

State University of New York College at Cortland

Title IX Athletics Compliance Review

Report to
President Erik J. Bitterbaum
February 2017

Title IX Review Task Force

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Executive Summary

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 of the Education Amendments, 1972 Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. §§ 1681-1688

Title IX of the Education Amendments became law in 1972 to address inequities facing women and girls in colleges, universities and schools. Its intent is to ensure equity between sexes in all programs and activities that benefit from Federal funding. One of the most visible effects of Title IX is in athletics participation. Opportunities for girls and women to participate in athletics have expanded tremendously in the wake of Title IX. Numerous laws and regulations have been written to govern its implementation while judicial decisions regarding its interpretation have resulted in an extensive set of guidelines to determine compliance with its requirements.

In the fall of 2015, President Erik J. Bitterbaum of the State University of New York College at Cortland appointed a Task Force to conduct a comprehensive review of SUNY Cortland athletics program compliance with Title IX regulations, and as needed, to develop specific recommendations for the additional advancement of the College's compliance status. This report provides the detailed findings and recommendations of the current Task Group.

Requirements for Compliance with Title IX

According to the 1979 Intercollegiate Athletics Policy Interpretation of Title IX, an institution is in compliance when it satisfies each of three major requirements. These requirements are:

- I. Accommodation of Interests and Abilities
- II. Athletic Financial Assistance
- III. Other Program Areas

In examining compliance status, the benefits provided to all men's teams are compared to the benefits provided to all women's teams. While actual dollars spent for men's vs. women's teams need not be equal, availability and quality of resources must indicate equitable distribution of resources as appropriate to the specific needs of different sports. Differences favoring one sex must be offset by differences favoring the opposite sex.

Task Force Methods for Examining Title IX Compliance

The Task Force examined Cortland's compliance status using a variety of methods. The committee conducted *individual interviews* with selected personnel (administrators, coaches, and players), *surveyed* groups of relevant individuals (current students, and prospective students), gathered *supporting materials* from Cortland personnel (athletics budgets, athletics personnel lists), and reviewed current *legal case studies*.

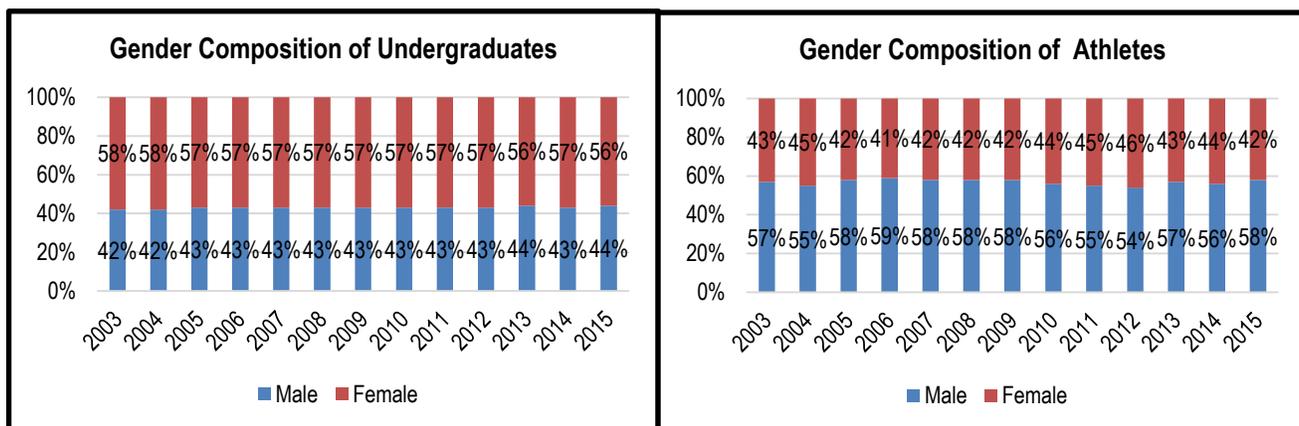
Major Findings and Recommendations of the Task Force

Prong 1: Proportionality of Male and Female Athletes and Accommodation of Interests and Abilities

An institution is in compliance if it (1) provides participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students, *or* (2) has a history and continuing practice of program expansion for the underrepresented sex, *or* (3) fully and effectively accommodates the underrepresented sex. **SUNY Cortland is in compliance with Prong 1 through Test 3: Full Accommodation** as discussed below.

Test One: Proportionality

The proportionality requirement is **not** currently met at Cortland. The gender split of SUNY Cortland undergraduates has remained relatively consistent for the last twelve years with 56-58% female to 42-44% male, as depicted below. Although for two of the past five years the rate was ten percent or lower, the female rate of participation in athletics differs from the female rate of full-time undergraduate enrollment by more than ten percentage points for all other years, and thus is not proportionate.



(Data provided by Athletics Department)

Test Two: Program Expansion

Cortland does not have a history and continuing practice of program expansion for the underrepresented sex. Women's golf was added in 1998, which was the first program expansion of women's athletics opportunities since 1978. Women's ice hockey followed in 1998-1999. There has not been a new women's team added in the last five years and there are no plans to add a women's team in the immediate future. Therefore, Cortland does **not** meet the program expansion requirement of test two.

Test Three: Full Accommodation

Fully and effectively accommodating the underrepresented sex means offering every sport for women (if women are underrepresented) for which there is sufficient interest and ability for a viable team and sufficient competition in the institution's normal competitive region. The committee identified two sports for which there is sufficient competition in our competitive region of approximately 250 miles: equestrian and skiing, however determined there was insufficient interest and ability among women at Cortland for a viable team in those sports.

Survey data from enrolled students indicates that, overall, the College is generally meeting the interests and abilities of its students. Furthermore, the survey data indicates there is no interest in the areas under consideration for elevation to varsity status. In meeting the current needs, **Cortland is therefore, in compliance with test three.**

Prong II: Athletic Financial Assistance

Cortland participates at the Division III level of athletics competition. Division III institutions do not offer scholarships based on athletic ability. Therefore, this requirement is **not applicable.**

Prong III: Other Athletic Program Benefits & Opportunities

The Office of Civil Rights requires less than 6 inequities in the eleven treatment areas for compliance. The Taskforce found that SUNY Cortland provides equitable programs for its men's and women's teams in ten of the eleven treatment areas. Thus, **SUNY Cortland is in compliance with Prong III.** The one area where SUNY Cortland was not found to be equitable was in Medical Training Facilities and Services. Additionally, the Taskforce highlighted other issues that were raised by administrators, coaches and/or student athletes.

Eleven Treatment Components for Title IX Compliance: Other Athletic Benefits & Opportunities

Program Component	Equitable	Issues Identified
1. Scheduling of Games and Practice Times	Yes	No
2. Equipment and Supplies	Yes	YES
3. Coaching	Yes	No
4. Tutoring	Yes	No
5. Travel and Per Diem Allowances	Yes	No
6. Medical and Training Facilities and Services	NO	YES
7. Locker Rooms, Practice and Competitive	Yes	YES
8. Publicity	Yes	YES
9. Housing and Dining Facilities and Services	Yes	No
10. Recruitment of Student-Athletes	Yes	No
11. Support Services	Yes	No

With regards to *Medical and Training Facilities and Services*, SUNY Cortland currently gives the **men's program an advantage** according to Title IX program review guidance. Compliance goals

include equivalent provision of medical personnel and assistance to men and women in the same sport. While SUNY Cortland provides certified athletic trainers at every men’s and women’s contests, the College currently only provides physicians for football, men’s lacrosse, and men’s ice hockey contests. No inequality is created by provision of a physician at football games, a requirement of the Empire 8 conference, because there is no women’s sport equivalent to football. However, supplying a doctor for men’s lacrosse and men’s ice hockey when one is not supplied for women’s lacrosse and women’s ice hockey creates an inequity. This issue is complicated by the fact that the provision of doctors on call at sporting events is coordinated by the Athletic Training/Kinesiology Department, rather than the Athletics Department. SUNY Cortland athletic trainers review recommendations made by the National Athletic Training Association (NATA) as well as consider the nature of the sports, NCAA rules for each sport with regard to contact and equipment, and annual NCAA provided injury data. One factor in the decision to provide doctors on-site for men’s lacrosse and men’s ice hockey is the department’s experience with injuries in the past, and the prevalence of some injuries requiring suturing, something neither athletic trainers nor EMS can provide on-site.

With regards to *Equipment and Supplies*, the Athletics Administration felt that all programs were adequately funded for equipment and supplies and their priority is to outfit each team with the necessary equipment and supplies to practice and compete safely. Additionally, the Athletics Administration indicated that new uniforms/equipment are purchased every 4 years. While all coaches who were interviewed felt that there is equity between male and female teams in this concerning equipment, uniforms and supplies, both coaches and student athletes commented on uniforms wearing out before the 4-year rotation. Additionally, coaches noted that the cost of women’s apparel that is equivalent to men’s apparel is significantly higher.

With regards to *Locker Rooms, Practice and Competitive Facilities*, the Head Coaches identified concerns with particular facilities and with inequities in team locker room allocations. The coaches identified issues with four facilities as presented in the following table. Three are used by both men and women’s teams, the fourth, gymnastics, only affects women.

FACILITY	CONDITION	ISSUES
Stadium White: Turf Field & Track	Poor	Surface of turf and track are worn (safety issue)*
Gymnastics Gym	Poor	Needs remodeling, painting, equipment repairs
Alumni Ice Arena	Poor	Water leaks, blue kick plates, broken Plexy glass
Cross Country Course	Poor	Campus construction required a re-route of course which now has a poor surface and must be scheduled around other athletic events for safety reasons.

***Renovations to Stadium White were completed by the end of the summer 2016, which included a brand new turf and track.**

Locker rooms are of concern for some of our programs. Men’s and women’s Swimming & Diving, men’s Wrestling, women’s Gymnastics, men’s Football (non-game days), women’s Tennis, men’s and women’s Cross Country and men’s and women’s Track & Field do not have dedicated “team rooms”.

These teams share space in the general locker rooms with the public and do not feel that the space is secure.

With regard to *Publicity*, a concern was raised with the equity of whether the Sports Information Director, the Associate Sports Information Director, or the Graduate Assistant provides game coverage, recording of statistics, and announcements. There was a perception that the Graduate Assistant was consistently assigned to women's teams. (Note: The Athletics Department is now aware of this perception and will communicate the rationale for SID rotation when multiple and simultaneous athletic events occur.)

Introduction

Title IX: A Summary of the Law, Its Requirements, and Relevant Court Cases Pertaining to SUNY-Cortland's Title IX Athletics Compliance Review

Title IX of the Education Amendments became law in 1972 to address inequities facing women and girls in colleges, universities and schools. Its simple text of 37 words has spawned thousands of pages of court interpretations, Office for Civil Rights (OCR) clarifications, newspaper and magazine articles, and fierce public debate. It reads: "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."

As with most education laws, compliance with Title IX is simply expected, absent formal complaint to the Department of Education. No agency that routinely comes into schools to monitor whether students are being treated fairly based on their gender identities. Title IX generally relies on schools making a good-faith effort to bring their programs into compliance by ensuring that individuals have equal access and opportunity to participate in programs without regard to gender. Recent guidance from the Office for Civil Rights has expanded the notion of Title IX equity provisions to all individuals inclusive all gender identities and expressions.

In June 2016, the Women's Sports Foundation produced "Beyond X's & O's: Gender Bias and Coaches of Women's College Sports." As background, the researchers note that, "the dynamic growth of college sports and the expanding female participation, spurred in part by the passage and enforcement of Title IX, this growth is not replicated in the workplace." Women make up 23% of all coaching positions across all NCAA sports, and participation by women coaches has dramatically declined over the past forty years. "In 1972, before the incorporation of women's sports into the NCAA, more than 90% of the coaches of women's teams were women. By 2014, only 43% of the coaches of women's teams and less than 3% of the coaches of men's teams were women. This not only represents a historic shift, but also is especially alarming as women's leadership in other sectors, such as business, law and medicine, is higher than 23% and growing."

The study is the first to measure gender bias in coaching women's sports nationally, with a representative survey of women and men who coach women's college sports (more than 2,500 respondents). It looked at what contributed to changes in women's coaching participation over time and studied if women coaches face discriminatory treatment in hiring, promotions and pay increases nationally. The study found that nationally there is a bias directed at coaches of women who are female, and that while coaches of women's sports are more likely to discuss discrimination and Title IX issues with their departments, they are hesitant to discuss these issues with campus leadership, which may "silo" athletics from the rest of campus (Executive Summary Report pp 1-2). Nearly one-third of female coaches and one-fifth of male coaches of women athletes indicated that they would risk their job if they spoke up about Title IX and gender equity. Other findings included that men are given more professional advantages than women (getting top level jobs, negotiating salary increases, being promoted, and obtaining multi-year contracts). Many women feel that administration favors men, and

nearly half are asked to perform tasks beyond job description. Women are less willing to voice their opinions outside athletic departments and they are less involved in decision-making inside the departments. To read the full report, go to www.BeyondXandO.org/home/research/beyond-xs-and-os.

This finding is echoed in the report by the University of Minnesota's 2017 Tucker Center for Research on Girls and Women. Using a sample from Division I institutions, the authors concluded that while Title IX has dramatically increased the participation of female athletes, the percentage of women coaching women's sports has dramatically decreased.

Compliance requires vigilance. It requires that schools self-monitor to make sure that students are not being shut out of programs where they wish to participate. It requires reviewing efforts and outreach, opportunities and equipment. In short, Title IX requires that schools put into practice the ideals of gender equity, and then monitor their own compliance with those ideals on a regular basis.

History of Title IX Legislation in Intercollegiate Athletics

Title IX has been on the law books since 1972; the law stipulated that all schools receiving federal funds had to be in compliance by 1975. More than 40 years later, institutions continue to receive clarification from the Office for Civil Rights and federal court rulings continue to find that some schools are still not complying with Title IX. These landmark court decisions over time have created a system for determining compliance. Summaries of selected, significant cases involving athletics follow.

In 1983, the United States Supreme Court ruled in *Grove City v. Bell* that athletics programs could be exempted from compliance with Title IX. In 1988, Congress passed the Civil Rights Restoration Act, which returned athletics programs to the list of activities that would receive Title IX protection. In 1992, the Supreme Court ruled that individuals could recover monetary damages and legal fees in Title IX cases. This decision, *Franklin v. Gwinnet*, has significantly strengthened enforcement of Title IX. It has given the law weight, and it has been through suits brought after *Franklin v. Gwinnet* that the courts have made abundantly clear that there is no going backwards.

In 1979, the OCR issued its "Intercollegiate Athletic Policy Interpretation," which outlined three major categories for determining whether schools were upholding Title IX. These are:

1. Accommodation of Interests and Abilities (sports offerings)
2. Athletic Financial Assistance(scholarships)
3. Other Program Areas (everything else—11 program areas), including:
 - a) equipment and supplies;
 - b) scheduling of games and practice time;
 - c) travel and per diem allowances;
 - d) tutoring;
 - e) coaching;
 - f) locker rooms, practice and competitive facilities;
 - g) medical and training facilities and services;
 - h) housing and dining facilities and services;

- i) publicity;
- j) support services; and
- k) recruitment of student-athletes.

In 1996, OCR published a “Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test.”

The purpose of the three-part test is to allow intercollegiate athletics programs to choose one of three avenues to achieving compliance with accommodation of interests and abilities. One of the following criteria must be met. The three parts of the test are:

1. “Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments; or
2. Whether the members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the members of that sex; or
3. Where the members of one sex are underrepresented among intercollegiate athletes and the institution cannot show a history and continuing practice of program expansion, as described above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.”

Prong 1 is relatively straightforward. It matches percentage enrollment numbers of men and women to percentage athletes in intercollegiate athletics. Thus a school with a 52/48 female-to-male ratio should have a 52/48 female-to-male athlete ratio. Athletes are defined as varsity members of NCAA-sanctioned sports. Some fluctuations are allowed for changing enrollments, but, in general, if the percentage discrepancy between enrollment and representation is enough that a team could be fielded, a school would not be in compliance. If a school has a 52/48 female-to-male ratio, but its student athletes are 51/49 female-to-male, the percentage point could be negligible, unless the school is large enough that that percentage point represents, for example, 25 female athletes, which would be enough athletes to comprise a team.

Prong 2 allows schools that do not demonstrate proportionality to prove a history of adding team sports in response to demands and interests of the underrepresented sex. This is defined by OCR as:

“An institution’s record of adding intercollegiate teams, or upgrading teams, or upgrading teams to intercollegiate status, for the underrepresented sex;
An institution’s record of increasing the numbers of participants in intercollegiate athletics who are members of the underrepresented sex; and
An institution’s affirmative responses to requests by students or others for addition or elevation of sports.”

One could assume, therefore, that a school that had added three female sports in the past five years and had specific plans to add another in response to demand would be able to demonstrate such a history. A school that had added two sports ten years ago, and had a non-specific plan to add another team “at some point in the future,” would not.

It is important to note that, according to the NCAA, few schools are able to demonstrate compliance with Prong 2 at this time of rapidly expanding female sports participation.

Prong 3 allows a school to demonstrate that its disproportionate numbers are not due to discrimination against the underrepresented sex, but, rather, reflect an accommodation of the interests and abilities of its students. If a school can demonstrate that there is no demand for a sport that it does not offer to the underrepresented sex, it can show that there is no discrimination in not offering said sport. However, accommodating interests and abilities of students **includes** those who have been admitted but not yet enrolled.

Interest by the underrepresented sex is determined by OCR in the following way:

- “Requests by students and admitted students that a particular sport be added;
- Requests that an existing club sport be elevated to intercollegiate team status;
- Participation in particular club or intramural sports;
- Interviews with students, admitted students, coaches, administrators and others regarding interest in particular sports;
- Results of questionnaires of students and admitted students regarding interests in particular sports; and
- Participation in particular interscholastic sports by admitted students.”

It should be noted that OCR is interested in whether there is interest and ability to sustain a team, not whether said team would be competitive in that sport: a potentially poor competitive record in said sport is not relevant.

It is relevant, however, to ask whether said team would have opportunities for competition in its geographic area, i.e., do the schools against which the school competes offer this sport? And are there schools in the geographic area that could offer competition opportunities? However, according to OCR: “...the institution may also be required to actively encourage the development of intercollegiate competition for a sport for members of the underrepresented sex when overall athletics opportunities within its competitive region have been historically limited for members of that sex.”

Title IX Legislation and Current Decisions Regarding the Three Prongs

Areas where the courts have ruled on Title IX have included disproportionate allocation of scholarship funds, failure to provide equal opportunities for men and women to compete, inequality in the level of equipment or facilities provided to comparable men's and women's sports, scheduling of women's sports in non-traditional seasons that results in women not being able to participate. Some of these cases are not relevant to SUNY Cortland. As a Division III school, there are no athletic scholarships given. Thus, what follows is an elucidation of categories I and III in guiding SUNY Cortland's optimal compliance with Title IX.

Part I: Accommodation of Interests and Abilities (sports offerings)

Title IX has been contested repeatedly in its history. For the most part, the courts have been the avenue by which students who feel they are being discriminated against have sought redress from their schools. These are the most recent cases that have established how the courts interpret proportionality and the measures that must be taken by schools to ensure that they are providing full and equal accommodation of the athletic interests of the underrepresented gender.

In *Cook v. Colgate University (1992)* a group of female students sued Colgate University for its repeated refusal to elevate ice hockey to a women's varsity sport. Colgate provided six reasons for its refusal; chief among them was the argument that it could not afford the expense of supporting such a program. The court ruled that, "Equal athletic treatment is not a luxury. It is not a luxury to grant equivalent benefits and opportunities to women." Colgate was ordered to elevate ice hockey. Financial constraints are not recognized by the courts as legitimate reasons for not complying with Title IX.

In *Cohen v. Brown University (1995)*, the court ruled that Brown's decision to eliminate two women's sports and two men's sports constituted a Title IX violation. The reduction of the two women's teams was also part of a 62/37 male-to-female athletic ratio, despite a 52/48 student ratio. Brown argued that its history of adding women's sports offset the cutting of two. The court ruled that Brown had 90 days to present a comprehensive plan for bringing itself into compliance with Title IX. The court also produced, in its ruling, a definition of "participation opportunities" measurement to be used to determine compliance. These are to be measured by "counting the actual participants on intercollegiate teams," which overruled Brown's contention that "unfilled but available slots" should be counted.

In *Roberts v. Colorado State Bd. of Agriculture*, the court ruled that even though Colorado had cut both men's baseball and women's softball, resulting in the loss of 55 male athletes and 18 female athletes, the cutting of the women's team added to the already disparate (10.5 percent) proportionality of men to women in the athletic program. It was ordered to reinstate softball. A similar ruling was reached in *Favia v. Indiana University of Pennsylvania*.

In *Pederson v. Louisiana State University*, the U.S. Court of Appeals for the Fifth District found that LSU had deliberately violated Title IX with intentional discrimination. The proportion of athletes 71/29 was out-of-kilter with enrollment, 51 female/49 male. In this case, however, the court ruled that LSU's violations of Title IX were the result of attitudes on the part of administrators of "paternalism

and stereotypical assumptions” about women’s interests in sports, and therefore, “the institution intended to treat women differently because of their sex.” Also, the court ruled that LSU’s ignorance that it was violating Title IX did not excuse its decisions.

In a variety of cases brought against Illinois State University, Drake University, University of California, and California State University, the courts have ruled consistently that eliminating men’s teams in order to attempt to achieve proportionality is not a violation of Title IX. In *Neal v. Board of Trustees of the California State University at Bakersfield*, the court noted: “Every court, in construing the Policy Interpretation and the text of Title IX, has held that a university may bring itself into Title IX compliance by increasing athletic opportunities for the underrepresented gender (usually women) or by decreasing opportunities for the overrepresented gender (usually men).”

In *Jackson v. Birmingham Board of Education*, Roderick Jackson, a women's high school basketball coach felt that his team was not receiving equal treatment and access to the school's facilities. He took his opinions to his supervisors, albeit unsuccessfully. The coach was later fired, causing him to take his case that he was discriminated under Title IX to the U.S. Supreme Court. Justice Sandra Day O'Connor delivered a 5-4 ruling in favor of the basketball coach.

In *National Wrestling Coaches Association v. U.S. Department of Education*, the NWCA alleged that the Department's enforcement of Title IX harmed male college athletes by distributing money from the less popular and lucrative men's teams, such as wrestling, to pay for women's programs. The Supreme Court ruled that there are many unrelated factors as to why schools may cut specific programs, and that the allegations were not in violation of Title IX. The Court even went so far as to explain that even if changes were made to Title IX in favor of the NWCA, the wrestling programs still may not be reinstated.

In 2000, the *University of California at Davis* ceased allowing women to be a part of their wrestling team. After a mighty backlash, UC Davis retracted the idea and allowed women to join the wrestling team only if they could defeat male wrestlers in their weight class. The women lost their matches, and decided to bring charges upon the university under violation of the Title IX agreement of 1972. A district court ruled in favor of the university, but in February of 2010 the U.S. Court of Appeals for the Ninth Circuit reinstated the case. Previously, UC - Davis settled a lawsuit for \$725,000 to the wrestling coach, who was dismissed after arguing on behalf of the female student-athletes.

The decision reached could be an extremely influential one in the future of Title IX. Instead of holding the school to the standard of having a number of female athletes within 5% of all the females enrolled, the Ninth Circuit Court ruled the UC Davis would now be held to 1.5%.

In 2007, a dozen Female athletes at *Slippery Rock University* in Pennsylvania brought charges upon SRU for shortchanging women's programs at the university. The field hockey, swimming, and water polo teams were eliminated under the budget cuts at SRU. The 12 girls fought back by suing the university in conjunction with Title IX. U.S. Chief District Judge Donetta Ambrose found SRU in violation of Title IX, and the two sides were able to reach an agreement that netted \$300,000 in

funding for the women's athletic programs over the next three years. In 2009, the case was re-visited because SRU was found in violation of previously reached agreement. Slippery Rock did not reach the \$300,000 limit in spending, falling some \$24,000 short. The girls also accused the school of failing to improve the T softball field, as well as reinstating water polo scholarships.

Head Coach of women's basketball at *Montana State University*, Robin Potera-Haskins led the team to back to back Big Sky Championships in her first two seasons. She was rewarded with lower pay and fewer benefits than other male coaches at the university. Aside from her own issues, she felt her team also had lesser access to trainers and use of the facilities. Potera-Haskins complained to the Athletic Director at the school to no avail. Shortly after, the Athletic Director asked Potera-Haskins to not only recruit his daughter from a lesser, Division II school, but also award her with a scholarship. Feeling threatened with her job, she eventually accepted the AD's daughter onto the team. She brought the situation to the attention of president of the university, which eventually led to her release from the athletics department. In 2005, she filed a discrimination lawsuit under Title IX. In 2010, the lawsuit ruled in favor of Montana State with the exception of a finding of sexual discrimination (concluding that the women's basketball team was treated inferiorly to men's basketball team.)

In 2016, the *Office for Civil Rights and Erie Community College in Buffalo, NY (part of the SUNY System)* reached a voluntary agreement settlement regarding unequal access to athletic opportunities for women at the college. "The voluntary resolution agreement ends OCR's investigation of a complaint alleging that the college discriminated on the basis of sex in its intercollegiate athletics program by failing to fully and effectively accommodate the athletic interests and abilities of female students to the extent necessary to provide equal opportunities to members of both sexes." The investigation noted that for three consecutive years, women comprised approximately 50% of the enrollment, but only approximately 30% of athletes. "OCR also determined that although the college has increased the number of women's sports since creating the women's athletics program in the early 1970s, it has also added several men's sports and cut several sports, including five women's sports. Therefore, OCR could not conclude that the college has a history of program expansion that is demonstrably responsive to the developing interests and abilities of the underrepresented sex."

In the case *Foltz et al. v. Delaware State University*, Delaware State University sought to eliminate women's equestrian for competitive cheerleading. In 2010, the plaintiffs argued the school failed to provide equal opportunities for women. The courts ruled in favor of the plaintiffs. A settlement was reached to prevent the college from eliminating equestrian and focus on other methods of achieving gender equity to be in compliance.

In 2009-2010, the defendants in the case *Biediger, et al. v. Quinnipiac University* attempted to cut women's volleyball from available programs for budgetary reasons along with men's golf and men's track and field while initiating competitive cheer. The plaintiffs filed an injunction to prevent the University from cutting women's volleyball. In 2010 the courts ruled that in the future, at the University, it could be a sport, but it was not at the time of analysis. It was also revealed unacceptable roster management strategies were used to help inflate the numbers of participants to help the

defendants become compliant under Prong 1. The argument was made that without volleyball, the defendants would still be non-compliant. The intent was to keep the University from eliminating the program to be compliant in Prong 1 and instead pursue compliance under Prong 3. In 2013, a settlement was reached in which Quinnipiac kept women's volleyball and made improvements to women's teams' coaching salaries, competitive facilities, scholarship opportunities, and upgraded services.

A philosophical debate to the merits of cheer as a "sport" ensues – The OCR has a subjective list of criteria to use as sport determination (Dear Colleague Letter – 2008).

Filed in 2015 and still pending outcome, *Miller Banford and Wiles v. University of Minnesota Board of Regents* is a lawsuit in which three women coaches (women's hockey, softball, and basketball) have made claims against University of Minnesota Duluth alleging discrimination on the basis of gender, age, sexual orientation and national origin. This case is slated to go to trial in the coming year (2017).

Filed in 2016 and still pending outcome, *Griesbaum v. University of Iowa*, followed a 2015 Title IX complaint. The lawsuit alleges that six female coaches have been driven out of the institution due to gender bias by athletic director Gary Barta. The complaint also discusses second class treatment of women athletes and programs.

Part II: Athletically Related Financial Assistance

Cortland is a Division III school that does not award athletic scholarships. Therefore, Part II is not relevant to Cortland's Title IX review process.

Part III: Other Areas

These other areas fall into 11 categories, delineated below, including a brief description of what each entails. It is important to note that the courts have consistently ruled that disparate treatment of male and female athletes that results from the donation of booster club money does not relieve the school or university from compliance. Programs have been required to provide equitable treatment to male and female athletes, even if the funds that provided male athletes with extra benefits were not provided directly by the university.

1. Equipment and Supplies

Quality: This does not mean that all men and all women's teams need to be treated exactly the same. It does mean, however, that if a proportion of men's teams (e.g., football and basketball) have high-quality uniforms or equipment, that same proportion of female athletes shall receive equal treatment.

Suitability: Requires that each sport be provided suitable equipment for its competition.

Amount: Requires that men's and women's teams receive equal numbers of equipment. For example, if men's teams are provided game and practice uniforms, women's teams must be, too.

Availability: This requires that teams have access to their equipment equally. Violations often occur if women only have access to equipment during non-traditional hours.

Maintenance: Equipment storage, team managers, laundry, equipment repair must be available in appropriate numbers and accessibility that is adequate to each sport and equivalent for men and women based on the needs of each sport.

Replacement: Replacement schedules must be equal unless dissimilar sports allows for a different rate of replacement.

2. Scheduling of Games and Practice Times

Number of Competitive Events. In each sport, women's and men's teams should be scheduled for the same number of competitive events.

Time of Day. Competitive events must be scheduled at times that are equally convenient or inconvenient for men's and women's teams. Courts have ruled that "prime time" may not be held exclusively for men's teams. Scheduling women's games to precede men's games so that women play at a less convenient time for a larger audience is a compliance issue.

Practice Times. Women and men's teams should have the same access to practice hours per week based on the requirements of their sports.

Time of Day of Practices. Women and men's teams should have equal access to prime practice times. This may mean that men's and women's teams may have to alternate access to practice facilities rather than scheduling women for the less convenient time consistently.

Preseason, Postseason and Non-Traditional Seasons: Men's and women's teams should have equal access to events outside of regular season.

3. Travel and Per Diem Allowances

Modes of transportation. Should be equivalent for men's and women's teams. Determination of mode of transportation should be based on distance, and then men and women receive equal transportation based on distance. If men fly 500 miles but women take the bus, this is a non-compliance issue. It is also a compliance issue if men are allowed to travel long distances but women's teams are not.

Travel Squads. Should be the same for the same sports and equivalent for dissimilar sports.

Housing. Athletes assigned to a room should be equivalent in proportion, but not necessarily overall numbers. For example, if football sleeps two to a room, and they constitute 50 percent of male athletes, then 50 percent of female athletes sleep two to a room.

Length of Stay. Must be equivalent. It is not compliant for men to arrive the day before a competition while women arrive on the same day.

Per Diem. All athletes should be provided the same per diem expenses.

Dining. Men and women should be provided equivalent quality of food.

4. Tutoring

Male and female athletes should be given equal access to tutors. Tutors must be similarly qualified, experienced and available to athletes. If tutors are paid different rates of pay, students of both sexes should have equal access to the higher-paid tutors.

5. Coaching

Number of coaches. Sports should have the same number of coaches and assistant coaches for its men's and women's teams. The number of coaches is determined by the individual sport, but if men and women both participate in the same sport, number of coaches should be equal. For example, if men's basketball has a head coach and two assistants, then women's basketball must have one head coach and two assistants.

Length of contract. The same percentage of coaches of men's and women's sports should have the same lengths of contracts. If 50 percent of men's teams' coaches are on multi-year contracts, then 50 percent of women's teams' coaches should be on multi-year contracts.

Percentage of time for coaching. This is a system that the NCAA admits continues to be difficult to determine. But the standard to strive for is that the same percentage of coaches in men's and women's programs has the same percentage of time devoted to coaching. For example, if 25 percent of the men's coaches have 100 percent coaching duties, then 25 percent of the women's coaches should have 100 percent coaching duties.

Employment conditions. Additional duties—teaching, administration, etc., should not negatively affect one sex's coaches more than the other.

Assignment. This refers to number of years of coaching experience, which should be roughly similar between men's and women's programs. A typical issue of non-compliance is where coaches with a lot of experience are hired for the men's teams, but women's teams are given coaches with little coaching experience.

Compensation. This is very complicated and this is a basic summary. The level of compensation of men's and women's teams' coaches (and not the gender of the coach) should be equivalent to the participation numbers. In other words, if male athletes comprise 55 percent of the athletic program, then 55 percent of the coaches' salaries should be paid to men's coaches. "...the issue of compensation under the athletics provisions of the Title IX regulation is analyzed as to its effect on students and not the effect on employees." BUT, salary issues are not compliance issues unless the salaries have an impact on the quality of coaching available to men and women athletes, thus some coaches may be paid abnormally high salaries to reward a significant record of achievement. However, if there is disparate payment of a male coach and a female coach of the same sport, the discrimination claim may come under Title VII and the Equal Pay Act, and are, in that case, based on the sex of the coach, not the sex of the athletes being coached.

6. Locker Rooms, Practice and Competitive Facilities

Locker Rooms are a common area of non-compliance. The same quality locker rooms must be provided to male and female athletes. A determination of this comes through an examination of “adequacy for the number of athletes using the room at one time; the number, size and quality of lockers; seating; lighting; floor; numbers of commodes, sinks, showers, hair dryers and mirrors; cleanliness; space to meet or move around; lounge areas and furniture; TV, CD, stereo and VCR equipment; and special features such as refrigerators and training facilities...”

Practice and Competitive Facilities. Roughly equivalent percentages of male and female athletes must have access to facilities of equivalent quality.

Maintenance of Facilities. Maintenance schedules should be similar for similar sports’ facilities, regardless of gender of teams that use facilities.

Preparation of Facilities. Equivalent preparation of facilities on game days should be provided for equivalent sports.

7. Medical and Training Facilities and Services

Compliance here is based on the sport, not on gender. However, if medical personnel are provided for a male sport where there is a female equivalent, coverage provided must be equally. In other words, providing medical personnel to cover football games but not swimming does not constitute discrimination. Providing medical personnel to men’s basketball but not women’s basketball is.

Medical Personnel. Services such as physical exams, etc. should be available equally to male and female athletes.

Athletic Trainers. Male and female athletes in the same sport should have equal access to certified athletic trainers. Student trainers and ATCs should be equally available to male and female athletes. A common compliance problem is to provide ATCs to male athletes but assign student trainers to female athletes.

Training Rooms. If there are separate male and female athletic training rooms, they must be equivalent. If male and female athletes share a training room, both sexes should have equitable scheduling.

Weight Rooms. If there are separate weight rooms for men and women, they should be equivalent. If times are scheduled, prime time should be equivalently allocated to both sexes. Strength coaches are allowed to spend more time with football athletes if strength coaches are equivalently available to female athletes whose sports require such training

Insurance. If athletes are given health insurance, it must be equivalent for male and female athletes, with the exception that health insurance provided to students must provide gynecological care if that care is related to athletics participation. If an insurance policy does not cover gynecological care, insurance companies should be changed to ensure compliance.

A special note: “*Institutions have been cited for noncompliance because of unprofessional attitudes of medical and training staff that discouraged female athletes from seeking treatment.*”

8. Housing and Dining Facilities and Services

Housing. If housing privileges are accorded to athletes, those privileges must be equally available to male and female athletes.

Dining: If certain sports are accorded dining privileges in terms of quality or quantity of food, those privileges must be available to the same percentage of male and female athletes.

Pregame and Postgame meals. These should be equally available to male and female teams, even if a teams do not choose to take advantage of it.

Housing during non-academic periods. If athletes are required to stay during non-academic periods, the level of housing provided to both sexes must be equal. It is a common non-compliance issue that male teams are provided university accommodations while female athletes are not.

9. Publicity

Sports Information Personnel. Professional and student personnel should be assigned in equal numbers to male and female sports. It is a common compliance issue to have student staff assigned to women’s teams while professional staff works with men’s teams.

Publications. If media guides are provided to men’s teams, they must be provided to women’s teams. Game programs should be of the same quality and offered to the same percentage of men’s as women’s teams. Schedule cards should be provided to the same percentage of men’s and women’s teams. Press releases should be released on equal schedules for men’s and women’s teams.

Other Publicity. Promotion and marketing of men’s and women’s teams should be equivalent. It is a common compliance problem for men’s teams to be publicized but not women’s teams. Even if the men’s teams receive more press coverage, the effort in getting coverage should be equivalent.

Support Groups. Cheerleaders, drill teams, bands, etc., should be available to men’s and women’s teams on equivalent bases.

10. Support Services

Support staff, such as administrative support, secretarial support, office space and equipment, and other support staff should be provided in equivalent fashion to men’s and women’s coaches. In terms of offices: “Quality includes office size, available equipment such as computers, typewriters, phones, desks, tables, chairs, bookcases, carpeting, lighting, windows, air conditioning, and whether the office is shared.”

11. Recruitment of Student-Athletes

Proportionate Dollars. Dollars budgeted for athlete recruitment should be proportionate to rates of participation. If 55 percent of a department’s athletes are male, then 55 percent of the recruitment

dollars should be spent for male athlete recruitment. Exceptions to this may arise when there is a new sport to be established, or a large number of a sport's athletes have graduated, thus necessitating higher than average replacement needs.

Coaches' Travel. Coaches must be granted equivalent rights to travel to recruit athletes.

Miscellaneous Expenses. Videos, brochures, courtesy cars for coaches, subsidized visits, mail and telephone expenditures, and recruitment services should be available to men's and women's teams equivalently.

Treatment of Prospective Student-Athletes. Prospective student-athletes should be afforded equivalent transportation, housing, meals, entertainment and other expenses. It is not compliant to offer male prospects certain benefits not available to female athletes.

Title IX and the 2011 Dear Colleague Letter

In the years since SUNY Cortland's 2011 Title IX Athletics Self-Study, one significant area of emphasis for Title IX emerged with the Office for Civil Rights' (OCR's) 2011 Dear Colleague Letter. The guidance contained in this communication applied to institutions within and beyond the scope of athletics. Colleges and universities are required to comply with OCR's sub-regulatory guidance on prevention and response to reports of sexual violence as the most extreme form of sex discrimination in very specific ways.

At SUNY Cortland many of the recommendations outlined in the 2011 Dear Colleague Letter had been in place for many years, such as providing equitable grievance procedures, using the "preponderance of evidence" standard in conduct hearings, and providing accused individuals and reporting individuals with the opportunity to have an advisor of their choice and to have appeals rights, among other provisions. The guidance specifies timeframes for completing investigations, and stipulates that everyone involved in implementing grievance procedures must have training and experience handling complaints of sexual harassment and sexual violence. Additionally, it notes that processes cannot be fair unless they are impartial and unless real or perceived conflicts of interest are eliminated.

The 2011 Dear Colleague letter outlines steps to prevent sexual harassment and sexual violence and correct its discriminatory effects on the complainant and others by outlining education and training programs, including "training for student athletes and coaches." NYS education law also requires "onboarding" of student athletes. The Title IX Coordinator, in cooperation with the Dept. of Athletics, now provides annual mandatory training for all student athletes and for all coaches.

One area to emphasize regarding the intersection of Title IX and athletics beyond the three prongs is the idea that athletic departments have specific reporting requirements to the Title IX Coordinator and athletics departments must not have separate systems for adjudicating complaints against athletes or

coaches. Historically at SUNY Cortland, there has not been a separate disciplinary system for athletes as has been reported to be the case at other institutions. All student athletes are and have been treated as any other student through the student conduct system. The duty to investigate complaints of gender discrimination such as sexual harassment or sexual violence rests with the Title IX Coordinator or appropriate grievance procedure staff members. Such investigation should not be an activity of athletic staffs where there could be a real or perceived conflict of interest. Further, coaches are identified as “responsible employees” with a duty to promptly report (within 24 hours) any complaints of gender discrimination to the Title IX Coordinator. The director of athletics serves as a member of the SUNY Cortland Title IX Representatives Committee, which meets monthly for coordination of campus initiatives and protocols.

In what follows we discuss information and cases regarding sexual violence/hostile work environment and transgender athletes. For more information regarding these topics, we refer you to the following resources:

- U.S. Department of Education Equity in Athletics Data Analysis <https://ope.ed.gov/athletics/#/> (1/26/2017)
- NCAA Sexual Violence Prevention Toolkit (October 2016) <http://www.ncaa.org/sport-science-institute/sexual-violence-prevention-tool-kit> (1/26/2017) [PDF: http://www.ncaa.org/sites/default/files/SSI_Sexual-Violence-Prevention-Tool-Kit_20161117.pdf] (1/26/2017)
- NCAA Transgender Handbook (April 2010): https://www.ncaa.org/sites/default/files/Transgender_Handbook_2011_Final.pdf (1/26/17)

Title IX Litigation Related to Sexual Violence Hostile Environment

More than 100 institutions are currently under investigation by the Department of Education OCR division for Title IX violations related to sexual violence hostile environment. Among them include institutions with large and successful Division I athletic teams, and some of these investigations are specifically looking into Title IX violations directly related to student athletes. The following are selected cases that discuss some of the recent Title IX issues that go beyond the scope of three prongs of compliance and deal specifically with sexual violence hostile environment and issues with reports and remedy.

Lisa Simpson, et al. v. University of Colorado (Boulder) - was filed in 2002 claiming that the university was aware of sexual assaults, alcohol abuse, and other activities by football recruits during university sponsored recruiting visits dating back to 1995. The case stated that “despite knowing about these activities, and against the advice of the county’s district attorney’s office, CU has failed to adequately remedy the sexually hostile environment” (<http://www.aauw.org/resource/lisa-simpson-et-al-v-university-of-colorado/>, accessed 1/28/2017). After an initial case dismissal and then re-hearing, in 2007, the University of Colorado at Boulder settled, agreeing to pay the plaintiff \$2.5 million.

Penn State – Pennsylvania State University has been under investigation by OCR since 2014 for its handling of sexual harassment and sexual assault cases. This investigation follows the 2011 child sexual abuse scandal involving former assistant football coach Jerry Sandusky, who sexually abused

vulnerable youth dating back to the 1970s. University officials and members of the athletics administration were allegedly aware of the accusations previously and did not follow federal reporting requirements. They instead dealt with the matters internally, and thus effectively allowed the behaviors and abuse to continue. From this case comes the very clear directive that athletics administrations must not have their own grievance procedures that circumvent college and university complaint procedures. In addition to the ousting of the university president, forced resignation of head coach Joe Paterno before his death in 2012, and other personnel actions, Penn State was fined 2.4 million dollars for violating the Clery Act for failing to notify the campus community of the danger posed by Sandusky. This fine is on top of the millions of dollars spent in investigation and legal fees. The NCAA issues a number of sanctions against Penn State including a five year probation, a four-year post-season bans, vacating more than 100 wins from 1998 on, a \$60 million fine, loss of scholarships, among other penalties. The Big Ten conference levied additional fines. Proceeds from NCAA and conference fines were designated to assist organizations that help abused children.

Jane Doe v. University of Oregon and Dana Altman – In February 2015, an unnamed female plaintiff filed a federal Title IX civil suit against the University of Oregon and head basketball coach Dana Altman (who was later dropped as a defendant in the lawsuit). The plaintiff reported that she had been assaulted by three University of Oregon basketball players (<http://www.documentcloud.org/documents/1658093-merged-72683-1-1423523139.html>, accessed 1/28/2017). The suit claimed the university's deliberate indifference to student safety because one of the three accused students had been suspended from his former institution for sexual assault. The case also raised the fact that the accused students waived their right to a hearing in exchange for an administrative decision. The administrative decision included suspension of the students, rather than expulsion, and also included omitting a transcript notation indicating sexual misconduct. Such a notation would make it more difficult for the students to transfer elsewhere. This case brought to light a practice by some athletic programs and institutions, long criticized by victim advocates, and that is "trading the safety of women on campus for points on a scoreboard," as characterized by one of the attorneys for the plaintiff. The attorneys for the plaintiff also contended that University of Oregon delayed action on the sexual assault charges for more than two months, "prioritized winning basketball games over the health, safety and welfare of its students, including plaintiff" (http://www.oregonlive.com/ducks/index.ssf/2015/01/university_of_oregon_and_dana.html, accessed 1/28/2017). In August 2015, the University of Oregon settled with the plaintiff, agreeing to pay her \$800,000, provide four years of tuition, and make changes to transfer policies for individuals with student discipline histories.

Doe I et al v. University of Tennessee – In March 2016, eight unnamed plaintiffs sued University of Tennessee for a hostile sexual environment Title IX lawsuit claiming "indifference" by the university in sexual assault claims made against student athletes, (<http://law.justia.com/cases/federal/district-courts/tennessee/tmndce/3:2016cv00199/64965/36/>, accessed 1/28/2017). The trial for was slated for May 2018. This case was settled in June 2016 by the university for 2.48 million dollars payable to the plaintiffs. This settlement will be paid half by the athletics department and half by the university. This

lawsuit dealt with mishandling of sexual assault investigations especially when the accused were student athletes and was brought by eight unidentified female students and this case relied on the precedent from the previous Title IX lawsuit *Simpson V. University of Colorado*.

Elizabeth Doe v. Baylor University – Following a 2015 media scandal, information was made public on series of sexual assault complaints at Baylor University. The *Elizabeth Doe v. Baylor* hostile sexual environment lawsuit was recently filed in January 2017 in Texas alleging that the plaintiff “was the victim of a gang rape by two Baylor football players in 2013. She further says she is aware of at least 52 acts of rape, including five gang rapes, by not less than 31 different football players from 2011 through 2014” (<http://apps.washingtonpost.com/g/documents/sports/elizabeth-doe-vs-baylor-university/2309/>, accessed 1/28/2017.) This Title IX lawsuit posits that there is a “culture of sexual violence” at Baylor by using a separate conduct system for football within the athletics department, dissuading complainants away from complaint processes such as the student conduct or criminal justice system, not educating staff and employees, interfering with victim access to help, among other claims. This lawsuit is pending at the time of this report. Baylor University is also currently under investigation by the Department of Education OCR Division. Even before findings have been released, the Big 12 Conference announced that they will withhold 25 percent of future revenue distributions as a result of the Title IX scandals “until the proper execution of controls’ over its scandal-plagued athletics program ‘is independently verified’” (<http://www.chronicle.com/blogs/ticker/big-12-conference-withholds-funds-from-baylor-u-over-title-ix-scandal/116800>, accessed 2/9/2017).

Title IX and Transgender Athletes

In 2016, the Department of Education Office for Civil Rights and the Department of Justice Civil Rights Division issued a Dear Colleague letter on Transgender Students. This guidance discussed a prohibition on discrimination based on a student’s transgender status and outlined Title IX obligations regarding transgender students, defining transgender as being a term to describe individuals whose gender identity (a person’s internal sense of gender) is different from the sex they were assigned at birth (designation recorded on an infant’s original birth certificate). “A transgender male is someone who identifies as male but was assigned the sex of female at birth; a transgender female is someone who identifies as female but was assigned the sex of male at birth.” (May 13, 2016 Dear Colleague Letter on Transgender Students).

The 2016 Dear Colleague letter outlined schools’ responsibilities for providing a safe and nondiscriminatory environment. Among other provisions, sex-segregated activities and facilities were specifically discussed, including participation in athletics and use of restrooms and locker rooms. “Title IX regulations permit a school to operate or sponsor sex-segregated athletics teams when selection for such teams is based upon competitive skill or when the activity involved is a contact sport. A school may not, however, adopt or adhere to requirements that rely on overly broad generalizations or stereotypes about the differences between transgender students and other students of the same sex (i.e., the same gender identity) or others’ discomfort with transgender students. Title IX does not prohibit age-appropriate, tailored requirements based on sound, current, and research-based

medical knowledge about the impact of the students' participation on the competitive fairness or physical safety of the sport." (May 13, 2016 Dear Colleague Letter on Transgender Students).

In 2011, the NCAA clarified that transgender athletes can compete on either men's or women's teams depending on their hormone use. There have been several cases where athletes have come out as transgender during college. In 2005, Keelin Godsey of Bates College who was a national champion in women's hammer throw was one of the first athletes to come out as transgender. In 2010, George Washington University women's basketball player Kye Allums came out with her identity as a transgender man. In 2015, Harvard University's star recruit for women's swimming, Schuyler Bailar, came out as a transgender man and was offered a spot on either men's or women's team. Schuyler opted to join the men's team, and became the first openly transgender swimmer in the NCAA.

Regarding locker rooms and restrooms, a school may provide gendered facilities but must allow transgender students to use facilities consistent with their own gender identity. A school may not require transgender students to use facilities inconsistent with their gender identity or to use single occupancy facilities when other students are not required to do so. A school may however make single occupancy options available to all students who voluntarily seek additional privacy.

SUNY Cortland is re-signing all single occupancy bathrooms on campus to be gender inclusive. [Note: At the time of this report, President Trump's Administration has hinted that they may seek to make changes to Title IX guidance, and specifically, the guidance for transgender students has been mentioned as possibly being retracted or changed.]

Summary

Despite the new emphases in Title IX guidance and enforcement around sexual violence and gender identity, the fiscal year 2016 OCR Annual Report to the President and the Secretary of Education indicated that Title IX complaints having to do with athletics continue to outpace all other types of complaints. In 2016, there were 6,251 issues raised in Title IX complaints having to do with athletics compared to 673 issues raised with Title IX complaints having to do with sexual/gender harassment or sexual violence. These were the top two areas of complaint in the past year, with "differential treatment/exclusion/denial of benefits" based on sex coming in a distant third with 396 issues raised, and retaliation coming in fourth among 13 categories, with 346 issues raised.) [Note a single complaint can raise multiple issues. There were a total of 7,747 complaints in FY 2016.] (p. 24 <https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2016.pdf> accessed 1/26/2017).

Previous Title IX Reviews at SUNY Cortland

A. 1982 Compliance Review Committee

Recommendations:

1. Achieve participation rates in proportion to undergraduate enrollment for males and females.

1997: This recommendation **has not** been implemented.

2. Resolve inequities in staffing patterns for men's and women's teams.

1997: This recommendation **has not** been implemented.

B. 1986 administration of an Athletic Interest Survey

Data was collected but never finalized or distributed.

C. 1994 Report by the Committee on the Status and Education of Women (SEW)

Recommendations:

1. Improve sports information coverage for women's teams.

2005: The current media guides are equitable across most teams. Football has an expanded guide. There are no women's teams with expanded media guides.

2. Resolve inequities in assistant coaching positions, especially with respect to volunteer coaches.

2005: Most assistant coaches are paid similar salaries, with the exception of one full-time assistant coach for football. There are no women's teams with full-time assistants.

3. Make fund raising opportunities equitable for men's and women's teams.

1997: This recommendation **has not** been implemented.

4. Include a member of the CSEW Committee on the College Intercollegiate Athletic Board.

1997: This recommendation **has** been implemented.

5. Make the proportion of full-time vs. part-time coaches equitable for men's and women's teams

1997:

- Five head coach (2 male teams - baseball, basketball; 3 female teams - field hockey, soccer, softball) and one assistant coach (male team - football) lines were changed from part-time to full time in the 1997-1998 academic year.
- One new full-time head coach position (female team - lacrosse) was added for the 1997-1998 academic year.
- Approval has been granted for the conversion of additional head coach positions (2 male teams - soccer, wrestling; 1 coed team - swimming) to full-time for the 1998 - 1999 academic year. Therefore, beginning with the 1998-1999 school year, all head coaches with the exception of women's tennis and women's golf are in full-time positions.
- There is currently one full-time assistant coaching position for men's teams (football), none for women's or coed teams.

6. Administer an athletic interest survey on a regular basis, with a suggested inclusion in the Freshman Orientation.

1997: Title IX Review Task Force administered athletic interest surveys to current students and to prospective students during the campus open house.

2004: Title IX Review Task Force also updated and administered athletic interest surveys to current students and to prospective students.

D. 2005 Title IX Review

1. It is strongly recommended that all coaches be educated about compliance with Title IX, possibly through seminars, in order to discuss and possibly dispel perceptions that certain sports are "more equal than others." We suggest that the AD and coaches sit down together to discuss these perceptions so that all may feel that they are working in an equitable environment.

2012: When Mike Urtz became Athletics Director, he met with all of the coaches of female teams and asked where any concerns or misperceptions might lie. The only concern that was shared at that time was forcing our female student-athletes to wear non-black clothing items. Female student-athletes apparently don't like wearing red, grey or white, especially swimmers. There were also some female coaches that then spoke up saying that this isn't a real problem.

2. The Task Force is also concerned about the appearance of budget favoritism in terms of travel and competition. Certain sports are required to fund-raise in order to increase the level of their competition, that is, to travel out of state to face "tougher" opponents; other teams have all of their out-of-state regular season competition paid for.

2012: Title IX Task Force found SUNY Cortland to be giving neither men's nor women's programs an advantage in travel and per diem allowances.

3. The Task Force is also concerned about equipment budgets; certain sports provide all equipment to players for safety and liability reasons; other sports require their players to supply essential pieces of equipment. The policies regarding equipment need to be clarified. This would also help to ease coaches' concerns that other teams get special treatment in terms of equipment.

2012: Title IX Task Force found SUNY Cortland to be giving neither men's nor women's programs an advantage in equipment and supplies.

4. The Task Force recommends a comprehensive review of Athletics Budgets, including equipment budgets and recruiting budgets, and ASC accounts, Foundation monies and C-Club support, to ensure equity in budgeting for men and women's teams.

2012: This takes place every year within the athletic administration. A of the numbers are shared, and have been taking place since the last Title IX review.

5. The same perception of team favoritism extends to practice times and access to practice facilities during inclement weather. The committee hopes that these concerns will be addressed by communication between AD and coaches so that rules are clearly articulated, and all teams feel they have equal access to necessary facilities.

2012: Title IX Task Force found SUNY Cortland to be giving neither men's nor women's programs an advantage in scheduling of games and practice times. The perception of an inequity was not mentioned in interviews either.

6. Because it has been several years since our last Title IX review (1997) and in order to determine whether this committee's concerns have been addressed, the Task Force strongly recommends that a complete and comprehensive review be scheduled within two calendar years of the submission of this final report. The Task Force believes that this will give our new Athletic Director sufficient time to establish her leadership in this area. The Athletic Director is also expected to submit annual progress reports to the Committee on the Status and Education of Women.

2012: The recommendation was **partially met**. A comprehensive review was not conducted until this Title IX study; however, the AD did submit progress reports to CSEW.

E. 2012 Review

1. Continue to explore further program expansion for women in an effort to pursue proportionality.

2016: The Title IX committee explored the inclusion of *Skiing* and *Equestrian* again in this 5-year study. As in the 2011 study, there is insufficient demand to recommend expansion into these sports.

2. Provide a doctor on call for all women's collision sports, equivalent to what is provided for men's collision sports.

2016: At SUNY Cortland, the provision of doctors on call at sporting events is coordinated by the Athletic Training/ Kinesiology department. At this time, doctors are not on call for women's sports. SUNY Cortland athletic trainers review recommendations made by the National Athletic Training Association (NATA) as well as consider the nature of the sports, NCAA rules for each sport with regard to contact and equipment, and annual NCAA provided injury data. One factor in the decision to provide doctors on-site for men's lacrosse and men's ice hockey and not the women's equivalent sports is the department's experience with injuries in the past, and the prevalence of some injuries requiring suturing, something neither athletic trainers nor EMS can provide on-site.

3. Continue to ensure equity in Public Relations (e.g. Publication of media guides).

2016: The Sports Information Director confirmed that Sports Information continues to produce equivalent and equitable media guides/recruiting publications for all 25 men's and women's Division III sports at SUNY Cortland. All are in online PDF format and 20 of the 25 are not printed by team choice. Some brochures market men's and women's teams together by team choice -- swimming and diving, track and field (indoor and outdoor) and cross country. Sports Information makes a concerted effort to provide equal media coverage of

men's and women's sports, including game stories, media releases, web site coverage, and home game coverage, accounting of course for logistical issues. For example, covering golf is logistically different than covering football. At one time there was uneven representation of sports information personnel travelling with radio personnel, but that is no longer the case. Travel is split equally between men's and women's sports and live streaming is also equally split. Unlike 2010, the sports information office no longer travels with the football team. They only travel with teams during the post-season when the situation arises (e.g. men's baseball's and women's lacrosse's runs to the national championship) regardless of gender.

4. Recommend that coaches regularly check equipment for safety wear and tear and allocate funding accordingly from their respective team budgets.

2016: Per the director of athletics, coaches are, and always have been, responsible for overseeing the safety and wear of their equipment for their sport. Additionally, coaches always have the opportunity to express equipment needs for their budget on an annual basis. The only sports that have to rely on fundraising for equipment are football and men's lacrosse.

5. Continue to make mandatory the surveying of current and prospective students to ensure compliance with Prong #3 "Interest."

2016: Both current and prospective students were surveyed for the current Title IX compliance review.

6. Continue to regularly administer, compile and disseminate widely the Title IX Self-Study.

2016: The 2011 Title IX compliance review was placed on the college's website for public access.

Task Force Methods for Examining Title IX Compliance

Individual Interviews

A. Process

Individual interviews were requested from selected administrators, coaches, and team captains. To ensure consistency in the interview process, a predetermined format was followed.

- A list of questions (see Appendix) was distributed to the individual to be interviewed several days prior to the interview to allow time for the collection of any data deemed appropriate.
- At least two members of the Task Force were at each interview with the College and Athletics administrators. One asked questions from the list while the other recorded the responses.
- Immediately following the interview, the Task Force members met briefly to discuss the responses.
- A written record of the responses was prepared.

B. Individuals Selected for Interviews

College Administration

President	Erik Bitterbaum
Provost	Mark Prus
Vice President for Student Affairs	C. Gregory Sharer
Vice President for Finance & Management	David Dureya
Vice President for Institutional Advancement	Peter Perkins

Athletics Administration

Director of Athletics	Mike Urtz
Associate Director of Athletics (Budget/Transportation)	Tom Cranfield
Associate Director of Athletics (Compliance /Schedule)	Courtney Wormuth
Assistant Director of Athletics for Events Marketing and Development	Jaclyn Lawrence
Head Athletics Trainer	Sonya Comins
Strength and Conditioning Trainer	Justin Kompf
Sports Information Director	Fran Elia
Athletics Accountant	Bonnie Eldred-Kress

Coaches and Athletes

All Coaches were surveyed and randomly selected head coaches of four female teams and male teams were conducted. All of the interviews were summarized and verified by the coach for accuracy. Additionally, student athletes from four randomly selected men's and women's teams were interviewed in focus groups.

Head Coach		Assistant Coach		Student Athletes	
Men	Women	Men	Women	Men	Women
Swimming & Diving	Basketball	Soccer	Gymnastics	Swimming & Diving	Basketball
Track and Field	Ice Hockey	Lacrosse	Ice Hockey	Track and Field	Ice Hockey
Wrestling	Field Hockey	Football	Softball	Wrestling	Field Hockey
Baseball	Lacrosse	Cross Country	Soccer	Baseball	Lacrosse

C. Student Surveys

Surveys were conducted and the responses analyzed for both Prospective Students and Current Students. (See Appendix C for instruments)

Interviews with College Administrators

Conducted by: Virginia Levine and Nan Pasquarello

As part of the Title IX review process, committee members conducted interviews with the following College Administrators, all members of the President’s Cabinet: SUNY Cortland President, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Finance & Management, and Vice President for Institutional Advancement. All five of these College administrators interviewed were satisfied with our athletics programs and equity therein. Two of the vice presidents (Finance & Management and Institutional Advancement) had been on campus for less than one year at the time of the interviews, and their responses to some questions reflect the length of their tenure in those positions. The following table presents a summary of their answers to the interview questions and comments provided.

TITLE IX INTERVIEWS COLLEGE ADMINISTRATORS

Conducted in November and December 2015

<p>1. Do you believe that the athletics interests and abilities of both sexes are being fully and effectively accommodated? Why or why not?</p>	<p>YES – 5 NO – 0</p>	<ul style="list-style-type: none"> • The campus meets the requirements of the three-part test and complies with NCAA regulations. • The President is a member of the NCAA President’s Council, which regularly discusses compliance. • Three respondents stated that as far as they knew, they weren’t aware of any needs being unmet by offerings and that the campus complies. • There have been improvements in facilities for women’s sports’ (soccer field, scoreboard/field for softball) Lacrosse and basketball use the same facilities for women and men. • In addition to Division III intercollegiate athletics, the College offers sport clubs and intramurals to students to meet everyone’s needs. • Historically men’s sports have been better supported in attendance and donations. • No complaints heard since this VP has been at Cortland. The Athletic Director (AD) seems to take compliance very seriously.
<p>2. Can you identify area(s) of inequity</p>	<p>COMPLICATED Question – 3</p>	<ul style="list-style-type: none"> • No specific inequity identified, but this needs to be monitored and balanced

<p>between the sexes in the athletic opportunities offered?</p>	<p>NO – 2</p>	<p>because some sports are dominant (Football, Men’s Lacrosse, Baseball).</p> <ul style="list-style-type: none"> • There is an overall balance required/ achieved across all men’s and women’s sports and therefore, there are some sports not offered to men (golf and tennis). • Male alumni give more money designated for men’s sports. Those funds are sequestered so that expenditures are balanced out. C-Club is doing a half-million dollar campaign (target) for all sports and \$300,000 has been raised thus far. The AD is sensitive to equity. • Some Coca Cola funds have been reserved for equity in expenditures. • One respondent cited that he was too new to comment on this issue. • One respondent said that sometimes different sports have larger programs, such as football, and it is a “balancing act”.
<p>3. Are you aware of any sport in which there might be interest but which is not currently being offered? If so, what sport?</p>	<p>YES - 4 NO – 1</p>	<ul style="list-style-type: none"> • Noted by three respondents, currently Cortland does not offer men’s golf and tennis (which could assist with Director’s Cup ratings). • The roster size of women’s golf and tennis is very small (10-12 athletes) compared to the roster size of some big men’s sports (100-125 football players, 40-50 men’s lacrosse players), which means that we cannot offer men’s golf and tennis for overall balance even though there is interest. • Anecdotally, one woman has mentioned synchronized swimming, and beach volleyball may be of interest to women, per one respondent. • One alum asked about women’s wrestling, but there are no other colleges in the area with which to compete.
<p>4. What mechanisms have been used to determine whether the athletic interests and abilities of both sexes are being fully and</p>	<p>UNSURE – 2</p>	<ul style="list-style-type: none"> • Regular surveys are used to gather data; unsure of frequency. • AD meets with student athletes (Student Athlete Advisory Committee – SAAC); unsure to what extent. • Informal inquiries are used to determine

effectively accommodated?		<p>interests and abilities.</p> <ul style="list-style-type: none"> • An online survey every five years is employed, seeking at least a 15% response rate. • Fundraising support can assist for equity in donations.
5. How are resources allocated for athletics?	<p>All respondents were aware of how athletics is funded; one respondent commented on how resources were allocated.</p>	<ul style="list-style-type: none"> • Resources are funded through a mandatory broad-based student activity fee and through a State operating budget. • A budgeting process is used for allocations through Athletics. • Donations/ fundraising provide funding (C-Club works with the Foundation; teams do some fundraising as they wish) There is a disparity in donations that come in with baseball, football, and men’s lacrosse historically getting the most donations. • Some sports cost more than others (three points for equity/ three prongs of Title IX are considered). • Most personnel (administrators, coaching and other staff) are funded through state operating budget. • Allocations to sports are based on a per capita basis (number of participants, equipment). • There are very few full time assistant coaches except for football; some sports have part-time, GAs, and/or volunteers. • Corporate sponsors provide resources (marketing of athletic programs). • Capital expenditures (facilities improvements) have been budgeted out of reserves.
6. What mechanisms are used to ensure equitable disbursement of resources?	<p>3 respondents provided comments.</p> <p>2 respondents commented that they were not familiar with the specific mechanisms designed to ensure equitable</p>	<ul style="list-style-type: none"> • Equitable disbursement takes place through budget review and disbursement by AD, Provost (everyone in the decision-making line has an eye on equitable disbursement). • The four ADs get together to ensure compliance; The AD reports to the Provost and on occasion to the President. • One Assistant AD was promoted to Associate Director, charged with ensuring Title IX compliance. • One respondent noted confidence that

	disbursement of resources.	<p>resources are fairly disbursed regarding travel, numbers, conferences (all sports are in SUNYAC except for football, which is in the Elite 8, and gymnastics, which is not NCAA).</p> <ul style="list-style-type: none"> Occasionally things come up like having to purchase championship rings for each participant in a team, trainers, managers, coaches, and that can create a temporary imbalance depending on the size of the team and staff (\$250/ring). These unexpected expenses come out of reserves. One respondent commented that it is unclear if locker room space is equitably provided. One respondent noted that there appears to be a checks and balances structure, but is unclear if there is a secondary check beyond the AD and the Provost. One respondent mentioned that football has joined a new league which increased the size of the team from 90-120 players, and it is unclear how this increase will be balanced out across all men's/women's sports.
7. Are you aware of any inequities in the hiring processes for coaches?	NO – 5	<ul style="list-style-type: none"> Searches are open, fair, national. People tend to come and stay. There haven't been too many coaches hired during this respondent's tenure. The campus has hired some alumni. One respondent noted that temporary emergency hires of staff occasionally raise questions, and this emergency process should not be the norm, else it subverts fair hiring processes in place. This took place with a hiring of an assistant director.
8. Are you aware of any inequities in the salaries offered to new coaches?	NO – 5	<ul style="list-style-type: none"> Cortland has done a good job making sure new and experienced coach salaries are equitable. These were reviewed recently. One respondent did not know what salaries are offered to new coaches and expressed hope that the recent salary review is being used for ranges. A couple of coaches get paid extra service if they coach 2 teams.

		<ul style="list-style-type: none"> • Our salaries are now competitive with SUNYAC salary levels. Prior to a review, they were lower per a survey that was done. Adjustments were made and Cortland has higher averages for men and women coaches, due in part to seniority.
<p>9. What mechanisms are used to ensure equitable hiring practices and salaries among all coaches, especially in situations for which there are not equivalent men’s and women’s teams?</p>	<p>All respondents responded with mechanisms. See comments.</p>	<ul style="list-style-type: none"> • Review of national data to set salaries through HR Access to CUPA salary benchmarks, which distinguish between public and private institutions, and those with collective bargaining, (although these benchmarks do not distinguish surveys among Divisions I, II, and III, geographic area or size of college/university). • There are hiring categories and grades for candidates based on years of experience (assuming we are using this). • Hires require approval of HR and Cabinet. • Rationale for salaries comes from a close look at market demand and experience. HR keeps a close eye.
<p>10. Do you have any concerns about gender equity in athletics opportunities which have not been addressed in this meeting? If so, please explain.</p>	<p>All respondents shared closing comments. Four of five stated they did not generally feel there were concerns about gender equity. One respondent commented without answering this yes or no.</p>	<ul style="list-style-type: none"> • The College needs to make sure that messages on Title IX reporting requirements are clearly understood throughout the College and followed. • One respondent has no real concerns about equity because the College has paid careful attention to equity over the years and the AD and Associate ADs are “tuned in”. • One respondent is not aware of any inequities. This respondent feels we “do things right” and expressed that one issue that comes to mind is the desire for more diversity in staffing to hire more coaches of color. • One respondent noted there is a dearth of female ADs, creating an imbalance in the field. A conscious effort is needed to encourage more women into AD positions, and make the position attractive to women (parallel to the need in STEM fields). • One respondent noted he liked the idea of alternating start times for same day

		<p>basketball games to get more spectators for women's basketball (giving them the later start time).</p> <ul style="list-style-type: none"> • One respondent noted that ASC loses money on concessions equally between men's and women's events.
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* A couple of respondents discussed a potential gift currently being considered by an alumnus that would donate a significant amount of money to a men's program. The College is aware that expenditures for men's and women's sports have to be balanced, as this issue has come up before with men's lacrosse, and equity is imperative.

Interviews with Athletic Administrators

Conducted by: JoEllen Bailey and Brian Barrett

As part of the Title IX review process, committee members conducted interviews with the following athletic administrators: Director of Athletics; Senior Associate Director of Athletics (Budget/Transportation); Associate Director of Athletics (Compliance/Scheduling); Assistant Director of Athletics (Events/Marketing/Development); Sports Information Director; Head Athletic Trainer; Strength and Conditioning Coordinator; and Athletics Accountant.

Do athletic administrators believe that the interests and abilities of both sexes are being fully and effectively accommodated?

Generally, all interviewees expressed their belief that the interests and abilities of both sexes are being fully and effectively accommodated. A number of interviewees mentioned that efforts at gender equity are representative of the Athletic Department's overall ethos, with interviewees describing these efforts, for example, as "part of our culture at Cortland" and "part of the general thought process behind the decisions that are made. ... It permeates everything."

Are athletic administrators aware of any sport in which there might be interest but which is not currently being offered?

The most common perception among athletic administrators was a general interest in varsity cheerleading and varsity rugby for men and women to be added to the College's athletic offerings (though one interviewee suggested that the club-level rugby teams enjoy the "autonomy" afforded by their current status and another suggested that varsity rugby is not currently played at the Division III level). It was also mentioned that beach volleyball has just been recognized by the NCAA and might serve especially as a spring complement to indoor volleyball's fall season. Rowing and bowling were both mentioned once. Finally, men's golf and men's tennis were also occasionally mentioned, but sometimes with the provision that the addition of a men's program without additions in women's sports would be unlikely. Interviewees also were clear in saying there has been no contact by any student groups that were inquiring about the addition of any sport.

Do athletic administrators believe that allocation of all available resources results in equal athletic opportunity for both sexes?

Interviewees were very confident that the allocation of all available resources results in equal athletic opportunity for both sexes. Specific examples to support this conclusion included the "per athlete" basis on which much of athletic funding is provided and the "across the board" nature of public relations. The success of women's programs on campus was offered by one administrator as an indicator of equal opportunity here.

Do athletic administrators have any concerns about gender equity in athletic opportunities?

In general, interviewees did not express overriding concerns regarding gender equity in the athletic opportunities offered at the College. The gender balance in facility upgrades was noted by a number of interviewees as an indicator of gender equity. Two interviewees noted that, perhaps in response to historical imbalances and sensitivity to the possible *perception* that female athletes are not treated equally, women's teams might be more likely than men's teams to have special requests granted. However, all administrators agreed that the needs of male and female athletes at Cortland are addressed equitably. Another interviewee noted being concerned about the *image* that might be portrayed as a result of the differences in the size of coaching staffs between various men's and women's teams, but adds that these differences are driven by the number of athletes on each team (e.g. large teams like football will be allotted more assistant coaches than a small team like golf) and adds that the presence of volunteer assistant coaches, which is not currently regulated by the NCAA at the Division III level, also adds to this issue. A final concern noted by some interviewees is the difference between the amount of donations that men's and women's teams bring in though it was emphasized that the Athletic Department works to ensure that these balance out with regard to gender. Men's teams typically bring in larger amounts of donations, and as that money is used for improvements for those men's teams, the athletic department must attempt to equally spend a similar amount of money on the women's program.

Gender equity – Specific program components

A brief summary of responses is presented below with regard to each program component.

- Competition schedule

A team's competition schedule is developed primarily by the conference the team belongs to. Non-league games are arranged by coaches and reviewed by athletics administration with an effort towards limiting out-of-region travel. Out-of-region non-conference travel is approved if the team fund-raises money to cover the expenses.

- Opportunities for post-season competition

A team's opportunities for post-season competition are based primarily on whether they qualify for NCAA tournaments as a result of their regular season performance. Football is the only team that has another option, which is the ECAC tournament. The team must use fundraising money to fund the contest.

- Practice and competition facilities

Practice facilities are scheduled through the Associate Athletic Director's office. Coaches submit preferences for when and where they would like to practice, then the athletic director essentially rotates schedules. Priority for scheduling based on whether a sport is in or out of season. Teams also get priority at their competition venue, so football gets preferred access to the "red" field at the stadium complex and soccer to the grass "Jets" field. No conflicts were noted here.

- Practice times

Practice facilities are scheduled through the Athletic Director's office. In shared venues, practice times alternate from week to week (e.g. men's team 5-7 p.m., women's team 7-9 p.m. one week and then women's team 5-7 p.m. and men's team 7-9 p.m. the next except for ice hockey this year where coaches made an agreement based on student schedules so that men always practice from 5-7 p.m. and women from 7-9 p.m.). A four-year rotating schedule is used for spring sport indoor practice times in Lusk Field House.

- Quality of equipment and supplies

Team budgets are allotted by team size and needs. Equipment and supply needs are determined by the head coach of each program, and when they need more they can request a special increase in their budget. For example, hockey and field hockey goalies' padding is paid for out of the general athletic budget because of the high cost of the equipment. The priority is to outfit each team with the necessary equipment and supplies to practice and compete safely. All interviewees felt that all programs were adequately funded for equipment and supplies.

- Replacement of equipment and supplies

Equipment is replaced on a rotating schedule and as needed based on wear and tear. Uniform replacement occurs every four years for each team (both home and away jerseys). If a unique request comes up (e.g. Diving needed video equipment because they were hosting SUNYACs), then it is handled through the emergency fund.

- Maintenance of equipment and supplies

There was not much direct discussion regarding maintenance of equipment and supplies. Most of the responsibilities here seem to be handled directly by team coaches and the Equipment Manager.

- Housing/food allowances when school is not in session

The athletic department has an "across the board" policy to fund housing for student-athletes in residence halls when school is not in session and works with the Office of Residence Life. Each student-athlete is given the same per diem regardless of sport, season, or any other factor.

- Travel

Travel is based primarily on schedules. Lodging, travel, food, etc. is set per athlete and based on NCAA guidelines.

- Recruitment

Each team has a recruiting budget based on roster size and nature of the sport (e.g. ice hockey and gymnastics sometimes need to recruit from farther afield) as well as on history – how much recruiting money that has been used in the past. Anything that exceeds the budget requires the Athletics Director's authorization.

- Coaching staff

Each team is allocated a dollar amount based on nature of sport (duration of season, number athletes on roster etc.) to use as they see fit (e.g. one assistant coach at \$10,000, or two at \$5,000 each, etc.). Head coaches are allowed to divide the money among as many assistant coaches as they choose. The athletic director noted that Division III does not have any regulations on the

size of coaching staffs, so differences in staff sizes may create an image of resource imbalance among teams.

- Public relations/advertising

In terms of public relations and advertising, one athletics administrator stated “Everything we do ... we seek to do across the board and, if not, we won’t do it. In some cases, basketball, for example, might have more stats to post online than, say, swimming, but really we’re trying to do everything the same across the board.” Unlike 2010, the sports information office no longer travels with the football team. They only travel with teams during the post-season when the situation arises (e.g. men’s baseball’s and women’s lacrosse’s runs to the national championship) and regardless of gender.

- Fundraising opportunities, C-Club, Allocations

Teams have equal opportunities to fundraise though, because teams do not typically receive the same amount of donations, some athletics administrators noted that there has been significant attention paid to these issues in recent years to ensure that differences in fundraising do not amount to gender-based differences in athletes’ opportunities or experiences and to work to balance out any differences in opportunities or experiences that might arise. Gender equity was noted across the board in terms of allocations. One interviewee noted that the Hall of Fame strives for good representation across gender in terms of who is nominated and who is enshrined, particularly with regard to pre-Title IX female athletes. As one administrator noted, “we strive to recognize their careers after school as well as their participation while at Cortland and we do a good job of this compared to other schools that don’t look beyond what athletes did in school and where pre-Title IX female athletes are therefore not represented as often.”

- Availability of “emergency” funds

Requests for extra funds are evaluated on a case-by-case basis, and regardless of gender, by the Athletics Department. For example, diving hosted SUNYAC’s and required video equipment; the request was approved.

Head Coaches' Survey

Conducted by: Courtney Wormuth

Interests & Abilities

Coaches identified three sports for which they felt there was sufficient interest, but were not currently offered as an intercollegiate team: Men's Tennis, Men's Golf and Men's Volleyball.

Our individual sport programs, which have different post-season qualifying requirements, have routinely scheduled competition outside of Division III, for reasons of strength of schedule, available competition, proximity and recruiting resources:

Women's Golf: Mercyhurst University & Le Moyne College

Wrestling: Binghamton University, Nassau Community College, Niagara Community College

Gymnastics: Pennsylvania University, Cornell University, Southern Connecticut State, Air Force, West Chester University

Track & Field: Cornell, Princeton, & several DI and DII institutions at every meet

The only concern mentioned regarding sport offerings was funding if we chose to add a program and where the financial assistance would come from.

Coaching

All of our head coaches are full-time, with the exception of our Women's Golf Coach (who also serves as our Coordinator of Athletic Tutoring) and our Women's Tennis Coach (who also serves as our men's basketball coach).

After the first year, all head coaches transition to a three-year, renewable contract.

All of our assistant coaches are part-time, with the exception of two Football assistant coaches, one Track & Field assistant coach and one coach who splits time between Football and Track & Field

Volunteer assistant coaches occasionally miss practice because of their other jobs, and Graduate Assistant Coaches typically miss 1-2 weekday practices due to class conflicts.

Annual net income from camps varies based on the number of campers. All programs have the opportunity to run a camp, with the only concern being our Men's & Women's Ice Hockey programs, who need to purchase ice time at another venue in order to conduct camps.

A recurring concern from several coaches involves the stability of assistant coach positions. The turnover of assistant coaches each year and the ability to recruit and hire qualified individuals is

an issue for many programs. Full-time assistant coaches would be ideal; however the ability to provide a meal stipend for assistant coaches was also brought up as a solution to help retention.

Recruitment of Student-Athletes

The majority of coaches indicated their recruiting budget was adequate, with the exception of our ice hockey and gymnastics programs. The nature of these sports requires longer travel to find prospective student-athletes (lack of high school programs in the region).

A few coaches indicated they would also like the ability to be able to pay for additional overnight visits to campus for recruits (hotel, meals, etc.).

The majority of our coaches are travelling to the same northeast regions for recruiting: New York, New Jersey, Pennsylvania, Connecticut, Massachusetts, New Hampshire, Maine, Rhode Island, and Vermont. Our hockey coaches frequently travel to Canada for recruiting purposes, while our gymnastics program travels both south (Florida, Virginia, Maryland, North Carolina, Texas, Georgia) and the west coast occasionally (California, Oregon, as well as Michigan and Ohio).

Our coaches are not provided courtesy cars or allowances. Rental cars are expenses that come out of their recruiting budgets.

The biggest concern in regards to recruiting was mentioned by several coaches: New York State now requires employees to use the full per diem when travelling. This mandate has significantly increased travel costs and does not allow our coaches to maximize their recruiting budget. A suggestion was made to partner with our Admissions Office to share recruiting resources.

Facilities

The quality of practice and game facilities was rated as good or excellent for all but the following facilities:

FACILITY	CONDITION	ISSUES
Stadium White: Turf Field & Track	Poor	Surface of turf and track are worn (safety issue)*
Gymnastics Gym	Poor	Needs remodeling, painting, equipment repairs
Alumni Ice Arena	Poor	Water leaks, blue kick plates, broken Plexy glass
Cross Country Course	Poor	Campus construction required a re-route of course which now has a poor surface and must be scheduled around other athletic events for safety reasons.

*Renovations to Stadium White were completed by the end of the summer 2016, which included a brand new turf and track.

The majority of the preparation required for practice and game facilities is typically done by facility staff (Physical Plant, Grounds Crew, Custodians, etc.) in regards to mowing, cleaning, goals, scoreboard, etc. Coaches, student-athletes and team managers help with infield preparation, moving of goals, lowering of baskets, etc. There are two sports in which the head coach does a majority of the set-up and tear-down for both practice and competition: Gymnastics & Wrestling.

Locker rooms are of concern for some of our programs. Swimming & Diving, Wrestling, Gymnastics, Football (non-game days), Women's Tennis, Cross Country and Track & Field do not have dedicated "team rooms". They share space in the general locker rooms with other teams and the public (not secure).

The rest of our teams share locker rooms with other programs based on their roster size and their traditional seasons. The obvious concern with this is not having access to the space year-round.

- Men's Ice Hockey/Men's Lacrosse
- Men's Basketball/Men's Soccer
- Women's Soccer/Women's Lacrosse
- Volleyball/Women's Basketball
- Women's Ice Hockey/Softball

Baseball and Field Hockey are the only two sports who each have their own team rooms without sharing.

Scheduling

The majority of our teams practice between the hours of 3:30 – 6:30pm. Our ice hockey programs share the facility, so their practices run until 7:30pm. Three fall sports (field hockey, men's soccer and women's soccer) practice early from 2:00-4:00pm to avoid late afternoon class conflicts.

The only programs that do not schedule the maximum number of games allowed are men's & women's swimming and men's and women's soccer. Our soccer programs find it too difficult to schedule games in such a short season while allowing their athletes adequate recovery time between games.

The only concern in regards to game times is in the sport of basketball. The State University of New York Athletic Conference has mandated an alternating schedule for men/women game times. The later game time (7pm) seems to be a concern for our women's program (game attendance, student-athlete experience, etc.).

All of our programs conduct an annual alumni game and all utilize the maximum number of scrimmages and exhibition games permitted.

In regards to length of their season, our ice hockey programs voiced concern over their number of weeks. After taking into consideration the academic calendar and holidays, they are often not able to utilize all 19 weeks of their season. The NCAA recently passed legislation to allow hockey programs an additional week of off-ice training prior to their regular season start date to help resolve this issue.

Other concerns related to scheduling include the availability of high-level competition within our normal competitive region of 250 miles, balancing home/away schedule each year and revising the practice schedule for the indoor field house facility during the winter.

Miscellaneous Comments

- Clinics, alumni reunions and constant contact with former players have been program “self-reliant”.
- Much improved travel accommodations, weight room facility, and recruiting support for all programs.
- There is a feeling among some coaches that sports are becoming “tiered”.
- Concern about Sports Information Director, Associate Sports Information Director vs. Graduate Assistant when it comes to game coverage/statistics/announcements.
- Concern about concession stand availability during all home contests.
- Athletic Training coverage should be the same across all sports (Certified Athletic Trainer vs. Graduate Assistant).
- National Championship signage should be displayed for each sport in their respective venue.
- We are spoiled here at Cortland and should be appreciative of all we have.
- Overall, I am extremely satisfied with our current program and day-to-day operations. We are well-staffed, well-funded, have nice facilities and a very good administration.
- Equipment budget has not increased in two years, making it difficult to ensure high quality and safe equipment is available for our student-athletes.
- The per diem rate for athletes is insufficient.
- Fundraising opportunities are not equally available to all teams (i.e. football concessions)
- Having to fundraise for travel to games outside of the 250 mile radius forces lesser competition within.
- Feel as though we do a pretty good job of treating all programs the same.
- Great department, great staff.

Interviews with Head Coaches

Conducted by: Susan Rayl

Title IX interviews were conducted between July 14 and August 2, 2016 with four coaches of female teams and four coaches of male teams. Because some coaches preferred that they not be tape recorded, answers to questions were written down and these answers verified by the respective coaches. The results have been summarized below.

Cortland Athletics – The coaches took their positions at Cortland for a variety of reasons including: an alumni of the college and wanted to have a positive impact on alma mater, had been an assistant and the head position opened up, had taught in the public schools and wanted to coach at the college level, it was an opportunity, Cortland was known for their strong and competitive athletic program, it was a good move professionally, had participated in their sport in college and wanted a steady job, it fit their personality.

Accommodation of Athletes – All coaches carry as many athletes as they can effectively manage for their program. One coach of a female team said they have open try-outs, but typically the pre-season team is the team. Another coach of a female team stated that they make cuts, though they try not to if the athletes are meeting a standard that is set. A third coach of a female team accommodates all who come out for the team, but not all will travel. The fourth coach of a female team has open tryouts, but makes cuts because they cannot keep all who come out for the team. Three coaches of male teams are able to accommodate the athletes that come out for their team, though one of these coaches stated they “keep more than they should.” A fourth coach of a male team is unable to accommodate all the athletes that tryout, due to a lack of staff and resources. This coach is willing to take a chance with an athlete that has faced challenges in their life.

Level of Competition – All eight coaches are pleased with the level of their competition, and six are happy with the competitive level within the SUNYAC. One coach of a female sport stated their team is not in a conference but the Athletic Director is working hard to find conference affiliation and another female sport coach feels the SUNYAC Conference is weak in their sport, but they are able to find strong non-conference competition.

Equipment, Uniforms, and Supplies – All eight coaches feel there is equity between male and female teams in this concerning equipment, uniforms and supplies. That said, some coaches do not know what is made available to each sport on this line item (lack of transparency), and so can't compare their sport to their “equivalent” sport. One coach of a female team works with an athletic company to attain some of their apparel. One coach of a male team noted that athletic companies charge more for a female version of athletic apparel than the male version. Another

coach of a male team stated that they have to fundraise to get all the equipment, uniforms, and supplies that are needed.

Fund-Raising – All eight coaches stated that their team does fund raising and none view an inequity in this area. Two of the coaches state that fundraising is done to supplement their budgets. Six of the coaches note the necessity to fundraise for travel for breaks or non-conference teams, extra opportunities for their athletes, or for extra or newer uniforms. Some teams go three years with the same uniforms and they tend to wear out quickly. Three coaches noted that they run camps, clinics, and, or “sport”-a-thons to raise funds.

Student Managers – Some teams have student managers and some do not. And some teams may have a student manager one year, but not the next. Duties of student managers have included: helping with statistics, running the team social media, filming the competitions/games, and assisting with recruiting. No inequity in Student Managers was noted.

Uniform Care – Four coaches have the Equipment Manager launder their uniforms, while three allow the athletes to care for them during season. One coach of a male sport has the equipment manager launder the uniforms after home contests, while the coach launders them when they are traveling. No inequity in care of uniforms was noted.

Practice / Game Facilities – Five of the eight coaches (four coaches of female teams and one coach of a male team) are very happy with practice and game facilities. One coach of a male team stated the spring facility is excellent but the winter facility is not functional for competition. Another coach of a male sport said the practice facility could use some updated equipment. And a fourth coach of a male sport stated the facilities are improving, but private funds are needed at times for updates.

Maintenance of Facilities – All eight coaches are very satisfied with the maintenance of their facilities. Three coaches spoke very highly of the custodial and grounds staff. One coach of a male team says that they do some of the cleaning themselves. One coach noted that occasionally a reminder is needed to increase the temperature of their facility.

Scheduling of Contests – Six of the eight coaches view scheduling as equitable. One coach of a male team is not sure because they do not know how their equivalent sport does their scheduling. One coach of a female team stated that sometimes there is a conflict with an outside event, but flexibility among the coaches allows for an equitable outcome.

Opportunities for Post-Season Games / Competition – Seven of the eight coaches view opportunities for post-season games / competition as equitable. One coach stated that not being in a conference hurts their team when attempting to find participation in post-season

competitions. Concern was raised by two coaches of female teams about conflicts with hosting post-season competitions and the CORTACA Jug. One coach noted that their team earned the right to host but CORTACA forced the competition to be held at another site, which may have affected the outcome of the contest.

Equitable Practice and Competition Space – Seven of the eight coaches view their teams as having equitable practice and competition space. One coach of a male team noted challenges faced with the rotation system of teams using Lusk Field house in the winter. This coach believes the teams that are “in-season” should have priority over those who are in their “pre” or “off” season.

Equitable Travel Opportunities – Seven of the eight coaches believe there is equity in travel opportunities for female and male teams. One coach of a female team stated that they do not have some travel opportunities because of less fund raising.

Equitable Housing and Meals – Seven of the eight coaches view housing and meals as equitable among female and male teams. One coach of a male team noted that they were unable to bring all athletes back early over semester break, and that it is not an issue for pre-season and fall sports.

Equitable Locker Rooms and Locker Room Space – Locker room space varies greatly among teams. Not all teams have locker room space. As one coach noted, it goes by sport, not gender. Of the coaches interviewed, those that coach a team sport have locker room space, and of those coaching an individually oriented sport, only one has locker room space. Three of the four female teams have locker rooms, and two of the four male teams have locker rooms. This appears to be an issue that the Athletic Director is working on.

Equitable Opportunities Concerning Recruitment – All eight coaches view opportunities concerning recruitment to be equitable. One coach of a female sport noted that getting into a conference would help. A coach of a male sport stated that getting the athletes to campus is the tough part, but that some are identified through camps or clinics. One coach of a male sport wondered how many special talent athletes are allotted to each team, as well as how the Future New Yorker program is used with athletics.

Equity of Coaching Staff – All eight head coaches are satisfied with the number of assistant coaches. One head coach of a female team noted that they are allocated a “lump sum” that can be dispersed as they feels best. A few of the coaches have volunteer coaches as well. One coach of a female team feels, however, that assistant coach salaries are not equitable, in that they are based on win/loss records versus seniority.

Equal Opportunities to Fundraise – Seven of the eight coaches view opportunities to fundraise as equitable. Working concessions at other sport competitions/games, conducting camps and clinics, and sponsoring 50/50 raffles are examples of how the teams fundraise. One coach of a female team feels opportunities are inequitable, and asks “who do you target” and “how often?”

Equitable Allocation of Donated Funds – Coaches varied concerning the allocation of donated funds, and most of the coaches are unsure about how much funding has been donated to their program, specifically from the General Fund. The coaches of female teams noted a difference in their small alumni base, as compared to the male teams, saying it’s hard for people to donate or they don’t get a lot of donations from alumni. One coach of a male team notes that Mike Sgro in Alumni Affairs has “upped the game” in that each coach can set up an Alumni Red Dragon network. Perhaps not all coaches are aware of this.

Equitable Availability of Emergency Funds – All eight coaches agreed that the availability of emergency funds is equitable.

Accommodation of Interests and Abilities of Both Genders – Six of the eight coaches believe that the interests and abilities of both genders are being fully accommodated. One coach of a female team feels they are not, and suggested a few female sports that could be added. One coach of a male team noted the inequity in the number of female athletes because of the size of the football roster, and suggested a few female sports that could be added.

Other Comments:

A concern of one coach of a female team was inequitable office space, though not necessarily due to gender. For a number of years the assistant coach for this team had a separate office, their computer was outdated, and he/she had no printer.

One coach of a male team praised the efforts and hard work of the Athletic Administration and staff, while a coach of a female team feels that better leadership and communication is needed. Another coach of a female team believes that policies and procedures are not always followed.

Interviews with Student-Athletes

Conducted by: Lawrence Brady, James Forshee, Jennifer Janes, Tracy Trachsler, and George Vazenios

Teams Interviewed:

Men	Women
Swimming and Diving	Basketball
Track and Field	Ice Hockey
Wrestling	Field Hockey
Baseball	Lacrosse

The focus group sessions were conducted between November 30, 2015 and December 3, 2015. The timing of the sessions, immediately following Thanksgiving break, resulted in some of the participants forgetting the sessions. The interviewers were able to gather data from 1-3 representatives from each program. The representatives included freshmen, sophomores, juniors, seniors, and transfer students. Additionally, similar to previously conducted Title IX reviews, many male/female comparisons were framed within the analysis of “brother” and “sister” sports. Many of the student-athletes articulated a very limited perspective of the athletic programs as a whole with their primary knowledge residing in analysis of their own team membership. No distinct gender issues were addressed and many student-athletes were confident in their perspective of equity between programs.

Below we delineate our findings:

- Reasons for coming to Cortland and trying out for a varsity team

Many of the student athletes recited: love of the campus, good academic programs, and quality athletic programs among the top reasons for selecting Cortland above the other options available to them. As for trying out for the athletic program, many indicated there was not a formal try-out, per say, as they were “recruited,” but their love for their sport and their desire to continue competing beyond high school inspired them to join the varsity program at Cortland.

- Other sports not offered at Cortland

Of the few sports that were identified as lacking among the offerings were: men’s golf and men’s volleyball, and water polo (non-gender specific). Many of the student-athletes were very forthright in expressing amazement at the number of programs that *were* available.

- Quality of competition and coaching staff

The quality of competition and the coaching staff were rated very highly (4’s and 5’s on a scale of 1-5) for most sports. Some student-athletes (not skewed for gender) rated the head coaches as 2’s and 3’s although they were happy with the quality of the assistant coaches for their sports. The remaining student-athletes were very pleased with the quality of the coaching staff, inclusive of: number of coaches available for instruction, sport-specific knowledge of the staff, and the level of care and concern of the individuals beyond the playing field. Field hockey representatives were the only ones who noted the quality of competition within their conference

was not up to par, but were quick to point out that their non-conference schedule was very challenging.

- Equipment and supplies

In both the rankings and open ended questions asking the student-athletes to evaluate the quality of the equipment and supplies afforded them, many were very happy with the provisions and the quality. The name brand equipment and supplies along with the frequency at which they were provided was a positive for the student athletes. The only concern expressed was by members of the men's track and field program who had both quality and laundering concerns with their competitive singlets. They have to launder them themselves, and they noted that some of the insignias/stickers leave a residue behind.

- Fundraising

Again, the majority of the individuals noted that there were opportunities available for fundraising. They engaged in some form of fundraising and were able to identify the specific return on investment to their program (extra clothing, extra trips, etc.). Women's lacrosse student-athletes were the only individuals that indicated they did not participate in fundraising.

- Support Staff

Listed among support staff were primarily student managers, interns, grad assistants and equipment room staff. There was no indication that they quantity affected their perception of the quality of the experiences, for either gender. Student-athletes were pleased with and grateful for the extra personnel available to assist them.

- Quality of space used for competition and practice

Again, the student athletes were very pleased with the quality of their playing and practice facilities (5's on a scale of 1-5). Many noted there the benefit of exclusive facilities for usage, and those that noted there were shared facilities did not express any concerns with sharing space. Women's ice hockey; however, did rate their space as "average" with 3's.

- Practice Opportunities

Student-athletes of both genders commented on the rotating schedule of practices to allow for equity. For example, men's baseball representatives noted the schedule changed weekly to allow for each team to reap the benefits of an earlier practice time. Also, women's lacrosse representatives articulated that their team and the men's team often flipped times to allow for equity. None expressed concerns with one gender/program being favored over another.

- Inequities

None of the student-athletes interviewed noted specific inequities.

Athletic Interest Surveys

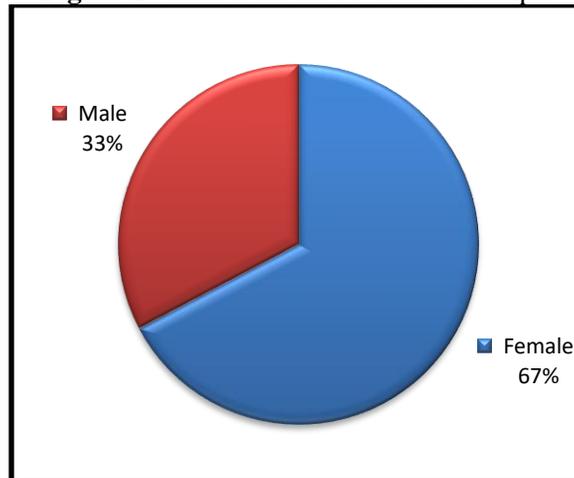
Prospective Students

Administered by: Admissions

Data Analyzed by: Kathleen Burke (with the assistance of Erin Krug, Business Economics major)

To determine compliance with Title IX, we must ensure that we are meeting the needs of our students. To this end, we surveyed our prospective students during the April 2016 Open House.¹ One hundred fifteen prospective students completed our survey. The sample was predominantly female, 67 percent, as displayed in Figure 1 below.

Figure 1: Gender distribution of the sample



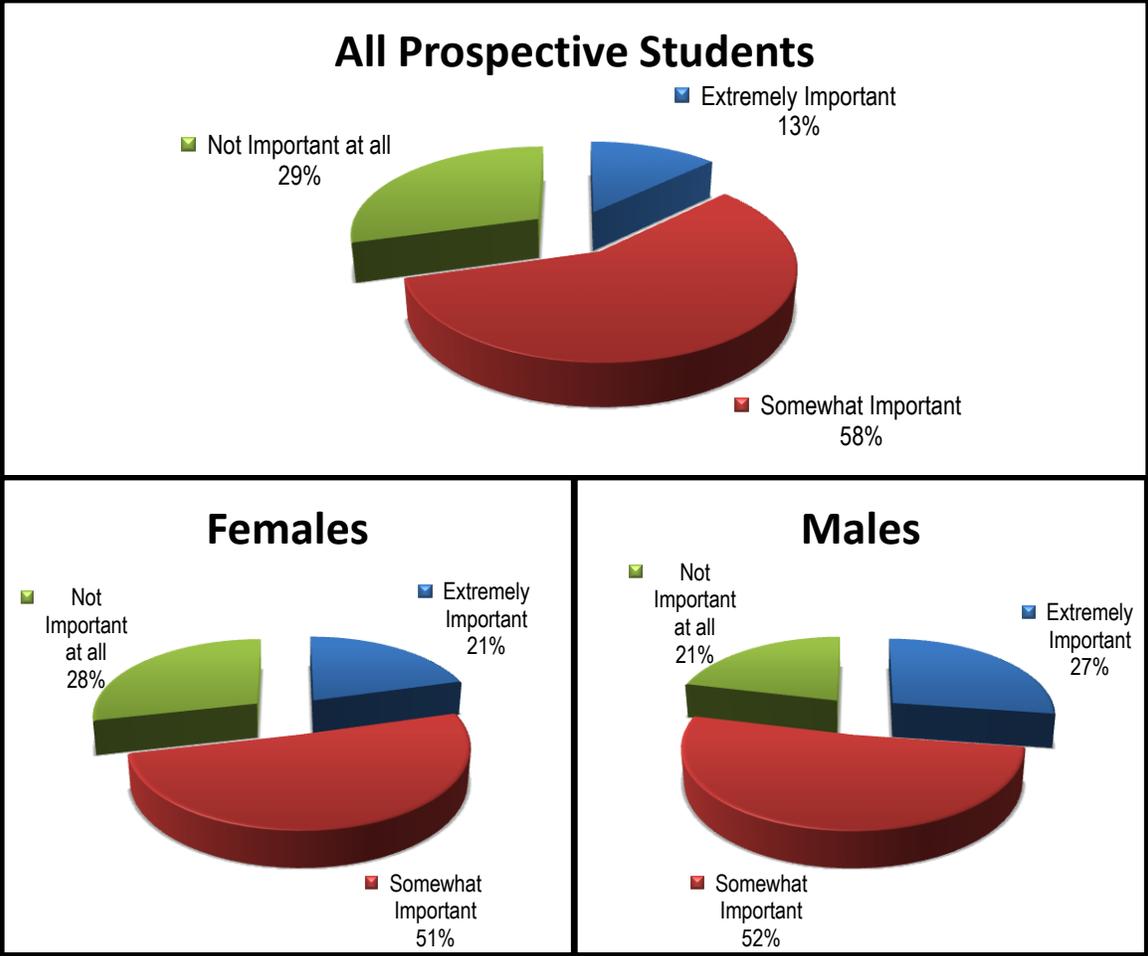
We asked the students, *When you are deciding whether or not to enroll in college, how important will it be that the college offers a sport in which you are interested?* Overall, 49 percent of prospective students feel that that having the college meets their interest is at least somewhat important. This importance is slightly stronger for females as depicted in Table 2. Forty-eight percent of males believe that it is at least somewhat important that the college offer the sport in which they are interested, whereas 50 percent of females feel that it is extremely important.

Table 1: Importance of Sport Offering Distribution by Gender

	Female	Male	Overall
Extremely important	21%	27%	23%
Somewhat Important	29%	21%	26%
Not Important at all	51%	52%	51%

¹ When this survey was administered online through Admissions during the April 2016 Open House, *Soccer* was inadvertently left off the online version that the students completed

Figure 2: Gender Breakdown of Importance for College Offering a Sport in College Enrollment Decision



To understand the variety of sports² played by prospective students at the high school level, we asked the students to “Please indicate your **highest** level of high school participation in each of the sports listed below.” When examining all sports played by prospective students, we find that for both males and females only 3 percent played a sport at the varsity level. Nearly two-thirds of male prospective students and three-quarters of prospective female students had no interest or participation in sports in high school.

² The survey presented in Appendix C had to be converted so it could be administered online in conjunction with another survey administered through Admissions during the April 2016 Open House. The sport **Soccer** was inadvertently left off the online version. Thus, prospective athletes’ perspective on playing soccer was not captured.

Table 2: Distribution of Highest Level of High School Participation across all Sports

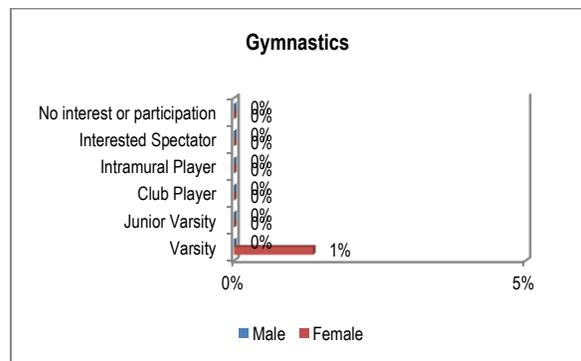
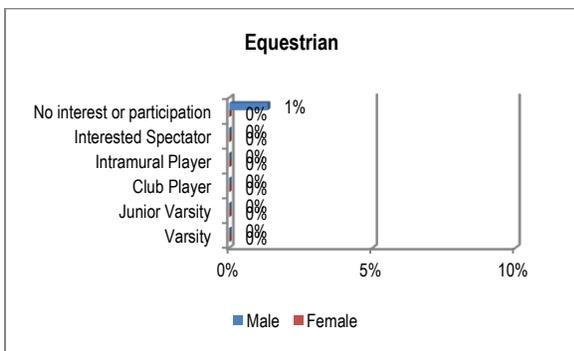
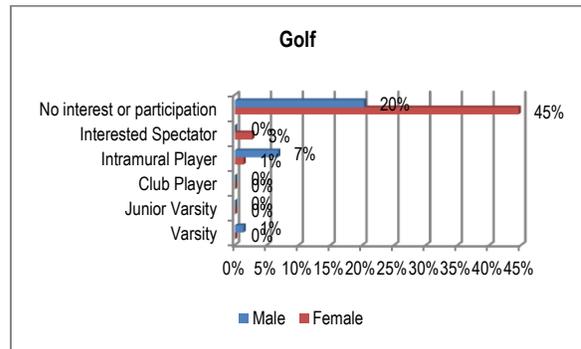
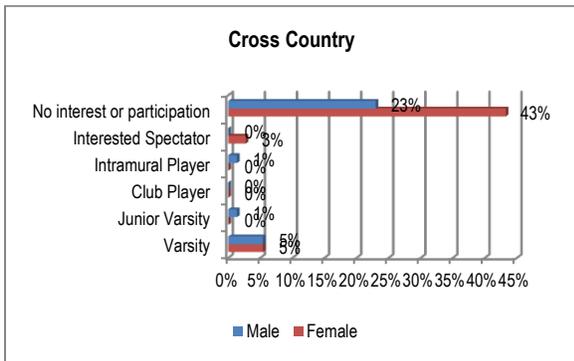
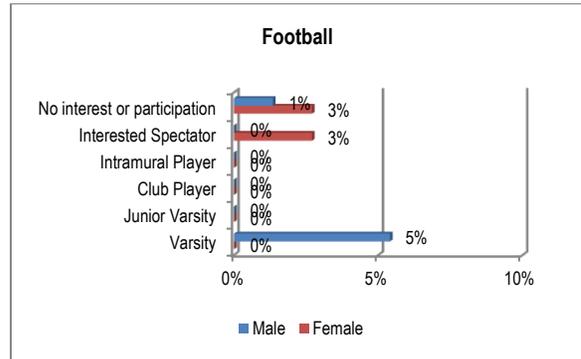
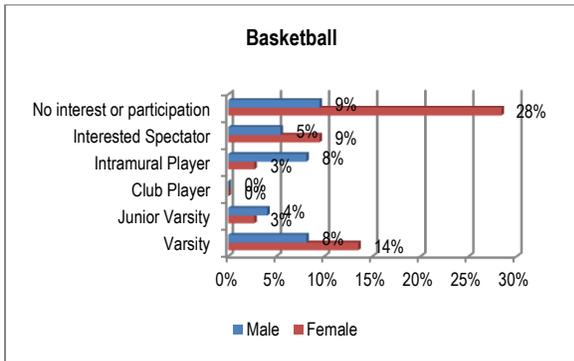
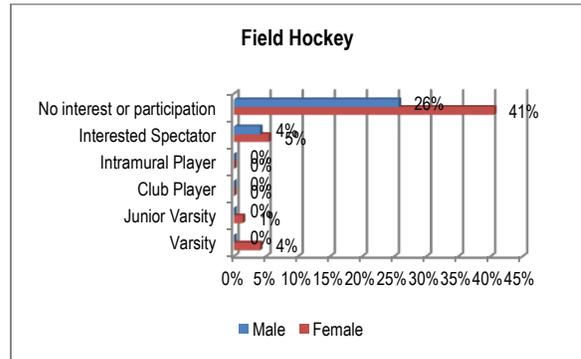
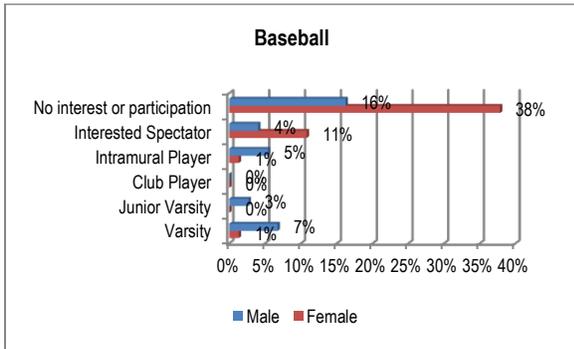
Participation Level	Female	Male
Varsity	3%	3%
Junior Varsity	0%	0%
Club Player	0%	0%
Intramural Player	3%	6%
Interested Spectator	16%	26%
No interest or Participation	78%	65%

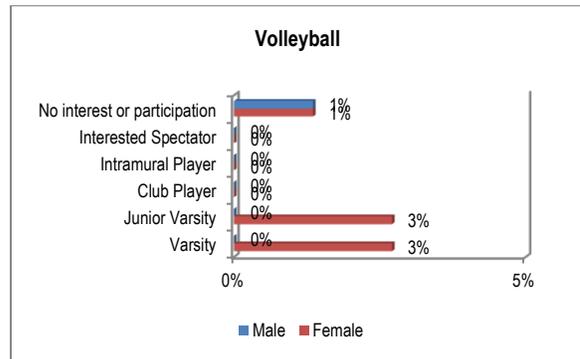
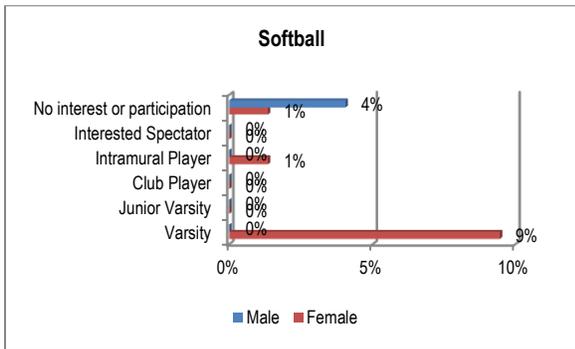
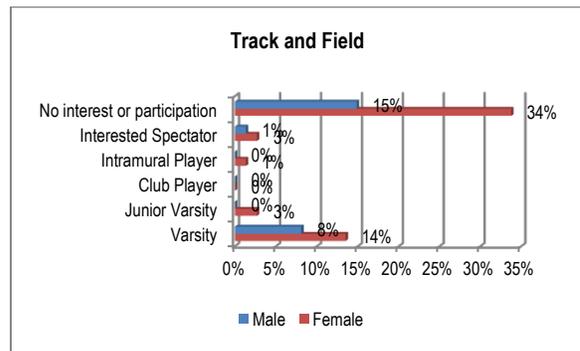
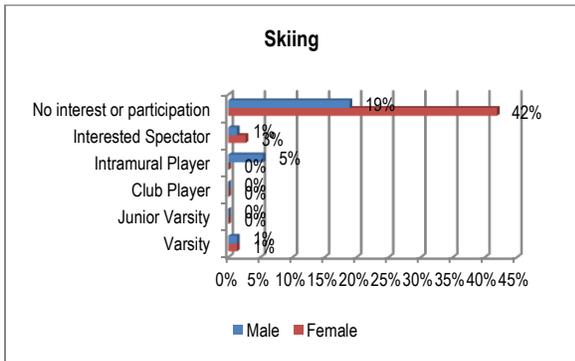
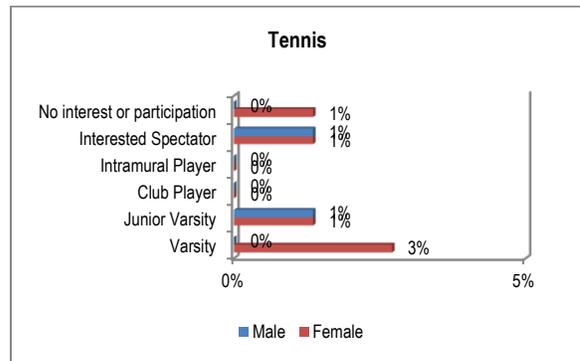
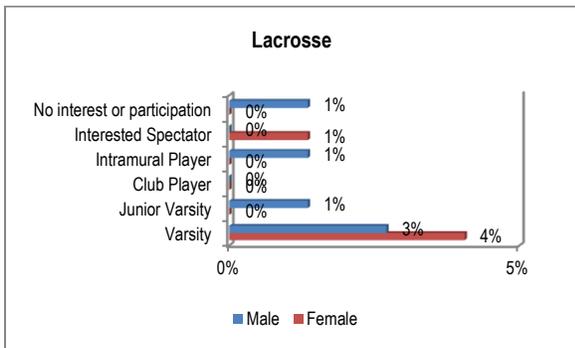
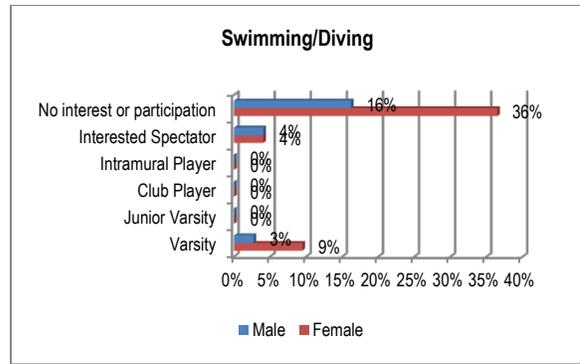
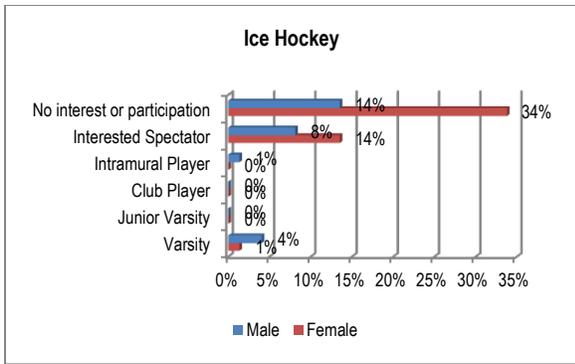
The level of participation in sports for the prospective students was more varied for the females than for the males. In Table 3 below, the percent of males and females that have participated as either intramural, junior varsity or varsity players is indicated. The highest participation rates for females were basketball (16%) and track and field (16%) whereas the only sport that had more than 10 percent participation for males was basketball (12%). For the complete breakdown for males and females for each of the sports displayed by their level of participation, see Figure 3 below.

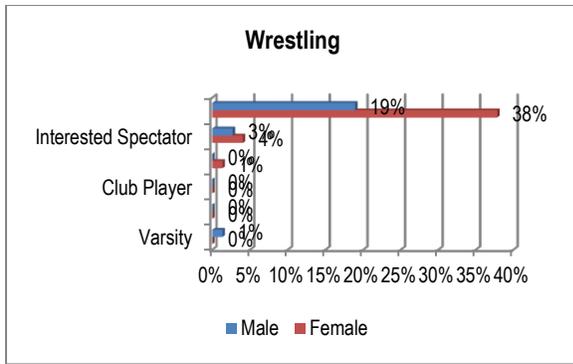
Table 3: Varsity, Junior Varsity Intramural Participation in High School Sports by Gender

Female Sports	Varsity/ Jr. Varsity	Male Sports	Varsity/ Jr. Varsity
Basketball	16%	Basketball	12%
Track/Field	16%	Baseball	9%
Softball	9%	Track/Field	8%
Swimming/Diving	9%	Cross Country	7%
Cross Country	5%	Football	5%
Field Hockey	5%	Ice Hockey	4%
Volleyball	5%	Lacrosse	4%
Lacrosse	4%	Swimming/Diving	3%
Tennis	4%	Golf	1%
Baseball	1%	Skiing	1%
Gymnastics	1%	Tennis	1%
Ice Hockey	1%	Wrestling	1%
Skiing	1%	Equestrian	0%
Equestrian	0%	Field Hockey	0%
Football	0%	Gymnastics	0%
Golf	0%	Softball	0%
Wrestling	0%	Volleyball	0%

Figure 3: Highest level of high school participation in each of the sports listed below





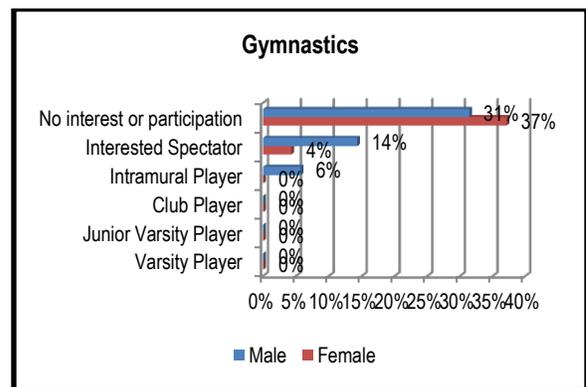
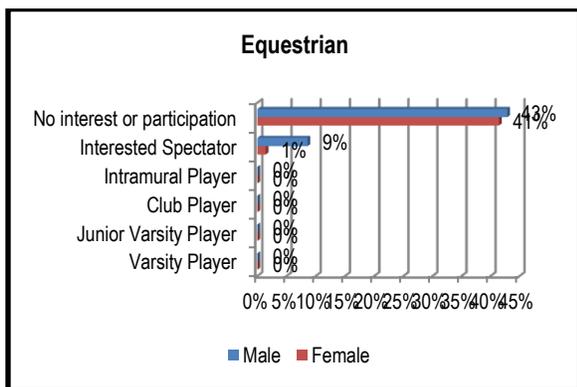
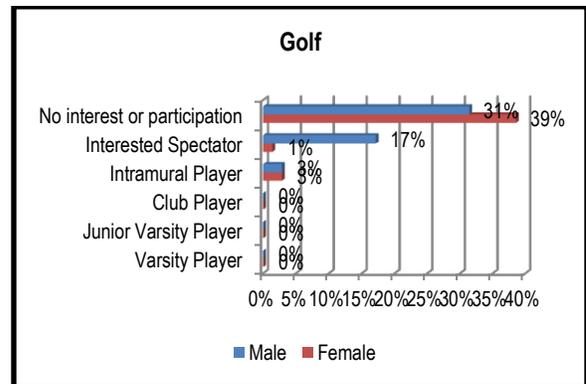
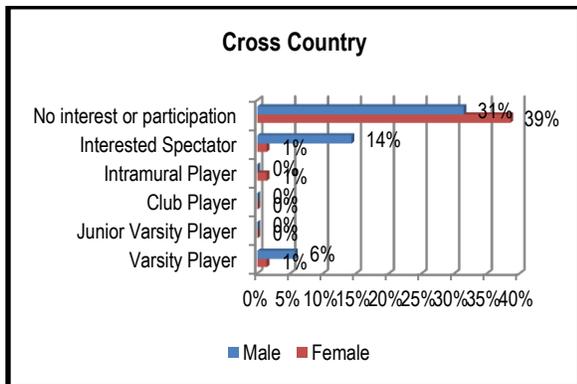
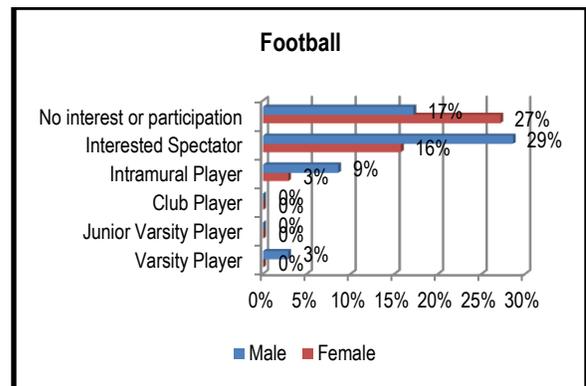
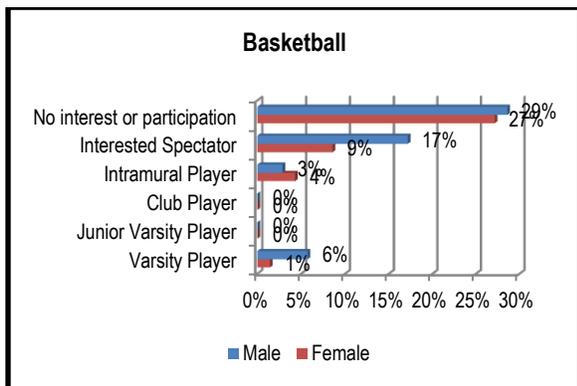
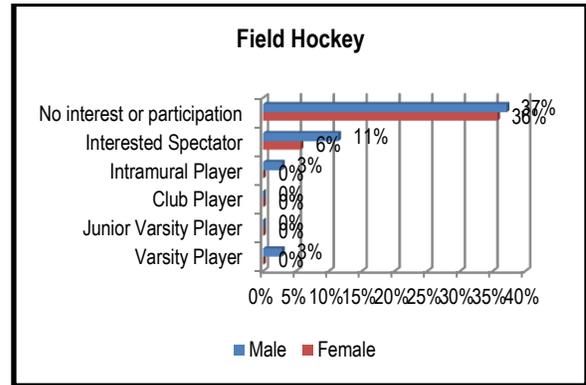
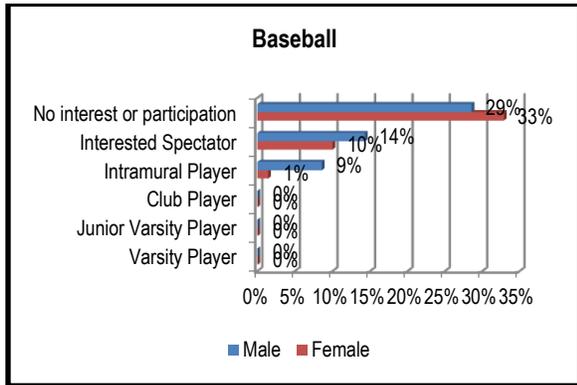


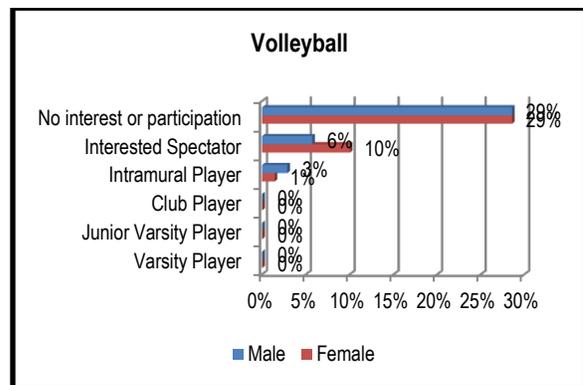
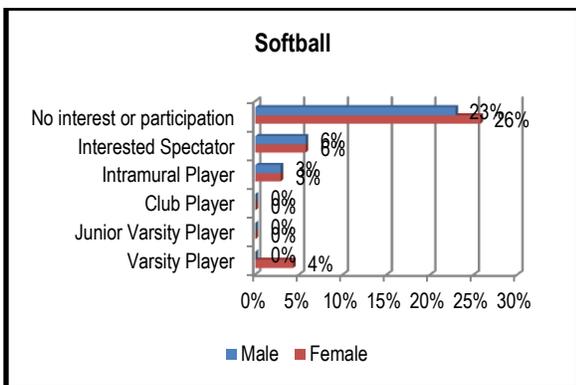
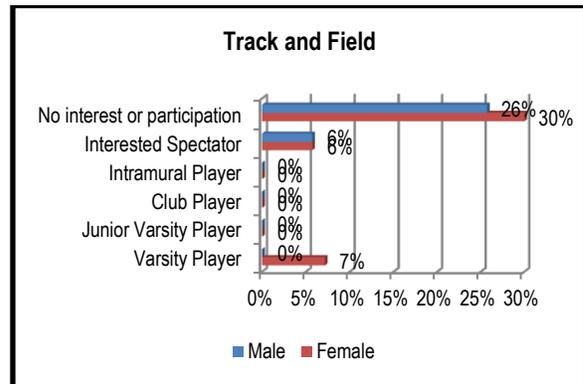
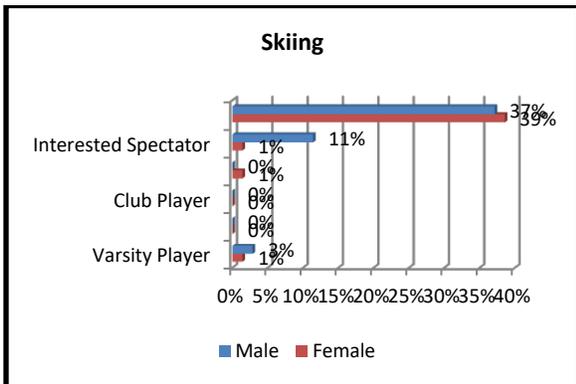
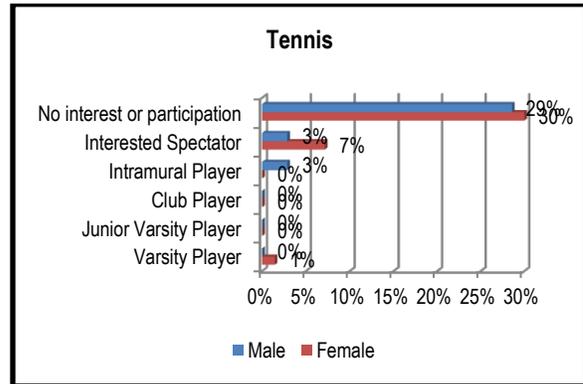
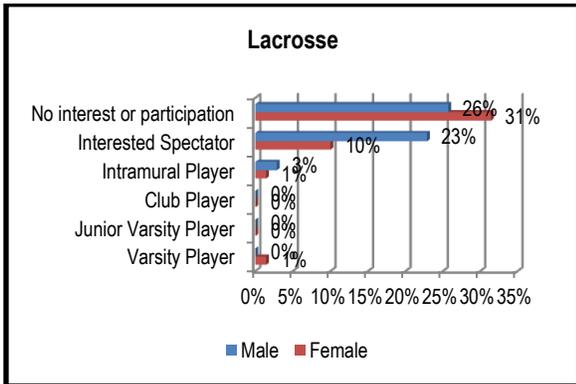
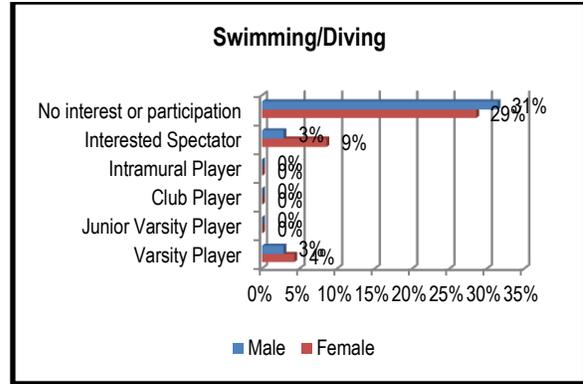
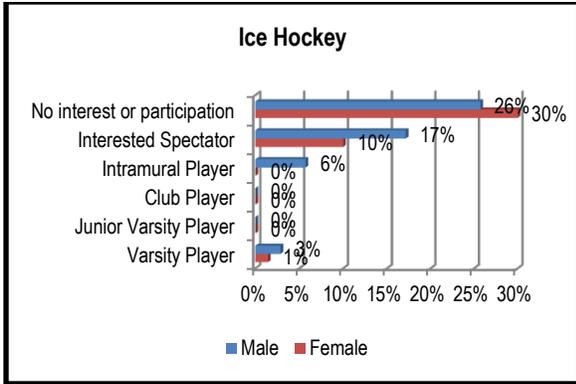
Lastly, we asked the prospective students to “Please indicate your desired college level participation in each of the sports listed below.” The percent of males and females that indicated a desire participate at the varsity or junior varsity level in college sports is displayed in Table 4. Desired participation levels are very low for both males and females. For females, the top three sports with the highest high school participation also have the highest desired college participation. We do not see this correlation for males. The full distribution of participation interest at the college level is displayed for each sport in Figure 4.

Table 4: Interest in Varsity or Junior Varsity College Sports by Gender

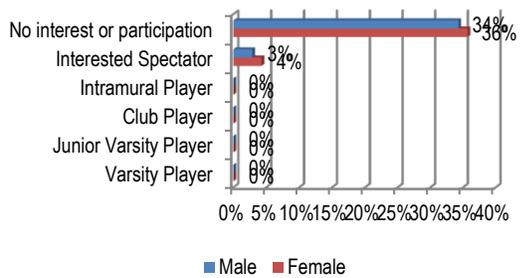
Female Sports	Percent	Male Sports	Percent
Softball	7%	Football	11%
Track/Field	7%	Baseball	9%
Basketball	6%	Basketball	9%
Swimming/Diving	4%	Ice Hockey	9%
Cross Country	3%	Cross Country	6%
Football	3%	Field Hockey	6%
Golf	3%	Gymnastics	6%
Lacrosse	3%	Golf	3%
Skiing	3%	Lacrosse	3%
Baseball	1%	Skiing	3%
Ice Hockey	1%	Softball	3%
Tennis	1%	Swimming/Diving	3%
Volleyball	1%	Tennis	3%
Equestrian	0%	Volleyball	3%
Field Hockey	0%	Equestrian	0%
Gymnastics	0%	Track/Field	0%
Wrestling	0%	Wrestling	0%

Figure 4: Desired College Level Participation in each Sport by Gender





Wrestling



Current Students

Administered by: President's Office

Data Analyzed by: Kathleen Burke

During the Fall of 2016, 635 students responded to a survey discussing their desire and current participation in sports at various levels at SUNY Cortland as well as during high school. The gender composition of students responding to the survey.

Figure 1: Gender Distribution

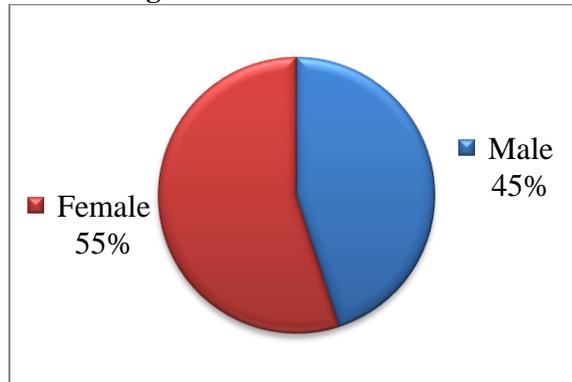
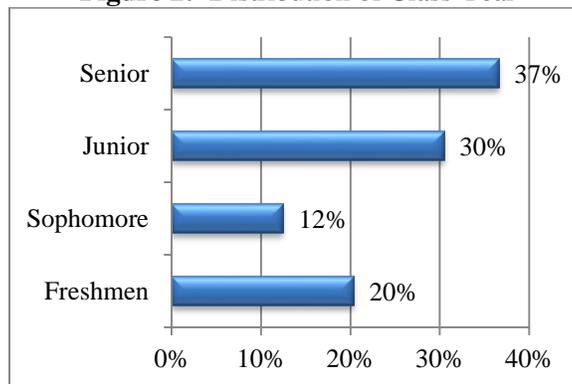


Figure 2: Distribution of Class Year



To determine if SUNY Cortland is meeting the third prong, that is accommodating the interest, abilities and competitive opportunities of the underrepresented sex here on campus, we asked the students to complete a table indicating their desired participation or actual participation in 18 different sports after reading the each of the following statements:

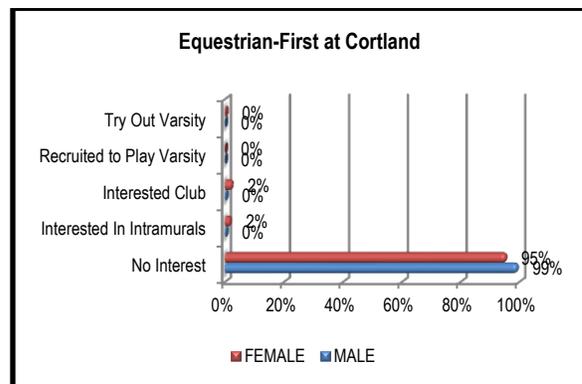
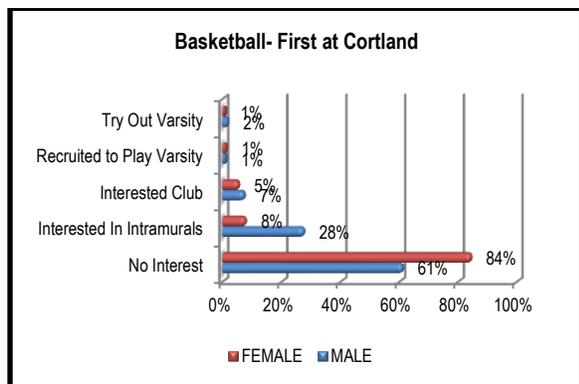
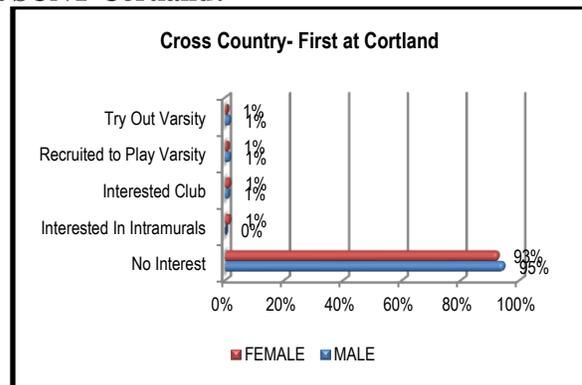
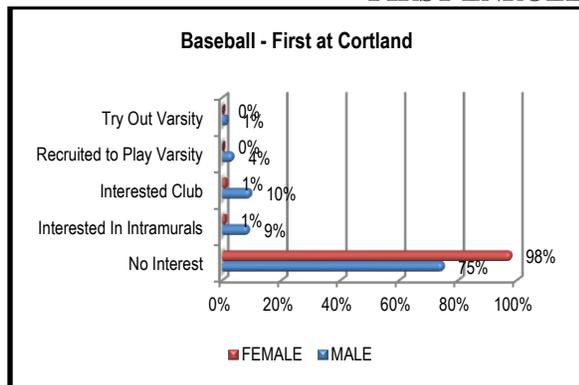
1. Please indicate with an X the level of interest you had in participating in each of the sports listed below when your FIRST enrolled at SUNY Cortland.
2. Please indicate with an X, your CURRENT level of interest in participating in each of the following sports listed below.
3. Please indicate with an X, your highest College level participation at SUNY Cortland in each of the sports listed below.
4. Please indicate with an X your highest high school level participation in each of the sports listed below.

As we did in the last study, we again included two sports that were previously under consideration to be raised to varsity level, Equestrian and Skiing. We again find that these sports do not have a significant demand at the varsity or junior varsity level.

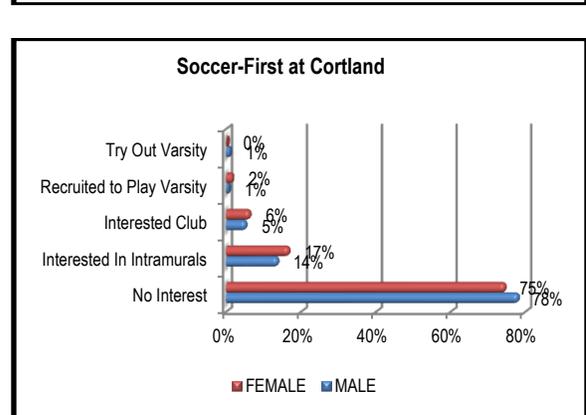
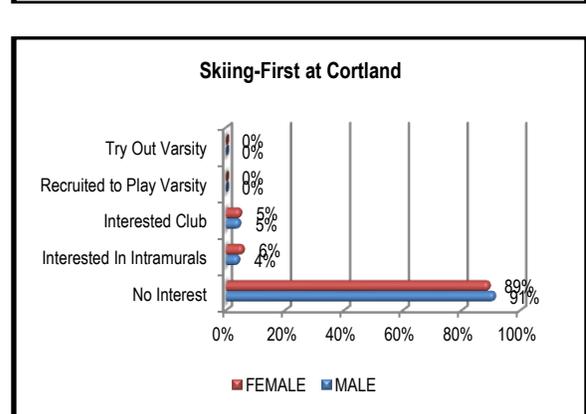
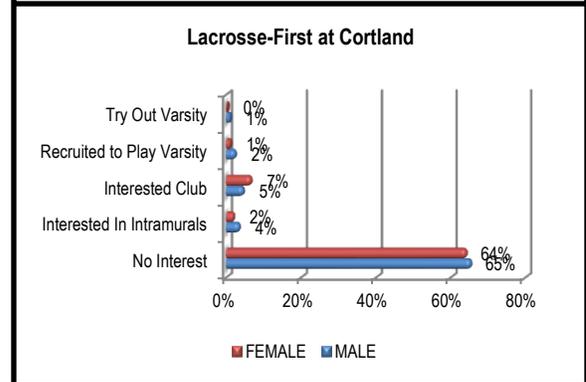
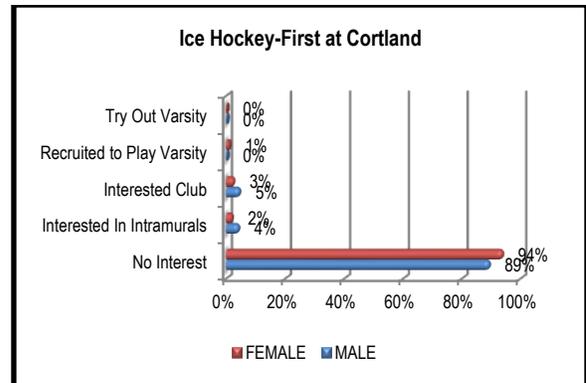
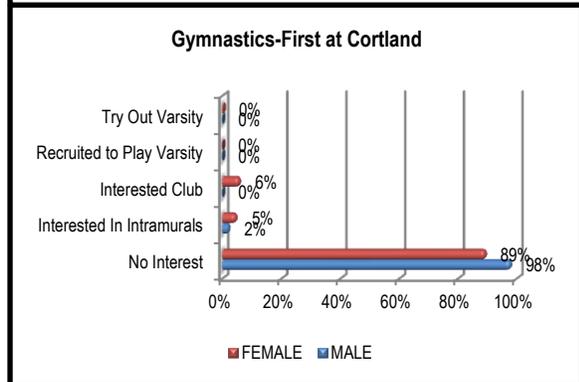
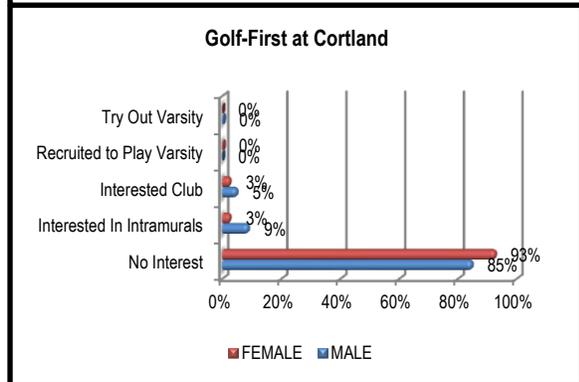
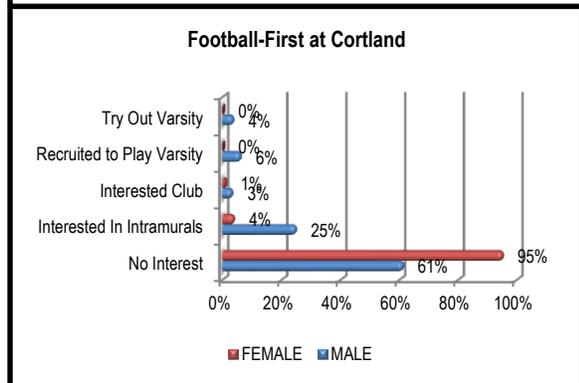
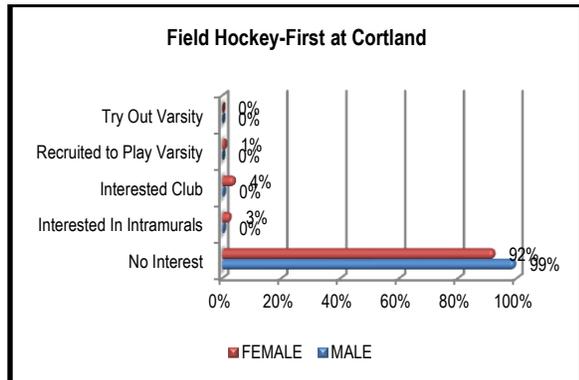
Sport	High School Level Participation	Interest when First Enrolled	Current Level of Interest
Equestrian	0%	0%	0%
Skiing	1%	0%	.58%

The following tables depict the desired or actual participation levels for both males and females for all sports included.

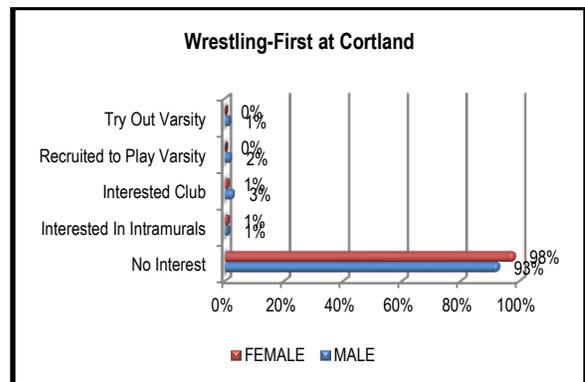
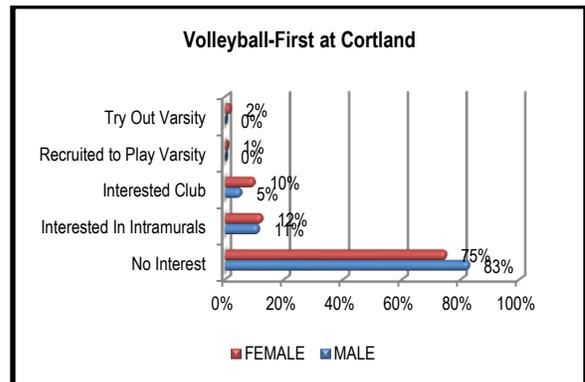
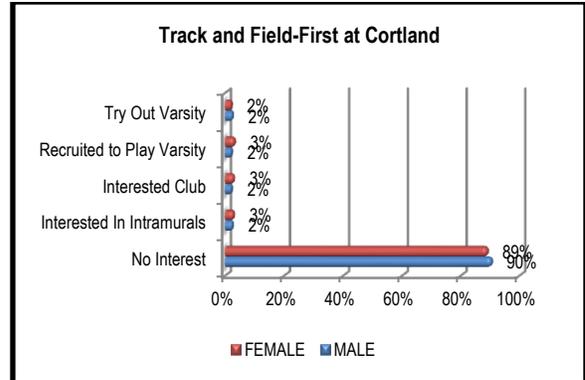
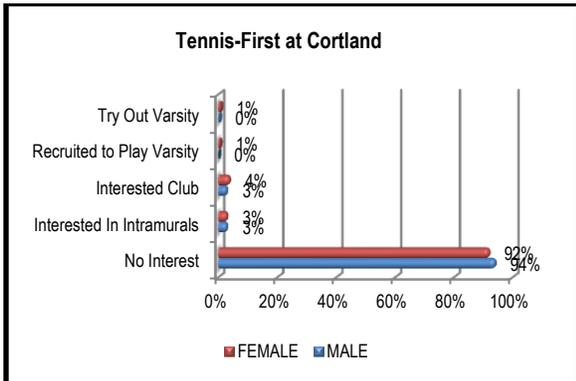
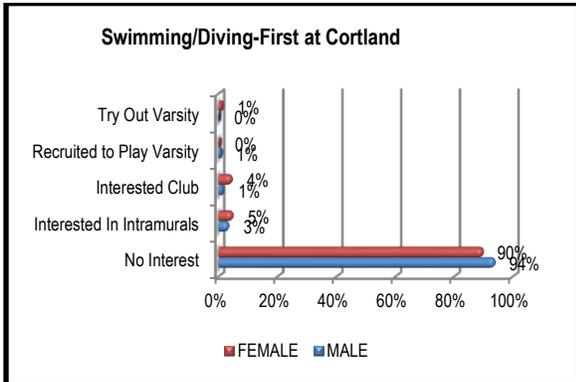
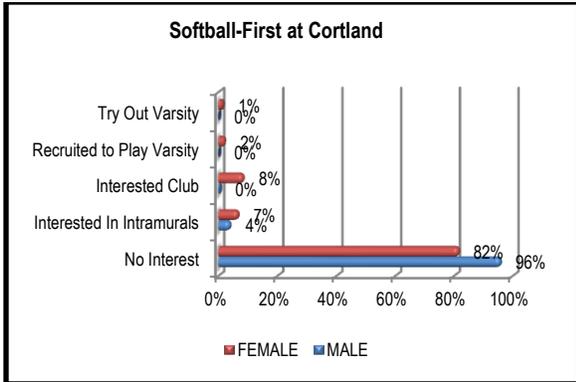
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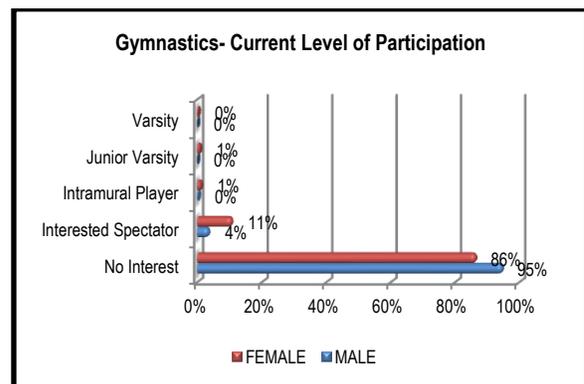
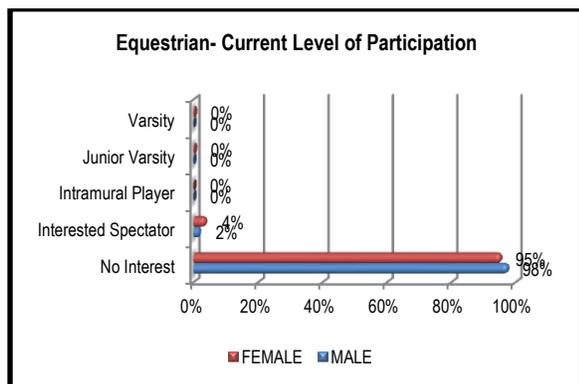
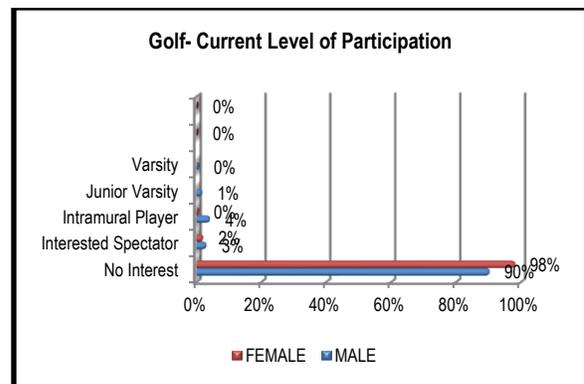
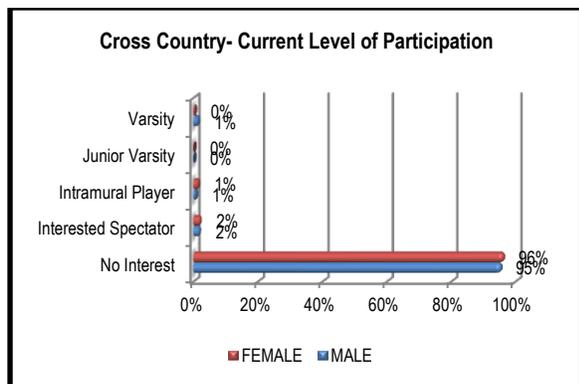
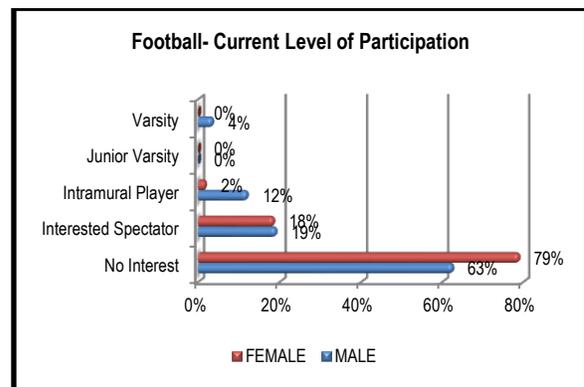
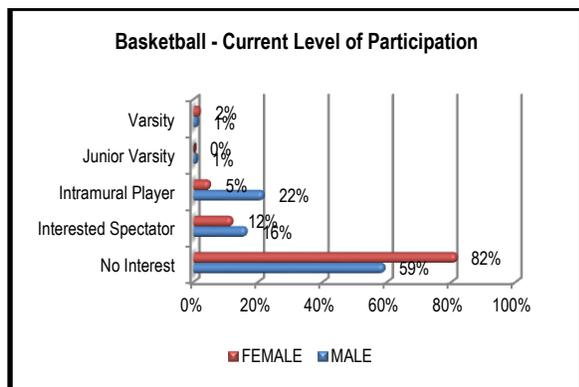
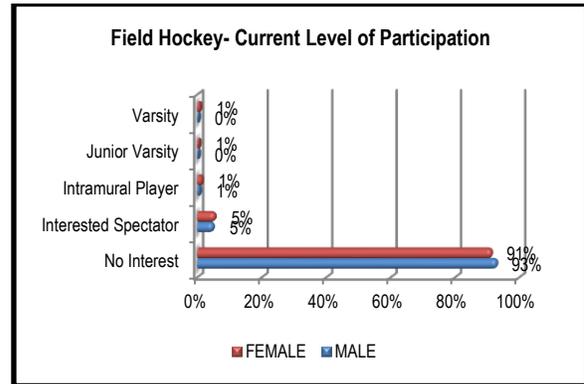
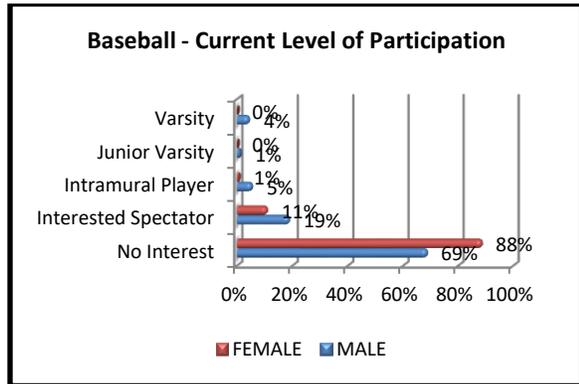
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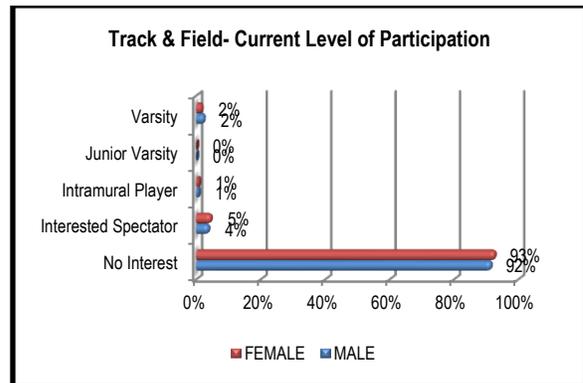
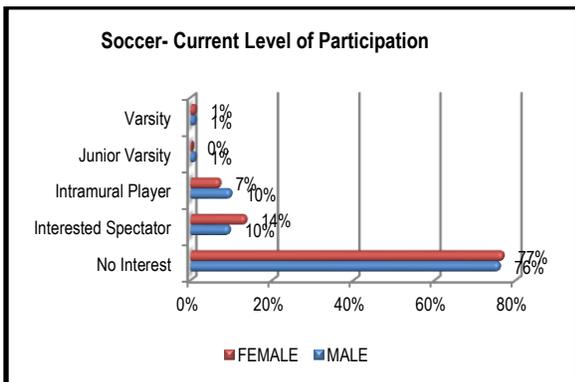
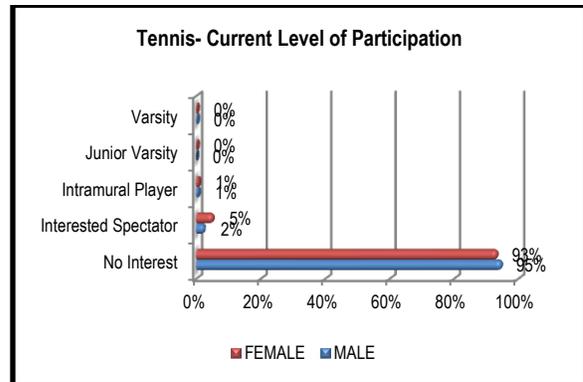
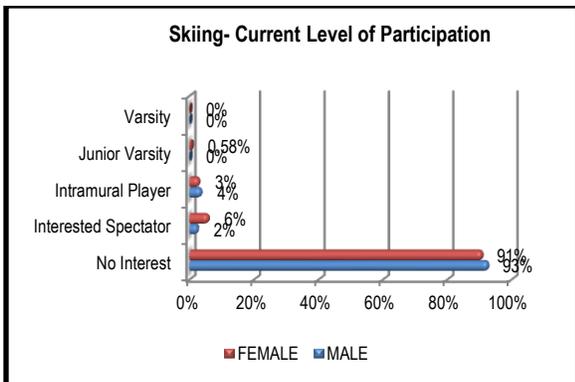
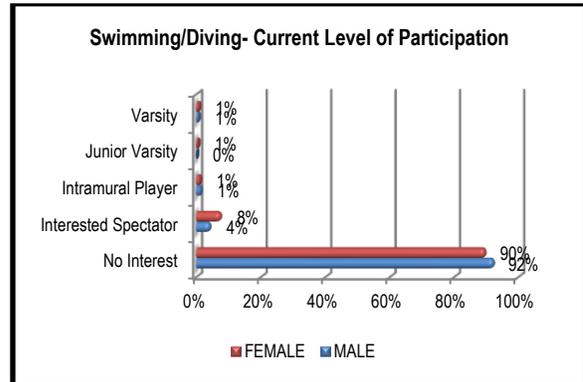
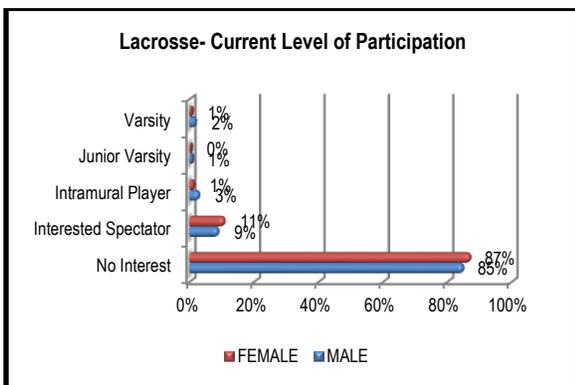
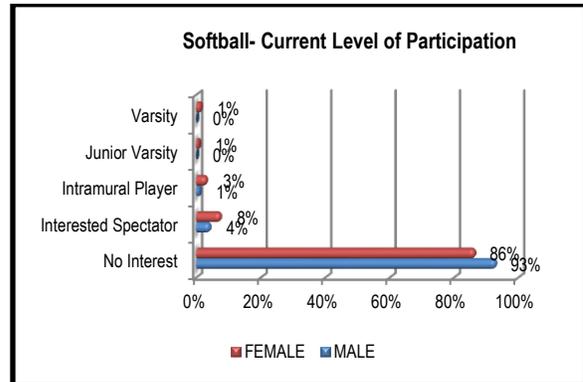
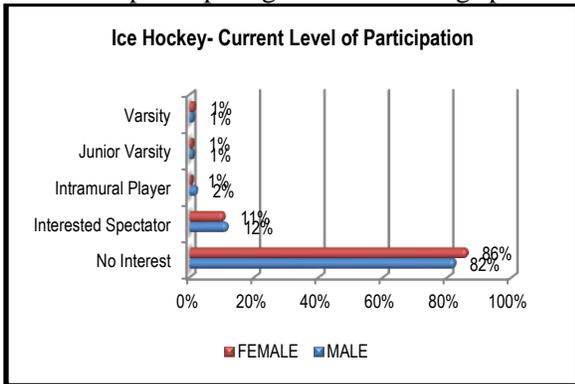
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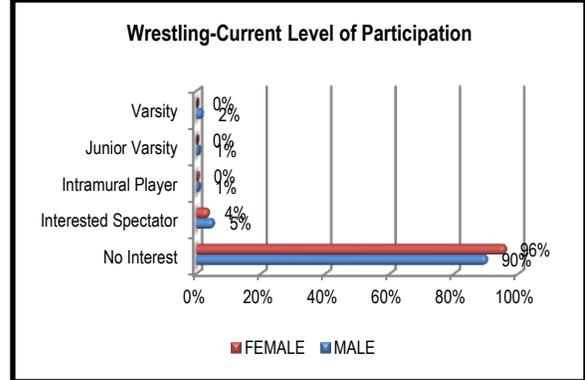
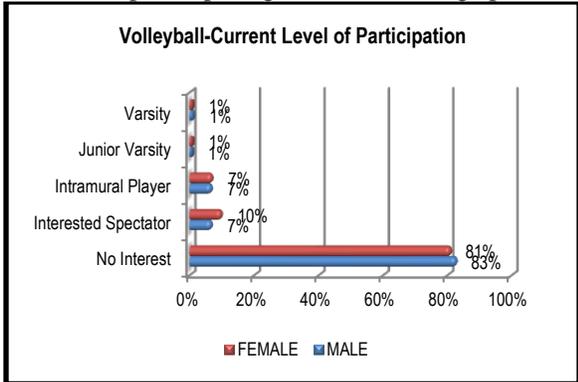
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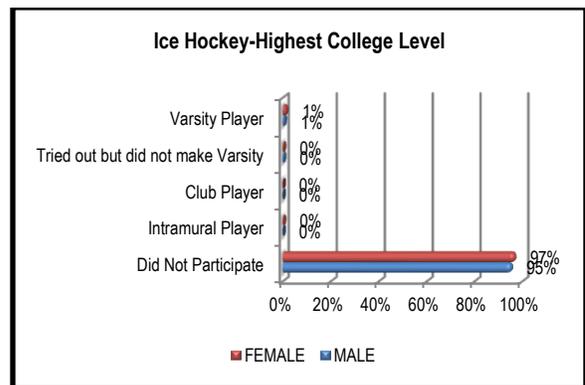
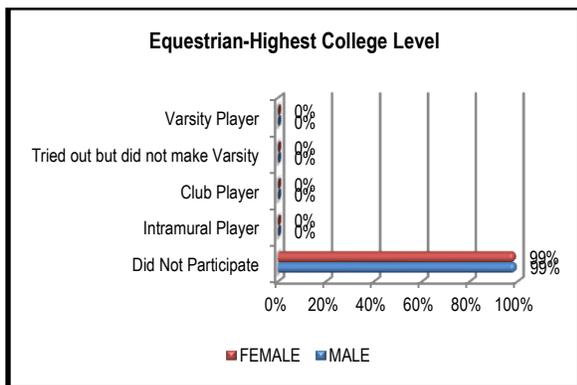
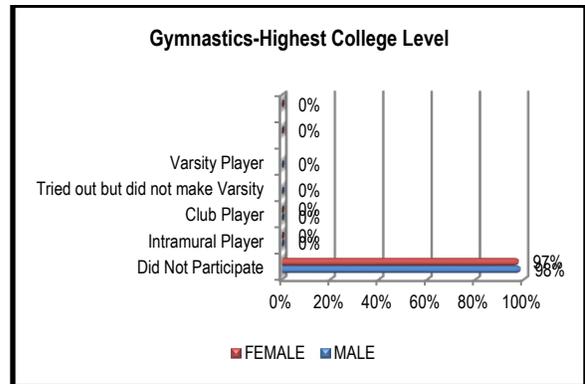
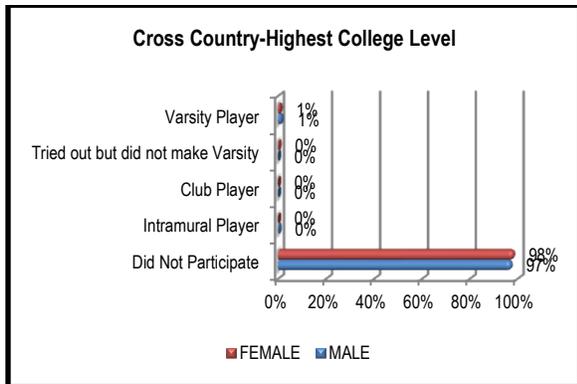
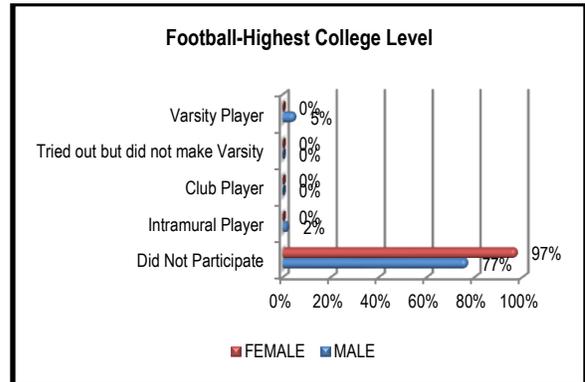
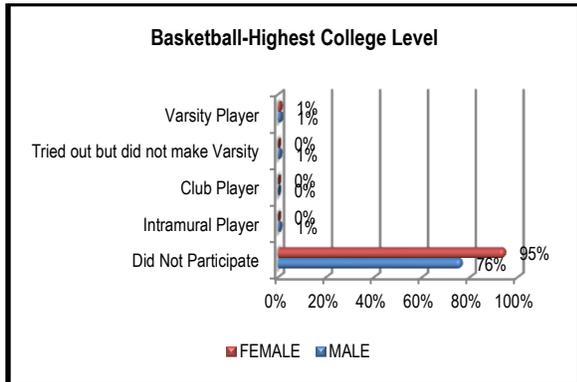
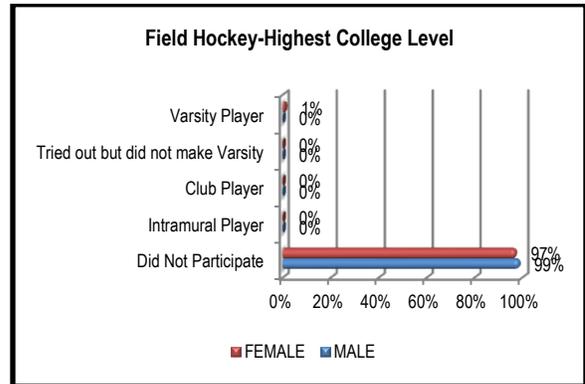
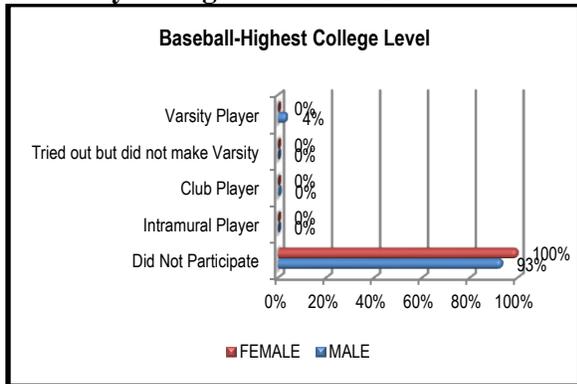
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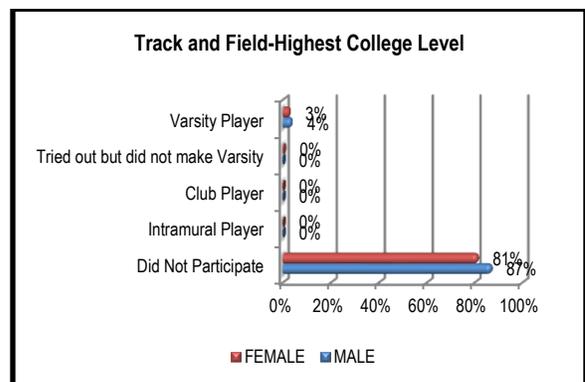
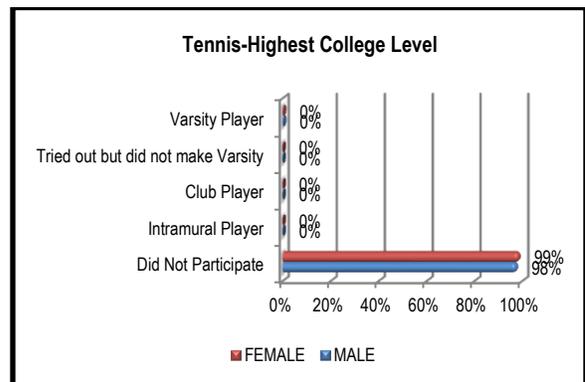
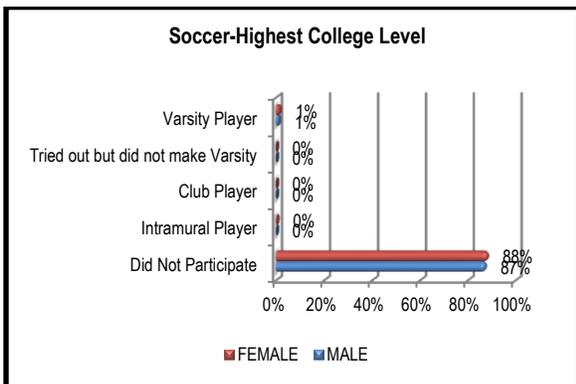
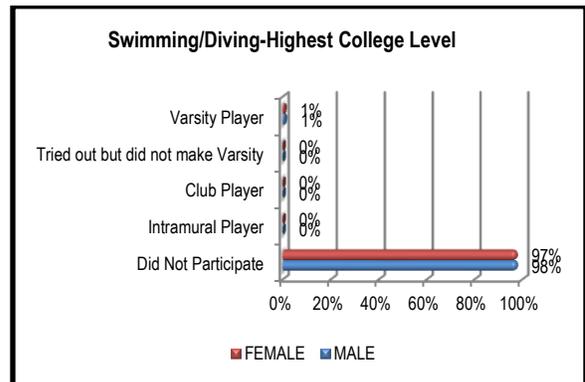
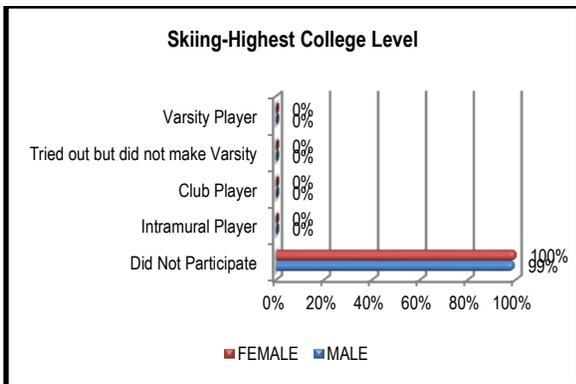
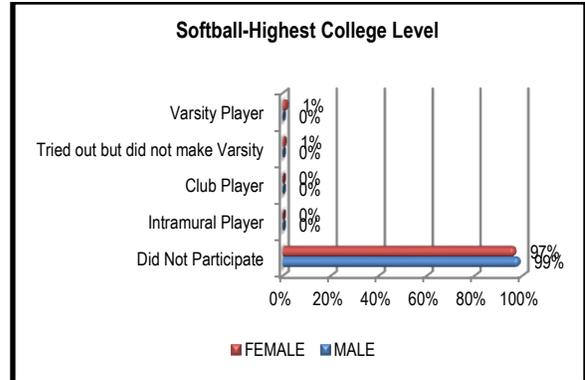
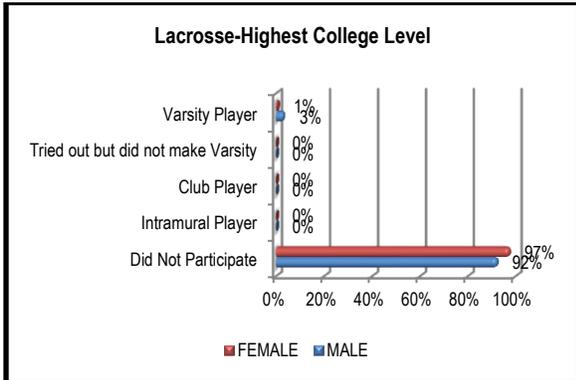
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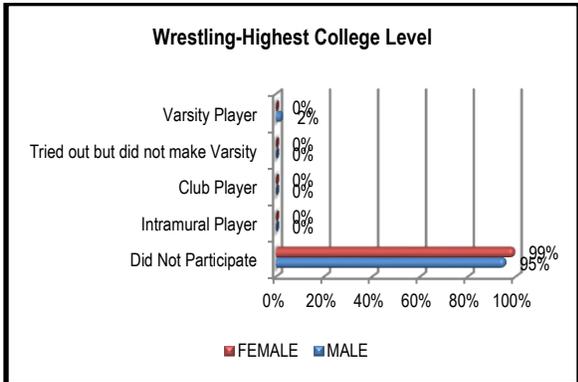
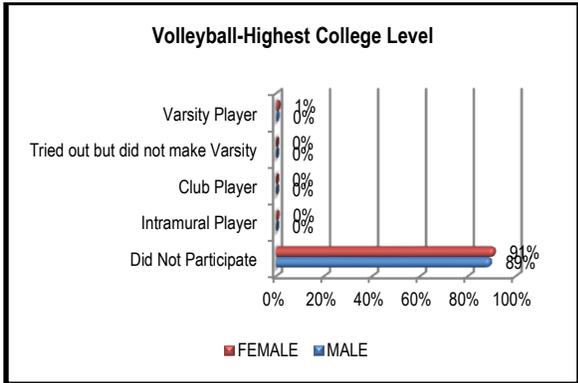
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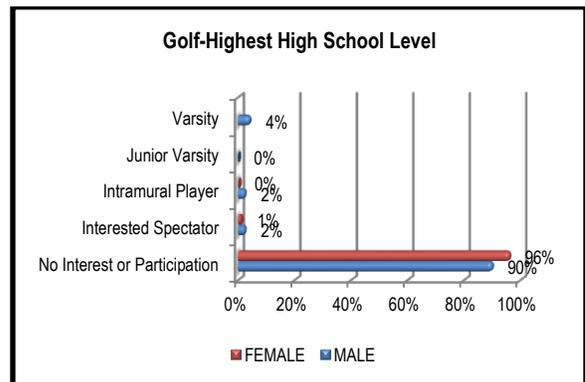
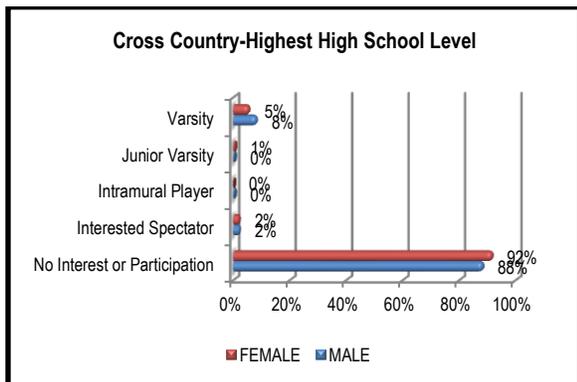
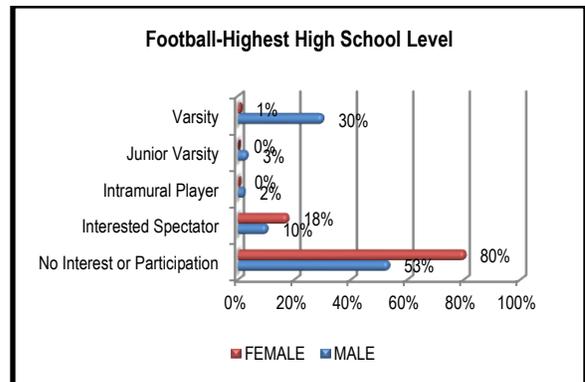
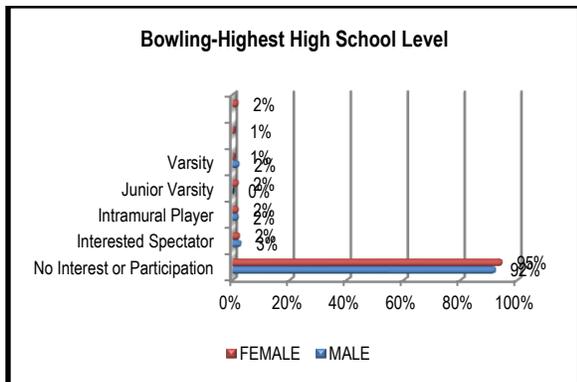
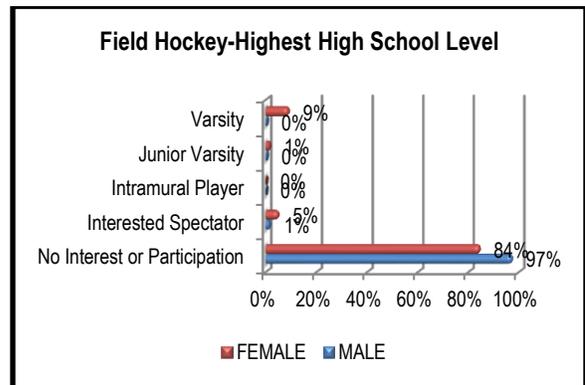
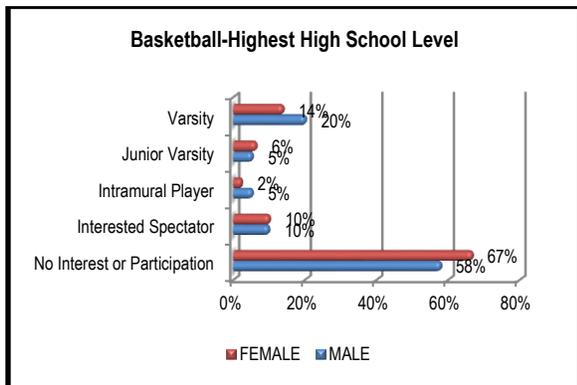
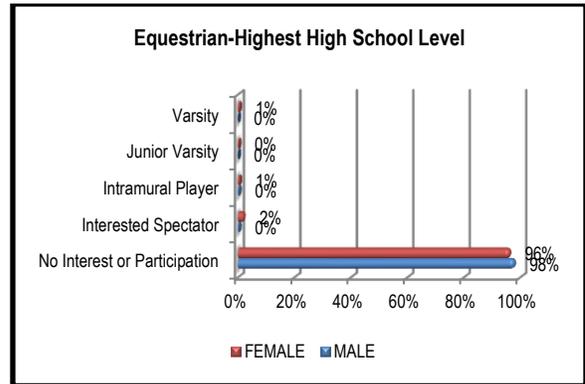
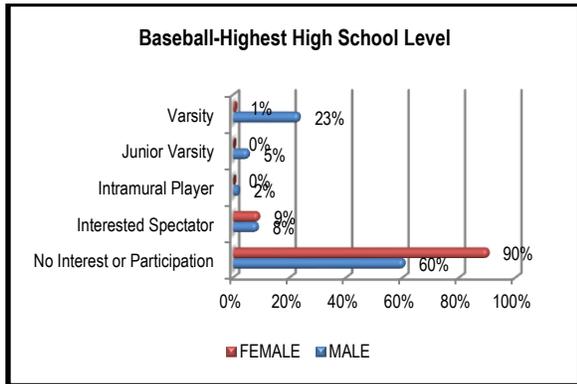
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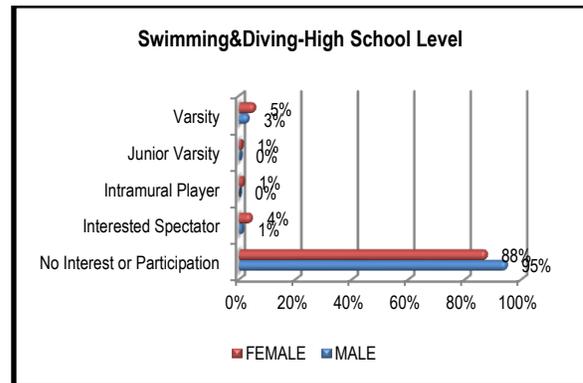
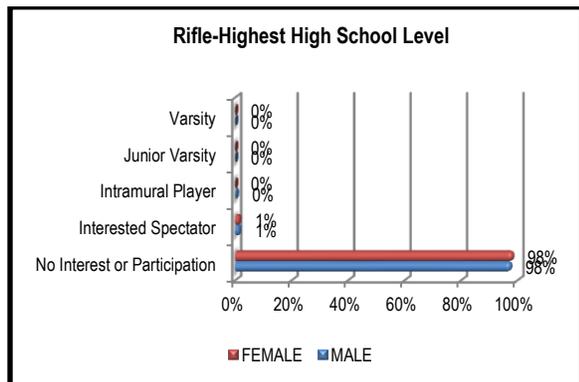
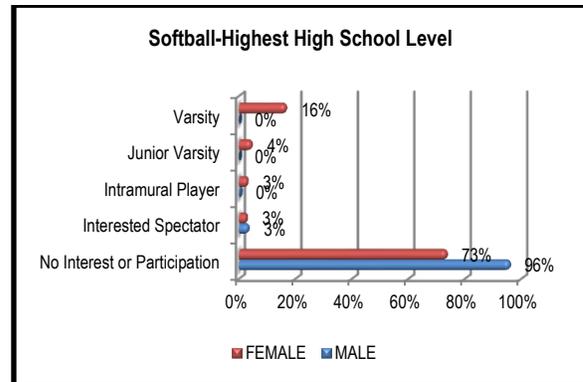
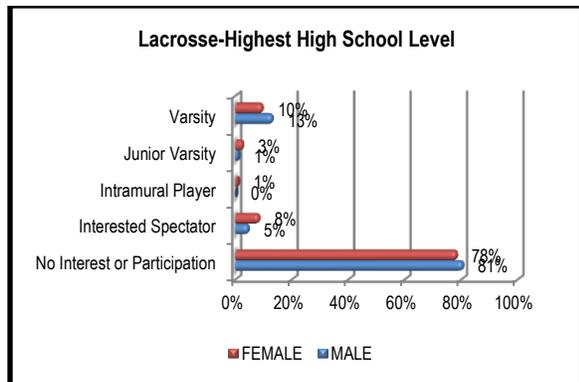
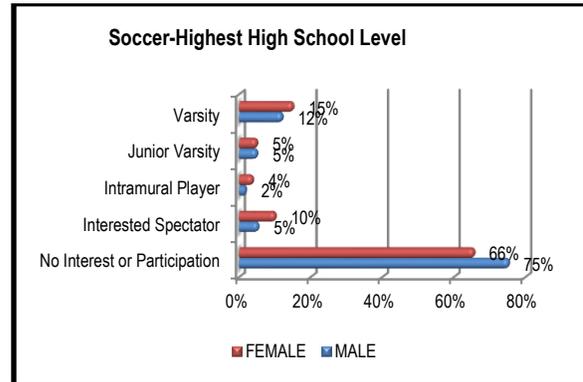
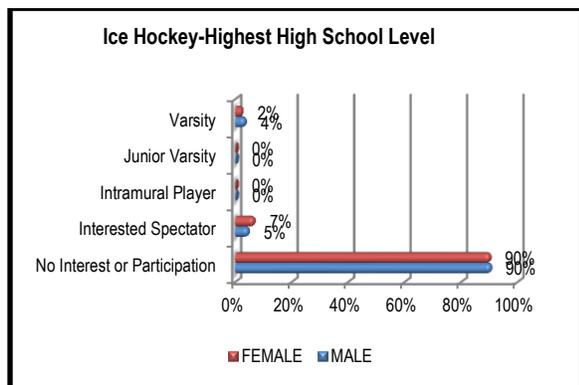
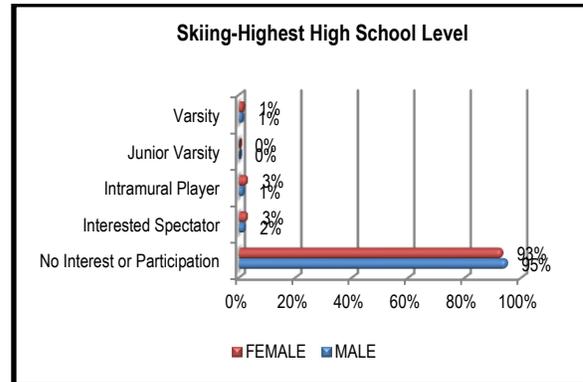
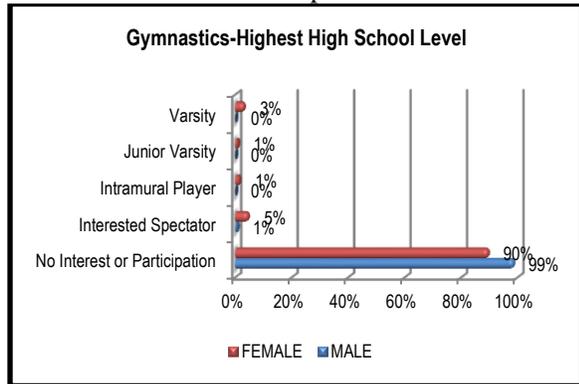
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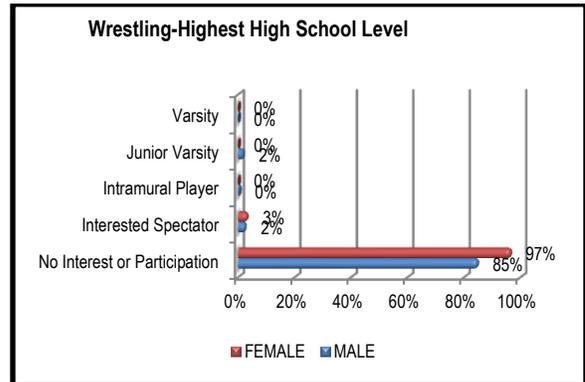
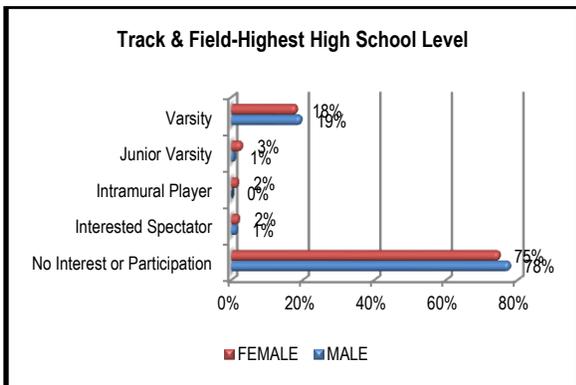
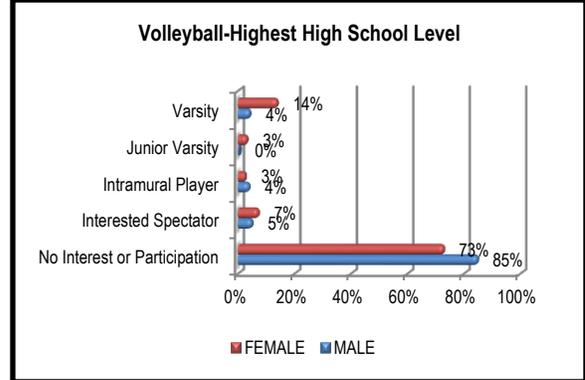
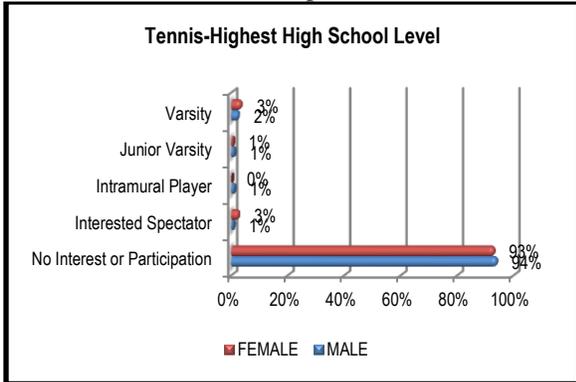
What is your highest HIGH SCHOOL LEVEL Participation?



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Findings of the Task Force

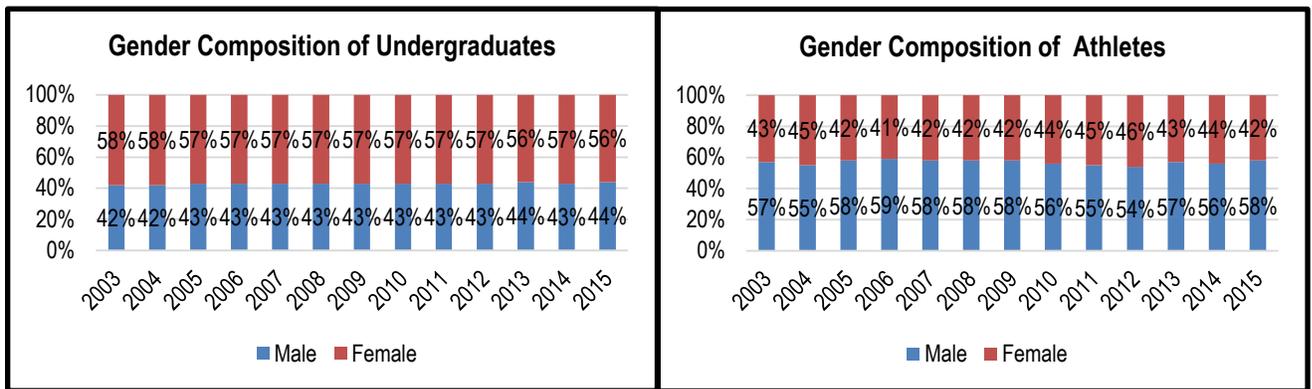
Major Findings and Recommendations of the Task Force

Prong I. Participation Opportunities – Three-Part Test

An institution is in compliance if it provides participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students, *or* has a history and continuing practice of program expansion for the underrepresented sex, *or* fully and effectively accommodates the underrepresented sex.

Test One: Proportionality

The proportionality requirement is **not** currently met at Cortland. The gender split of SUNY Cortland undergraduates has remained relatively consistent for the last twelve years with 56-58% female to 42-44% male, as depicted below. Although for two of the past five years the rate was ten percent or lower, the female rate of participation in athletics differs from the female rate of full-time undergraduate enrollment by more than ten percentage points for all other years, and thus is not proportionate.



(Data provided by Athletics Department)

Number and Percentage of Undergraduate Males and Females

Year	Total Students	Male Students	Male Percent	Female Student	Female Percent	Total Athletes	Male Athletes	Male Percent	Female Athletes	Female Percent
2003	5511	2296	42%	3215	58%	617	352	57%	265	43%
2004	5749	2442	42%	3307	58%	564	308	55%	256	45%
2005	5689	2440	43%	3249	57%	619	361	58%	258	42%
2006	5689	2440	43%	3249	57%	605	357	59%	248	41%
2007	5845	2537	43%	3308	57%	625	362	58%	263	42%
2008	5963	2557	43%	3406	57%	673	390	58%	283	42%
2009	6050	2589	43%	3461	57%	769	447	58%	322	42%
2010	6088	2600	43%	3488	57%	867	485	56%	382	44%
2011	6241	2673	43%	3568	57%	777	428	55%	349	45%
2012	6228	2663	43%	3565	57%	830	445	54%	385	46%
2013	6281	2736	44%	3545	56%	790	452	57%	338	43%
2014	6179	2670	43%	3509	57%	844	471	56%	373	44%
2015	6283	2765	44%	3518	56%	818	477	58%	341	42%

Test Two: Program Expansion

Cortland does not have a history and continuing practice of program expansion for the underrepresented sex. Women's golf was added in 1998, which was the first program expansion of women's athletics opportunities since 1978. Women's ice hockey followed in 1998-1999. There has not been a new women's team added in the last five years and there are no plans to add a women's team in the immediate future. Skiing and equestrian were explored as potential sports as in the past two Title IX reviews to possibly create varsity programs for women but as will be discussed in part III, women have little interest in participating in these sports at the varsity level. Therefore, Cortland does **not** meet the program expansion requirement of test two.

Test Three: Full Accommodation

Fully and effectively accommodating the underrepresented sex means offering every sport for women (if women are underrepresented) for which there is sufficient interest and ability for a viable team and sufficient competition in the institution's normal competitive region. The committee identified two sports for which there is sufficient competition in our competitive region of approximately 250 miles: equestrian and skiing, however determined there was insufficient interest and ability among women at Cortland for a viable team in those sports.

Survey data from enrolled students indicates that, overall, the College is generally meeting the interests and abilities of its students. Furthermore, the survey data indicates there is no interest in the areas under consideration for elevation to varsity status. In meeting the current needs, **Cortland is therefore, in compliance with test three.**

Prong II. Athletic Financial Assistance

Cortland is a NCAA Division III member institution, which does not offer financial assistance or scholarships based on athletic ability. Therefore, this requirement of Title IX Compliance is not applicable.

Prong III. Other Athletic Program Benefits & Opportunities.

The Office for Civil Rights has identified 11 program/treatment components under this category. The Title IX regulation and the Policy Interpretation permit offsetting benefits among the components. When offsetting benefits are of equivalent weight or importance, the result is compliance.³ The Office for Civil Rights requires less than six inequities for compliance. Cortland provides equitable programs for its men's and women's teams for all but one of the eleven components, *Medical and Training Facilities and Services*. However, in three additional program components issues were raised. These issues do not favor one

³Treatment inequities can be offset across treatment areas – After discussions with the Athletic Director, many of the inequities noted by coaches are offset across treatment areas. Documentation held within the [Athletics] department.

gender over the other but do merit further examination. These components include: (1) Equipment and Supplies, (2) Locker Rooms, Practice and Competitive Facilities and (3) Publicity as indicated in the following table:

**Eleven Treatment Components for Title IX Compliance:
Other Athletic Benefits & Opportunities**

Program Component	Equitable	Issues Identified
12. Scheduling of Games and Practice Times	Yes	No
13. Equipment and Supplies	Yes	YES
14. Coaching	Yes	No
15. Tutoring	Yes	No
16. Travel and Per Diem Allowances	Yes	No
17. Medical and Training Facilities and Services	NO	YES
18. Locker Rooms, Practice and Competitive	Yes	YES
19. Publicity	Yes	YES
20. Housing and Dining Facilities and Services	Yes	No
21. Recruitment of Student-Athletes	Yes	No
22. Support Services	Yes	No

With regards to *Medical and Training Facilities and Services*, SUNY Cortland currently gives the **men’s program an advantage** according to Title IX program review guidance. Compliance goals include equivalent provision of medical personnel and assistance to men and women in the same sport. While SUNY Cortland provides certified athletic trainers at every men’s and women’s contests, the College currently only provides physicians for football, men’s lacrosse, and men’s ice hockey contests. No inequality is created by provision of a physician at football games, a requirement of the Empire 8 conference, because there is no women’s sport equivalent to football. However, supplying a doctor for men’s lacrosse and men’s ice hockey when one is not supplied for women’s lacrosse and women’s ice hockey creates an inequity. This issue is complicated by the fact that the provision of doctors on call at sporting events is coordinated by the Athletic Training/Kinesiology Department, rather than the Athletics Department. SUNY Cortland athletic trainers review recommendations made by the National Athletic Training Association (NATA) as well as consider the nature of the sports, NCAA rules for each sport with regard to contact and equipment, and annual NCAA provided injury data. One factor in the decision to provide doctors on-site for men’s lacrosse and men’s ice hockey is the department’s experience with injuries in the past, and the prevalence of some injuries requiring suturing, something neither athletic trainers nor EMS can provide on-site.

With regards to *Equipment and Supplies*, the Athletics Administration felt that all programs were adequately funded for equipment and supplies and their priority is to outfit each team with the necessary equipment and supplies to practice and compete safely. Additionally, the Athletics

Administration indicated that new uniforms/equipment are purchased every 4 years. While all coaches who were interviewed felt that there is equity between male and female teams in this concerning equipment, uniforms and supplies, both coaches and student athletes commented on uniforms wearing out before the 4 year rotation. Additionally, coaches noted that the cost of women’s apparel that is equivalent to men’s apparel is significantly higher.

With regards to *Locker Rooms, Practice and Competitive Facilities*, the Head Coaches identified concerns with particular facilities and with inequities in team locker room allocations. The coaches identified issues with four facilities as presented in the following table. Three are used by both men and women’s teams, the fourth, gymnastics, only affects women.

FACILITY	CONDITION	ISSUES
Stadium White: Turf Field & Track	Poor	Surface of turf and track are worn (safety issue)*
Gymnastics Gym	Poor	Needs remodeling, painting, equipment repairs
Alumni Ice Arena	Poor	Water leaks, blue kick plates, broken Plexy glass
Cross Country Course	Poor	Campus construction required a re-route of course which now has a poor surface and must be scheduled around other athletic events for safety reasons.

***Renovations to Stadium White were completed by the end of the summer 2016, which included a brand new turf and track.**

Locker rooms are of concern for some of our programs. Men’s and women’s Swimming & Diving, men’s Wrestling, women’s Gymnastics, men’s Football (non-game days), women’s Tennis, men’s and women’s Cross Country and men’s and women’s Track & Field do not have dedicated “team rooms”. These teams share space in the general locker rooms the public and do not feel that the space is secure.

With regard to *Publicity*, a concern was raised with the equity of whether the Sports Information Director, the Associate Sports Information Director, or the Graduate Assistant provides game coverage, recording of statistics, and announcements. There was a perception that the Graduate Assistant was consistently assigned to women’s teams. (Note: The Athletics Department is now aware of this perception and will communicate the rationale for SID rotation when multiple and simultaneous athletic events occur.)

Summary and Recommendations of the Title IX Task Force:

The Task Force finds that SUNY Cortland is complying with the accommodation and interest of student-athletes. Thus, SUNY Cortland meets the athletic compliance standards of Title IX. After interviewing current and prospective students, coaches, athletes, and administrators, the Title IX Task Forces does have five recommendations to ensure continued compliance.

The Task Force recommends the following:

1. Continue mandatory surveying of current and prospective students to ensure compliance with *Prong 1: Participation Opportunities*. Program expansion should be considered for women when indicated by survey results.
2. The College Administration should explore with the Kinesiology, Athletic Training and Athletics departments the feasibility of providing a doctor on call for all high injury risk sports. Further, the committee recommends that doctors be provided for high injury risk men's and women's equivalent sports.
3. Continue to ensure equity in Public Relations (e.g. Publication of media guides) as well as ensure transparency of the rotation schedule for event coverage of the Sports Information Director, the Assistant Sports Information Director and their graduate student assistant.
4. The Administration needs to work with the Athletics Department and Facilities to ensure that the athletic facilities are in proper condition for our student athletes to train and compete safely.
5. The Athletics Department should explore the feasibility of making any and all appropriate improvements of the locker rooms conditions and address the potential inequity in locker room allocation.
6. Recommendation that coaches regularly check equipment for safety, wear and tear and allocate funding accordingly from their respective team budgets. Athletics should look at the feasibility of replacing uniforms on a three-year schedule as opposed to the current four-year schedule.
7. Continue to regularly administer, compile and disseminate widely the Title IX Athletics Self-Study.

Appendices

- A. Title IX Review schedule
- B. Athletics Interest Survey—
 - Current Students
 - Prospective Students
- C. Coaches
 - Survey
 - Interview Questions
- D. Administrators Survey
- E. Athletics Budget Information

Appendix A—Title IX Review Schedule

Title IX Interview Schedule

College Administration	Conducted by: Virginia Levine & Nan Pasquarello
President	Erik Bitterbaum
Provost	Mark Prus
Vice President for Student Affairs	C. Gregory Sharer
Vice President for Finance & Management	David Duryea
Vice President for Institutional Advancement	Peter Perkins
Athletics Administration	Conducted by: JoEllen Bailey, Brian Barrett
Athletic Director	Mike Urtz
Associate Director of Athletics (Budget/Transportation)	Tom Cranfield
Associate Director of Athletics (Compliance/Scheduling)	Courtney Wormuth
Assistant Director of Athletics (Events, Marketing, and Development)	Jaclyn Lawrence
Head Athletics Trainer	Sonya Comins
Sports Information Director	Fran Elia
Athletics Accountant	Bonnie Eldred-Kress
Strength and Conditioning Coach	Justin Kompf
Coaches	Conducted by: Susan Rayl
Athletes	Conducted by: Courtney Wormuth, Lawrence Brady, James Forshee, Jennifer Janes, Tracy Trachsler, and George Vazenios
Prospective Students	Conducted by: Admissions Analyzed by: Kathleen Burke
Current Students	Conducted by: Kathleen Burke

Appendix B—Athletics Interest Survey: Current Students

SUNY Cortland Athletics Interest Survey—Current Students

The aim of this survey is the help us provide equitable athletic opportunities for all SUNY Cortland Students. The survey is being conducted by the President’s Athletics Title IX Self-Study Committee. Your anticipated cooperation is greatly appreciated!

Please answer the following:

Gender Identity: Male Female _____ **Class Level:** Freshman Sophomore Junior Senior

Current Status: Full-Time Part-Time

School: Arts & Sciences Education Professional Studies

Current Residence: Residence Hall Off-Campus Housing Commute from home

For the following questions please note the definitions of Club and Intramural Sports:

- **Club Sports** are student and faculty/staff interest groups in a particular activity. Clubs compete with other colleges/universities.
- **Intramural sports** are structured activities for which there is a formal sign-up procedure, a schedule to follow, supervision/officiating, and a declared champion at the conclusion of competition. The competition is within the SUNY Cortland community.

Please indicate with an **X**, the level of interest you had in participating in **each of the sports** listed below when you **FIRST** enrolled at SUNY Cortland.

	Recruited to play Varsity	Not recruited, but planned to try out for Varsity	Interested in playing Club	Interested in Intramurals	No interest at any level
Baseball					
Basketball					
Cross Country					
Equestrian					
Field Hockey					
Football					
Golf					
Gymnastics					
Ice Hockey					
Lacrosse					
Skiing					
Soccer					
Softball					
Swimming/Diving					
Tennis					
Track/Field					
Volleyball					
Wrestling					
Other (Please List) _____					

- Please indicate with an **X**, your **CURRENT** level of interest in participating in each of the following sports listed below.

	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Baseball					
Basketball					
Bowling					
Cross Country					
Equestrian					
Field Hockey					
Football					
Golf					
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Skiing					
Soccer					
Softball					
Swimming/Diving					
Tennis					
Track/Field					
Volleyball					
Wrestling					
Other (Please List)					

- Please indicate with an **X**, your **highest college level** participation at SUNY Cortland in each of the sports listed below.

	Varsity Player	Tried out for but did not make Varsity team	Club Player	Intramural Player	Did not participate
Baseball					
Basketball					
Bowling					
Cross Country					
Equestrian					
Field Hockey					
Football					
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Soccer					
Softball					
Swimming/Diving					
Tennis					
Track/Field					
Volleyball					
Wrestling					
Other(Please List)					

- Please indicate with an **X**, your **highest high school level** participation in each of the sports listed below.

	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Baseball					
Basketball					
Bowling					
Cross Country					
Equestrian					
Field Hockey					
Football					
Golf					
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Skiing					
Soccer					
Softball					
Swimming/Diving					
Tennis					
Track/Field					
Volleyball					
Wrestling					
Other (Please List)					

Appendix C—Athletics Interest Survey: Prospective Students

Note: This survey was administered online through Admissions during the April 2016 Open House. *Soccer* was inadvertently left off the online version.

SUNY Cortland Athletics Interest Survey—Prospective Students

The following questions were incorporated into a survey that prospective students complete when attending the Spring Open House.

- When you are deciding whether or not to enroll in college, how important will it be that the college offer a sport in which you are interested:

Extremely important

Somewhat Important

Not Important at all

- Please indicate your **highest** level of high school participation in each of the sports listed below.

Baseball	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Basketball	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Cross Country	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Equestrian	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Field Hockey	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Football	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Golf	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Gymnastics	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Ice Hockey	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Lacrosse	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Skiing	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Soccer	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Softball	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Swimming/Diving	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Tennis	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Track/Field	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Volleyball	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Wrestling	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation
Other (Please List) _____	Varsity Player	Junior Varsity	Intramural Player	Interested Spectator	No interest or participation

3. Please indicate your desired **college level** participation in each of the sports listed below.

Baseball	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Basketball	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Cross Country	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Equestrian	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Field Hockey	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Football	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Golf	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Gymnastics	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Ice Hockey	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Lacrosse	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Skiing	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Soccer	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Softball	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Swimming/Diving	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Tennis	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Track/Field	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Volleyball	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Wrestling	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation
Other (Please List) _____	Varsity Player	Junior Varsity	Club Player	Intramural Player	Interested Spectator	No interest or participation

Appendix D—Coaches Surveys

Head Coaches Survey
QUESTIONNAIRE FOR HEAD COACHES

This questionnaire is part of our institution’s self-evaluation for Title IX compliance and your completion is critical to our review. You may choose to complete the questionnaire electronically or by hand and attach additional sheets if more space is needed. Many answers simply involve typing an “X” into the appropriate box.

Please answer each question honestly and accurately. For a particular question, if no benefits are provided to your team or a question does not apply to your sport, simply type “none” or “N/A” for not applicable. We will not know your intended answer if you provide no response to a question.

If significant changes have occurred recently or are planned for the near future, please state this where appropriate on the questionnaire. Finally, please be sure to type your name and sport at the top of each page.

YOUR NAME and SPORT:

INTERESTS AND ABILITIES		
<p>Is there a sport for women or men for which there is sufficient interest for a team but that is not currently offered in the intercollegiate program? Please state the sport and explain why you think there is sufficient interest. If none, type “none.”</p>	<p>Women:</p>	<p>Men:</p>
<p>Please list the names of those institutions outside your division level (e.g., Division I, II, or III) with whom you scheduled contests, the division level of those institutions, the number of contests scheduled, and why the contests were scheduled.</p>		
<p>Please explain any concerns you may have about the sports offerings in the intercollegiate program.</p>		

Name and Sport			
COACHING			
What year did you begin working at the institution?			
Are you full-time or part-time?	full-time:	part-time:	
If part-time, list the other jobs on-campus and the department, or if off-campus, your other job, employer, and job location.	job titles:		
	other employer and location:		
How long is your contract for coaching (in years or months)?			
Please list the names of all of your assistant coaches, listing their names in the appropriate column as full-time, part-time, or volunteer assistant coaches.	full-time:	part-time:	volunteers:
Are all coaches available for practices, home and away contests?	yes:		
	no – state who and what they miss:		
How many years have you coached?			
What coaching awards have you received?			
What are the two best win-loss records of your teams?			
What is the annual net income for yourself and any assistant coaches for your team from any camps you provide? If you do not provide camps, please check “X” in the far right column and explain if this is a concern.	amount – head coach:	do not provide camps (explain if this is a concern):	
	amount – assistant coaches:		
Please describe any problems with coaching for your team that			

are not addressed above.	
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Name and Sport	
RECRUITMENT OF STUDENT-ATHLETES	
Is your recruitment budget adequate? If yes, please check "X" and state the amount you have for recruitment. If no, please state the amount you have, list how much more is needed, and the activities for which you would spend the additional funds.	yes:
	state the amount:
	no – state amount you have: how much more needed: spend on what:
Did you spend all the money allocated for recruitment last year?	yes:
	no (explain why):
Are you able to use all recruitment methods you consider appropriate (e.g., mail, e-mail, phone, scouting, home visits, paid visits by recruits, recruitment service, other)?	yes:
	no (explain):
List the top five states to which you and your assistants travel for recruitment, or from which recruits travel to your campus.	
Check "X" yes or no whether you and your assistant coaches are provided courtesy cars or car allowances. If yes, state the number of coaches and types of cars or the amount of the car allowances.	NO, do not have courtesy cars or allowances:
	YES, number of coaches and types of cars:
	or, number of coaches and amount of car allowances:

<p>Check “X” yes or no if the transportation, housing, dining, and / or entertainment benefits for your recruits are satisfactory. If no, please identify which benefit and explain the problem or your preference.</p>	yes:
	no (explain the problem or your preference, and state which benefit – transportation, housing, dining, and / or entertainment):
<p>Please describe any concerns you may have for recruitment that are not discussed above.</p>	

Name and Sport	
LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES - I	
<p>Please list all practice facilities and indicate the quality of each (e.g., excellent, good, average, poor, inadequate). If average, poor, or inadequate, please explain why.</p>	name of facility and quality:
<p>Please list all home competitive facilities and indicate the quality of each (e.g., EX, GD, AV, PR, IN). If average, poor, or inadequate, please explain why.</p>	name of facility and quality:
<p>Is any practice or competitive facility off-campus?</p>	no:

	yes-list facility name and distance:
Check “X” who prepares the practice facilities on a daily basis (e.g., staff, team managers, coaches, athletes, others, etc.). Please list any tasks performed by coaches or athletes.	staff: team managers: coaches (list tasks performed): athletes (list tasks performed): others:
Is the practice facility preparation okay?	yes:
	no (explain why):

Name and Sport	
LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES - II	
Check “X” who prepares the home game facilities on a daily basis (e.g., staff, team managers, coaches, athletes, others, etc.). Please list any tasks performed by coaches or athletes.	staff: team managers: coaches (list tasks performed):

	<p>athletes (list tasks performed):</p> <p>others:</p>
<p>Is the home game facility preparation okay?</p>	<p>yes:</p>
	<p>no (explain why):</p>
<p>Check “X” yes or no whether the location of your locker room is convenient. If no, please explain why. If your team has no locker room, check this and explain if this is okay or not okay.</p>	<p>yes:</p>
	<p>no (explain):</p>
	<p>do not have a locker room (state if okay or not okay):</p>
<p>What is the quality of your locker room (e.g., EX, GD, AV, PR, IN)? If average, poor, or inadequate, please explain why.</p>	
<p>Check “X” yes or no whether you share your locker room with any other team or groups. If yes, list the teams and/or groups.</p>	<p>no:</p>
	<p>yes (list the teams or groups):</p>
<p>Please describe any other practice, competitive, or locker room facilities problems.</p>	

Name and Sport		
SCHEDULING OF GAMES AND PRACTICES		
What is your team's practice schedule (e.g., M-F 2:30-5:30; conditioning MWF 7-8 am)?		
Check "X" yes or no whether your team's practice time is sufficient and convenient.	yes:	
	no (explain, and list preferred times):	
Check "X" yes or no whether you scheduled the maximum number of contests allowed for your sport. If no, explain why and whether the number scheduled is okay.	yes:	
	no (explain why, and state if the number scheduled is okay or not okay):	
Can you schedule the number of contests that you prefer during your "non-traditional" season?	yes:	no (explain why, and state the number preferred):
Check "X" yes or no whether your team's game times are convenient for your team and audience attendance. If no, explain the concern and the time preferred.	yes:	no (explain):
State the number of scrimmages, exhibition games, and/or alumni contests that you schedule.	scrimmages: exhibition games: alumni games:	
Check "X" yes or no whether the	yes:	

<p>number of scrimmages, exhibition games, and/or alumni contests scheduled is satisfactory.</p>	<p>no (state type of event, number scheduled and number preferred):</p>	
<p>Is there any problem with the length of your season in terms of number of weeks?</p>	<p>no:</p>	<p>yes (explain):</p>
<p>Please explain any other concerns you may have for the scheduling of games and practice times.</p>		

<p>Name and Sport</p>		
<p style="text-align: center;">MISCELLANEOUS</p>		
<p>Please provide any comments about the program or your team that you think would be helpful or describe any concerns you may have that are not addressed by the questions above.</p>		

Head Coach Interview Questions

1. Why did you take the position at Cortland? What brought you here?
2. Are you able to accommodate all the athletes that come out for the team? Explain
3. How do you feel about the level of competition for your team?
4. How do you feel about the equity of equipment, supplies, and uniforms?
5. Does your team do fund raising? If so, why? Out of need or necessity?
6. Do you have a team manager? What are their duties?
7. How are your uniforms cared for? (equipment manager or the coach or athletes)
8. How do you rate the quality of your practice and game *I* competition facilities?
9. Are you satisfied with the maintenance of the facility *I* venue?
10. Do you feel that scheduling of contests is equitable?
11. How about opportunities for post-season games *I* competition?
12. Equitable practice and competition space?
13. Equitable travel opportunities?
14. Equitable housing and meals?
15. Equitable Locker Rooms and locker room space for team?
16. Equitable opportunities concerning Recruitment?
17. Equal opportunities to fund raise?
18. Equitable allocation of donated funds?
19. Equitable availability of emergency funds?
20. Do you believe the interests and abilities of both sexes are being fully accommodated?
If not, what sport do you think could *I* should be added?

Appendix F—Administrators Surveys

College Administrators

STATE UNIVERSITY OF NEW YORK COLLEGE AT CORTLAND

Title IX Review – 2015

Personnel Interview Questions

College Administrators

1. Do you believe that the athletic interests and abilities of both sexes are being fully and effectively accommodated? Why or why not?
2. Can you identify any area(s) of inequity between the sexes in the athletic opportunities offered?
3. Are you aware of any sport in which there might be interest but which is not currently being offered? If so, what sport?
4. What mechanisms have been used to determine whether the athletic interests and abilities of both sexes are being fully and effectively accommodated?
5. How are resources allocated for athletics?
6. What mechanisms are used to ensure equitable disbursement of resources?
7. Are you aware of any inequities in the hiring processes for coaches?
8. Are you aware of any inequities in the salaries offered to new coaches?
9. What mechanisms are used to ensure equitable hiring practices and salaries among all coaches, especially in situations for which there are not equivalent men's and women's teams?
10. Do you have any concerns about gender equity in athletics opportunities which have not been addressed in this meeting? If so, please explain.

Athletics Administrators

STATE UNIVERSITY OF NEW YORK COLLEGE AT CORTLAND

Title IX Review – 2015

Personnel Interview Questions

Athletics Administration

1. Do athletic administrators believe that the interests and abilities of both sexes are being fully and effectively accommodated?
2. Are athletic administrators aware of any sport in which there might be interest but which is not currently being offered?
3. Do athletic administrators believe that allocation of all available resources results in equal athletic opportunity for both sexes?
4. Do athletic administrators have any concerns about gender equity in athletic opportunities?
5. How are each of the following determined?
 - Competition schedule
 - Opportunities for post-season competition
 - Practice and competition facilities
 - Practice times
 - Quality of equipment and supplies
 - Replacement of equipment and supplies
 - Maintenance of equipment and supplies
 - Housing/food allowances when school is not in session
 - Travel
 - Recruitment
 - Coaching staff
 - Public relations/advertising
 - Fundraising opportunities, C-Club, Allocations
 - Availability of “emergency” funds

Appendix H—Athletics Budget Information

Included:

2011-12 Budget

2012-13 Budget

2013-14 Budget

2014-15 Budget

2015-16 Budget

INTERCOLLEGIATE ATHLETICS BUDGET Edited: Aug 5, 2011

reflects \$30
MAF increase

2011-2012

SPORT	Support	Home Games	Home Tourn.	Equip & Recond	Meals	Lodgng	Entry Fees	Post Season	SUB TOTAL	Transp (incl PS)	TOTAL
BASEBALL	26,772	5,896	0	8,400	8,283	7,425	0	4,785	61,561	12,817	74,378
BASKETBALL(M)	7,100	7,807	0	2,400	4,351	3,420	0	3,078	28,156	10,034	38,190
BASKETBALL(W)	7,100	6,040	0	2,400	4,674	3,420	0	3,078	26,712	11,879	38,591
CROSS COUNTRY	2,250	0	2,300	650	4,146	4,050	1,390	4,680	19,466	6,719	26,185
FIELD HOCKEY	5,800	2,842	0	5,400	7,170	5,400	0	2,670	29,282	13,365	42,647
FOOTBALL	31,650	9,625	0	29,100	13,674	10,800	0	5,976	100,825	26,520	127,345
GOLF	5,514	0	2,058	1,300	3,630	7,238	3,075	0	22,815	1,515	24,330
GYMNASTICS	3,900	2,116	0	3,800	4,641	4,725	0	4,221	23,403	9,198	32,601
ICE HOCKEY(MEN)	6,950	5,630	0	19,800	6,180	4,050	0	7,020	49,630	21,325	70,955
ICE HOCKEY(WOMEN)	6,950	6,096	0	14,500	7,380	6,750	0	7,020	48,696	18,724	67,420
LACROSSE(MEN)	13,822	4,020	0	10,200	9,028	6,660	0	5,994	49,724	17,698	67,422
LACROSSE(WOMEN)	19,012	4,690	0	6,850	5,402	1,665	0	5,365	42,984	11,641	54,625
SOCCER(MEN)	5,800	4,404	0	3,150	5,010	5,400	0	7,020	30,784	13,245	44,029
SOCCER(WOMEN)	5,800	4,560	0	3,150	6,000	6,750	0	7,020	33,280	14,346	47,626
SOFTBALL	21,617	2,340	0	7,550	5,829	5,220	0	6,148	48,704	13,052	61,756
SWIMMING	3,450	2,040	0	5,050	9,443	5,760	60	10,516	36,319	16,314	52,633
TENNIS	7,110	0	300	2,500	3,353	1,620	130	3,770	18,783	7,881	26,664
TRACK	3,800	0	9,025	6,300	15,128	10,125	6,250	13,585	64,213	20,449	84,662
VOLLEYBALL	5,700	435	5,560	3,150	7,087	7,695	1,575	2,869	34,071	20,202	54,273
WRESTLING	5,050	1,200	0	3,150	6,643	8,145	2,400	1,520	28,108	16,261	44,369
TOTALS	195,147	69,741	19,243	138,800	137,052	116,318	14,880	106,335	797,516	283,185	1,080,701

NCAA Contest Expenses 130,000
Administrative Budget 375,208
Salaries 749,458

\$
TOTAL EXPENSES 2,335,367
M & O 94,184
Add'l Overhead Charge 44,849

includes
 \$90,000 in
 rollover
 funds
Grand Total \$2,474,400

**INTERCOLLEGIATE ATHLETICS BUDGET
2012-2013**

June 21,
Edited: 2012

SPORT	Support	Home Games	Home Tourn.	Equip & Recond	Meals	Lodgng	Entry Fees	Post Season	SUB TOTAL	Transp (incl PS)	TOTAL
BASEBALL	27,772	4,672	0	8,400	10,263	11,880	0	4,785	67,772	12,055	79,827
BASKETBALL(M)	8,100	6,790	0	2,400	5,852	3,420	0	3,078	29,640	13,738	43,378
BASKETBALL(W)	8,100	7,619	0	2,400	5,643	3,420	0	3,078	30,260	13,233	43,493
CROSS COUNTRY	3,250	0	1,720	650	4,180	2,880	1,810	4,680	19,170	8,100	27,270
FIELD HOCKEY	6,800	3,942	0	5,900	6,360	4,050	0	2,670	29,722	11,800	41,522
FOOTBALL	32,650	11,165	0	29,100	15,258	14,400	0	5,976	108,549	25,930	134,479
GOLF	6,514	0	2,058	1,300	4,114	7,755	3,745	0	25,486	1,782	27,268
GYMNASTICS	4,900	4,232	0	3,800	2,793	2,835	0	5,988	24,548	20,795	45,343
ICE HOCKEY(MEN)	7,950	8,294	0	19,800	5,970	5,400	0	7,020	54,434	19,275	73,709
ICE HOCKEY(WOMEN)	7,950	5,230	0	14,500	7,860	6,750	0	6,690	48,980	20,928	69,908
LACROSSE(MEN)	15,377	5,820	0	10,200	7,992	4,995	0	5,994	50,378	16,613	66,991
LACROSSE(WOMEN)	15,332	4,690	0	6,850	6,993	3,330	0	5,365	42,560	12,132	54,692
SOCCER(MEN)	6,800	4,530	0	3,150	5,190	4,050	0	7,020	30,740	13,293	44,033
SOCCER(WOMEN)	6,800	5,193	0	3,150	6,180	5,400	0	7,020	33,743	14,813	48,556
SOFTBALL	21,312	2,870	0	7,550	4,843	5,220	0	6,148	47,943	11,715	59,658
SWIMMING	5,450	2,550	0	5,050	11,294	4,860	860	10,516	40,580	14,525	55,105
TENNIS	8,110	0	300	2,500	2,703	1,620	105	3,770	19,108	4,890	23,998
TRACK	5,800	0	9,485	6,300	18,569	13,500	7,700	17,280	78,634	23,337	101,971
VOLLEYBALL	6,700	4,680	6,072	3,150	5,092	4,275	1,475	2,869	34,313	15,280	49,593
WRESTLING	6,050	640	0	3,150	10,832	14,805	4,540	1,520	41,537	23,888	65,425
TOTALS	211,717	82,917	19,635	139,300	147,981	124,845	20,235	111,467	858,097	298,122	<i>see below</i>

3.6% increase

10,732

1,166,951

NCAA Contest Expenses 150,000

Administrative Budget 458,396

Salaries 828,253

includes \$100,000
in rollover funds

TOTAL

EXPENSES \$2,603,600

**INTERCOLLEGIATE ATHLETICS
BUDGET**

Edited: April 4, 2013

2013-2014

SPORT	Support	Home Games	Home Tourn.	Equip & Recond	Meals	Lodgng	Entry Fees	Post Season	SUB TOTAL	Transp (incl PS)	TOTAL
BASEBALL	27,838	4,672	0	9,900	10,461	11,880	0	4,785	69,536	12,755	82,291
BASKETBALL(M)	8,100	8,827	0	2,400	5,301	3,420	0	3,078	31,126	12,122	43,248
BASKETBALL(W)	8,100	7,619	0	2,400	5,301	3,420	0	3,078	29,918	10,710	40,628
CROSS COUNTRY	3,250	0	2,090	650	3,608	2,880	1,610	4,680	18,768	11,716	30,484
FIELD HOCKEY	6,800	3,942	0	5,900	5,700	4,050	0	2,670	29,062	10,065	39,127
FOOTBALL	32,650	13,315	0	29,100	13,602	14,400	0	5,976	109,043	26,021	135,064
GOLF	6,946	0	2,058	1,300	3,630	7,238	2,370	0	23,542	1,558	25,100
GYMNASTICS	4,900	2,994	0	3,800	3,162	3,825	0	3,024	21,705	10,452	32,157
ICE HOCKEY(MEN)	7,950	8,294	0	19,800	6,150	5,400	0	7,020	54,614	21,052	75,666
ICE HOCKEY(WOMEN)	7,950	5,230	0	14,500	9,390	8,100	0	6,690	51,860	21,378	73,238
LACROSSE(MEN)	13,907	4,440	0	10,200	10,434	11,655	0	5,994	56,630	20,682	77,312
LACROSSE(WOMEN)	17,237	3,840	0	6,850	5,809	1,665	0	5,994	41,395	10,396	51,791
SOCCER(MEN)	6,800	4,143	0	3,150	5,700	4,050	0	7,020	30,863	14,772	45,635
SOCCER(WOMEN)	6,800	5,331	0	3,150	5,010	5,400	0	7,020	32,711	12,523	45,234
SOFTBALL	21,544	2,870	0	8,550	4,379	3,915	0	6,148	47,406	11,486	58,892
SWIMMING	5,450	2,040	0	5,050	9,936	0	860	10,516	33,852	14,058	47,910
TENNIS	8,290	0	0	2,500	2,406	2,205	115	1,885	17,401	3,475	20,876
TRACK	5,800	0	9,686	6,300	20,579	14,850	8,850	17,280	83,345	26,354	109,699
VOLLEYBALL	6,700	5,000	6,072	3,150	5,301	5,130	1,600	2,869	35,822	13,873	49,695
WRESTLING	6,050	1,600	0	3,150	8,294	11,835	3,015	1,520	35,464	21,935	57,399
TOTALS	213,062	84,157	19,906	141,800	144,153	125,318	18,420	107,247	854,063	287,383	1,141,446

NCAA Contest Expenses	165,000
Administrative Budget	424,879
Salaries	937,211
TOTAL EXPENSES	2,668,536
Admin. Overhead	73,970

includes \$218,273 in rollover funds

GRAND TOTAL	\$2,742,506
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INTERCOLLEGIATE ATHLETICS BUDGET

Edited: April 9, 2014

2014-2015

SPORT	Support	Home Games	Home Tourn.	Equip & Recond	Meals	Lodging	Entry Fees	Post Season	SUB-TOTAL	Transp (incl PS)	TOTAL
BASEBALL	27,838	5,638	0	9,900	11,187	11,880	0	4,785	71,228	9,332	80,560
BASKETBALL(M)	7,850	9,187	0	2,400	4,256	2,565	0	3,078	29,336	9,440	38,776
BASKETBALL(W)	7,850	8,493	0	2,400	4,788	3,420	0	3,078	30,029	10,842	40,871
CROSS COUNTRY	3,250	0	2,090	650	5,742	6,930	2,600	4,680	25,942	13,321	39,263
FIELD HOCKEY	6,800	3,942	0	5,900	5,850	2,700	0	4,980	30,172	12,359	42,531
FOOTBALL	45,650	13,975	0	36,375	14,466	14,400	0	5,976	130,842	27,092	157,934
GOLF	7,846	0	3,035	1,300	4,840	8,272	3,530	0	28,823	2,404	31,227
GYMNASTICS	4,900	5,610	0	3,800	1,533	945	0	7,266	24,054	14,877	38,931
ICE HOCKEY(MEN)	8,900	5,616	0	19,800	10,830	12,150	0	7,020	64,316	27,046	91,362
ICE HOCKEY(WOMEN)	8,900	5,984	0	14,500	8,190	8,100	0	6,690	52,364	19,022	71,386
LACROSSE(MEN)	13,728	4,480	0	10,200	9,213	9,990	0	5,994	53,605	17,252	70,857
LACROSSE(WOMEN)	14,061	5,120	0	6,850	7,770	6,660	0	5,994	46,455	16,195	62,650
SOCCER(MEN)	6,800	5,268	0	3,150	4,860	4,050	0	7,020	31,148	12,636	43,784
SOCCER(WOMEN)	6,800	4,358	0	3,150	6,840	5,400	0	7,020	33,568	16,717	50,285
SOFTBALL	22,994	3,690	0	8,550	3,074	2,610	0	6,148	47,066	8,967	56,033
SWIMMING	5,450	1,530	0	5,050	10,206	0	860	10,516	33,612	14,074	47,686
TENNIS	8,290	0	0	2,500	2,733	1,035	0	1,885	16,443	1,450	17,893
TRACK	6,400	0	14,239	6,300	18,800	14,625	7,600	18,550	86,514	25,339	111,853
VOLLEYBALL	6,700	3,317	7,619	3,150	6,251	5,985	825	2,869	36,716	19,279	55,995
WRESTLING	6,050	1,075	0	3,150	11,970	13,950	3,635	2,465	42,295	22,650	64,945
TOTALS	227,057	87,283	26,983	149,075	153,399	135,667	19,050	116,014	914,528	300,294	1,214,822

NCAA Contest Expenses	143,000
Administrative Budget	383,656
Salaries	1,079,317

TOTAL EXPENSES	\$2,820,795
Admin. Overhead	81,385

includes \$125,633 in rollover funds

GRAND TOTAL	\$2,902,180
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INTERCOLLEGIATE ATHLETICS BUDGET

Edited: March 11, 2015

2015-2016

SPORT	Support	Home Games	Home Tourn.	Equip & Recond	Meals	Lodging	Entry Fees	Post Season	SUB-TOTAL	Transp (incl PS)	TOTAL
BASEBALL	27,838	5,028	0	9,900	12,078	14,850	0	6,996	76,690	12,134	88,824
BASKETBALL(M)	7,850	10,522	0	2,400	4,978	3,420	0	3,078	32,248	11,563	43,811
BASKETBALL(W)	7,850	8,874	0	2,400	5,282	4,275	0	3,078	31,759	13,100	44,859
CROSS COUNTRY	3,250	0	0	650	8,360	9,000	2,930	5,382	29,572	17,071	46,643
FIELD HOCKEY	6,800	3,736	0	5,900	6,030	2,700	0	4,980	30,146	12,655	42,801
FOOTBALL	41,650	13,905	0	36,375	13,050	7,600	0	6,308	118,888	21,798	140,686
GOLF	7,846	0	3,035	1,300	4,719	7,238	3,865	0	28,003	2,349	30,352
GYMNASTICS	4,900	3,324	5,400	3,800	2,562	1,890	0	4,452	26,328	9,229	35,557
ICE HOCKEY(MEN)	8,900	9,377	0	19,800	7,200	6,750	0	7,020	59,047	20,301	79,348
ICE HOCKEY(WOMEN)	8,900	7,734	0	14,500	6,690	6,750	0	6,690	51,264	16,488	67,752
LACROSSE(MEN)	18,982	5,720	0	10,200	4,551	1,665	0	5,994	47,112	9,857	56,969
LACROSSE(WOMEN)	20,832	4,175	0	6,850	4,995	1,665	0	5,994	44,511	10,543	55,054
SOCCER(MEN)	6,800	4,164	0	3,150	6,330	6,750	0	7,020	34,214	14,598	48,812
SOCCER(WOMEN)	6,800	3,864	0	3,150	6,360	5,400	0	7,020	32,594	14,775	47,369
SOFTBALL	22,994	2,628	0	8,550	5,162	5,220	0	6,148	50,702	12,140	62,842
SWIMMING	5,450	1,680	0	5,050	9,288	4,860	860	10,516	37,704	13,073	50,777
TENNIS	8,290	0	0	2,500	2,434	1,620	125	1,885	16,854	3,195	20,049
TRACK	6,400	0	0	6,300	28,046	16,605	10,955	18,550	86,856	29,667	116,523
VOLLEYBALL	6,700	2,626	7,385	3,150	6,137	6,840	1,200	2,869	36,907	19,094	56,001
WRESTLING	6,050	5,038	0	3,150	8,480	7,650	3,695	2,565	36,628	14,757	51,385
TOTALS	235,082	92,395	15,820	149,075	152,732	122,748	23,630	116,545	908,027	278,387	1,186,414

NCAA Contest Expenses	123,000
Administrative Budget	355,603
Salaries	936,365
TOTAL EXPENSES	\$2,601,382
Admin. Overhead	79,682

includes \$25,000 in roll-over funds

GRAND TOTAL	\$2,681,064
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