GENDER EQUITY
Shippensburg University
Department of Athletics

OVERVIEW

• Gender Equity in Athletics
• Title IX
• Athletics Compliance
• Other Title IX Topics
GENDER EQUITY IN ATHLETICS

What is Gender Equity in the collegiate athletics setting?

- An athletics program can be considered gender equitable when the participants in both the men’s and women’s sports programs would accept as fair and equitable the overall program of the other gender.

- That is to say, an athletic program is gender equitable when the men’s sports program would be pleased to accept for its own the overall participation, opportunities, and resources currently allocated to the women’s program and vice versa.

- No individual should be discriminated against on the basis of gender, institutionally or nationally, in intercollegiate athletics.

NCAA Gender Equity Task Force

Title IX

Title IX of the Education Amendments of 1972:

“No person in the United States shall, on the basis of sex,

-- be excluded from participation in,
-- be denied the benefits of, or
-- be subjected to discrimination

under any education program or activity receiving Federal financial assistance.”

Title IX was not passed to address inequities in athletics. It is anti-discrimination law intended to address civil rights and access to education.
ATHLETICS COMPLIANCE AREAS

Athletics Specific

- Effective Accommodation of Interests and Abilities (Athletic Participation)

- Financial Aid (Athletic Scholarships) - Female and male student-athletes must receive athletic scholarship dollars proportional to their participation.

- Treatment of Student-Athletes (Other Athletic Benefits and Opportunities) - Equal treatment of female and male student-athletes in the areas known as the “laundry” list.

*Compliance with the law requires a showing of full compliance with each of the three areas individually.*

ATHLETIC PARTICIPATION

Athletic Participation: *Any one part of the Three Prong Test*

- Prong One: “Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students.”

  or

- Prong Two: “Demonstrate a history and continuing practice of program expansion for the underrepresented sex.”

  or

- Prong Three: “Fully and effectively accommodate the interests and abilities of the underrepresented sex.”
PRONG ONE – SUBSTANTIAL PROPORTIONALITY

<table>
<thead>
<tr>
<th>% Male</th>
<th>% Female</th>
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<tr>
<td>Full-Time Undergraduates</td>
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PRONG TWO – HISTORY AND CONTINUING PRACTICE OF PROGRAM EXPANSION FOR UNDERREPRESENTED SEX

**History**
- Record of adding intercollegiate teams by sex
- Record of upgrading teams to intercollegiate status by sex
- Record of increasing the number of participants of the underrepresented sex
- Affirmative responses to requests by students or others to add or elevate sports

**Continuing Practice**
- Current implementation of a policy/procedure for requesting the addition of sports that includes the elevation of club or intramural teams
- Effective communication of that policy or procedure to students
- Current implementation of a plan/program expansion responsive to developing interests and abilities of the underrepresented sex
- Demonstrated efforts to monitor developing interests and abilities (and timely reaction to the results of those efforts)
PRONG THREE – ACCOMMODATE THE INTERESTS AND ABILITIES OF THE UNDERREPRESENTED SEX

PRONG THREE RECOMMENDATIONS

✓ Interest surveys to all current and admitted students of the underrepresented sex;
✓ Publicized process for students to request to add or elevate sports (and evaluate and respond to all such requests);
✓ Ongoing reviews of the school’s club or intramural sport participation levels;
✓ Keep current on high school sports data in your geographical recruiting area;
✓ Track the interscholastic athletics participation of admitted students; and
✓ Conduct interviews and meetings with students, admitted students, coaches, administrators, and others regarding interest in particular sports.
✓ Measure interest, ability, number
✓ Reasonable expectation of intercollegiate competition within normal competitive region
✓ Implement within “reasonable period of time” given a variety of factors, including funding

ATHLETIC SCHOLARSHIPS

Men’s Program

100 Men Participate
50% Athletes are Male
Men should get
49-51% Scholarship $$

Women’s Program

100 Women Participate
50% Athletes are Female
Women should get
49-51% Scholarship $$

Carrie Michaels, Shippensburg University
Associate Director of Athletics/SWA
OTHER ATHLETIC BENEFITS AND OPPORTUNITIES – “LAUNDRY LIST”

**Men’s Program**
- Equipment and Supplies
- Scheduling
- Travel & Per Diem
- Tutors
- Coaches
- Facilities
- Medical & Training Services
- Housing
- Publicity
- Support Services
- Recruiting

**Women’s Program**
- Equipment and Supplies
- Scheduling
- Travel & Per Diem
- Tutors
- Coaches
- Facilities
- Medical & Training Services
- Housing
- Publicity
- Support Services
- Recruiting

GOODS AND/OR SERVICES

The proper focus in a Title IX audit is on the actual goods and/or services provided to the student-athletes and not their costs or sources of funding.

Permissible Differences

Unique aspects of particular sports:
- Recruitment
- Event Management Costs
- Equipment
- Publicity Issues
- Compensation Issues
- Medical Issues

*Title IX does not require colleges to give the same amount of money to men’s and women’s sports programs or to have equal numbers of male and female athletes; it does require colleges to provide equitable resources and opportunities in a non-discriminatory manner.*
TITLE IX COORDINATOR

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OTHER TOPICS

- Fund Raising – Evaluation of fund raising. Uniform approach to fund raising and the expenditure of money collected. Once expended or provided to teams, those donations must be considered in the institution’s evaluation of its gender equity obligations.

- Sexual Harassment/Sexual Violence – Title IX and subsequent guidance created “responsible employees” who are “mandatory reporters.”

- Hazing

- Treatment of Student-Athletes, Language, Derogatory References

- Social Networking
GENDER EQUITY & OTHER

• Q & A