and all. When I signed that letter of resignation, I was gone.
Summary of Women in Stage III

The women decided to leave the position of athletic director. The duration of this stage varied from a few days to three years.

Thirty-two per cent of the subjects were in positive circumstances when they decided to leave the position of athletic director. These women initiated and controlled their decisions, influenced others to support their decisions, and sought career opportunities corresponding with their goals and professional aspirations. Objective decision-making and ability to act on their decisions characterized the subjects in positive circumstances.

Some of the women desired to continue to extend opportunities for female student-athletes in programs at other schools or in professional areas related to athletics. They were creators and builders of programs and wanted new challenges in other athletic programs. Other women decided to discontinue their efforts on behalf of female student-athletes. They accepted administrative positions in education and corporate business and nonadministrative positions in education.

Most women in positive circumstances prepared successors for their positions and felt they were leaving successful programs to qualified administrators. Other women predicted their programs would merge with athletic programs for men after they resigned from their positions.
Sixty-eight per cent of the subjects were in negative circumstances when they decided to resign as athletic director. They lost control of the opportunities for female student-athletes and their positions as athletic director when their programs merged with athletic programs for men. When those mergers occurred, the women did not aspire to the position of athletic director of combined programs. In-house appointments of men to that position, inability to change their values and beliefs, and their unwillingness to seek external support for athletic programs were reasons why they did not aspire to that position.

The women did not gain support from others for their decisions, and they anticipated unfavorable results of their decisions. They felt helpless when they ceased working as athletic director. The women anticipated unfavorable results from their choice of subsequent position because that choice did not correspond with their goals or professional aspirations.

Most women in negative circumstances chose to continue their efforts on behalf of female student-athletes in combined athletic programs at their schools. They accepted those positions to protect the opportunities for female student-athletes, job security, and temporary employment.

Other women decided to discontinue their efforts on behalf of female student-athletes and chose to return to full time teaching positions. Most of those subjects did not
change their goals and professional aspirations and anticipated unfavorable results from their choice for next professional positions.

In Stage III, some of the women made their decisions in positive circumstances, and their subsequent position corresponded with their goals and aspirations. Women in negative circumstances did not have control over their decisions; consequently, they frequently accepted positions that did not help them realize goals and professional aspirations. In Stage IV, women describe the impact of the decisions made in positive and negative circumstances on their transition from the position of athletic director to their subsequent professional position.

Stage IV, Transition After Decision to Depart

From the time the women ceased acting in the position of athletic director until they were acting in their next professional position were the dimensions of Stage IV of the departing experience. The decision to leave the position of athletic director resulted in their disbursement in a variety of positions.

Twenty-one women (68 per cent) accepted positions in athletics. One of those women regained the position of athletic director of a separate program at another school. Other women remaining in athletics regained some control of athletic opportunities for female student-athletes in
positions of assistant athletic director or coach in separate and combined programs. Those women described "some control" as, "I didn't have control over my budget, but I had input into decisions about my girls." and "I directed the women's program as assistant. My budget was approved by [athletic director for men]."

Women executives in professional areas related to athletics felt they had input into athletics for women and reported they regained some influence over opportunities for female student-athletes. One woman commented, "I didn't have a program in the university any longer. My input into decisions made about women's athletics was on a much broader scale than at a university level."

Ten women (32 per cent) accepted positions out of athletics. When they left the position of athletic director, they accepted positions as directors or teachers in physical education departments at their schools, directors and teachers in physical education departments in public schools, and executives in corporate business.

In Stage III, subsequent positions corresponded with the goals and professional aspirations of women in positive circumstances. Subsequent positions accepted by women in negative circumstances were not in accord with their goals or professional aspirations.

To determine impact of the decisions made in positive and negative circumstances on their transitions and
satisfaction in their subsequent positions, the subjects were asked, "Would you describe your transition from the time you left the position of athletic director to the time you were in your next job?" Depending on the response to that question, they were asked, "What are ways you felt about yourself and your career after you left the position of athletic director?" and "What are ways you liked (did not like) your next job?"

The women described their transitions as smooth or interrupted. Women in smooth transitions did not experience conflicts during the transition. In interrupted transitions, the women experienced positive and negative conflicts.

The impact of the decisions made in positive and negative circumstances on their transition and satisfaction in next professional position is reported, based on the classification of the subjects in smooth and interrupted transitions. In the classification of interrupted transitions, the women are subclassified according to positive and negative conflicts in their transitions.

**Women in Smooth Transitions**

Six women (19 per cent) experienced smooth transitions. In Stage III, those women were in positive circumstances when they accepted their next position. When they ceased acting as athletic director, these women immediately started working in their next positions and showed their eagerness to act in
those positions. One subject commented, "I didn't take any
time off after I resigned. I didn't want to." Another
stated, "I didn't need a rest, and they needed me right
away."

The women reported smooth transitions from the position
of athletic director to their next position in several ways.
These women were confident that their decision to leave the
position of athletic director had been advantageous and felt
divine direction guided them in making their decision. One
woman commented, "I can't say I felt depressed about leaving
my AD job . . . . Things just fell into place like it was
meant to be." Another woman reported, "When everything fits
together like it did with my move, I know God meant for me to
make the decision I made to come here."

Women in smooth transitions were satisfied in their next
jobs and reported their satisfaction in a variety of ways.
Some of them enjoyed challenges in their work. One subject
commented, "I can remember when I first sat at this desk and
thought, 'Wow, this is a challenge I've been waiting for.'
It's continued to be something new and challenging every
day." Another remarked:

I feel I have the most ideal situation of anybody.
I'm challenged in my work, and I'm on a task force
trying to increase women in leadership roles. I
like that.

Other women reported reaching expected goals in career
planning as satisfying. One woman commented, "This is
exactly what I wanted. I feel my job here is the last step in my career." Another woman reported:

I always wanted to be an administrator in athletics. I had a five year plan of what I was going to do. That plan came about in three years ... This job is what I was reaching for and I don't intend on giving it up.

When the women described efforts in program promotion and recruiting as ways they were satisfied with their positions, they showed professional growth. According to one subject, "Most women don't like interacting with the community. I learned how to do it and know now it is the only way to keep a program alive." Another woman viewed her new responsibility as, "I have learned to recruit. To me it is a challenge and I am good at it."

Ability to work with others and objective decision-making also showed professional growth in the other women. They reported how growth in those areas helped them achieve satisfaction with their subsequent positions. For example, one woman commented:

I worked closely with the men's AD when I was athletic director. I feel that helped me gain the strength and fortitude for a woman in a decision-making role. I'm not saying that other women need to go through what I did for many years, but I know it helped me learn how to work with other people ... I know that is vital in my position here.

Another stated:

My goals have always been developing something. You become emotionally involved in what you are doing. The emotion sometimes runs over what you are doing rather than intelligently handling
things. In the business world, you can not deal with things that old way. You have to work objectively with it. I have learned and experienced that in my position here.

Women in Positive Interrupted Transitions—

Ten women (32 per cent) were in positive interrupted transitions. In Stage III, four of those women were in positive circumstances, and six women were in negative circumstances when they decided to accept their subsequent position.

They ceased acting as athletic director and immediately started working in their next position. After brief periods of time, they were dissatisfied with their positions for a variety of reasons. Some of the women reported they did not like their working environments and felt their value as administrators was wasted. One woman reported:

I took the management level job until the other fellow quit . . . . Well, he didn't quit, and I told them, 'You either give me the job you hired me for or I'm leaving.' The next day, they created a job for me, and I moved into my new office up there with the rest of them.

Another observed:

Well, no, I wasn't satisfied with it. But, I promised them I would help out for two years. I couldn't wait that long. They weren't accepting my help and I tell you, it broke my heart to see what they were doing to both programs . . . . I gave them my resignation letter and told them I couldn't hold up to my part of the bargain. It was a mistake to take that job. I needed to be where I belonged . . . .
Some of the women reported their jobs were not challenging to them, and they decided to regain some control of athletics for female student-athletes. The feeling of one subject was, "I had too much free time and really missed my coaching. I decided to get back into it along with my job." Another stated, "I liked my P.E. director position all right, but I felt I was wasting my talents not coaching . . . . Besides, with all those men over there, the girls needed a woman as a role model."

The women voluntarily repeated the cycle of stages in the departing experience. They influenced others to support their decisions and gained satisfaction with their next positions. One woman advanced to a position created for her, and one woman left her position for favorable employment. Other women regained some control of opportunities for female student-athletes and added responsibilities to their jobs.

Other women were dissatisfied with their next position and anticipated unfavorable results from their decisions before they started working in combined athletic programs. Several women commented, "I knew I was going to have problems adjusting in a combined program." and, "I was really negative about the whole situation before I started my first day working for [athletic director for men]."

Later, these women voluntarily repeated the cycle of stages in the departing experience. When they repeated stages, the subjects changed their aspiration to be the
athletic director of a separate program to that of being an assistant athletic director of a combined program. The women decided to stay in their positions and gained support from men athletic directors and others. They changed from negative to positive circumstances and gained satisfaction in their work.

Changing their goals and professional aspirations was difficult for those women. The personal changes came after they reevaluated their values and beliefs. The women were socialized to believe that the best way to provide opportunities for female student-athletes was in separate programs. They struggled with personal changes and commented on difficulties they had adapting. One subject remarked, "I like what I'm doing now, but change on my part was not easy. I learned you are going to be stressed out if you can't change, and you are going to suffer for it." Another observed, "If I knew then what I know today about myself, the experience we talk about today would have been different."

Another woman described how she changed her attitudes about how opportunities for female student-athletes could be offered and controlled. She commented:

You might say those first few weeks they just put up with me. Later, I was embarrassed the way I ran around there like a jerk . . . . I sat myself down and said, 'Look this is stupid. You like your duties. What's your problem?' I figured it was my values and even my pride that made me act the way I did. But, I saw my girls hadn't suffered . . . . At that point I decided it was time to shape up or ship out. I'm glad I stayed. It's not so bad being second on the totem pole.
The women commented on how changes in goals and professional aspirations resulted in satisfaction in their work. One woman reported, "Once I was in there working with the girls, I started liking it and realized it wasn't all that bad." Another remarked, "I surprised myself. I found that a merger is not always a negative thing."

Other women described professional and personal growth when they reported ways they were satisfied in their work. One subject reported:

I like what's happened to women's athletics. I have not desired all of the changes, but I accept them . . . . I still feel like a fighter, but I've learned some things are worth fighting for, and some things are not. I have asked myself often, 'Do I want to fight to the end for this? Is it really better or is that just what I prefer?' . . . Most women are second banana. They have not got the final decision anymore. So it depends upon whether you can live with that or not. I can.

Another observed:

I know I soured some and felt that period of time was tremendous pain and depression. All you can do is withdraw and take care of yourself. But I kept fighting to pull myself back together just because I didn't know any other way. You have to take failures and go on with it. You get steam rolled if you don't . . . . You have to say, 'Hey, it is time to wake up and make this program move forward again.' I'm doing that now.

These women could not gain the support of others until they made personal changes and faced the reality of changes in the ways opportunities for female student-athletes were offered and controlled. When they made those changes, others supported their decisions to stay in their positions. That
was a reason why some of the women changed from negative to positive circumstances and gained satisfaction in their work.

Men athletic directors wanted those women to stay in combined programs and influenced them to stay in their programs. The women commented on the influence of those administrators. One subject stated, "He kept giving me positive strokes . . . . It was like he was telling me things would end up all right." Another commented, "He said, 'You are the best help I have in running this department. When are you going to realize I want your help?'

Other women commented on how men athletic directors continued to support their decision to stay in combined programs. One woman remarked, "You know, we don't think about my program or his program any more. It's a joint partnership and what I do is just as important as what he does in his job." Another reflected on the change from negative to positive circumstances:

When I started helping instead of fighting the system, he gave me more responsibility. I may not be called head athletic director, but I have expanded my knowledge as an administrator since my promotion to associate. I deal with the whole realm of athletics now . . . . He keeps kidding me about taking over his job one day. I might.

Women in Negative Interrupted Transitions

Fifteen women (48 per cent) experienced negative interrupted transitions. In Stage III, those women were in negative circumstances when they decided to accept their next position.
Like women in positive interrupted transitions, they experienced conflict during their transitions and started repeating the cycle of stages in the departing experience. Unlike women in positive interrupted transitions, they either returned and stayed in negative conflict in Stage II, or the women repeated the cycle of stages and remained in negative circumstances. In both cases, women in negative interrupted transitions were dissatisfied with their next positions before they started acting in those positions. They lost control of the opportunities for female student-athletes when they lost their athletic directorships because of mergers. Their options were unfavorable because they did not correspond with their goals or professional aspirations.

Some of the women took leaves of absence before they started working in their next positions. The term "dropped out" was used by some women to refer to those periods of time in their transitions. The women reported they dropped out from several weeks to a year.

When some of the women dropped out, they sought professional career counseling. Other women used self-help techniques to reevaluate their goals and professional aspirations and make adjustments to their next positions. Comments from the women showed that they were in a variety of phases in their evaluation and adjustment. One subject commented, "I remember I felt like I was crawling out of a deep hole . . . . With counseling, I felt real fine after I
knew I could do a lot of jobs when I was ready to look."

Another observed:

It [when she dropped out] allowed me the time to let the bitterness settle down deep and just be able to come back and find new challenges in new directions. I'm working on that now. I think I would have been a terribly miserable and depressed person if I had tried to go straight through. Now I can almost say, 'Okay, it is over, this is the way it is, and you will have to accept that.'

Other women were frustrated in their attempts at self-evaluation after they started working in their next position. One subject reported, "I still haven't hit on what I want yet. I'm still sort of feeling my way and just keeping options open." Another commented:

That's the whole problem . . . . After all that time, I still can't decide. I can't have what I want and I don't have any place to go and get it. God knows I'm trying to get this thing sorted out in my mind. I'm trying to figure out what to do the rest of my career.

Other women became frustrated and ceased evaluating their goals and aspirations. One woman commented, "I'm in limbo for a while. I think I need to quit trying and give my brain a rest." Another woman stated:

A friend called me recently and said, 'You know, it took me five years to get over this.' See, the same thing happened to her. And I thought I was going to handle everything in a couple of weeks . . . . I'm going to coast and not worry about it for a while. I finally said, 'This is silly, you aren't ready to make a decision.' I think I have my standards to high, and I work too hard, and I'm not playing enough.

Some of the women did not take leaves of absence and immediately started working in their next jobs after they
left the position of athletic director. They had several conflicts occurring at the same time in their transitions. Those women had difficulty deciding to stay in or leave their positions in combined programs. Others attempted to influence them to leave positions in those programs. The women described their negative conflicts in a variety of ways. Some of the women felt their value as administrators was not acknowledged by others. One subject commented, "They will never give me a chance to do the job that I think I can do. That is very dissatisfying, very upsetting, and there is no career here for me." Another remarked:

I can put up with some things, but they are so dishonest in their reasons for not promoting me. He says he wants someone in the associate job that he works well with . . . . I do know sooner or later that enough is enough. I don't know what I'm going to do yet.

Another woman reported that the duties of her position disqualified her for promotion in a combined athletic program. She commented, "I go to my office each day knowing I have endless stacks of papers to go through for eligibility of players. How can you get a promotion if all you know about athletics is eligibility of players?"

Some of the women reported they felt duties were taken away from them so they would become dissatisfied and leave their positions. One observed, "There are times here that I'm not living but just surviving in boredom. Each week less people come to my door saying, 'Would you help me out with
this or that.'" Response of another subject was, "Sometime I wonder what I'm doing here when they don't want me. I think I invent jobs to keep me busy." Another woman reported:

It got to the point where everything was taken away from me. I started traveling with teams for something to do . . . . Oh yes, I did something different one time. I helped sort tickets in the ticket office.

The women stayed in unfavorable working conditions from one to six years. They were asked, "What are reasons why you continued working in unfavorable conditions?" The women reported a variety of reasons why they stayed in their positions. Some of them felt they could not find equivalent or higher paying jobs. Among the reasons were, "I love administration, but another job with this pay is going to be hard to find with my credentials." and "I have been out of the public schools for ten years. Besides, I couldn't take the cut in salary right now."

Other women stayed in their positions for personal reasons. One commented, "I would like to go into business, but I would have to leave my family and go back to school for that. You can't do that with two teenagers at home."

Another remarked, "Mentally, I can't add the stress of finding another job on top of my divorce right now."

Difficulty in finding other positions in athletics was a reason why some women stayed in their positions longer than they anticipated. One woman reported, "With my involvement in Title IX and women's equity, I was like a plague traveling
around the country. No one wanted to hire me because they
thought I would cause trouble for them." Another observed:

I knew the word was out on me in the grapevine ..
.. I found out that one athletic director called
another one and said, 'She's trouble. I wouldn't
touch her with a ten foot pole.' I then started
looking for a small school where I could keep a
low profile until things blew over ..
Regardless what school I ended up in, I wanted to
stay in athletics. I have a lot to repay to
people that opened doors for me when I was an
athlete.

Her comment showed another reason why she and other
women stayed in their positions. They believed in and wanted
to protect the opportunities for female student-athletes.
Another woman reported, "I couldn't leave my girls in their
clutches. He would have scrubbed every sport except
basketball if I left."

The subjects were unwilling to change their goals and
professional aspirations, so they stayed in negative
conflicts and were dissatisfied with their positions. Jobs
in which they could realize their goals and aspirations were
rare. They wanted the position of athletic director of a
separate program for women. In most schools, opportunities
for female student-athletes were offered in combined
programs, and these women did not aspire to the position of
athletic director in those programs.

Comments from several women reflected their inability to
change their goals and professional aspirations. One stated,
"It is very depressing. Show me more than three or four
programs left in this country where women like me can go and do the job we set out to do." Another woman reported:

They say, 'Well, change your aspirations.' That's like saying if you can't be a mother, forget it. . . . I don't want to change my aspirations. I don't want to forget what our programs stood for. They're the ones that need to change, not me. You see the mess they have athletics in today from their so called philosophy of big time sports.

For some who chose to accept a position in a combined program, the support of others in power was not offered. That was another reason why women stayed in negative conflicts and were dissatisfied with their positions. Some of the women recognized their dilemma and planned to leave their positions. They commented on why some men athletic directors did not support their decision to stay in combined programs. One woman commented:

You get two hard heads going up against one another you got a mess. Women didn't think like the men and vice versa. It was a hopeless situation unless you had people that respected each other and wanted to work things out . . . . It all boils down to the one with the most power wins the stand-off. The other one has to leave. They have to divorce because their differences are irreconcilable.

A comment from another woman was:

I don't think it is a personal thing with them. See, they inherited us, so to speak, with our programs. They didn't want us anymore than we wanted to work in their programs. They're accustomed to choosing their own associate and assistant directors, and we were not their choice . . . . I'm not sure, but I think legally they had to offer us a position. When we accepted those positions, they had to find ways to get rid of us.
Summary of Women in Stage IV

Sixty-eight per cent of the women accepted their next positions in athletics, and 32 per cent of them accepted their next positions in professional areas out of athletics.

Fifty-one per cent of the women were in positive circumstances, and 49 per cent of them were in negative circumstances in Stage IV of the departing experience. Some of the women experienced smooth transitions in positive circumstances and were satisfied with their subsequent positions. They used their influence to gain the support of others for their decision. The results of their decisions were favorable, and the women reached expected professional goals.

Other women experienced interrupted transitions. After brief periods of time, women in positive circumstances became dissatisfied with their next position and started repeating the cycle of stages in the departing experience. They gained satisfaction from their work when they modified their goals and professional aspirations and gained the support of others.

Unlike women in positive circumstances, women in negative circumstances remained dissatisfied with their next positions for several reasons. When they started repeating the cycle of stages in the departing experience, some of them returned to Stage II and remained in conflict. They had difficulties evaluating their goals and professional
aspirations and making career decisions. In most cases, if they changed their goals and aspirations and decided to stay in their positions, others did not support their decision. These women had to leave their positions for more favorable employment and to gain satisfaction from their work.

Findings Related to Literature

An attempt to relate the findings of this study to the literature on women administrators and job change and job loss is reported with regard to the status of the subjects in the position of athletic director, the barriers experienced by the subjects in the position of athletic director, and descriptions of the subjects in positive and negative circumstances in the departing experience.

Women as Administrators

A decline in the number of women in the position of athletic director was shown in the departing experience. In Stage I of the departing experience, all of the women were athletic directors. They lost those positions in Stage III. In Stage IV of the departing experience, one woman (3 per cent) regained the position of athletic director. Twenty-one women (68 per cent) had positions in intercollegiate athletics, and ten women (32 per cent) had positions in professional areas out of intercollegiate athletics. The decline in the number of women in the position of athletic director supported findings in research (2, 11, 20).
Barriers to Women in the Position of Athletic Director

The thirty-one subjects of this study became athletic directors, and a majority of them were appointed to those positions. Most women who applied for the position reported administrators in universities requested they apply for that position. Promotion was a function of sponsorship rather than competition. Loy and Sage (27) found similar findings for male personnel within collegiate circles. Their findings indicated patterns of career mobility were positive for male personnel and were built on friendships and the old-boy-network.

Attitudes of both men and women toward women in leadership positions was suggested as a barrier to women (1, 8, 17, 19, 44). The subjects of this study reported lack of respect from others when they were athletic directors and felt that men athletic directors did not want them as assistant athletic directors in combined programs. However, the attitudes of others did not seem to be a barrier for the women when they became athletic directors. For example, all of the subjects were influenced by others when they decided to accept the athletic directorship. Some of the women did not want the position of athletic director but were influenced by others to accept it.

In the initial phase of the departing experience, the women had mixed emotions about their aspirations to become
athletic directors. Most of the women wanted the position of athletic director, but few women were willing to change their professional aspirations to gain it. Of the women aspiring to full time administrative positions, nineteen per-cent of them modified their professional aspirations. Of the women who wanted the responsibilities of athletic director, eighty-one per cent of them accepted those responsibilities in addition to another job and reported they did not alter their professional aspirations.

Later, most of the women involuntarily modified their professional aspirations when they lost the position of athletic director. In the final phase of the departing experience, eighty-one per cent of the women aspired to administrative positions. That figure shows that the subjects had high aspiration levels for administrative positions, which supports the findings of Bowker, Hinkle, and Worner (5) and others (22, 23). That figure is deceiving because some of the women had unrealistic aspirations. They aspired to the position of athletic director of a separate program for women; however, separate programs for women had been combined with programs for men at most universities in the nation.

The women did not aspire to the position of athletic director of combined programs for a variety of reasons. Some of them reported men athletic directors were presumed to have more experience than women and gained positions as athletic
directors of combined programs by in-house appointments.

Snyder (42) suggested de facto discrimination prevented some women from obtaining athletic directorships.

The position of athletic director of combined programs did not correspond with the values and beliefs of some of the subjects. One woman commented:

I don't, and I don't know of any of us who want that job . . . . See, those programs don't represent what we were brought up to believe. Like big time scholarship money and recruiting, and revenue and nonrevenue sports. We don't believe in those things.

That comment, as well as comments from other women, showed that some subjects of this study had problems modifying their values and beliefs, and that hindered them from staying in the position of athletic director and decreased their chances for promotion in combined athletic programs.

Some researchers have indicated that the socialization of women often conflicts with their aspirations (4, 29, 46). Subjects of this study did not feel qualified or did not want to meet the demands of promoting programs through fund raising and public relations efforts. Those were other reasons why they did not aspire to the position of athletic director of combined programs. Karr (23) reported women tend to lack the skills needed to obtain administrative positions. She also reported in her study that women administrators had less power to make decisions than men. Moore (31) contended that deeply held attitudes, beliefs, and feelings of women
contributed to their inability to use power effectively. The findings of this study support those findings. How they used their influence to gain the support of others for their decisions was a reason why the women were in positive and negative circumstances in the departing experience.

With support, the women were team members. One subject commented, "We worked together like a big, happy family building a home for ourselves." Another said, "We had a goal, you know, a purpose, and everybody worked toward it." Without support, the women became isolated and defiant. One subject described the struggle when she commented, "It was like a split in camps. I wasn't just fighting the others, I was fighting my own people who wanted to see my program go in with the men's." Another admitted, "Even with all their griping, I wasn't going to give in. For two years I kept the coaches in line, and I knew they wanted their girls over there."

Women in negative circumstances were unable to influence others and adjust to changes in their programs. They attempted to prevent those changes and tended to support findings by Kanter (24). When he used characteristics of powerlessness to study women bosses, Kanter indicated women seemed more authoritarian, used coercive power, engaged in territorial domination, and restricted opportunities for subordinates.
The fear of success barrier reported by Horner (21) and supported by Maccoby (28) was not supported by women in this study. The women did not exhibit feelings of social rejection or feelings of being unfeminine as a result of succeeding. A few women reported telephone calls from other women when they voluntarily left the position of athletic director to advance their careers. The women calling did not influence their decision to leave the position of athletic director. The barrier referred to as "avoid success because over-achievers evoke threats of retaliation" by Horner and other researchers (38, 41) was not supported by the women of this study.

Most of the women reported they had mentors, and certainly they had a strong network in AIAW helping as a professional and social basis of influence. Later, when women were isolated from their mentors and the governing association for sports changed, they faced the barriers of lack of mentors and networking. They lost support off campus for maintaining separate programs for female student-athletes. Those women were alone in their struggles and lost their programs and their positions as athletic director. Some researchers reported lack of mentors and networking as reasons why women did not attain and maintain administrative positions (9, 31, 34, 48).

When the women became athletic directors, they were role models for other women in athletics. The majority of them
felt women should be guided by women. That belief was a part of the philosophy of sports for women. They supported the findings of Acosta and Carpenter (1) and Henderson (18) with regard to the importance of same sex role models for women administrators. Those researchers reported that lack of same sex role models forced women to develop and direct their own futures without a positive role model to guide them. The problem of some women in this study was that they became negative role models for coaches and student-athletes who wanted changes in athletic programs for women. Some women lost their credibility as role models when they were unable to modify their values and beliefs and were unable to adapt to changes in their programs.

Overt sex biases in hiring, salaries, and evaluation of women administrators as barriers for women aspiring to become administrators was reported by Burrow (7) and other researchers (12, 32, 36). The subjects of this study did not report those sex biases as barriers to them gaining the position of athletic director. They had heavier work loads than men athletic directors, but they chose to have those work loads. Some of the women reported sexual advances, and other women reported that their input into decisions was ignored, and they were assigned duties far below their capabilities. Despite these circumstances, most of the women who reported some discrimination and sexual harrassment chose to stay in their jobs.
The career of one woman was interrupted by child raising. Unlike women in studies by Henderson (18) and others (30, 47), she did not feel twelve years out of her career were a barrier to professional development. That woman was in a successful administrative position after she left the position of athletic director and reported, "I hear other women my age talk about being tired and ready to slow down. It startles me because I'm just rolling again."

**Descriptions of Women in Positive and Negative Circumstances in the Departing Experience**

Smuck (39) suggested a profile of women administrators could not be constructed because researchers have taken various directions in their investigations. Descriptions of women in positive and negative circumstances were not appropriate for relating to most profile studies (6; 10; 14, pp. 53-54; 47). However, findings of this study support profiles constructed on job responsibility, work experience, and educational background needed for positions of athletic director reported by Snyder (42) and Albertson and Caton (3). Like women in their studies, subjects of this study were self-taught administrators who reported few management courses in their academic preparation.

The subjects also agreed with women in studies by those researchers on academic preparation for women who aspire to become athletic directors. They unanimously suggested courses in business and personnel management and promotions
of programs through fund raising and public relations efforts. Most of the women reported training and experience in public relations a plus for women in combined athletic programs. One woman commented, "That way the woman has another value to the organization than shuffling papers behind a desk all day."

How subjects responded to changes in the ways that opportunities for female student-athletes were offered and controlled determined whether they were in positive or negative circumstances in the decision-making stages of the departing experience. A description of what happened to women in positive circumstances in the departing experience supported statistical profiles of male executives in a study by Hagbert, Conti, and Mariabile (15). Terminated executives in their study possessed characteristics linked to success such as hard working, goal directed, productive, well organized, loyal, conscientious, and cautious and rational in decision-making. They also reported lessons that a terminated employee must learn were to accept imperfection, uncertainty, and the inevitability of change. He must learn how to apply his values and to make good business decisions.

Women in positive circumstances showed they learned those lessons and responded positively to changes in the ways that opportunities for female student-athletes were offered and controlled. Student-athletes, coaches, and administrators supported their decisions to become athletic
directors. Those women gained favorable results in full time administrative positions or in joint appointments as teacher, coach, and athletic director.

A description of what happened to women in negative circumstances in the departing experience also supported findings by Hagbert, Conti, and Mariabile (15). Although those women possessed some characteristics linked to success, like terminated executives in the study cited, subjects in negative circumstances were unable to adapt to change. They did not successfully apply their values and beliefs, and they did not learn how to make rational decisions. The women felt they were working for a cause, and, at times their emotions overpowered their objectivity.

Seven of twenty-two women beginning Stage I in positive circumstances ended Stage IV in those circumstances. Six of those women experienced smooth transitions, and one woman was in a positive interrupted transition in Stage IV. Those women understood career planning and development and reported reaching expected goals in their career. They were unique from other women in the study and from women in studies by Henning and Jardin (19) and Picker (35). Those researchers reported women tend to have little understanding of career planning and development.

Table XI shows the number of women described in positive and negative circumstances in the decision-making stages of the departing experience.
<table>
<thead>
<tr>
<th>Stage I</th>
<th>Stage III</th>
<th>Stage IV</th>
<th>Description of Progression</th>
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<tbody>
<tr>
<td>P</td>
<td>P</td>
<td>P</td>
<td>7 of 22 women (32%) started the departing experience in positive circumstances and stayed in positive circumstances</td>
</tr>
<tr>
<td>P</td>
<td>P</td>
<td>P</td>
<td>6 of 22 women (27%) started the departing experience in positive circumstances, changed to negative, and back to positive circumstances</td>
</tr>
<tr>
<td>P</td>
<td>N</td>
<td>P</td>
<td>9 of 22 women (41%) started the departing experience in positive circumstances, changed, and stayed in negative circumstances</td>
</tr>
<tr>
<td>N</td>
<td>P</td>
<td>P</td>
<td>3 of 9 women (33%) started the departing experience in negative circumstances, changed, and stayed in positive circumstances</td>
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<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>6 of 9 women (67%) started the departing experience in negative circumstances and stayed in negative circumstances</td>
</tr>
</tbody>
</table>

*P* = Positive circumstances  
*N* = Negative circumstances
As shown in Table XI, six of nine women beginning Stage I in negative circumstances ended Stage IV in those circumstances. In the transition stage, they were similar to people who faced involuntary job loss in a study by Gaylord and Symons (13). The women were angry, depressed, and did not understand why they lost their jobs. They did not agree with changes in athletic programs for women and did not want to modify their goals and professional aspirations to adapt to those changes. The women felt they had no place to go to fulfill themselves professionally and described their situations as stressed-out. Williams and Miller (45) concluded stress may come from feelings of lack of support, lack of control over decisions, and making continued effort without success.

Levinson (26) reported after expending intense energy with few visible results, managers in his study felt an exhaustion more intense than stress. That exhaustion was burn-out. Women ending Stage IV in negative circumstances seemed to experience burn-out, which was characterized by feelings of anger, helplessness, isolation, depletion, and increased rigidity of attitude that Levinson found in managers. He suggested people in burn-out situations need support groups to help them work through the loss of a job. The subjects in negative circumstances did not have adequate support. Although some sought career and personal counseling, as Gaylord and Symons (13) found in their study,
little can be done about career planning until feelings of grief over losing a job are resolved.

Seven women were in positive circumstances, six women were in negative circumstances, and eighteen women experienced both positive and negative circumstances in the departing experience. Half of those eighteen women went from positive to negative experiences when conflicts occurred in Stage II. Because they were in positive circumstances for a brief time during the departing experience, they exhibited characteristics similar to women who stayed in negative circumstances throughout the departing experience.

They remained in negative conflict in Stage II or continued repeating cycles of the departing experience in negative circumstances. When the women repeated stages in negative circumstances, they became less assured of themselves and their careers. Several of their comments were, "Why do I have to change? Why can't they do the changing?" and "I wonder if this will ever stop. Will I ever get myself straightened out and go on with my life?" The women supported findings by Spradley (43, p. 138) about Seattle tramps who continued repeating stages of entering and leaving the jail. That experience was crucial in what it told a bum about himself and how he identified himself.

Ways the women in negative circumstances felt about themselves and their jobs supported findings about job loss reported by Hall and Isabella (16). They suggested if
alternatives were poorly chosen and unattractively offered, a person perceived no real choice. Katcher (25) concluded similar results in his study. Interpretation of the experience of job loss had a major influence on the experience of the transition. He hypothesized the experience of leaving a job was dependent on how individuals perceived control of their lives.

The women did not support gender differences found in response to job loss reported by Randolph (37). He indicated that men experienced loss of self-esteem and women viewed loss of a job as a social loss. Subjects of this study viewed loss of their programs and the position of athletic director as a social loss, but they also experienced a loss of self-esteem as the following comments show. One woman reported, "My pride as an administrator was hurt." Another commented, "In one sweep, they destroyed by professional pride. They as much as said, 'You're program isn't any good and you are not any use to us anymore.'"

The pattern of experiences for the other nine women was either positive-negative-positive or negative-positive. It was difficult for those women to change from negative to positive circumstances. If they did not find jobs which harmonized with their goals and professional aspirations, they had to modify their values and beliefs and their goals to find satisfaction in their job. Similar conclusions were found in a study by Hall and Isabella (16) who concluded that
success in one's profession was psychological and often required a shift in the attitude of a person.

The women were aware of the organizational structure of combined athletic programs and recognized that changes had to come from them and not from others if they were to be satisfied in their job. Sheehy (40, p. 101) concluded crises were not only predictable, but they signal the necessity for a person to change and move on to the next stage of growth. Women moving from negative to positive circumstances showed signs of growth similar to women remaining in positive circumstances throughout the departing experience. They may not have welcomed the new and unexpected, but they faced challenges and risks when they made personal changes. The women reported professional growth in a variety of ways:

I have learned from my experiences. Some women have profited from theirs. I have not yet, but I intend to make this job work to my advantage now.

Another responded:

I don't know why women think that everything has to be perfect. I know now there isn't any situation that is perfect. You make it perfect . . . . You use the opportunity to better yourself and expand your talents to get what you desired all along. If you think of it as a goal you're going for, then each job has a purpose in your career . . . . I like the way I think about my job now.

Another woman commented on how she learned rational decision-making. Her comment was:

After my first executive meeting here, my boss sat me down and said, 'Tell me your decision-making process.' I didn't know what he was talking
about. He gave me several books from a seminar he
attended . . . . I realized that my decisions
have always been made on my emotions. You know,
on the way I wanted things to be, not on how they
are in the real world . . . . You know, I wanted
to make copies of those books and send them to
every woman athletic director I knew. My God, the
dream we had and never followed through because we
blew it. We didn't know how to do things. We
were all talk and no do.

Nash and Spradley (33, p. 161) reported what people
perceive about experiences bring about changes in their
lives. Women in both positive and negative circumstances
realized professional growth and self-awareness from the
departing experience. When the subjects were asked the
closing question, "Why did you consent to this interview?",
their responses showed how some women used personal
interviews for this study to verbalize that growth. One
subject reported, "For a long time I've wanted to talk about
what happened to me. You know, what I have been thinking for
the past three years." Another stated, "It feels good to say
it. A year ago I could not have done this, but now I'm ready
to find out myself what happened so I can go on with other
things." Comments from other women showed that they grew
personally and professionally from the departing experience.
One commented:

Finally, someone is asking people who have been
there what happened. I can tell you that women
like me don't need to be in there. Things aren't
the same anymore and some of us are the same . . . .
We are trying to change, but it takes time.
Another observed:

People need to quit feeling sorry for us. We are fine. It's taken time for some of us but what we learned from our experiences can help others. They need to know that a lot of what happened was from lack of our experience as administrators. Powers were against us yes, but we could have stopped them if we hadn't been so stubborn in our cause . . . .

A comment made by one woman expressed ways she and other women in the study responded to their experience of leaving a job. She commented, "It's only human to have setbacks and withdraw for a time and readjust and start over again. I think most of us have done that by now." When the women ended the departing experience, they were in one of three interrelated processes of withdrawal, disorientation, and reorientation. Those processes were described by Katcher (25) when he explored the psychological experience of managers leaving their jobs.

Descriptions of women in positive and negative circumstances showed what happened to women who are former athletic directors of intercollegiate athletic programs in each of the four stages of the departing experience. Their experiences were determined by their responses to changes in the ways opportunities for female student-athletes were offered and controlled. When women accepted the challenge to help extend those opportunities, they embarked on a journey which would lead to change and growth in opportunities for female student-athletes as well as personal and professional growth for themselves.
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CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

What happened to women who are former athletic directors of intercollegiate athletic programs during each of the four stages of the departing experience was the problem of this study. That problem was approached using a qualitative research design, personal interviews for collecting data, and the process of ethnoscientific explanation for analyzing data.

Three hundred seventeen women who are former athletic directors of intercollegiate athletic programs were identified from directories of college athletics by a panel of experts. From a stratified random selection, thirty-one women who were athletic directors between 1975-76 and 1985-86, were interviewed. Thirteen women represented NCAA Division I schools from eight districts, and seven women represented NCAA Division II schools from six districts. Eight women represented NCAA Division III schools from seven districts, and three women were from NAIA schools located in NCAA districts.

Analytical tasks performed for each of the four levels of ethnoscientific explanation helped to establish patterns...
among the women in the following areas: what happened to them within and throughout stages in the departing experience, reasons they left the position of athletic director, and satisfaction in their professional lives after they departed from the position of athletic director.

During the period of the departing experience, changes in how opportunities for female student-athletes were offered and controlled occurred. At first, opportunities were extended and offered in separate programs for women. The subjects had control of the opportunities for female student-athletes in full time administrative positions or in joint appointments as teacher, coach, and athletic director. Programs grew from what the women termed as money hand-out programs to athletic enterprises which became viable parts of universities through support from the community and corporate sectors. Their responsibilities as athletic directors changed as the programs grew.

Lack of external support for programs and other difficulties related to compliance with Title IX legislation and changes in sport governing associations later resulted in more changes in the way opportunities for female student-athletes were offered and controlled. Most athletic programs for women merged with programs for men, and opportunities for female student-athletes were offered in combined athletic programs controlled by men athletic directors. The subjects had some control of those
opportunities as full time associate and assistant athletic directors or coaches.

How the women responded to changes in athletics for women student-athletes determined whether they would be in positive or negative circumstances in each stage of the departing experience. In Stage I, others influenced the women when they evaluated their goals and professional aspirations to become administrators in athletics. If their decisions were supported by others and corresponded with their goals and aspirations, the women were in positive circumstances when they became athletic directors. If their decisions did not correspond with their goals and professional aspirations and they lacked the support of others, the women were in negative circumstances.

The women experienced a variety of conflicts in Stage II. Women who had positive conflicts voluntarily adapted to changes in programs and the responsibilities as athletic director. Some of the women sought upward mobility in athletics, and other women sought professional positions out of athletics. Women who experienced negative conflicts were unable to adjust to changes as their programs and responsibilities as athletic director changed. They anticipated negative results from planned mergers of separate athletic programs.

In Stage III the women decided to relinquish control of the opportunities for student-athletes and their position as
athletic director. Women in positive circumstances controlled their decisions, influenced others to support their decisions, and sought career opportunities that corresponded with their goals and professional aspirations. Women in negative circumstances involuntarily left the position of athletic director when their programs merged with athletic programs for men. They lost their influence as administrators, could not gain support of others for their decisions, and career options offered to the women did not coincide with their goals and professional aspirations.

In Stage IV women in positive circumstances experienced favorable results from their decisions, reached expected goals in their careers, and gained satisfaction in their next job. Some of those women experienced smooth transitions, and other women repeated the cycle of stages in the departing experience to gain satisfaction in their job.

Women in negative circumstances experienced unfavorable results from their decisions and were dissatisfied in their next job. Some of those women returned to Stage II and stayed in conflict. Other women repeated the cycle of stages in the departing experience and remained in negative circumstances.

The number of women who achieved their goals and professional aspirations and were satisfied in their work declined. Twenty-two women (71 per cent) were in positive circumstances when they began serving as athletic director.
When they left that position, the number in positive circumstances decreased 51 per cent. Nine women (29 per cent) were in negative circumstances when they became athletic director. When they left that position, the number in negative circumstances increased 49 per cent.

The subjects changed their goal to help extend opportunities for female student-athletes. Twenty-one women (68 per cent) desired to continue their efforts on behalf of female student-athletes and stayed in intercollegiate athletics. Ten women (32 per cent) did not desire to continue their efforts when they left the position of athletic director.

The women also changed their professional aspirations. When most of them became athletic directors, they were not particularly interested in assuming the responsibility. Only six women (19 per cent) actually sought the position. After varied lengths of time, their aspirations changed, and twenty-six women (84 per cent) applied for full time administrative positions. Approximately one-half of those twenty-six women sought administrative positions in professional fields out of athletics.

Conclusions

How women in this study perceived their progression through stages of the departing experience was reported. Their progression was predictable and related to their next
stage of professional development in several ways. Reevaluating their values and beliefs, adapting to change, making rational decisions, and recognizing the power attached to their positions were determinants in how well they progressed through those stages.

Some women changed as their programs and responsibilities as athletic director changed. Their decisions to change were supported by others, and the women gained respect as successful administrators. That was the case whether or not they chose to remain in or leave athletics. Those women predictably remained in or changed to positive circumstances. In positive circumstances, they achieved satisfaction from their work and profited professionally and personally from their involvement in the growth of intercollegiate athletics for women.

Women who were unable to adjust to change as their programs and responsibilities as athletic director changed, lost the support and respect of others. They predictably remained in or changed to negative circumstances. Those subjects were unable to adjust to changes in their role and the structure of their program. They felt they were used and forced to start their careers again.

Changes in the organizational structure of intercollegiate athletics for women were inevitable with mergers of programs for women and men. The mergers necessitated personal changes by the women. How the subjects
responded to the changes which resulted from mergers determined whether they were in positive or negative circumstances.

Differences in organization and administration of programs for women and men were recognized. Conflicts arose when neither director would acknowledge the other's point of view. The women perceived that their administration of programs was incorrect and perhaps outdated. They were led to believe that their male counterparts felt they were incapable of administering major combined programs. Their limited experience was the primary justification for this point of view.

Recommendations

The following recommendations are based on the results of the study and the experience and knowledge gained by conducting the study.

1. The design and methods used for collecting and analyzing the data may be used to help determine what happened to other former administrators and reasons they left administrative positions.

2. Findings from this study may be used to help prospective administrators in athletics to evaluate their roles. They may be seeking positions in sex-dominated arenas where the ability to adjust to change is paramount.
3. Courses designed for future administrators, such as sport administration, should be directed toward value adjustment, decision-making skills, and the role of power in administrative processes. Interpersonal communication needs to be a major component of management development courses for future administrators.

4. The design and methods used for collecting and analyzing the data may be used to help determine what happened to men who are former athletic directors of intercollegiate athletic programs for men, and the reasons they left administrative positions.
APPENDICES
APPENDIX A

VERIFICATION OF THE DEFINITION OF THE DEPARTING EXPERIENCE

RESEARCH JOURNAL EXCERPTS, JULY 29, AUGUST 29, 1986
APPENDIX A

VERIFICATION OF THE DEFINITION OF THE DEPARTING EXPERIENCE

Research Journal Excerpts, July 29, 1986

The boundaries of Stage I were extended. Initially, the boundaries were when women were appointed to the position of athletic director until conflict occurred in their careers. Women felt that when they decided to became athletic director should be included in the departing experience. ____ reported, "You need to know how I was under the gun to take the job in the first place. I didn't even want the job."

____ reported, "You should include our decisions because the same thing happened to me when I, involuntarily by the way, decided I better give up the AD position."

Earlier, ____ reported, "I was the one who saw we needed a program for the girls so I appointed myself AD."

(How did she have the power to carry that out or did she suggest it and get appointed?) ____ also reported, "I had wanted that chance for ages and when I got word (school) was looking for someone, I applied for the job. No, I was not appointed."

Research Journal Excerpts, August 3, 1986

I decided to ask the women, "What are all the ways your decision to become athletic director was similar to your
decision to leave the position of athletic director?" and
"What are the reasons the departing experience should start
with decisions to become athletic director instead of your
appointment to the position of athletic director?" Some
women were not appointed to the position and included their
decision-making process as part of applying for the position
of athletic director. (A definite relationship was showing
in decision to become and decision to leave.)

Boundaries of the departing experience were extended
when Stage I was extended. Boundaries of Stage I was from
the time the women made decisions to become athletic director
until conflicts occurred in their careers. Identified events
and responses of the women to those events in all stages make
the departing experience an experience which can be studied.
(Literature on experiences relates here.)

From what I have found so far, I know there is material
enough for a dissertation on what happened to the women from
the time they accepted their next position until they
accepted their current position. Some women have repeated
the cycle of stages three times and have had four
dissatisfying jobs since they left the position of athletic
director.
APPENDIX B

VERIFICATION OF THE DEFINITION OF ATHLETIC DIRECTOR

RESEARCH JOURNAL EXCERPTS, JULY 19, 1986
APPENDIX B

VERIFICATION OF THE DEFINITION OF ATHLETIC DIRECTOR

Research Journal Excerpt, July 19, 1986

Responsibility. Women were asked, "What were all your duties as athletic director?" Program duties and student-athlete duties were described by the women. (Student-athlete duties were not of an administrative nature, but were duties they had as coaches.) Women created a job description for athletic director. (I made a taxonomy for future reference.) They ranked control of the budget and hiring and firing staff as most important duties of athletic director and verified those duties as major parts of their responsibility and authority as athletic director.

Changes occurred in responsibilities of athletic director from what the women termed "in the beginning" and "at the end" of building programs. (Those terms seem to be of secondary importance, but the fact that changes in responsibility of athletic director occurred is important.)

For example, at first the responsibility of athletic director meant working with small budgets allocated from academic funds or athletic programs for men in the beginning. At the end, administrators demanded that the women gain external support along with those funds. Promotion, public
relations, and fund-raising efforts were added to their duties (Women ranked those duties as least important in the job description they created.) Women reported reasons why the responsibilities of athletic director increased—were compliance with Title IX and creation of AIAW.

**Authority** Women were asked, "Who was the person you reported directly to when you were athletic director?" Some women were asked, "Was that person an administrator in the university?" Sources of authority for the women were physical education directors, vice presidents, and presidents, and all of them were defined as administrators in the university. Athletic director for men was not a source of authority for the women, but he was defined as an administrator along with athletic director for women. The women were sources of authority for coaches and staff.

**Title** Women were asked, "What was your title when you were in the position of athletic director?" Not all of the women were called athletic director. Their titles were assistant athletic director, coordinator of sports for women, and one woman had the title of physical education director. All women called themselves athletic director or athletic director for women. Taxonomy of terms used for women in the position of athletic director showed that athletic director was a cover term for the variety of terms used by others.

Responsibility and authority of athletic director was verified, and women described how they fit the definition of athletic director as defined for this study.
APPENDIX C

REQUEST LETTER SENT TO POTENTIAL PANEL OF EXPERTS
WITH ATTACHED DESCRIPTION OF ATHLETIC DIRECTOR
Ms.

University of

Dear Ms.:

I am conducting a study to determine reasons women former athletic directors of intercollegiate programs for women leave their positions. Specifically, I am investigating the reasons for women former administrators leaving their positions and what happened to them after they departed. The investigation will include taped interviews. This study is being conducted in partial fulfillment for the degree, doctor of philosophy, under the direction of Dr. Howard Smith, Professor of Higher Education, North Texas State University, Denton, Texas.

I am requesting your help as a member of a panel of experts in identifying and locating women who are former athletic directors. On the following page is the definition of a woman athletic director as defined for this study. Your experience, opinions and knowledge of where women former athletic directors in NCAA District 5 may be located would be invaluable to this study.

Would you survey the list, make notations of those you can identify and locate and return the list to me in the enclosed self-addressed envelope? If you desire results of the study, a copy will be available upon request.

Your cooperation will be greatly appreciated. The results of the study could not only make a contribution to the literature in this area but to the welfare of women administrators.

Sincerely,

Jackie Disselkoen
ATTACHMENT TO APPENDIX C

DESCRIPTION OF WOMAN ATHLETIC DIRECTOR

For this study, woman athletic director is defined as a woman who has authority and responsibility of an athletic program for female student-athletes in the following ways:

1. Manages a budget for the intercollegiate athletic program,

2. Has input into hiring and supervises coaches and staff, and

3. Reports to a central university officer, other than the athletic director for men, responsible for intercollegiate athletics.
APPENDIX D

INTERVIEW SCHEDULE AND MODIFICATIONS TO QUESTIONS

RESEARCH JOURNAL EXCERPTS, JULY 12, 1986
APPENDIX D
INTERVIEW SCHEDULE

Demographic Questions

1. Academic preparation (specific courses, degrees earned in areas).
2. Professional information (internships, years taught, coached, administrated, age became an athletic director, years acted as athletic director, number of employees supervised, and program size).

Stage I. Prior to Conflict

1. Could you describe ways you felt about yourself and your job when you made the decision to become athletic director?
2. Could you describe ways you made your decision to become athletic director?
3. Would you tell me about your job when you first became an athletic director?

Probe Questions

4. What are ways you used to gain the position of athletic director?
5. What are all your reasons for becoming an athletic director?
6. Did you aspire for the position of athletic director?
7. Would you describe the duties of an athletic director?

8. Would you describe your physical (mental) health when you first became athletic director?

9. What are ways you were prepared for the position of athletic director?

10. What are ways you attained your professional goals?

11. What are ways to influence others to place women in positions of athletic director?

12. Who were others having influence over you?

13. (If coaching along with administrative duties), what are ways others felt about you as an administrator?

14. What are ways associate/assistant athletic directors differ from head athletic director?

15. What are ways you felt about your working conditions before conflict occurred in your career?

16. (Include necessary questions to find boundaries of this stage.)

**Stage II, Conflict Prior to Decision Point**

1. Could you describe what happened to change your outlook about your job?

2. What are ways conflict occurred in your career?

3. What are all the reasons for your conflict?

4. Could you describe ways you felt about yourself and your job when conflict occurred?
Probe Questions

5. What are all the changes that occurred in your job?

6. What organizational changes in structure/personnel did you notice?

7. When did those changes occur?

8. What are ways you continued fulfilling your professional goals you set earlier for yourself?

9. What changes occurred in your physical (mental) health?

10. When did you realize you had a conflict in your career?

11. (If a merger occurred), did you aspire for the head athletic director position?

12. What are all the reasons you aspired (did not aspire) for that position?

13. (Include necessary questions to find boundaries of this stage.)

Stage III, Decision Point

1. Could you describe ways you felt about making your decision to change jobs?

2. Could you describe ways you made your decision to leave the position of athletic director?

3. Could you describe ways you felt about yourself and your job (and program) when you made that decision?

Probe Questions

4. Did you feel you had control over your decision to leave the position of athletic director?
5. What are reasons why you had (did not have) control over your decision?

6. Could you describe the formal process of your resignation?

7. What are ways others reacted to your decision to leave the position of athletic director?

8. What are all the ways your decision was similar to your decision to become athletic director?

9. (Include necessary questions to find boundaries of this stage.)

Stage IV. Transition After Decision Point

1. Could you describe what it was like to no longer be an athletic director?

2. Could you describe your transition from the time you left the position of athletic director to the time you were in your next job?

3. Could you describe ways you felt about yourself and your career after you left the position of athletic director?

Probe Questions

4. What are ways others reacted to you?

5. What are ways you were of value to the system at that time in your career?

6. What are ways you changed your lifestyle after you left the position of athletic director?

7. What are ways your professional goals differed from goals set earlier for yourself?
8. What changes did you notice in your physical (mental) health after you left the position of athletic director?

9. What are ways your experience as athletic director influenced your decision to seek (accept) your next position?

10. What are ways you liked (did not like) your next job?

11. What are all the ways your experience is similar (different) with other women who are former athletic directors?

12. What is your next move?

13. (Include necessary questions to find boundaries of this stage.)

Closing Questions

1. Out of all things that happened in the departing-experience, which do you think would be the most important for me to know if I am going to really understand what happened in that experience?

2. Is there anything important I have missed?

3. Could you give me reasons why you consented to this interview?
ATTACHMENT TO APPENDIX D

MODIFICATIONS TO INTERVIEW QUESTIONS

Research Journal Excerpts, July 12, 1986

In general, the content of the questions has not changed, but wording of the questions was changed. There was an unbelievable difference in the information elicited from the women when I quit asking "how" questions and started asking "ways to" questions. They gave more examples of what they were describing. The women answered most of the probe questions when they responded to descriptive questions of each stage.

Decision-making skills and ways the women influenced others (or vice-versa) were important areas to direct questions. After the first two interviews, I added questions related to ways the women made decisions in Stages I and III. Women in the pilot study indicated a great deal of influence of others when they made their decisions. (Watch for patterns here.)

Some of the women indicated they used influence to gain support of others. Other women did not have influence or did not know how to effectively use it. I believe I am looking at some women who were inexperienced administrators when they became athletic directors.

The women commented more on their mental health than their physical health in each stage. It was found that some
women had career and personal counseling when they left the position of athletic director. Their energy level was extremely high when they built their programs, but later, they seemed to have burn-out because they were overworked and others did not help them achieve their goals. (Believe that job loss literature is supported here.)

Questions were added to find the aspirations of the women when mergers were planned at their schools. Interestingly, the women indicated they did not change their professional aspirations to be athletic directors of separate programs.
APPENDIX E

PARTICIPANT REQUEST LETTER
Dear (potential participant):

I am making a study of conditions that occurred while in the position of athletic director by women who are former athletic directors of intercollegiate athletic programs for women. Specifically, I am studying how the conditions of their leaving are related to what happened to them after they left their positions. This doctoral study is being researched under the direction of Dr. Howard Smith, Professor of Higher Education, North Texas State University, Denton, Texas.

Because you are a former athletic director, your experience, opinions, and knowledge will be essential for the completion of this study. The study will involve taped interviews. All information will be treated confidentially and a copy of results will be given to participants in the study.

I will contact you by telephone approximately one week from this dated letter for any supplementary questions and comments that you desire to make, and to request your valuable participation in the study.

Thank you for your cooperation and I appreciate your time and interest in research on women who are former athletic directors, and in helping me fulfill the requirements for a doctoral degree.

Sincerely,

Jackie Disselkoen
APPENDIX F

PARTICIPANT/RESEARCHER AGREEMENT FORM AND CHANGES
IN METHOD OF VERIFICATION OF INTERVIEWS

RESEARCH JOURNAL EXCERPTS, JUNE 22, 1986
I, the Research Participant, agree to participate in this research study conducted by Jackie Disselkoen on this date of ___________. I will be truthful in all information that I give in the research interview in return for the promise of my confidentiality in the study.

Participant

I, the Researcher, agree to keep the confidentiality of Participants in this study. Information given to me by interview or other form of data collection will remain protected. I promise that I will not publish information that could injure the Participant or the research group of which she is a member.

Researcher
ATTACHMENT TO APPENDIX F

CHANGES IN METHOD OF VERIFICATION OF THE INTERVIEW

Research Journal Excerpts, June 22, 1986-

The agreement form included their willingness to participate in the study and gave the researcher permission to use information given in the interview for reporting the study. A guarantee of confidentiality to the participant was also included.

The agreement form was to be signed and returned in a self-addressed envelope before the scheduled date of the interview. During telephone conversations with the women, they decided a telephone call a few days before the scheduled interview would suffice.

The women also decided that two copies of the agreement form would be signed during interviews. One copy would remain with the participant and the researcher would retain the second copy.
APPENDIX G

SEMANTIC RELATIONSHIPS MOST USEFUL FOR
BEGINNING ANALYSIS OF CATEGORIES
APPENDIX G

SEMANTIC RELATIONSHIPS MOST USEFUL FOR BEGINNING ANALYSIS OF CATEGORIES

Spradley proposed the following semantic relationships most useful for beginning an analysis of domains:

1. Strict inclusion  X is a kind of Y
2. Spatial  X is a place in Y
   X is a part of Y
3. Cause-effect  X is a result of Y
   X is a cause of Y
4. Rationale  X is a reason for doing Y
5. Location for action  X is a place for doing Y
6. Function  X is used for Y
7. Means-end  X is a way to do Y
8. Sequence  X is a step (stage) in Y
9. Attribution  X is a characteristic of Y
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