

**EQUITY IN ATHLETICS  
CALIFORNIA COMMUNITY COLLEGES**

# **Self Review Manual**

*For the Assessment of Gender Equity  
in the Athletic Program on Your Campus*



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## Section One: INTRODUCTION

This is a resource guide to assist California community colleges with the review of their athletic programs and to implement any needed changes in compliance with Title IX and the principles of gender equity.

The information gathered in a self-review will allow member colleges an opportunity to assess the extent to which equivalent opportunities for men and women are provided in their athletic program.

### **This manual is divided into three sections:**

#### **Section One:**

*Introduction and 2004-05 Goals of COA Gender Equity Committee*

#### **Section Two:**

*Laws and interpretations that define gender equity, sex discrimination, and the criteria for compliance.*

#### **Section Three:**

*Description of a self-review with compliance related information and charts.*

***The Commission on Athletics Gender Equity Committee has updated this manual. The original manual was published in May 1995. The Gender Equity Committee completed annual updates since the 2002-03 academic year.***

***This working document is simply a guideline. Further clarification of Title IX policy can be obtained through the Office of Civil Rights. College staff, governing boards, and legal counsel should review all Gender Equity/Title IX studies.***

# **THE CALIFORNIA COMMUNITY COLLEGES COMMISSION ON ATHLETICS**

Since the 1950s, the Commission on Athletics (COA) has provided a model of excellence for the administration of community college intercollegiate athletics. The COA is committed to the preamble of the California community colleges, which calls for intellectual development, critical thinking, self-direction, social responsibility, and cultural appreciation on the part of its students.

In the late 1970s, the COA established statewide regulations for both men and women students and became the first postsecondary institution in the United States to bring together men's and women's athletics under the same governance structure.

The COA established a research committee in the late 1980s to investigate the status of women's athletic programs. That committee suggested several recommendations for the continued advancement of women's athletics.

During the 1994 academic year, the COA established a task force on gender equity in athletics that created a vision statement and advised member colleges on meeting gender equity goals.

In 2001, the COA Gender Equity Committee was reconstituted to provide leadership on this topic to its member colleges. The COA Gender Equity Committee is the steward of the manual.

## **CONSTITUTION INTRODUCTION...**

The COA is committed to the value of gender equity for both men and women in intercollegiate athletics through its structures, policies, and procedures. The Commission and its colleges shall act affirmatively to assure gender equity in the quality and quantity of participation in athletics.

*January 1995  
Commission on Athletics*

Since the 1950's, the COA has strived to provide opportunities to participate in intercollegiate athletics that effectively accommodate the interests and abilities of students of both sexes. The COA has strongly advocated that overall allocation of all benefits, opportunities, and treatment afforded student athletes of each sex be equivalent.

*May 2002  
Commission on Athletics*

## **COA GENDER EQUITY GOALS...**

The COA established a standing committee on gender equity in January 1995 and reconstituted the committee in January 2001 as a result of the COA Board Strategic Planning retreat. The reconstituted committee approved four gender equity goals at its September 2004 meeting. The goals comprise an action plan to guide the work of the committee in the 2004-05 academic year.

### Goal 1

Meet with new Chancellor's Office of California Community Colleges Chancellor to review current state and to seek guidance for Gender Equity-focused presentations to the Board of Governors, with a special emphasis on recruiting new college presidents' to attend.

### Goal 2

Seek approval for meetings and presentations to the Chief Executive Officers, Chief Instructional Officers and Chief Student Services Officers to present key elements of Assembly Bill 2295, adopted by the California Legislature in spring 2004.

### Goal 3

Pursue leadership efforts that provide counsel to COA member colleges interested in seeking compliance utilizing Prong Three of the Title IX tenants. The effort should be based on development of guidance for student interest surveys, the primary prong utilized by two-thirds of higher education institutions seeking compliance with the federal mandate (see page 8).

### Goal 4

Consideration of a series of workshops (or similar) featuring Title IX experts that specifically targets Title IX officers at COA member colleges.

## **Constitution Section 2.5.1**

Areas of focus of the Gender Equity Committee include, but not are limited to, providing leadership on gender equity issues through the development of programs and services that benefit COA member colleges, providing oversight of the Gender Equity Self-Review Manual, serving as a resource and referral committee, and coordinating regular workshops and seminars on the topic of gender equity and diversity.

## **TITLE IX HISTORICAL REVIEW...**

Title IX of the Education Amendments of 1972, 20 U.S.C. Sect. 1681 (20 United State Code section 1681) et sep. (Title IX), is a Federal statute that was created to prohibit sex discrimination in education programs that receive Federal funding assistance. Nearly every educational institution is a recipient of Federal funds and, thus, is required to comply with Title IX. The regulation implementing the Title IX statute is at 34 C.F.R (34 Code of Federal Regulations) Part 106.

The Office of Civil Rights (OCR) of the U.S. Department of Education enforces Title IX. OCR has authority to develop policy on the regulations it enforces. In regard to athletics programs, OCR developed an Intercollegiate Athletics Policy Interpretation that was issued December 11, 1979, 44 Fed. Reg 71413 et seq (1979). The 1979 Policy Interpretation remains current policy. In general, courts defer to the policies of the agencies with enforcement authority.

The Title IX statute does not reference athletics programs. Athletics program requirements are specifically addressed at 34 C.F.R. Sect. 106.41 of the Title IX regulation. The following is a brief chronology:

**Title IX Statute** – enacted June 23, 1972 (20 U.S.C. Sect. 1681 seq.); statute makes no reference to athletics or athletics programs.

**Title IX Regulation** – effective July 21, 1975 (34 C.F.R Part 106)

Specific requirements for athletics – 34 C.F.R. Sect. 106.41; specific requirements for athletic scholarships (34 C.F.R. Sect. 106.37 (c)).

Proposed regulation published June 20, 1974, in Federal Register for comment; nearly 10,000 comments were received during comment period, most on athletics; Congress passed Section 844 of the Education Amendments of 1984, also known as the Javits amendment, which required inclusion in the Title IX regulation ‘with respect to intercollegiate athletics activities reasonable provisions considering the nature of particular sports[;]’. Conference committee deleted a Senate floor amendment that would have exempted revenue-producing sports from Title IX jurisdiction.

### **September 1975 – Elimination of Sex Discrimination in Athletics Programs**

Issued to Chief State School Officers and others; published in Federal Register in November 1975, provides general guidance on Title IX athletics requirements.

### **Intercollegiate Athletics Policy Interpretation**

Issued in Federal Register December 11, 1979, after nationwide consultation with institutions and athletics organizations; proposed Policy Interpretation was published for comment on December 11, 1978, in Federal Register. Over 700 comments were received, and certain of these comments were incorporated in final Policy Interpretation.

**Title IX Athletics Interim Manual issued July 28, 1980**

Issued by the Office for Civil Rights to its ten regional offices to provide guidance on conducting investigations of alleged sex discrimination in intercollegiate athletics programs.

**Grove City College v. Bell (465 U.S. 555 – 1984)**

U.S. Supreme Court decision ruled February 28, 1984, that Title IX applied only to programs that directly benefit from Federal funds, and thereby, significantly limited OCR's jurisdiction in athletic programs.

**Civil Rights Restoration Act of 1987**

Passed by Congress March 22, 1988, effectively overturned the Grove City ruling, directing that Title IX applies to all operations of a recipient of Federal funds and thereby restored OCR's jurisdiction over athletics programs.

**Title IX Athletics Investigator's Manual, issued April 2, 1990**

Issued by OCR to its ten regional offices providing guidance to OCR investigators; supersedes 1980 interim manual.

**Clarification of Intercollegiate Athletics Policy Guidance; The Three-Part Test**

Issued by OCR in final on January 16, 1996; the Clarification explains the three-part test used to analyze compliance in the accommodation of students' athletics interests and abilities, one of 13 program areas reviewed for compliance under Title IX. The accommodation of interests and abilities has been the main subject of Federal court cases in the early 1990's and beyond.

**Further Clarification of Intercollegiate Athletics Policy Guidance Regarding Title IX Compliance – the Commission on Opportunities in Athletics**

Issued by Gerald Reynolds, Assistant Secretary for Civil Rights and in response to numerous requests for additional guidance on Department of Education's enforcement standards since its last written guidance on Title IX in 1996, the Department's Office of Civil Rights (OCR) and Secretary of Education Rod Paige created the Secretary's Commission on Opportunities in Athletics. The commission charge was to report back with recommendations on how to improve the application of the current standards for measuring equal opportunity to participate in athletics under Title IX. In February 2003, the Commission presented Secretary Paige with its final report, "Open to All: Title IX at Thirty." The Commission found very broad support throughout the country for the goals and spirit of Title IX. Key, select findings included:

- ❑ OCR encourages colleges to take advantage of the flexibility of the so-called three-part test and to consider which of the three prongs best suits their individual situations
- ❑ OCR will undertake an education campaign to help educational institutions appreciate the flexibility of the law, to explain that each prong of the test is a viable and separate means of compliance, to give practical examples of the ways in which colleges can comply, and to provide schools with technical assistance as they try to comply with Title IX.
- ❑ Encouraged colleges to request individualized assistance from OCR staff as they consider ways to meet the requirements of Title IX.
- ❑ Clarified that nothing in Title IX requires the cutting or reduction of teams in order to demonstrate compliance with Title IX, and that the elimination of teams is a disfavored practice and contrary to the spirit of Title IX.
- ❑ Advised colleges that it will aggressively enforce Title IX standards, including implementing sanctions for institutions that do not comply.
- ❑ Affirmed that private sponsorship of athletic teams will continue to be allowed but does not in any way change or diminish a college's obligations under Title IX.

## **TITLE IX'S 13 PROGRAM COMPONENTS OF ATHLETICS...**

1. Athletic Financial Assistance
2. Accommodation of Interests and Abilities
3. Equipment and Supplies
4. Scheduling of Games and Practice Times
5. Travel and Per Diem Allowance
6. Tutors
7. Coaches
8. Locker Rooms, Practice, and Competitive Facilities
9. Medical and Training Facilities and Services
10. Housing and Dining Facilities and Services
11. Publicity
12. Support Services
13. Recruitment of Student Athletes

All thirteen program areas as delineated in OCR Policy Interpretations Section 106.41 (c) apply to intercollegiate athletics. Although some areas don't apply as directly to community college athletics, such as item 1—Athletic Financial Assistance; however, the part of this section on booster groups and fund raising efforts may be applicable to your program.

## Section Two: ATHLETIC EQUITY STANDARDS

### WHAT THE LAW REQUIRES...

Title IX prohibits sex-based discrimination in educational institutions receiving federal financial assistance. The intercollegiate athletic requirements of Title IX address three aspects of college and university sports programs—the participation opportunities provided to male and female students; the athletic financial aid allocated to male and female participants in intercollegiate athletics; and all other benefits, opportunities, and treatment afforded participants of each sex.

Simply stated, current interpretation of Title IX requires higher education institutions to provide opportunities to participate in intercollegiate athletics that effectively accommodate the interests and abilities of students of both sexes. The overall allocation of athletic financial aid to students of each sex must be proportionate to the numbers of male and female participants in an institution's intercollegiate sports program. All other benefits, opportunities, and treatment afforded student athletes of each sex must be equivalent.

The Title IX compliance assessment is made on a program-wide basis. Neither football nor revenue-producing sports as a class are exempt from Title IX, nor are these sports treated separately from other parts of the intercollegiate athletic program.

The requirement that both sexes' interests and abilities be accommodated includes the obligation to provide a sufficient number of participation opportunities for individuals of each sex. "Participation opportunities" are defined as the numbers of slots on teams as determined by the number of athletes on each team. A three-part OCR test is used in determining whether the required number of participation opportunities is being provided. An institution must show:

- that intercollegiate participation opportunities for its students of each sex are substantially proportionate to its male and female undergraduate enrollments, or
- a history and continuing practice of program expansion responsive to developing interests and abilities of members of the "underrepresented sex," or
- that the interests and abilities of the "underrepresented sex" are "fully and effectively accommodated" by the existing program.

*Compliance is established by satisfying any one of these three tests:*

The first test is a "safe harbor." If a college or university can show that the numbers of male and female participants in its intercollegiate sports program are substantially proportionate to its male and female undergraduate enrollments, the institution will be found in compliance without further inquiry. How closely participation and enrollment rates must be aligned is unclear. The courts have found that differences of 10.5 and approximately 12 percentage points between participation and enrollment rates do not constitute substantial proportionality. Further development of the law will be necessary before the permissible percentage variation will be known. However, it appears that with current female participation and enrollment rates, few institutions can meet this first test.

Many institutions also will have difficulty in meeting the second test. Most colleges and

universities have greatly increased the size of their women's programs, but many have not added women's teams for a number of years. Financial constraints are forcing institutions to cut, rather than add, programs. Thus, the third test often will determine whether or not an institution will be found to be providing enough participation opportunities to comply with Title IX.

The third test, by its literal terms, requires a college or university to show that its existing intercollegiate athletic program "fully and effectively" accommodates the interests and abilities of members of the underrepresented sex—normally women. Throughout the history of the development and application of this test by OCR, it has been interpreted as requiring a showing that the interests and abilities of women are equally effectively accommodated, i.e., are accommodated to the same degree as the interests and abilities of men. However, recent court decisions have interpreted this third test more stringently.

These decisions were issued in cases in which women's varsity teams had been cut or reduced in status. Further, the courts found that the institutions had not demonstrated a continuing history of program expansion. In these circumstances, the courts held that so long as female participation is not proportionate to female enrollment, an institution must sponsor a varsity intercollegiate team for women when there are a sufficient number of interested and qualified female athletes to sustain such a team, and there is a reasonable expectation of competition for that team. The previous existence of a varsity team was considered compelling evidence of the existence of sufficient interest and ability to require a team to be maintained.

As stated, this interpretation would require varsity teams to be sponsored for students of one sex without regard to whether varsity teams are provided for similarly situated students of the other sex. It also would require such teams to be offered without any examination of the relative levels of interest and ability of an institution's students of each sex, until participation by sex is aligned with enrollment. It has been challenged as granting a gender-based preference contrary to the express language of Title IX, longstanding OCR interpretation of the third test, and the Equal Protection Clause of the Constitution, and cases in which it has been adopted have been appealed.

However, while the validity of this interpretation is being contested, any college or university faces a serious risk of being found in violation of Title IX if it:

- does not have a breakdown of participation in its intercollegiate sports program by sex substantially proportionate to its enrollment breakdown by sex;
- cannot demonstrate a continuing practice of expanding its women's program; and
- has cut any women's team (regardless of whether it has cut equivalent or larger numbers of men's slots) or has not established a women's intercollegiate team when interested and qualified athletes and competition are available for such a team.

## **Section Three: CONDUCTING A SELF-REVIEW**

## **OVERVIEW OF THE SELF-REVIEW PROCESS...**

The following steps are suggested as you develop procedures for collecting and analyzing information. The Self-Review should determine the extent to which athletic opportunities are provided on an equal basis. An action plan to correct areas where equal opportunities are not provided will help your college move towards Title IX compliance. We urge you to put together an action plan with the appropriate persons on your campus should your self-review indicate there are inequities.

### **Initial Steps**

- Review the commitment and responsibilities of your college to provide gender equity in athletics.
- Discuss with the Board, administration, and community members the importance of gender equity in athletics. Include in your discussion the requirements of Title IX.
- Identify and meet with staff members who will be responsible for examining each Athletic Equity Component. Clarify staff assignments.
- Develop a timetable for conducting the Self-Review and preparing an Action Plan.
- Decide on the workgroup structure (e.g., staff assignment, committee).
- Notify the workgroup members of the timetables and schedules. The workgroup to conduct the Self-Review should include gender and minority representation, which reflects the demographics of your student population.

### **Conducting the Self-Review**

- Develop the forms for collecting information and data. Disseminate to all staff with responsibility for collecting and evaluating data and information.
- Collect, tabulate, and evaluate information.
- Evaluate each Athletic Equity Component. The same data may be required to evaluate different Athletic Equity Components. Complete the appropriate summary charts from "Data Collection and Summary Report Forms." Determine if you need to add the Athletic Equity Component to the Action Plan.
- File all records and identified remedial steps for monitoring purposes. This file will provide supporting evidence should the Office of Civil Rights or any other agency or individual inquire as to the gender equity of your program.

### **Suggestions for the Action Plan**

Work with the appropriate persons on your campus to:

- Determine the modifications and remedial steps necessary for each Athletic Equity Component. Specify the corrective action schedule, staff accountable for accomplishing the action, and the date for completion. Include this information in the Action Plan.
- Establish timelines for periodic reviews and progress reports to ensure corrective action is taking place as scheduled.
- Select an office to monitor the implementation of modifications and corrective actions by conducting periodic reviews with individuals assigned responsibility for implementation.
- Maintain records of all progress; progress reports are often requested over three-year periods.

The participation standard requires that athletic participation for male and female students be provided in numbers substantially proportionate to enrollment in the institution.

*For postsecondary institutions, the intercollegiate “participation opportunities” should include all varsity male and female participants in the athletic programs, but should not include club and intramural opportunities.*

### A. FACTORS TO EVALUATE

Compliance for this Athletic Equity Component relies on a two-part analysis:

1. Equal opportunities to compete; and
2. Levels of competition.

#### Equal Opportunities to Compete

Title IX Policy Interpretations and judicial decisions outline **three factors** to be considered consecutively when evaluating the opportunity for both sexes to compete in athletic programs:

- Are intercollegiate/interscholastic participation opportunities for male and female students provided in numbers substantially proportionate to their respective enrollments? If this factor is met, there is no need to evaluate the next two factors.
- when the members of one sex have been and still are underrepresented among intercollegiate/interscholastic athletes, can the institution show a history and continuing practice of program expansion for the underrepresented gender?
- if members of one sex have been underrepresented among intercollegiate/ interscholastic athletes and the institution cannot show a continuing practice of program expansion for the underrepresented gender, can the institution demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program?

#### Levels of Competition

According to Title IX Policy Interpretations and court findings, **two factors** must be considered when evaluating whether the quality of competition provided male and female athletes equally reflects their abilities.

- Do the competition schedules for men's and women's teams on a program-wide basis provide proportionately similar numbers of male and female athletes with equivalently advanced opportunities to compete?
- if schedules for one gender do not afford equivalently advanced competition, can the institution demonstrate a history and continuing practice of upgrading the competitive opportunities available to the historically disadvantaged gender?

For intercollegiate athletics, levels of competition refer to the quality of competition as evidenced by whether a team competes against other teams at the same division level.

## **B. INFORMATION TO COLLECT**

Members of the Self-Review workgroup should collect the following information for each school or campus.

1. Information necessary to determine participation opportunities, including a copy of the eligibility or squad lists for the current year and the previous year for men and women for each team.
2. A list of all male, female, and co-ed teams (varsity, junior varsity) by sport; include the competitive/division level at which each team competes.
3. The total number of students enrolled in the institution by gender.
4. The competitive schedules for each team for the previous two seasons.
5. Copies of written policies, procedures, and criteria for determining how and whether sports will be added to the men's and women's athletic programs; include information about the growth of the athletic program and copies of any surveys or assessments of student interest and abilities.

## **Sample Interview Questions**

1. When did each team enter intercollegiate competition? How did each team start? For example, which teams started as club sports; did any team begin through the interest of a staff member who desired to teach the sport; which teams started as a result of a student interest survey?
2. What are the practices and policies for determining when new sports are added? Are there plans to add new sports; if so, which sports and when? What are the reasons for the new sports?
3. Have there been any unsuccessful attempts to add a sport; if so, why were the attempts unsuccessful?
4. Have any sports been eliminated? If so, which sports and when? If the sport was eliminated within the last three years, how many male athletes were affected by that decision? How many female athletes?
5. Does the current program fully and effectively accommodate the interests and abilities of both male and female students? If so, what evidence supports your position?
6. Verify the number of male and female participants on each team.

### C. ANALYSIS/EVALUATION

#### Equal Opportunities to Compete

Compare the percentage of male and female athletes at each level of competition with the percentage of students enrolled in the institution. Use the following calculation:

#### Calculation of Female Athlete Participant Goal:

Step 1: Obtain total full-time (12 units or more) enrollment of male and female students for the semester and calculate percentage of females.

Example: Total FT = 5000  
 Total Female = 3200 (Percentage is calculated by dividing  
 Percentage female = 64% Total Female by Total FT Students)

Step 2: Obtain number of athletes participating in the college's athletic program for the year and calculate the percentage of females. (This number should be obtained from Form 3s submitted at the fourth week of semester.)

Example: Total Athletes = 200 (Percentage is calculated by dividing  
 Total Females = 70 Total Female Participants by Total  
 Percentage Females = 35% Number of All Athletes)

Step 3: The gender equity goal is to be within 8% of total FT female enrollment in 12 units or more. Obtain difference between actual percentage of females and goal percentage of athletes.

Example: Current Percentage of Females Enrolled 64%  
 Subtract 8% Margin - 8%  
 Goal Percentage of Female Athletes 56%

Step 4: Determine the number of additional female athletes you would need to comprise your goal by using the following formula.

Example: Current number of male athletes <b>130</b>	100% minus Goal Number Cross Percentage (56%) = <b>44%</b> Multiplied
_____	
<b>X</b> (X is the number of female athletes needed to be within 8% margin)	Goal Percentage of Female Athletes ( <b>56%</b> see Step 3)

**The result is 44X = 72.80. Now divide 72.80 by 44.**

**X = 165 Female Athletes Needed To Be Within 8% Margin, OR To Comprise 56% Of The Total Number Of Athletes Currently Participating In Intercollegiate Athletics.**

***When participation rate by gender does not equal enrollment by gender, the institution must go to steps two and three to determine whether disparities can be explained. It is the goal of the COA that by the year 2000, colleges will achieve within an 8 percent margin, a percentage of intercollegiate women athletes as indicated by the initial fall and spring eligibility reports that is proportional to the number of women enrolled in twelve (12) units in the college districts.***

Finally, REVIEW how the institution met the developing interests and abilities of the over represented sex.

Once this additional review has been completed, DETERMINE whether the current program equally effectively accommodates the current interests and abilities of male and female athletes. NOTE whether a survey or other method of assessing interests and abilities has been conducted. If so, document a description of the methodology, the date of the survey, and the results. If surveys and other assessment methods are to be conducted periodically, DETERMINE how these are to be conducted and establish a monitoring procedure. If an assessment of interests and abilities has not been conducted, DETERMINE the origin of men's and women's sports and the method used for determining interests and abilities. DETERMINE if the method used accommodates both men and women equally effective.

If this cannot be supported, the institution must develop corrective actions for the Athletic Equity Component.

#### **D. CAUTIONS**

OCR's experience indicates that when sports are eliminated, there is frequently a violation of this component. OCR cites a tendency for institutions to eliminate a sport previously offered to females who are already underrepresented in the school's athletic programs.

OCR also notes that in eliminating both male and female teams, some institutions further reduce the proportion of female athletes. In these situations, schools will be in violation of this component.

Title IX regulations specify that when an institution operates or sponsors a team in a particular sport for members of one sex but does not operate or sponsor such a team for members of the other sex, and the athletic opportunities for that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a bodily contact sport. Bodily contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

Equipment and supplies include uniforms, shoes, other apparel, sport-specific equipment and supplies, instructional devices, and weight training equipment. The equipment and supplies for each sport must be comparable for both males and females.

### A. FACTORS TO EVALUATE

The following **five factors** should be included in the Self-Review for this component:

1. quality;
2. suitability;
3. amount;
4. maintenance and replacement; and
5. availability of equipment and supplies.

**Quality:** condition, age, durability, top-of-the-line or cut-rate.

**Suitability:** regulation, officially sanctioned, meets specifications of athletic associations for balls, rackets, uniforms, nets, gymnastics equipment.

**Amount:** number, i.e., too many, adequate, too few; same number for each gender in similar sports. Count all types of equipment such as bats, balls, shoes, uniforms, pads, wrist weights. This component includes consideration of shared equipment and equipment provided by the athletes.

**Maintenance:** maintenance services such as laundry, equipment storage, upkeep, and repair.

**Replacement:** schedules for replacement of uniforms, shoes, bats, balls, i.e., is replacement semiannual, annual, or every two, three, or four years; are old uniforms and equipment given to another team, if so, which and under what conditions.

**Availability:** amount of time that equipment and supplies are accessible to athletes in each sport, i.e., always, not on Sundays, restricted to hours not used by particular team.

For each sport, the factors should be applied to the following types of equipment and supplies:

1. **UNIFORMS AND OTHER APPAREL:**  
Includes home and away game uniforms, practice uniforms, shoes, rain gear, warm-up suits.
2. **SPORT-SPECIFIC EQUIPMENT**  
Bats, balls, tennis rackets, and wrestling equipment; equipment set up and take down for practices. Stationary equipment such as basketball hoops, tennis nets, and soccer goals should be evaluated under the facilities component.
3. **GENERAL EQUIPMENT**  
Ankle and wrist weights, water bottles, sweatbands, knee braces. Major conditioning equipment (such as nautilus, whirlpool, universal) should be evaluated in the medical and training component.

## **B. INFORMATION TO COLLECT**

REQUEST budget information regarding the previous year's expenditures and the current year's budget for equipment and supplies.

INSPECT the equipment and supplies provided each team. This inspection should be conducted with an individual knowledgeable about the equipment such as the coach, athletic director, or equipment manager.

INSPECT the storage area for equipment and supplies provided each team. NOTE the proximity of the storage area to the practice and competitive areas and the locker rooms. NOTE any inconsistencies between personal observation of the equipment and supplies and the opinions of coaches and athletes, and ask appropriate individuals about the conflicts before concluding the evaluation.

### **Sample Interview Questions**

1. What equipment and supplies are provided to the athletes (i.e., home and away competitive uniforms, practice uniforms, warm-ups, shoes, socks, sport-specific, and general equipment)?
2. Do athletes furnish any equipment or supplies? If so, what? Do athletes pay an equipment fee? If so, how much and what does it purchase?
3. What is the source of funding for each team's equipment and supplies? Must the team or coach sponsor or participate in fundraisers?
4. What is the quality (substandard, standard, excellent) and quantity (extra, enough, limited) of the equipment and supplies provided the team?
5. Are there any problems with equipment and supplies? If so, be specific.
6. Verify the number of equipment managers and determine their specific responsibilities (i.e., handles equipment and supplies for practices or games, launders uniforms, orders

new equipment, repairs equipment).

7. What arrangements are made for laundering uniforms? (Include both practice and competitive uniforms, note any problems.)
8. Is there a replacement schedule for uniforms or any other equipment and supplies? If not, how is it determined when something must be replaced (i.e., shoes, uniforms, balls, bats)?
9. Are expenditures and budgets adequate? If not, why? How much was requested?
10. Are there expenditure differences between male and female teams in similar sports? Note differences.

### **C. ANALYSIS/EVALUATION**

DETERMINE (1) quality, (2) amount, (3) suitability, (4) maintenance, (5) replacement, and (6) availability of equipment and supplies provided for each team. NOTE any budget concerns identified through interviews or information. SUMMARIZE the significant points of the evaluation.

COMPARE the extent to which male teams are provided with equipment and supplies with the extent to which female teams are provided with equipment and supplies. SUMMARIZE any disparities.

DETERMINE whether any disparities constitute a significant disparity.

#### ***EXAMPLE: OCR Letter of Finding***

**Facts.** Three male teams (football, basketball, and wrestling) are provided with all the necessary equipment and supplies, with the exception of shoes, but only one female team (basketball) is provided with all the necessary equipment and supplies. The male soccer team was furnished a new set of home and away jerseys in the 1991-92 school year, while the female team continued to use the old jerseys. The females practiced and competed with the older soccer balls, because the males had first choice of the equipment. The football participants launder their own practice uniforms and the assistant coach arranges for the laundering of the competitive uniforms. The participants in all other sports launder their own competitive and practice uniforms. Male and female teams have similar storage with the exception of the female basketball team. In this case, the basketball rack does not fit in the locked cabinet in the gym storage area and the PE classes use the team's balls.

**OCR Conclusion:** Because of the disparity affecting the amount and replacement of equipment and supplies for the female teams and the lack of a locked storage area for the women's basketball equipment, OCR concluded that equivalent benefits, opportunities, and treatment are not being provided female athletes in violation of Title IX at 34 C.F.R. 106.41(c)(3).

#### D. CAUTIONS

Compliance in this component does not require equal expenditures for each team or program. There may be nondiscriminatory differences based on the unique aspects of particular sports.

The amount of sport specific equipment will often determine which teams need equipment managers. Sports such as football, baseball, and softball are more likely to need equipment managers than sports such as swimming and cross country.

Team size, the differences inherent in the nature of the particular sport, and whether a sport is new with start-up costs will often affect the budgetary needs and equipment and supply needs.

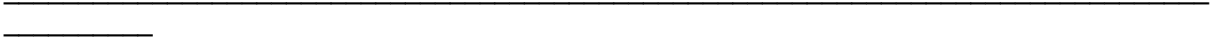
The analysis of the budget information is especially important when disparities exist in the provision of equipment and supplies.

***Disparities that cannot be justified by a nondiscriminatory explanation should be addressed in your college's action plan.***

### Equipment and Supplies—Summary Program Comparison

MEN'S PROGRAM  TEAMS	Equipment Provided to Athletes	Equipment Provided by Athletes	Quality & Suitability	Amount, Maintenance, Replacement	Availability	Budget
WOMEN'S PROGRAM  TEAMS						

SUMMARY \_\_\_\_\_  
\_\_\_\_\_



**A. FACTORS TO EVALUATE**

The following **five factors** should be included in the Self-Review for this component:

1. number of competitive events per sport;
2. number and length of practice opportunities;
3. time of day competitive events are scheduled;
4. time of day practice opportunities are scheduled;
5. opportunities for postconference competition.

The season of the sport and the length of season may also be a factor to be assessed depending upon the specific fact situation.

**B. INFORMATION TO COLLECT**

Scheduling is an Athletic Equity Component where comparing female and male teams in the same sport is especially useful since the number of games may vary greatly by sport.

REQUEST the following information:

1. Copies of written policies, procedures, and criteria affecting game schedules, practice schedules, pre-season and post-season competition.
2. The competition and practice schedules for each team, including the date practice begins; ask for previous year schedules if current year schedules are not available.
3. A list of teams that competed in postconference competition; a list of teams for which these opportunities were available but the team did not compete.
4. A list of teams that competed in tournaments; a list of teams for which tournament opportunities were available but the team did not compete.

These data provide the following information for each team:

- The number of games in regular season
- Number of pre-season and postconference competition events
- List of teams not competing in pre-season or postconference competition when opportunities were available.
- Number of tournament events
- A list of teams not competing in tournaments when opportunities were available
- Which days of the week games are played
- What times of day games are played
- The number of practice sessions per week
- Which days of the week practices are held
- The time of day and length of practices

Using the five factors listed above, DETERMINE any differences between male and female teams at each level of play. In particular, COMPARE this information for male and female teams competing in the same or similar sports.

**Sample Interview Questions**

1. Who does the scheduling? If a difference exists in proportion of home games and away games, determine the reasons. If differences exist in the distances traveled to away

- games, determine the reasons.
2. Do certain teams have priority in scheduling? If so, which ones?
  3. How are scheduling conflicts resolved?
  4. Are practice and game schedules convenient? Do they conflict with classes, meal times, other scheduled activities?
  5. What days of the week and what times of the day are considered "prime time" for games? How often does your team compete during prime time? Do game schedules permit reasonable opportunities to compete before an audience?

### C. ANALYSIS/EVALUATION

COMPARE the following information for female and male teams of the same or similar sport and at the same levels (varsity, junior varsity): the number of games, the days and times of the games, the amount of practice time, and the days and times of practices. NOTE any differences.

DETERMINE if the differences constitute a significant disparity.

#### ***EXAMPLE: OCR Letter of Finding***

**Facts.** In evaluating the number of competitive events per sport, OCR reported the following violation. Set forth below is the number of regular season competitive events provided for each team:

<u>SAMPLE OCR NUMBERS</u>		
<b><i>Sport</i></b>	<b><i>Women</i></b>	<b><i>Men</i></b>
Football	0	10+2 exhibition
Volleyball	13+2 tournaments	0
Basketball	19	19+1 tournament
Baseball	0	19
Softball	19+2 tournaments	0
Soccer	12	13+1 tournament
Wrestling	0	13+2 tournaments
Track	11	12
Tennis	13	13
Golf	9	9
Swimming	13	13
Cross Country	8	8
<b>TOTAL</b>	<b>117+4</b>	<b>129+6</b>

**OCR Conclusion:** The number of competitive events for males and females are not

comparable.

#### **D. CAUTIONS**

Nondiscriminatory differences may exist due to unique aspects of a sport. For example, a game schedule may be limited by a lack of competition for that sport in the normal competitive area. Fewer competitive contests may in turn affect practice schedules as well as pre-season and post-season competitive opportunities. The Self-Review workgroup must assure that, under these justifications, the same constraints are placed on all teams.

Competitive and practice schedules are often affected by the availability of facilities. When schedules for teams of one sex are adversely affected by the availability of facilities, a disparity may occur in at least two Athletic Equity Components: #3. Scheduling and #6. Provision of Locker Rooms, Practice, and Competitive Facilities.

An institution is not required to schedule the same number of games and practices for male and female teams of the same or similar sport; however, any differences favoring one gender must be offset by differences favoring the other gender in other sports.

***Disparities that cannot be justified by a nondiscriminatory explanation should be addressed in your college's action plan.***

**Scheduling of Games and Practice Time—Team Chart**

Team: \_\_\_\_\_  
 Participants: \_\_\_\_\_

Number of

<p><b>Number of regular season games</b></p> <p><b>Home:</b></p> <p><b>Away:</b></p> <p><b>Total:</b></p>	
<p><b>Number of pre-season games</b></p>	
<p><b>Number of post-season games</b></p>	
<p><b>Days of week and times of day games are played</b></p>	
<p><b>Date practice begins and days of week and times of day when practices are held</b></p>	
<p><b>Any pre-season or post-season competition denied</b></p>	
<p><b>Comments:</b></p>	

SUMMARY \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Scheduling of Games and Practice Times—Program Comparison**

SIMILAR SPORTS	Number of Conference Games Home/Away	Number of Pre-Season Games/ Number of Post-Season Games	Qualified But Did Not Play Pre-Season/ Post-Season	Days of Week and Times of Day Games are Played	Days of Week and Times of Day Practices are Held
1.	M:  W:	M:  W:	M:  W:	M:  W:	M:  W:
2.	M:  W:	M:  W:	M:  W:	M:  W:	M:  W:
3.	M:  W:	M:  W:	M:  W:	M:  W:	M:  W:
4.	M:  W:	M:  W:	M:  W:	M:  W:	M:  W:
5.	M:  W:	M:  W:	M:  W:	M:  W:	M:  W:

SUMMARY: \_\_\_\_\_

\_\_\_\_\_

**CHAPTER 4****TRAVEL AND PER DIEM ALLOWANCES****A. FACTORS TO EVALUATE**

The following **five factors** should be included in the Self-Review for this component.

1. modes of transportation;
2. housing furnished during travel;
3. length of stay before and after competitive events;
4. per diem allowances; and
5. dining arrangements.

**B. INFORMATION TO COLLECT**

OBTAIN a map of your college's competitive area that will assist in making comparisons of the modes of transportation used for male and female teams traveling the same distances.

REQUEST the following information:

1. Copies of written policies, procedures, and criteria for providing travel arrangements, housing during travel, and meal or per diem allowances.
2. Travel expenditures and budgets for each team for the current year and last year.
3. Method of transportation used by each team for each away game (privately-owned car, van, bus, or plane; school owned car, van, bus, or plane; or commercial car, van, bus, train, or plane).
4. The meal or per diem allowance for each team.
5. For each team, a list of persons traveling to away games including players, coaches, trainers, sports information staff, managers, cheerleaders, mascots, band.
6. A copy of the competitive schedule for each team (this has probably been collected for other component areas and you should make it a practice to collect the needed information only once).

COMPARE the information collected and NOTE any differences between the female and male programs.

**Sample Interview Questions**

1. What kind of transportation is used for away games? What distances are traveled?
2. What are the meal arrangements? (For example, does the team eat as a group and coach pays the bill? Are athletes given money to eat wherever they wish?)
3. What is the per diem allowance or how much money per meal?
4. Is the team provided a pre-game meal? Is the team provided a post-game meal? If so, what type of meal?

5. If a team stays overnight, what kind of housing is furnished; how many athletes are assigned to each room?
6. Who prepares the travel budget? Is the budget adequate? If not, what's needed?

### **C. ANALYSIS/EVALUATION**

INCORPORATE the interview information on the charts with the responses to the data request questions.

#### **TRAVEL**

- COMPARE the type of transportation used by males and females where teams traveled similar distances. Refer to the scheduling information and use a map to make determination.
- DETERMINE whether the number of athletes, others traveling with the team, and/or the amount of equipment to be transported may explain any differences in the type of transportation used by male and female teams traveling the same distances.

#### **HOUSING**

- COMPARE the housing furnished during travel to male teams with the housing provided to female teams. NOTE whether teams of one sex stay at better quality motels than team of the other sex; or do teams of one sex stay at motels while teams of the other sex stay in less desirable facilities.
- COMPARE whether teams of one sex have more athletes assigned to a room than teams of the other sex.
- COMPARE whether teams of one sex arrive at away games earlier and/or leave later than teams of the other sex, thus allowing more time for meals or practices.
- DETERMINE whether there is a pattern favoring teams of one sex.

#### **PER DIEM ALLOWANCES/MEALS**

- COMPARE the per diem allowances for male and female teams. (Per diem allowances usually refer to meal expenses only. If otherwise, clarify as necessary.) NOTE any differences in the amounts provided. Use the amounts actually given or spent on athletes since this may be different from the "standard" per diem rate that the school may set or may have been provided from boosters or other sources. If "per diem" amounts are not used, use total costs per meal and divide by the number of participants traveling with the team to obtain figure for comparison purposes. NOTE any differences in the method of payment, i.e., cash advances to coaches or athletes vs. institution credit card.
- DETERMINE whether any differences in payment methods have a negative impact on teams of one sex.
- COMPARE the dining arrangements during travel for male and female teams. NOTE any differences in quality such as whether teams of one sex eat at restaurants while teams of the other sex eat at the institution's cafeteria.
- COMPARE the total and average travel and per diem budgets for female and male teams; per athlete. (Use the number of athletes on the travel squad, which is often less than the total number of athletes on the team.) NOTE differences between female and male athletes. NOTE whether coaches indicated that the number of athletes traveling with the team was limited because of inadequate travel and per diem budget.
- DETERMINE whether any differences result in a disparity which is significant.

**EXAMPLE: OCR Letter of Finding**

**Facts.** Women's and men's teams travel by the same means. When teams travel they stay in moderately priced housing. Four women's teams and one men's team stayed overnight during the past season. When the women's softball team was required to travel four hours to and from a tournament the decision was explained by the fact that games were scheduled at 3:00 p.m. on one day and 8:00 p.m. on the next day and had athletes stayed overnight they would have had to check out by noon and there were no scheduled activities until 8:00. Dining arrangements are the same for all teams, except the football team which receives a pre-game meal paid by the Booster Club. It was explained that a number of the football players are bused and that if they did not stay they would have no transportation back for the event. The football team is the only team required to stay after school from 2:30 p.m. until their evening event.

**OCR Conclusion:** The provision of the meal to the football team creates a disparity because there is no pre-game meal provided to any women's team. No disparity existed in methods of transportation or housing arrangements.

**D. CAUTIONS**

Nondiscriminatory differences may be based on the unique aspects of particular sports. The transportation for teams traveling the same distances may vary because the size of the team, the number of staff traveling to the competition (for example, coaches, trainers, sports information personnel), and/or the amount of equipment that must be transported may vary.

***Disparities that cannot be justified by a nondiscriminatory explanation should be addressed in your college's action plan.***

## Travel and Per Diem—Team Chart

Team: \_\_\_\_\_  
 Participants: \_\_\_\_\_

Number of

<b>Number of Athletes on Form 3/ Number of Other Individuals = Total</b>	
<b>Modes of Transportation</b>	
<b>Housing Furnished During Travel</b>	
<b>Per Diem Allowances</b>	
<b>Dining Arrangements</b>	
<b>Other (budget, etc.)</b>	

SUMMARY \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_

**A. FACTORS TO EVALUATE**

The following **three factors** should be included in the Self-Review for this component:

1. availability of coaches;
2. assignment of coaches; and
3. compensation of coaches.

Evaluation factors for AVAILABILITY

1. relative availability of full-time coaches;
2. relative availability of part-time assistant coaches; and
3. relative availability of volunteer assistants.

Evaluation factors for ASSIGNMENT.

1. training, experience, and other professional qualifications of coaches;
2. professional standing of coaches.

Evaluation factors for COMPENSATION

1. rate of compensation per sport, per season;
2. duration of contracts;
3. conditions relating to contract renewal;
4. experience;
5. nature of coaching duties performed;
6. working conditions; and,
7. other terms and conditions of employment.

**B. INFORMATION TO COLLECT**

Coaching pay in community colleges is often made by stipend or released time from teaching or administrative duties. In some cases, the amount of the stipend is set for a specific coaching position with no relationship to the coach's background or experience. The data request and interview questions are designed to determine how the particular institution assigns and compensates coaches for the athletic program, in addition to clarifying the availability of coaches.

REQUEST the following information:

1. A list of the coaching staff for each team and each individual's status as head, assistant, or volunteer coach; the salary or stipend for coaching duties; each coach's other job duties during the season of sport; length of contract or assignment for coaching; background and experience related to each individual's selection as coach; and a copy of the job contract for each coach. NOTE if coaching is not the full-time job, specify teaching or other assignments, including the title and number of classes taught, and the student load in each class.
2. A description of the policies, procedures, and criteria for selecting coaches and determining coaches' salaries or stipends.
3. The number of coaches, assistant coaches, and volunteer coaches for each team.

4. The number of athletes on each team.

## Sample Interview Questions

1. What are the salaries or stipends for each coach?
2. Are salaries or stipends based on the coaching position or on a coach's qualifications?
3. Is any coach paid a salary that is significantly higher than salaries of other coaches? If so, why?
4. How do you determine when a coach is needed? How do you determine whether a coach will be hired full- or part-time? Describe the hiring procedures.
5. What are the duties and responsibilities of each coach, assistant coach, and volunteer coach?
6. Are all coaches always available for practice and competition and other times (e.g., counseling, specialized training)?

### C. ANALYSIS/EVALUATION

The primary focus of this evaluation is the *availability* of coaches for student athletes.

EXAMINE *qualifications* of coaches to DETERMINE if there is a pattern of assigning less qualified coaches to male or female teams. It is important to examine the pattern rather than comparing individual coach's qualification since a coach with five years experience may be as effective as a coach with 15 years experience.

Inequities in the *compensation* of coaches may indicate a violation of the Equal Pay Act or may reflect a pattern of assigning less qualified persons to coach female teams.

In some cases, coaches of combined teams or coed teams can be excluded from this three-part analysis. "Combined teams" refers to sports where male and female teams share coaches as well as practice and compete at the same or similar times. This situation is most likely to occur in swimming, track, and cross country. Coaches of combined teams may be excluded from the analysis unless the investigation reveals that more coaching time is spent with athletes of one sex. In this case, a breakdown of the percentage of time spent with each team and the corresponding percentage of salary must be obtained and calculated, and included in the analysis.

#### AVAILABILITY OF COACHES

- DETERMINE the number of coaches available to each team (varsity, junior varsity) in the male and female programs.
- DETERMINE the ratio of coaches to athletes for male and female teams at each level of competition. Compare the ratios.
- DETERMINE the number of assistant coaches available to each team at each level of competition. Compare the number of female teams that have assistant coaches to the number of male teams having assistant coaches. NOTE any differences in the number of assistant coaches for each team in the male and female programs and the number of teams in each program that have assistant coaches.

## ASSIGNMENT OF COACHES

- COMPARE the training, experience, and other professional qualifications of coaches assigned to male teams with qualifications of coaches assigned to the female program. NOTE the differences.
- Differences are expected since individual backgrounds may vary considerably. The determination that equal coaching opportunities are provided rests on whether the assignment of coaches is equivalent or equal in effect. An institution should not routinely assign less experienced or less qualified coaches to the women's program.

## COMPENSATION OF COACHES

- COMPARE the salaries for head coaches of male teams with the salaries for the head coaches of the female teams.
- COMPARE the salaries or stipends of assistant coaches in the men's and women's program. NOTE any differences.
- DETERMINE whether any differences are the result of nondiscriminatory factors such as the range and nature of duties, the experience of individual coaches, the number of participants for particular sports, the number of staff supervised, or the level of competition.
- COMPARE the percentage of coaching funds available to the men's program with the percentage of coaching funds available to the women's program. Include all sources of funds including booster organization funds. These percentages should be roughly equivalent to the percentages of male to female athletes. Where stipends or salary is awarded on the basis of the sport coached, institutions may be unable to justify differences between, for example, the salary of the coach of the men's basketball team and the salary of the women's basketball coach.
- DETERMINE whether any differences result in a disparity.

## D. CAUTIONS

Nondiscriminatory differences resulting from the nature of the sport, the number of athletes for a team or the injury rate may justify assigning a greater number of coaches and assistant coaches to a specific sport.

***Disparities that cannot be justified by a nondiscriminatory explanation should be addressed in your college's action plan.***

### Coaching—Team Chart

Team: \_\_\_\_\_  
Participants: \_\_\_\_\_

Number of

<b>Availability of Head Coach</b>	
<b>Qualifications, Experience of Head Coach</b>	
<b>Salary, Contract, Terms, and Work Conditions of Head Coach</b>	
<b>Availability of Assistant Coaches</b>	
<b>Qualifications, Experience of Assistant Coaches</b>	
<b>Salaries, Contracts, and Work Conditions of Assistant Coaches</b>	
<b>Other</b>	

SUMMARY \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Coaching—Summary Program Comparison

MEN'S PROGRAM TEAMS	Availability of Head Coach	Qualifications, Experience of Head Coach	Head Coach Pay, Contract Terms, Work Conditions	Availability of Assistant Coaches	Qualifications, Experience of Assistant Coaches
<b>WOMEN'S PROGRAM TEAMS</b>					

SUMMARY \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Athletic Equity Component:**  
**CHAPTER 6 LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES**

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**A. FACTORS TO EVALUATE**

There are **six factors** to evaluate for this component:

1. quality and availability of the practice facilities and competition facilities;
2. exclusivity of use of facilities provided for practice and competitive events;
3. availability of locker rooms;
4. quality of locker rooms;
5. maintenance of practice and competitive facilities; and
6. preparation of facilities for practice and competitive events.

**B. INFORMATION TO COLLECT**

REQUEST the following information:

1. Copies of written policies, procedures, and criteria regarding the use and availability of locker rooms, practice, and competitive facilities.
2. A list of all facilities used by an athletic team. For each facility, include the name, age, location, owner, other uses for the facility, the period of time that each team has exclusive use of the facility, and the period of time for which lockers are assigned.
3. A map showing the facilities and their locations.

COMPARE the information provided and NOTE any differences between the male and female programs.

INSPECT the facilities used by each team. NOTE the general condition and sufficiency of the locker rooms and related facilities; the proximity of the locker rooms to practice and competitive facilities; the types of services offered at the various facilities (e.g., laundry room food, bathrooms); and the condition and sufficiency of practice and competitive facilities. NOTE any difference between the facilities provided to the women's program and those provided to the men's program.

**Sample Interview Questions**

1. Verify the location of practice and competitive facilities and the locker rooms for each team (male and female—varsity, junior varsity). If the practice facility is different from the competitive facility, ask why and whether this poses any problems.
2. Who maintains the facilities? Are the facilities maintained adequately?
3. Who prepares the facilities for competitive events? Are they prepared adequately and on time?
4. Do the facilities require preparation for practice; if so, who prepares the facilities, and are they prepared adequately and on time?
5. Do athletes have exclusive use of the locker rooms or are other teams or groups using

the locker room at the same time?

6. What is the quality of the practice and competitive facilities (e.g., excellent, adequate, poor)? Are they regulation? is there a renovation schedule for the facilities?
7. What is the quality of the locker room facilities (excellent, adequate, poor)?
8. What special features are available at the facilities (laundry service, weight training, trainers available in locker room area; accommodations for visiting teams; concession facilities, spectator capacity, public address system, electronic score boards, special lighting for television coverage at competition or practice facilities, multimedia equipment for training and coaching)?

### C. ANALYSIS/EVALUATION

DETERMINE whether any policies, procedures, or criteria used for allocating locker rooms, practice and competitive facilities differ for male and female teams.

COMPARE the quality and availability of practice and competitive facilities for males and females. NOTE the differences between the male and female programs.

COMPARE the quality and availability of locker room facilities for males and females, and DETERMINE if there are differences between the male and female programs.

COMPARE the number of men's teams that have exclusive use of practice or competitive facilities with the number of women's teams that have exclusive use of practice or competitive facilities. Is the exclusivity for the entire year, for the season, or during competition or practice?

COMPARE the number of female teams that have exclusive use of locker room facilities with the number of male teams that have exclusive use of locker room facilities. Is the exclusivity for the entire year, for the season, or during competition or practice?

COMPARE the maintenance and preparation of practice and competitive facilities for the men's program with the maintenance and preparation of practice and competitive facilities for the women's program. NOTE the differences and note whether coaches must do their own maintenance or preparation.

DETERMINE whether any differences result in a significant disparity.

### D. CAUTIONS

Nondiscriminatory differences are permitted based on the unique aspects of particular sports such as the number of athletes who need to use the facility at one time. Differences in the provision of locker rooms, practice, and competitive facilities may be the direct result of the scheduling of games and practices for each team.

***If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, develop corrective action steps and include them in your college's action plan.***

### Facility Chart—Locker Room Facilities

<b>Name of Facility</b>	
<b>Location &amp; Proximity to Practice/ Competitive Facilities</b>	
<b>Schedule of Teams Using Facility</b>	
<b>Others Who Use Facility</b>	
<b>Number and Type of Lockers</b>	
<b>General Size</b>	
<b>Quality</b>	
<b>Cleanliness</b>	
<b>Number and Quality of Showers/Restrooms</b>	
<b>Special Features</b>	
<b>Other</b>	

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Facility Chart—Practice and Competitive Facilities

<b>Name and Type of Facility</b>	
<b>Location</b>	
<b>Schedule of Teams Using Facility</b>	
<b>Others Who Use Facility</b>	
<b>Quality</b>	
<b>Age</b>	
<b>Seating Capacity</b>	
<b>General Size</b>	
<b>Special Features</b>	
<b>Other</b>	

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CHAPTER 7****MEDICAL AND TRAINING FACILITIES AND SERVICES****A. FACTORS TO EVALUATE**

The following **five factors** should be included in the evaluation for this component.

1. availability of medical personnel and assistance;
2. health, accident, and injury insurance coverage;
3. availability and quality of weight and training facilities;
4. availability and quality of conditioning facilities; and
5. availability and qualifications of athletic trainers.

**B. INFORMATION TO COLLECT**

REQUEST the following information:

1. A list of all weight training and conditioning facilities used by an athletic team. For each facility, identify the age, location, owner, times that each team uses each facility and the numbers of each type of equipment in each facility.
2. Titles of the trainers and medical personnel assigned to each team (varsity, junior varsity); the certification of each trainer and medical personnel; identify student trainers; indicate which trainers accompany teams to away games.
3. Copies of any insurance policies covering the athletes; the cost of the policy to the athlete, if any. General insurance policies available to all students at the institution need not be examined.

REVIEW the insurance policy. DETERMINE whether coverage is equivalent for females and males.

Any institution that provides full coverage health service must provide gynecological care. Generally, institutions that provide special insurance for athletes cover injuries or health problems related to the athletes' participation in the athletic program. Under such a policy, gynecological care must be covered where such health problems are the result of participation in the athletic program.

INSPECT the facilities used by each team (varsity, junior varsity). Verify condition of facilities. Verify available equipment.

DETERMINE what services and treatments are provided at each facility.

INSPECT any medical or training equipment that may be stored away and not readily visible (including ultrasound, heat, or ice treatment equipment).

DETERMINE the general condition, size, efficiency, and services available at each facility. NOTE the proximity of these medical and training facilities to locker rooms, practice, and competitive facilities.

DETERMINE any differences between the facilities and services provided the women's program as compared to the men's program.

INTERVIEW coaches and athletes from each team (varsity, junior varsity) and full-time trainers.

INTERVIEW the athletic directors and other personnel.

### **Sample Interview Questions**

1. What is your professional background and certification? What is the professional background and certification of each trainer?
2. How much experience do you have in treating female athletes; male athletes?
3. How many people do you supervise? How many student trainers do you supervise? How are student trainers allocated to each team?
4. Are physical exams given to each team member each year? How is this arranged? Who conducts the exams for each team?
5. What teams do physicians work with on a regular basis? What is the schedule? Which teams have physicians present for home games and practices?
6. What equipment is contained in the training facilities? What equipment is contained in weight and conditioning rooms? What teams have access to which training facilities?
7. Do athletes use the training rooms on a scheduled or drop-in basis? If scheduled, what is the schedule?
8. Who is responsible for the training facilities, weight, and conditioning rooms?
9. What is your opinion of the quality of the training facilities? What is your opinion of the quality of the weight and conditioning facilities?
10. When trainers accompany a team to away events, how are expenses paid? Are there differences for different teams, and, if so, which teams?

### **C. ANALYSIS/EVALUATION**

DETERMINE whether any policies, including insurance, differ on the basis of gender equity.

DETERMINE the quality and availability of medical personnel (including doctors, physiotherapists, nurses, and paramedics) to women's and men's teams.

COMPARE quality and availability of medical personnel for women's and men's teams.

DETERMINE the quality and availability of weight and conditioning facilities for female and male teams. Also examine which teams have exclusive use of certain facilities, which teams have priority use of these facilities, which teams must share these facilities, and which teams have use of any special facilities.

COMPARE the quality and availability of weight and conditioning facilities for female and male programs.

DETERMINE the quality and availability of training facilities for male and female teams, including which teams have exclusive use of a facility; which teams have priority use of a facility; which teams share facilities; and which teams have use of any special facilities.

COMPARE whether the quality and availability of training facilities differ between the men's and women's programs.

DETERMINE the quality and availability of trainers for the men's and women's teams, including which teams are assigned professional as opposed to student trainers, and which trainers are full-time or part-time.

COMPARE the quality and availability of trainers for female and male teams.

#### **D. CAUTIONS**

Comparing male and female teams of the same or similar sport can be beneficial in this Athletic Equity Component. For example, the need for professional as opposed to student trainers, or access to equally available weight, conditioning, and training facilities of similar quality is not likely to vary significantly between men's and women's basketball teams. However, some variations may be justified by different numbers of athletes on the teams, or injuries or conditions of specific athletes who may require more intense conditioning or training services.

The unique aspect of a sport, including the number of participants on a team, the injury rate, and the rate for severe injuries may justify the assignment of more qualified and more frequently available medical and training personnel, and the scheduling of more frequent conditioning and training to a particular team. The injury rates in particular sports may justify more comprehensive insurance coverage for a particular team.

***If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, develop corrective action steps and include them in your college's action plan.***



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## Facility Chart—Medical and Training Facilities

<b>Name and Type of Facility</b>	
<b>Number and Type of Machines/Equipment</b>	
<b>Schedule of Teams Using Facility</b>	
<b>Others Who Use Facility</b>	
<b>Quality</b>	
<b>General Size or Capacity</b>	
<b>Cleanliness/Maintenance</b>	
<b>Proximity to Lockers, Practice and Competitive Facilities</b>	
<b>Supervision</b>	
<b>Other</b>	

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
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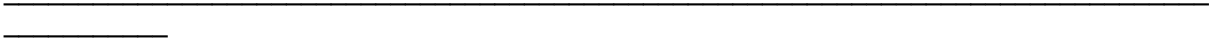
## Locker Rooms, Practice and Competitive Facilities—Team Chart

Team: \_\_\_\_\_  
Participants: \_\_\_\_\_

Number of

<p><b><u>Competitive Facility</u></b></p> <p><b>Name:</b></p> <p><b>Maintained and Prepared by:</b></p> <p><b>Schedule:</b></p> <p><b>Shared With:</b></p> <p><b>Quality:</b></p> <p><b>Other:</b></p>
<p><b><u>Practice Facility</u></b></p> <p><b>Name:</b></p> <p><b>Maintained and Prepared by:</b></p> <p><b>Schedule:</b></p> <p><b>Shared With:</b></p> <p><b>Quality:</b></p> <p><b>Other:</b></p>
<p><b><u>Locker Rooms</u></b></p> <p><b>Name:</b></p> <p><b>Quality:</b></p> <p><b>Availability — locker assignment: room shared with:</b></p> <p><b>Proximity to Practice/ Competitive Facilities:</b></p> <p><b>Other:</b></p>

SUMMARY \_\_\_\_\_  
\_\_\_\_\_



**A. FACTORS TO EVALUATE**

The following **three factors** should be included in the evaluation of this component:

1. Availability and quality of sports information personnel;
2. Access to other publicity resources for male and female programs;
3. Quantity and quality of publications and other promotional devices featuring male and female teams.

**B. INFORMATION TO COLLECT**

REQUEST the following information:

1. Copies of written policies, procedures, and criteria regarding publicity services to the male and female athletic programs, including samples of all publicity documents made available to the male and female programs; or example press guides, recruitment brochures, schedule cards, game programs.
2. A description of all publicity and promotional services made available to the men's and women's athletic programs.
3. Titles of sports information personnel and the teams to which each person is assigned.

COMPARE samples of publicity documents with the description of publicity and promotional services to ensure that either a sample or list has been provided of every publicity service available.

COMPARE the information provided for women's and men's programs and note the differences.

IDENTIFY the sports information personnel who should be interviewed. Some institutions may assign publicity duties to the athletic director or assistant athletic director, or to coaches as part of their overall duties.

**Sample Interview Questions**

1. How is sports information handled? What is done to promote women's sports? What is done to promote men's sports?
2. Does the department have a sports information person assigned to athletics? Is this person present at all home games? Who pays the expenses of the sports information person? What responsibilities does the sports information person handle; are they the same for home and away games?
3. What are the publicity and promotional services provided the team (e.g., pocket schedules, posters, press guides, mail to alumnae, booster mailings, programs for home events)?

4. How many spectators usually attend home events of each team?
5. How would you rate the publicity provided your team? (Include the quantity, quality, and availability of sports information personnel and the quantity and quality of publications and promotional devices). Are there any problems? Be specific. What do you think would remedy your problems?

### C. ANALYSIS/EVALUATION

COMPARE the policies, procedures, and criteria for providing publicity services to the men's program and the women's program.

COMPARE the quality of sports information personnel (background, experience, etc.) assigned to male and female teams.

COMPARE the number of sports information personnel assigned to the men's and women's teams.

COMPARE the amount of time sports information personnel spend on men's teams and women's teams.

COMPARE the availability of other sports information services to the men's and women's teams.

COMPARE the quality and quantity of sports information publications and promotional services provided to the men's teams with the quality and quantity of publications and promotional services and devices provided the women's teams.

### D. CAUTIONS

Nondiscriminatory differences based on the unique aspects of a particular sport are permitted. The unique circumstances of a particular team, competitive event, or particular athlete (e.g., state champion or Olympic hopeful) may create unique demands or temporary imbalances in particular program components, including publicity. Such imbalances are permissible to the extent that opportunities for teams of the other sex are not limited.

Newspapers, TV, and other media are not required to be equally responsive to an institution's efforts to provide equivalent publicity services to its male and female programs. The examination by the Self-Review workgroup must be based on the institution's efforts to provide equivalent publicity services.

***If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, develop corrective action steps and include them in the your college's action plan.***

## Publicity—Summary Program Comparison

MEN'S PROGRAM TEAMS	Availability of Sports Information Personnel	Quality of Sports Information Personnel	Quantity and Type of Publications/ Promotional Devices	Quality of Publications and Promotional Devices	Coaches' Publicity Duties
WOMEN'S PROGRAM TEAMS					

SUMMARY \_\_\_\_\_  
\_\_\_\_\_

The administrative and clerical support provided to an athletic program can affect the overall provision of opportunity to male and female athletes, particularly to the extent that the provided services enable coaches to better perform their coaching functions.

### **A. FACTORS TO EVALUATE**

The following **two factors** should be included in the evaluation of this component:

1. the amount of administrative assistance provided to male and female programs;
2. the amount of clerical assistance provided to the male and female programs.

### **B. INFORMATION TO COLLECT**

REQUEST the following information:

1. Copies of written policies, procedures, and criteria for providing administrative, secretarial, and clerical support services to the male and female athletic programs.
2. An organization chart showing lines of authority for all persons in the athletic program indicating the administrative, secretarial, and clerical support personnel and the unit to which they are assigned.

#### On-Site

INSPECT the facilities available for use by support services staff.

INSPECT each administrator's and coach's office. This inspection should include offices provided for sports information personnel, even though the institution may not consider certain sports information personnel to be "administrators." During the inspection of offices, note the size of the office; its location; the location of telephones; secretarial assistance in the area; the type and proximity of office machines (ask where they are if they are not obvious); with whom the office is shared, if anyone. NOTE any differences between the office space, equipment, and supplies and support personnel provided the female program as compared to the male program.

INTERVIEW all administrators and coaches from each team regarding the provision of administrative, secretarial, and clerical support.

### **Sample Interview Questions (Administrators)**

1. What are your athletic duties and responsibilities? What percentage of time do you spend on each? Be as specific as possible.
2. What secretarial, clerical, and receptionist assistance is available to you for your athletic duties? Do these people perform secretarial, clerical, or receptionist work for others? If so, who? Approximately what percentage of time do they work for you on athletics?
3. Where is your office located? To whom do you report? Who do you supervise?

### C. ANALYSIS/EVALUATION

COMPARE the policies, procedures, and criteria for providing support services to the male program and the female program.

COMPARE the number of administrators assigned to, and the percentage of time they spend working for, the women's program with the number of administrators assigned to, and the percentage of time they spend working for, the men's program.

COMPARE the types of administrative services available to the men's program with the types of administrative services available to the women's program (e.g., athletic directors and assistants, business managers, facilities managers, fundraisers, team managers).

COMPARE the number of secretarial and clerical staff assigned to, and the percentage of time they spend working for, the women's athletic program with the number of secretarial and clerical staff assigned to, and the percentage of time they spend working for, the men's athletic program.

### D. CAUTIONS

The need for administrative, secretarial, and clerical support services may vary from team to team. The relevant determination is whether this need is met to the same extent for the male and female programs.

Where shared offices are larger than single person offices, the amount of office space may be the same per staff person. The relevant determination is the convenience or inconvenience of sharing an office, which may affect, for example, a coach's ability to counsel athletes.

***If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, develop corrective action steps and include them in the your college's action plan.***

**Support Services—Administrative and Clerical Staff Chart**

<b>Administrator (Name and Title)</b>	
<b>Duties</b>	
<b>Office Space and Location</b>	
<b>Office Equipment and Supplies</b>	
<b>Secretarial/Clerical Assistance</b>	
<b>Duties of Secretarial/Clerical Assistance</b>	
<b>Office Space and Location</b>	
<b>Office Equipment and Supplies</b>	
<b>Other</b>	

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**A. FACTORS TO EVALUATE**

The following **three factors** should be included in the evaluation for this component:

1. Whether coaches and other professional athletic personnel in the programs serving male and female athletes are provided with substantially equal opportunities to recruit;
2. Whether the financial and other resources made available for recruitment in male and female athletic programs are equivalently adequate to meet the needs of each program; and
3. Whether the differences in benefits, opportunities, and treatment afforded prospective student athletes of each sex have a limiting effect upon the recruitment of students of either sex.

**B. INFORMATION TO COLLECT**

REQUEST the following information:

1. Copies of written policies, procedures, and criteria regarding recruitment of student athletes (including any differences in recruiting male and female athletes).

The budget and expenditure information is central to determining equity. Media guides often list the home towns of participants; this will provide some indication of the recruitment efforts for a particular team. Media guides and related publicity materials may also be used in mailing in recruitment of athletes.

Nearly all coaches have some recruiting duties. Therefore, the number of coaches for each team is important in determining the number of recruitment personnel for each team and the opportunity each coach has to recruit athletes.

**Sample Interview Questions**

1. What recruitment methods are used for each team?
2. How many prospective student athletes visited the campus for each team?
3. What percentage of your time is spent on recruiting?

**C. ANALYSIS/EVALUATION**

COMPARE the policies, procedures, and criteria for the recruitment of student athletes in the men's and women's program. DETERMINE any differences.

#### D. CAUTIONS

Nondiscriminatory differences based on the unique aspects of a particular sport are permitted. Variations in team needs, such as an unusually large number of students graduating in a particular year, may result in unusually large recruitment budgets for a particular year. Conversely, a large number of returning athletes to a particular team may result in decreased expenditures for recruiting.

***If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, develop corrective action steps and include them in the your college's action plan.***