

November 28, 1994

Mr. Kent Falb A.T.C.
Detroit Lions
1200 Featherstone Rd.
Pontiac, Michigan 60657-5923

Dear Kent:

Thank you for our recent conversation and the discussion about my proposal for the NATA Board of Directors to form a Commission to Study the Status of Women in the NATA. As you will find in the attached letter I believe very strongly that there are many issues which if brought into the open can finally be discussed and we can only begin to make our Association stronger. I firmly believe that at this point many in the Association believe that as long as the membership is growing the Association is getting stronger. But that is only part of the story. We have a responsibility to facilitate this process for all members.

I frequently meet with high school seniors and their parents. For the parents of the female student trainer they want to know what the future holds for their child. I very proudly tell them that the NATA is 44% female and increasing. But it has been hard, no impossible, for me to take a step past that and proudly claim that women hold many leadership roles, women are very present in administrative roles, women are very active in committee work and that we have a means for fostering the professional development of women which will allow them to become vibrant speakers and participants in the Association. I hope to some day be able to tell these parents and their children about the great promises the NATA can fulfill for them.

Thank you for your willingness to read this attached proposal. I look forward to talking with you about it and will gladly participate in whatever is necessary to get this Commission off the drawing board and make it a reality.

Sincerely,

Katie Grove Ph.D., A.T.C.
Undergraduate Athletic Training Program Director
and Assistant Athletic Trainer

cc: Lorin Cartwright

The VISION of athletic training and the National Athletic Trainers Association as recognized leaders in health care for the physically active is compelling and progressive. Its mission statement envisions NATA as a "dynamic, proactive and highly effective international organization that enables the athletic training profession to achieve its highest aspirations." NATA uses these powerful phrases and concepts, but it cannot always back the up, particularly when it comes to the 44% of members who are female.

- Two female graduate students, both near the top of their class at Indiana University ask their professor point blank "can we ever hope to be on the staffs of professional teams?" Where is NATA for these young women?

- An innovative, nationally recognized trainer who embodied NATA excellence for an entire career, is denied entrance to the NATA Hall of Fame. Many of those who opposed this candidate insist that she is not eligible because she failed to meet one of the prerequisites - she was never associated with a professional team. The catch for her is, of course, that no professional teams (or many college teams for that matter) will hire women as trainers. Where was NATA for her?

- (anecdote with child care) Where is NATA for this working mother?

- (anecdote with conference/research topics) Where is NATA for these women?

One of the most significant changes for NATA in its 35 year history is the entrance of women into the profession and the growth of women among NATA membership. Yet NATA's annual workplan, conferences, research, and advocacy activities have not kept pace with issues central to its fastest growing, potentially most powerful constituency - women.

Because of the numbers of concerns women in NATA have, I propose that the NATA Board of Directors create a Commission to Study the Status of Women in the NATA. The Commission's charge could include researching and prioritizing issues of concern to women in the organization, then engaging all of NATA's membership in problem solving discussions. NATA can take advantage of this opportunity by developing real life relevancy for its female members. Please know that the Commission's work does not have to be a zero-sum game - we don't have to set this up so that women win while men lose. By honestly and creatively addressing these issues, NATA can begin to deal with them so that everyone -- NATA members and athletes - wins.

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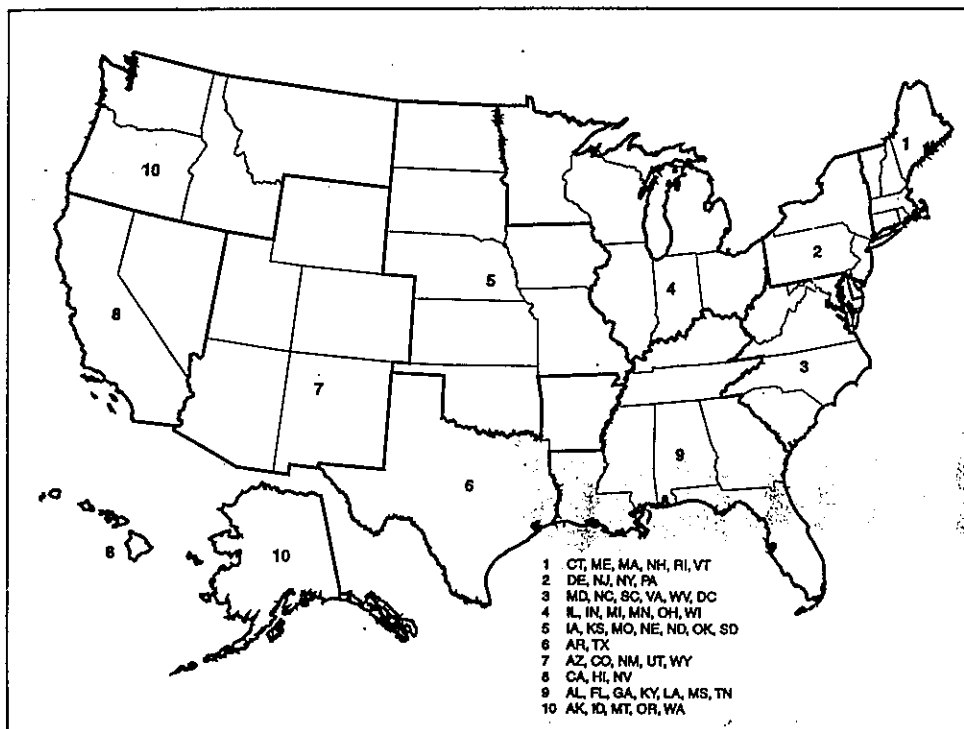


SEXUAL HARASSMENT

**W H A T
E V E R Y
A T H L E T I C
T R A I N E R
S H O U L D
K N O W**



National Athletic Trainers Association Women in Athletic Training Task Force Survey Report



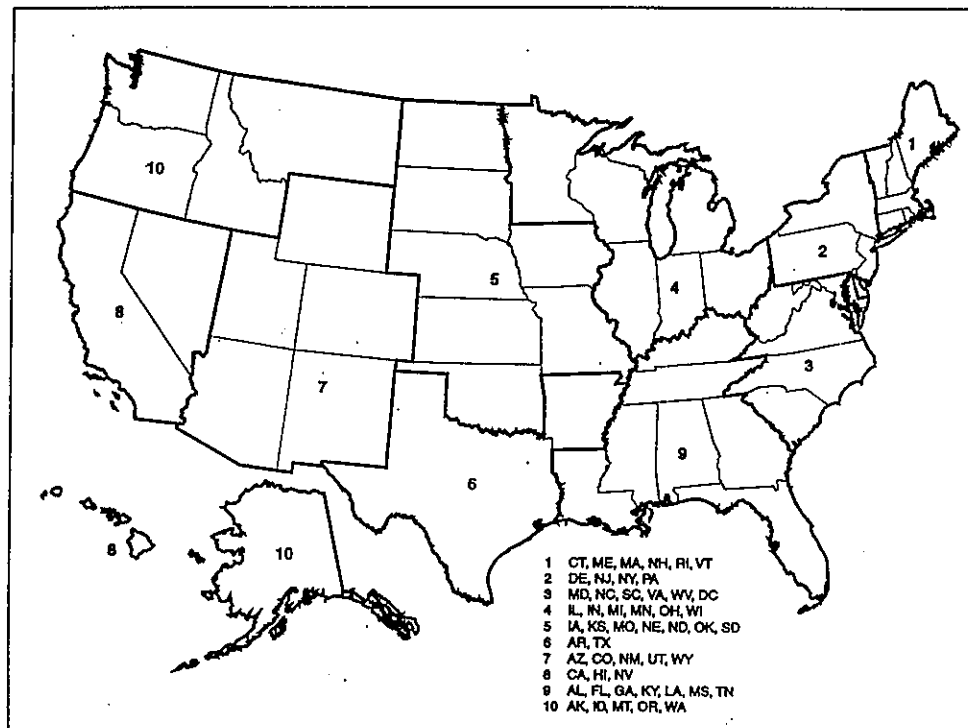
Janet I. McConeghy, Ed.D.
Northern Illinois University
Public Opinion Laboratory

May 1996



**National Athletic Trainer's Association
Women in Athletic Training Committee**

Report of a Survey of 443 Male Members



Janet I. McConeghy, Ed.D.
Northern Illinois University
Public Opinion Laboratory
DeKalb, IL

April 1997

June 1996

Women in Athletic Training Task Force Update



(Top row, left to right) Cynthia "Sam" Booth, MS, ATC, Kathleen Stroia, MS, ATC, Gretchen Schlabach, PhD, ATC, Katie Grove, PhD, ATC, Kathie Courtney, MS, ATC, Kaye Cosby, MS, ATC (Bottom row, left to right) Beverly Sweet, MA, ATC, Jan Rintala, PhD (meeting facilitator) and Jennifer Stone, ATC.

The Women in Athletic Training Task Force was created in the spring of 1995 to address the issues involving women in the association. Though the purpose of the task force is still being refined, one of the vital issues seems to be investigating the positions that women athletic trainers hold and how more leadership positions might be made available to them.

"We are trying to figure out on the district and the state level how women fit," said Katie Grove, PhD, ATC, chair of the task force. "We will look at how many women are involved in these positions. We are trying to look at it both at the national level and the local level because it may be different."

At its inception, Grove helped shape the task force by gathering information from members about their concerns. During this process a survey was designed to gather demographic information as well as member's opinions. The task force survey was sent out to 1,000 professional women athletic trainers.

According to Grove, the survey "went out all over the country in various environments, all of the states were included and all different work environments were included in the survey."

The task force met in March of this year to discuss the results of the survey. "The group in Dallas had an opportunity to ask questions that weren't on the survey," Grove says. "We also had a sociologist there to help with the results. When we get to the Annual Meeting, we will discuss more in depth what we have."

Final results from the survey will be available after the Annual Meeting.

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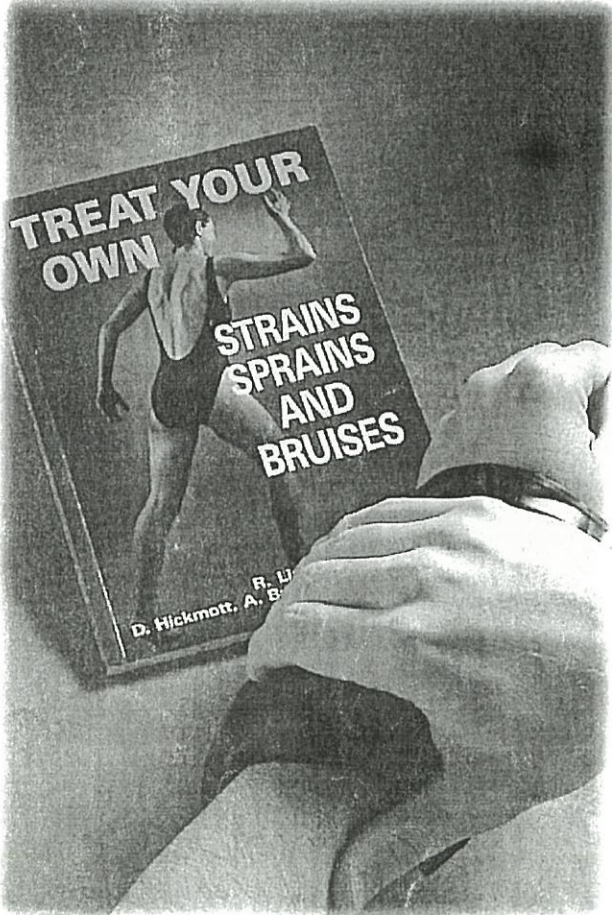
For more information, please call
Briana Ebmeier, Foundation Manager
800-TRY-NATA, extension 142

Women in ATHLETIC TRAINING TASK FORCE Met in Indy

The Women in Athletic Training Task Force met for the first time at the NATA Annual Meeting and Clinical Symposia in Indianapolis to discuss areas of concern for women in the association.

The task force is currently developing questions for a survey that will be distributed to members. Results of the survey will be used by the task force to pinpoint specific issues and how these issues can be addressed. More information on the survey will be published in upcoming issues of the *NATA News*.

The Women in Athletic Training Task Force was established by the NATA Board of Directors at its February 1995 meeting. Members of the task force consist of a representative from each district and a representative from the following settings: clinical, business, college/university, high school, clinic/high school, community college, U.S. Olympic Committee and the Women's Professional Tennis Association.



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THE NATA CODE OF ETHICS

P r i n c i p l e 1 :

Members shall respect the rights, welfare and dignity of all individuals.

P r i n c i p l e 2 :

Members shall comply with the laws and regulations governing the practice of athletic training.

P r i n c i p l e 3 :

Members shall accept responsibility for the exercise of sound judgement.

P r i n c i p l e 4 :

Members shall maintain and promote high standards in the promotion of services.

P r i n c i p l e 5 :

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

K N O W Y O U R R I G H T S



SEXUAL HARASSMENT

Inquire about the sexual harassment

policy at your work site. Detailed

guidelines for you to follow if you

are being sexually harassed should

be specified.

W H A T E V E R Y A T H L E T I C T R A I N E R S H O U L D K N O W



This brochure was created by the
NATA Women in Athletic
Training Committee.

Most athletic trainers work in environments where physical contact, competition, and pressure for opportunities are intense, and where failure often has quick consequences for athletes and those who work with them. The potential for sexual harassment is high in environments such as these.

Sexual harassment is not just a problem for its victims. Anyone responsible for workplace decisions or employee supervision is responsible for understanding and preventing sexual harassment and may be held liable for failing to do so. Sexual harassment includes much more than most people think.

This brochure provides general summaries of what sexual harassment is, what athletic trainers' responsibilities are, what victims can do, and where NATA stands. Laws, regulations and case law vary by jurisdiction and change over time — this brochure does not provide individual legal guidance and is no substitute for knowing the law in your area.

What is Sexual Harassment?

Sexual Harassment is any form of unwelcome conduct based on a victim's gender. There are two basic types. Most people understand the first type, *quid pro quo*, in which the victim is promised some kind of benefit, is threatened or fears some kind of harm in exchange for sexual favors. Sexual favors include requests for dates and social events as well as requests for any kind of sexual touching.

The second type of harassment, *hostile environment harassment*, is more commonly alleged and does not require any threat or promise of benefit: sexual harassment occurs if a harasser by his or her conduct or failure to act creates or allows a hostile, offensive or intimidat-

ing environment. An environment may be hostile even if no touching occurs; jokes, pictures, innuendo, comments about a person's body or appearance, sexual remarks about others, gestures and looks, and even more subtle collections of practices may create one.

What responsibility does an athletic trainer have for sexual harassment?

If an athletic trainer is an employer, is a manager of employees, or is a person responsible for workplace policies, he or she has a variety of responsibilities to attempt to prevent sexual harassment and to deal properly with it when it happens. These responsibilities have been growing rapidly in recent years and athletic trainers are cautioned to stay well informed of their legal responsibilities.

An employer could be liable for sexual harassment of the *quid pro quo* type even if it had no knowledge of the harassment, and even if the victim did not object and suffered no harm.

An employer may be liable for hostile environment harassment if it knew of the harassment, took insufficient action to stop it, or had no effective means in place for reporting, investigating or remedying the harassment (with no adverse consequences for the victim).

An employer is generally responsible for trying to prevent and police harassment against employees from any source, not just from other employees. This means that employees must be protected against harassment from athletes, coaches, fans, customers, vendors, doctors, athletic trainers and others, to the extent possible.

Courts increasingly determine whether harassment against women occurred based on whether a reasonable woman (not a reasonable man) might feel threatened or harassed.

What can a victim do?

A person can be a victim of sexual harassment if she or he is the target of the harassment, if she or he is harmed because someone else is a target (for example, if someone else gets preferred treatment), or if she or he works in a sexually hostile environment.

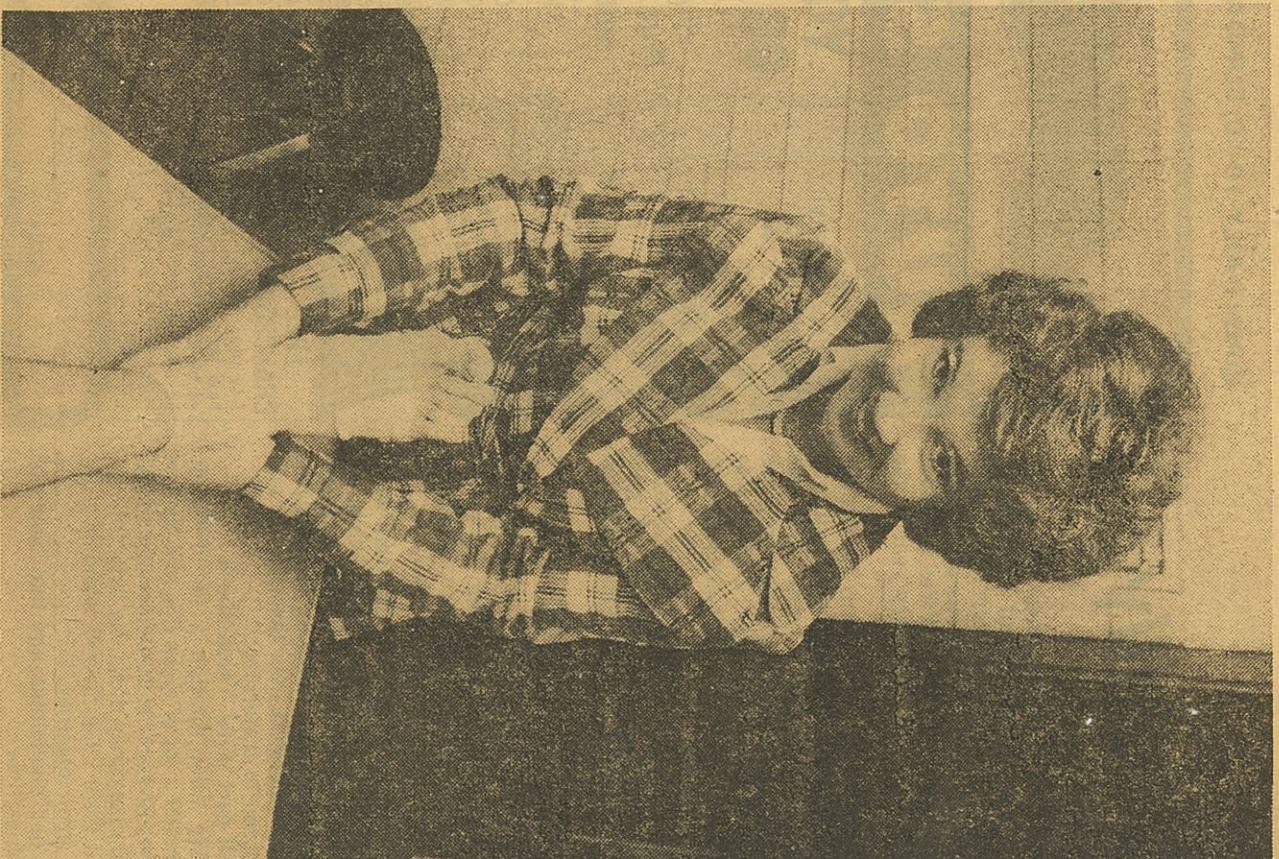
Appropriate actions will vary greatly with the situation and governing laws and policies. A person may feel victimized or ill-treated and not legally be a victim of sexual harassment; so (1) becoming informed, (2) keeping proper records, and (3) acting calmly are generally prudent.

Employers are legally expected to have and publish investigation and protection procedures for victims. The law requires that employers (1) act promptly, (2) take all complaints seriously, (3) document the investigation, (4) conduct all interviews privately and confidentially, and (5) prevent avoidable harm to the victim. Many employers make available same-gender representation and alternative reporting channels. Victims should investigate their internal options.

Victims often have a variety of legal courses of action in addition to internal procedures including breach of contract, workman's compensation claims, common law tort actions, state and federal statutory claims, and EEOC or other regulatory agency actions. Expert advice, not just the impassioned views of friends and relatives, should be sought. Keeping proper records increases a victim's options and chances of positive resolution. Non-legal resolutions should be analyzed as well.

Where does the NATA stand?

Sexual harassment violates the NATA's Code of Ethics and can be grounds for sanctions, including termination of membership.



HELPFUL HANDS — There's always a smile in the Eastern Michigan training room as Katie Grove goes about the business of taping ankles. Ms. Grove is a trainer in the EMU Department of Health, Physical Education and Recreation. She was the first woman to be hired as a trainer in the state of Michigan.

(EMU Photo)

Katie helps 'em all at EMU

Special to the Ypsilanti Press

"Mostly what I see all day are feet."

Katie Grove, a trainer in the Eastern Michigan Department of Health, Physical Education and Recreation since January, 1975, continued by saying: "Since working with the men's athletic teams I have seen more upper body injuries than I ever had before because most female athletic injuries occur in the ankles and knees. With the hard contact sports, men have more shoulder problems."

Katie holds a degree in physical education with pre-physical therapy emphasis from the University of Montana a master's degree from Indiana State University in physical education with specialization in athletic training. Only two graduate schools in the country, the University of Arizona and Indiana, offer degrees for athletic trainers, and when she entered, only Indiana accepted women students. Until Michigan State University hired a woman this fall, Katie was the only woman trainer in the state.

"The most difficult athletes to treat are those on the cross country team. They have painful symptoms but no visible injuries and it is often hard to guess what will relieve the strain which is causing their discomfort. I end up trying a metatarsal pad here or there and if it works for one, I may try the same treatment for another runner with the same symptoms. We build up and pad their shoes which will be worn for running maybe 20 miles a day every day."

She and an assistant, Sandy Adair, are primarily responsible for the welfare of the women's intercollegiate teams. When she travels with the teams she carries a medical bag. In addition, she has found it necessary to take along chemical ice as girls' athletic facilities in most colleges are still inadequate.

"I am trying very hard to treat visiting teams who come here to compete so well that they will go home and encourage their institutions to improve facilities. If they just say often enough that they wish they could have as good treatment as they received at Eastern, maybe all visiting women's teams will then benefit."

Katie feels that using the same trainers and facilities helps to foster good relations between the men's and women's teams, and adds: "I see no need for separate facilities. Most of the men now accept me as a trainer

and don't think I am a nurse.

"During the early fall football practice period when the team had two-a-day workouts, I worked from 7 a.m. to 7 p.m. taping all the freshmen. During the regular season, Sandy and I help with the taping from 1 to 2:30 p.m. but male trainers and male student assistants work at the scheduled games."

With her physical therapy and rehabilitation background, Katie began her graduate studies as a trainer by taking classes in taping, courses in care of specific injuries and by fulfilling her assignment as the trainer for a season for one Indiana State team. Since gymnastics and field hockey are the most injury-prone sports, many of the graduate students are assigned to work with these.

In addition to graduate study, officially recognized trainers must first present qualifications, then must pass a national certification test administered by the National Athletic Trainers Association.

The Eastern Michigan training staff, with Ronald Venis as head trainer and Gary Strickland and Katie Grove as assistant trainers, is supplemented by EMU students who are studying training as a specialization for their degrees in physical education.

"I have found the women coaches very receptive to my being here. It takes a big load off their shoulders to have me decide that a girl has only a slight strain and she can still play or that she has a more serious condition and should not perform.

"In addition, I have set up conditioning programs for team members. Right now the women's volleyball team is working lifting weights in a training program to build, not their muscles, but their strength and endurance.

"One of my projects is to make the women coaches and athletes more aware of the need for conditioning and I feel that we are now on the way as all of them are using our facilities more than formerly.

"Another of my aims is to explain in more detail why I recommend one treatment over another. My byword is 'ice is magic' and using this treatment I often have to explain why I think it is preferable to applying heat which used to be standard treatment for any pain. I always try to explain why I want a student to do things a particular way as I don't believe in the 'don't ask, just do it' method.