



Canadian Interuniversity Sport
Sport interuniversitaire canadien

2005 Equity Practices Questionnaire

EXECUTIVE SUMMARY & BEST PRACTICES

CIS would like to recognize the outstanding work
of Katie Spriggs in the preparation of this Report

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A copy of the Full Equity Practices Questionnaire Report is available for download from
the CIS website at <http://www.universitysport.ca/e/research/index.cfm>

The following schools are absent from the Report:

- Nipissing University
- Université de Sherbrooke
- Université Laval
- Université du Québec à Montréal
- Université du Québec à Trois Rivières
- Wilfrid Laurier University

The following Regional Associations are absent from the Report:

- QSSF

The following member's questionnaires were received, but not in time for inclusion in the
Report:

- St. Thomas University
- OUA
- AUS

Summary of the Membership

In an information gathering and sharing capacity, the Canadian Interuniversity Sport (CIS) Equity and Equality Committee asked that each member university describe equity issues and practices in their respective environments. The information gathered creates an understanding of both common and unique equity issues facing the membership. The responses to the questions asked also provide direction to CIS as it continues to strive to be an equity leader in Canadian sport.

The responses of each member university and regional association were summarized individually and then collectively to create a picture of equity in CIS. Because of the open ended-nature of the questions and the variation in the depth of responses some interpretation and generalizations were made. Forty-three universities completed the questionnaire providing an 86% response rate¹. All percentages stated are based on the number of responses received and are believed to be representative of the membership. While the importance of equity in university athletics is universally recognized, differences were reported in the statements and actions shared by the forty-three universities and one regional association that completed the questionnaire.

At the institutional level, 77% of members report that their university has an equity statement of some kind. The most common statements are employment equity statements (11) but other member institutions (9) report their universities do have an overall statement related to equity in practice and opportunity across all university activities. Additionally, four universities report that equity offices are an accessible resource provided by the university on their respective campuses. Only 21% of universities state that they did not find any evidence of equity statements at their university. At the level of the athletics department the appearance of department specific equity statements decreases to 58%. The two most common types of departmental statements include reference to equitable practices within the strategic and operational plans (12) or within the mission, vision or core value statements (6) of the athletics department.

Even among the members that did not report specific equity statements, equity is often stated to be important and demonstrated in the practices of the department. Areas of departmental operations that are funded directly from the operating budgets of the athletics departments or that are influenced by university standards were most often reported to be occurring equitably. Equitable modes of team travel (84%), student-athlete meal money (76%), equipment needs (79%), exhibition competition opportunities (72%) are reported frequently by the membership. A majority of universities report that their coaches are members of a university's collective labour agreement and as such report equitable compensation (65%) based on experience and merit within the university system. Professional development opportunities for staff members, including coaches, are reported to be equitable in 73% of responses.

However, there are areas of practice where equity continues to be a future goal for many universities. The areas most often reported to not be equitable are those areas of operations that require external fundraising and/or alumni contributions. Only 47% of the respondents reported to have achieved equitable allocation of athletic financial awards while 37% of

¹ St.Thomas University, Ontario University Athletics, and Atlantic University Sport submitted their questionnaires but not in time for inclusion in the statistics of this Report; although each has had a Summary prepared.

universities report the equitable provision of athletic financial awards as a future goal. Even those that have achieved equity still recognize awards to be an area of on-going challenge for their universities. In a separate question, 28% of universities identified athletic financial awards as a significant equity challenge.² Men's teams' ability to generate a greater number and value of athletic awards than women's teams is attributed to men's teams' longer histories and much larger base of alumni and community support. This is a significant challenge and even in those institutions that have a policy of awarding equal dollars it may mean withholding some monies it has for men's teams simply to maintain the balance that has been achieved. Awards are reported to be an issue that is being addressed but that departments acknowledge will take time to realize the type of systemic change that is required.

The marketing and promotional efforts of athletic departments is an area where only 49% of the universities report that they have achieved equity in their practices. Among those schools that report a difference, the decision to devote more attention to certain teams is most often related to the return on investment that can be made on the allocation of advertising dollars. The teams with the greater probability of attracting fans are promoted more heavily. This was reported as a significant challenge of two member institutions that despite the desire to increase attendance at women's competitions have been unable to do so.

Despite few inequities in coaching salaries being reported the responses indicate that the challenge in coaching occurs in attracting and hiring qualified females. This is reported as a challenge facing 14% of the membership. It continues to be a problem to balance the desire to hire more female coaches against the demands of the female athletes to have the best coach for their team regardless of the gender of the coach.

Many schools are reporting some very proactive measures in addressing historical imbalances that have been observed and those are shared in the best practices section of this report. For those schools that report being the most successful in making changes they comment that those significant changes were brought about by a program review or evaluation that resulted in institutional support for change. Such a review often resulted in a specific plan and direction for the athletics department to take when making the often difficult changes to the department.

The membership was asked what future role and assistance CIS could provide to the membership regarding gender equity. 27% of universities did not respond to this question.³ Several schools 18% expressed that no further assistance from CIS is required with some saying that equity can best be handled on an individual university basis. Among the universities' that do request further assistance from CIS, two predominant themes emerged. 32% of responses request that CIS continue to provide leadership on a number of different equity issues. Among those listed are marketing and promotion of women's sport, particularly women's championships. The membership also requests that CIS continue to lead the on-going discussion of equity. In doing so the universities ask for greater clarification about how CIS defines the equitable operation of an athletics department. Finally, 23% of universities state that they see CIS playing an important role in facilitating the sharing of best practices as individual universities continue to strive toward equity in their athletic departments.

² Four universities identified more than one equity challenge. The percentages referring to equity challenges are based on 49 responses.

³ The percentages are based on 44 responses.

Best Practices

Athletic Department Equity Statements Shared by the Membership

Several examples of athletics departments' equity statements were shared in the responses to the questionnaire. The following three examples are provided as good examples of overriding departmental statements.

Queen's University

Mission Statement

"Queen's Interuniversity Athletic Program is an integral part of the University educational experience of students. Participation therefore contributes to the overall intellectual, social and athletic development of the student.

It is the mission of the Interuniversity Athletic Program to provide students the opportunity to pursue athletic and competitive sport excellence in those team and individual sports which are recognized by the Governing authorities for Interuniversity Sport. This includes the following:

- **UCA** - University Council on Athletics (Queen's University)
- **OUA** – Ontario University Athletics (Provincial Association)
- **CIS** – Canadian Interuniversity Sport (National Association)

The pursuit of athletic excellence at Queen's shall comply with the rules and values that are consistent with the above sports authorities and shall include a consideration for the maintenance of the following principles and values:"

(Note: Omitted points 1 & 2)

"3. Equity and Equality

It is imperative that the needs and aspirations of all student-athletes be addressed by the breadth and scope of the program. UCA program participants must be considered equally in the decision making process, through progressive action, program development and program delivery"

University of New Brunswick

"The Faculty of Kinesiology is committed to gender equity in the administration, policies, programs and activities of the Intercollegiate Athletics Program at UNB. By gender equity, it is meant that male and female athletes, staff members, and administrators, shall not be treated differently because of their gender."

York University

"York University will provide opportunities for both men and women in the pursuit of athletic excellence. There shall be equity in the level of coaching, facilities, competitive opportunities, practice time, uniforms, equipment, and travel allowances for men and women athletes. Although the objectives and criteria for men's and women's sports are the same, each program will be operated separately. In those circumstances where teams exist for male athletes but not for female athletes, special consideration will be given to females who want to participate on those teams. The School will seek to appoint competent men and women in approximate proportions to the general population to carry out the variety of functions necessary at all levels of decision-making."

Successful Actions & Shared Best Practices

Many examples of equity success stories at each member institution are shared and included in the individual university summaries. A compilation of some of the membership's best practices relating to gender equity and women's program initiatives are included below.

1) Development of special funds of financial resources specifically devoted to the enhancement of women's sport programs

A) Women's Initiative Funds

- Carleton University
- University of Toronto (faculty-wide equity fund)
- University of Waterloo

B) Financial Athletic Awards

- Queen's University

C) Contingency Fund

- McMaster University

D) Women's Coaching Fund

- York University

2) Detailed Goal Statement and Action Plan for the Attainment of Equity Goals

- University of New Brunswick (one of three equity goals has been selected as an example)

To achieve gender equity in the treatment of athletes

The objective is to achieve gender equity in the many ways in which athletes are treated in the Intercollegiate Athletics Program. It is recognized, however, that because teams are tiered within a system which provides varying levels of financial support, assessments of gender equity are to be made primarily, but not exclusively, within each tier.

Action steps:

1. there shall be gender equity in the assignment of teams to the different tiers; i.e., within each tier the total number of female and male teams shall not differ by more than one
2. all operational budgets provided by the Intercollegiate Athletics Program from the university budget shall be equivalent for equivalent men's and women's teams within the same tier; for example, the men's and women's basketball teams (except where it can be demonstrated that the differences are based on nondiscriminatory factors such as the inherent costs of particular sports; e.g., the safety equipment required in hockey, AUS/CIS regulations and AUS schedules)
3. the money provided by the university and the Intercollegiate Athletics Program for Merit Awards shall be distributed equally to male and female athletes
4. the Intercollegiate Athletic Program shall ensure that, in general, there is gender equity in the total numbers of opportunities available for male and female athletes to participate (that is, the total number of male and female athletes should reflect approximately the proportion of UNB female and male undergraduate students; more

specifically, the total number of athletes for any one gender should not normally exceed that of the other gender by more than 12-15 athletes [the typical AUS team complement])

5. the Intercollegiate Athletic Program shall ensure that there is gender equity in the availability of locker rooms and pre-game facilities for male and female athletes
6. the Intercollegiate Athletic Program shall ensure that there is gender equity in all aspects of the travel arrangements for teams (types of travel, types of accommodations, amounts of meal monies)
7. the Intercollegiate Athletic Program shall ensure that there is gender equity in all aspects of medical care (access to athletic trainers, qualifications of athletic trainers, budgets for supplies)
8. the Intercollegiate Athletic Program shall ensure that there is gender equity in the time-tabling and use of facilities and equipment
9. the Intercollegiate Athletic Program shall ensure that there is gender equity in the promotional coverage which it provides (given the exigencies of the teams' progress in their respective competitions through the season)

3) Creation of strategic partnerships with Equity Offices on campus for utilization of their expertise and resources regarding equity practices on university campuses.

- University of Toronto

4) Creation of a Steering Committee to contribute to the establishment of equity goals.

- Concordia University

5) Athletics Program review process resulting in a clear communication and prioritization of equity goals.

- Mt. Allison University
- Queen's University
- Université de Moncton
- University of Ottawa (independent task force)
- University of Toronto